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A COMPARATIVE STUDY ON PERCEIVED STRESS, DEPRESSION AND ANXIETY IN WORKING AND NON-WORKING WOMEN IN BURDWAN

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Abstract

The aim of the study is to identify and to find out the relationship among perceived stress, anxiety and depression between working and non-working women in Burdwan. For this purpose, 100 women in the age group of 30 to 45 years are included in the study, 50 were working and 50 were not working. They are selected on the basis of working and non working women who would be present in the selected urban areas at the time of data collection and who are married. All women were assessed under perceived stress, anxiety and depression with the help of Perceived Stress Scale, BDI-II and State and Trait Anxiety Inventory (STAI) scale. The result of the present study shows perceived stress is more in non-working women whereas anxiety and depression is more in working women. Non-working women have higher perceived stress as compared to working women and working women have more anxiety and depression as compared to non-working women. There is a significant difference in the relationship between working and non-working women for perceived stress and anxiety, whereas there is no significant difference in the relationship between working and non-working women for depression. The correlation between perceived stress and depression is significant but relationship is weak and positive in working women. The relationship between perceived stress and anxiety is also weak and positive but not significant in working women. The relationship between anxiety and depression is weak and negative and not significant in working women. In case of non-working women the relationship between perceived stress and depression and also between perceived stress and anxiety is negative and weak and the relationship is not

significant, whereas the relationship between anxiety and depression is weak positive but the relationship is not significant.

Keywords: Perceived stress, Anxiety, Depression, Working women, Non-working women.

Introduction

Modern era is the era of science and technology where everyone is striving to excel in his/her field whether it is at home or at work place. In this modern era, stress has become a universal phenomenon. In the traditional society, women's role was naturally limited to the family. Since she was the bearer of children, she was fully occupied with her duties as a mother and homemaker. This was no small feat, since the traditional household may be described as both a production and a consumption unit. Man's responsibility was to provide the household with raw materials, which were then converted by the woman into consumable products or conditions by means of rudimentary methods and tools. Among the group of women, there is diversity of values. Working women have different values than non-working women and other adult women. In modern society the social and community environment is full of social and moral pollution. Hence there are many problems of working women in different fields.

Perceived stress is the feelings or thoughts that an individual has about how much stress they are under at a given point in time or over a given time period.. Perceived work stress is a serious issue It can cause – tension, headache, fatigue, digestive issues, irritability and anger, lack of focus and motivation, depression, sleep disorders etc.

Anxiety is part and parcel of human existence. According to Richard Benson, it is a state of fear and apprehension that affects many areas of functioning. It plays a valuable role in self-preservation - the fear of the consequences often prevents us from taking unnecessary risks.

Depression is a mood disorder that can affect a person's daily life. It may be described as feelings of sadness, loss or anger. People experience depression in different ways. It may interfere with your daily work resulting in lost time and lower productivity. It can also influence relationships and some chronic health conditions.

Review Literature

1. Thapa, 2019, studied on “A comparative study to assess the level of stress and coping strategies among married working and non-working women residing in selected urban areas of Dehradun, Uttarakhand.” Sample of the study consists of 50 working and 50 non-working

women. Result of the study is- Most of the working women were having moderate level of stress and larger number of non-working women was having mild level of stress. The findings of the study uncovered that there is no significant difference in the level of stress and coping strategies among working and non-working women.

2. Rashid and others, 2015, studied on “To measure the level of depression among working and non working married women”. The sample was taken from Faisalabad, sample of the study consists of 50 working and 50 non-working women. Cross sectional study used. Result shows that working married women have to face more difficulties in their lives.

3. Moral and other, 2016, studied on “level of anxiety between working and non working women” based in Meerut city. The study consists of 100 working and 100 non-working women. SCAT was used which consists of 90 items. Results of the study shows both groups were significantly differing on the level of anxiety. Results have shown a higher level of anxiety in working women as compared to their counterpart.

4. Adhikari, 2012, studied on “Anxiety and Depression: Comparative study between working and non-working mothers” based in Kolkata. The study consists of 30 working mothers and 30 non-working mothers. Result of the study shows some significant differences were observed between the selected variables.

5. Jiang, 2020, studied on “Perceived stress and daily well being during the Covid19 outbreak: the moderating role of age” based in China. Sample of the study consists of 231 participants. Result of the study shows that older adults reported lower perceived stress in daily life compared to younger adults.

Significance of the Study

This study was a significant attempt and beneficial to the women who do not understand their perceived stress, anxiety and depression reasons. I formulated the hypotheses that working women have more stress, anxiety and depression as compared to non working women.

1. Women would be encouraged to concentrate on enhancing their formal educational level.
2. Women would participate in more social roles to avoid the risk of developing anxiety.
3. Individual counseling would be arranged for the working women.

Objectives of the Study

1. To study the difference in the level of perceived stress in working and non-working women.
2. To study the difference in the level of depression in working and non-working women.
3. To study the difference in the level of anxiety in working and non-working women.
4. To study the relationship between perceived stress and depression in working women.
5. To study the relationship between perceived stress and anxiety in working women.
6. To study the relationship between depression and anxiety in working women.
7. To study the relationship between perceived stress and depression in non-working women.
8. To study the relationship between perceived stress and anxiety in non-working women.
9. To study the relationship between depression and anxiety in non-working women.

Hypotheses

1. There is no significant difference in the level of perceived stress in working and non working women.
2. There is no significant difference in the level of depression in working and non working women.
3. There is no significant difference in the level of anxiety in working and non working women.
4. There is no significant relationship in perceived stress and depression in working women.
5. There is no significant relationship in perceived stress and anxiety in working women.
6. There is no significant relationship in depression and anxiety in working women.
7. There is no significant relationship in perceived stress and depression in non-working women.
8. There is no significant relationship in perceived stress and anxiety in non-working women.
9. There is no significant relationship in depression and anxiety in non-working women.

Research Design: In this study 100 women would be included following the criteria of inclusion of 30 to 45 years. They would be divided into two groups working (N = 50) and non-working (N = 50).

Statistics Used: Mean, SD, t – test and correlation were computed. In this study purposive sampling was used.

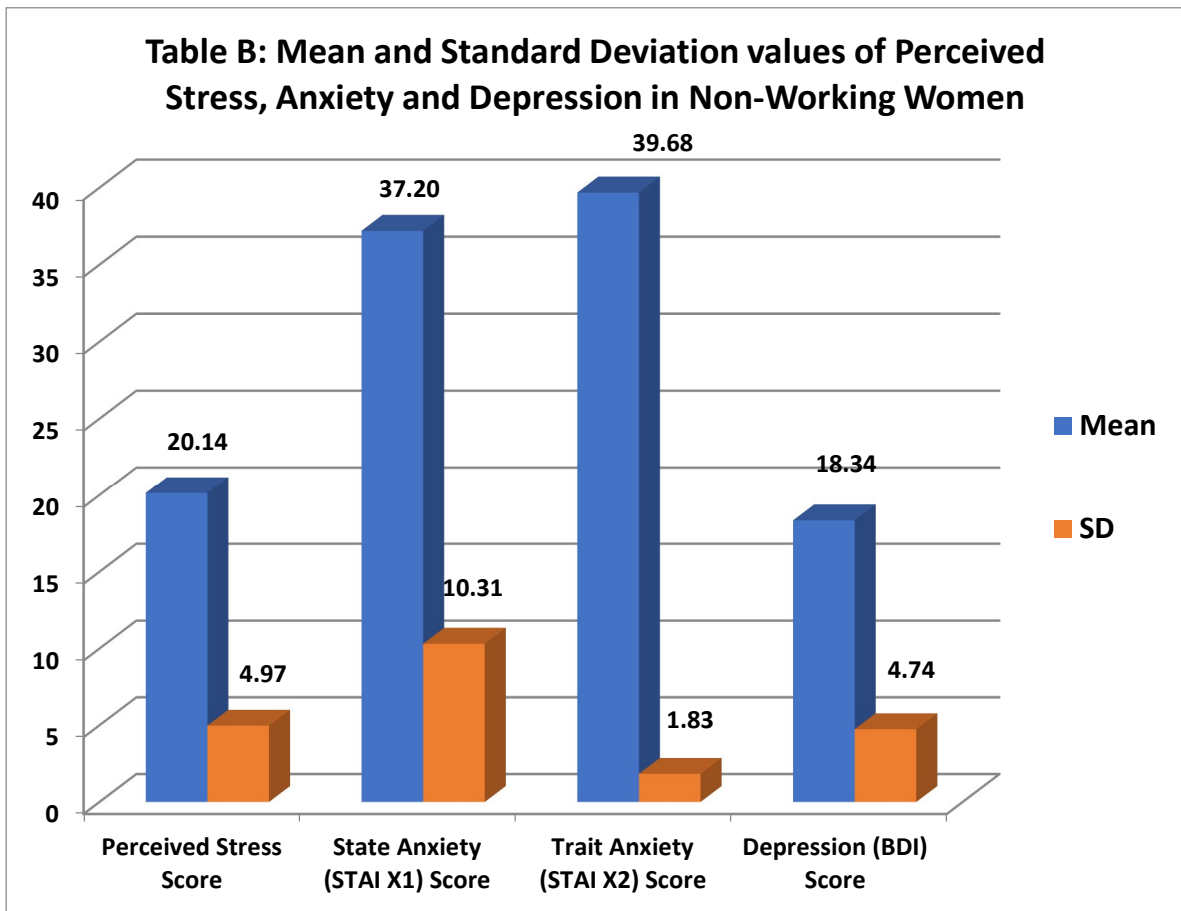
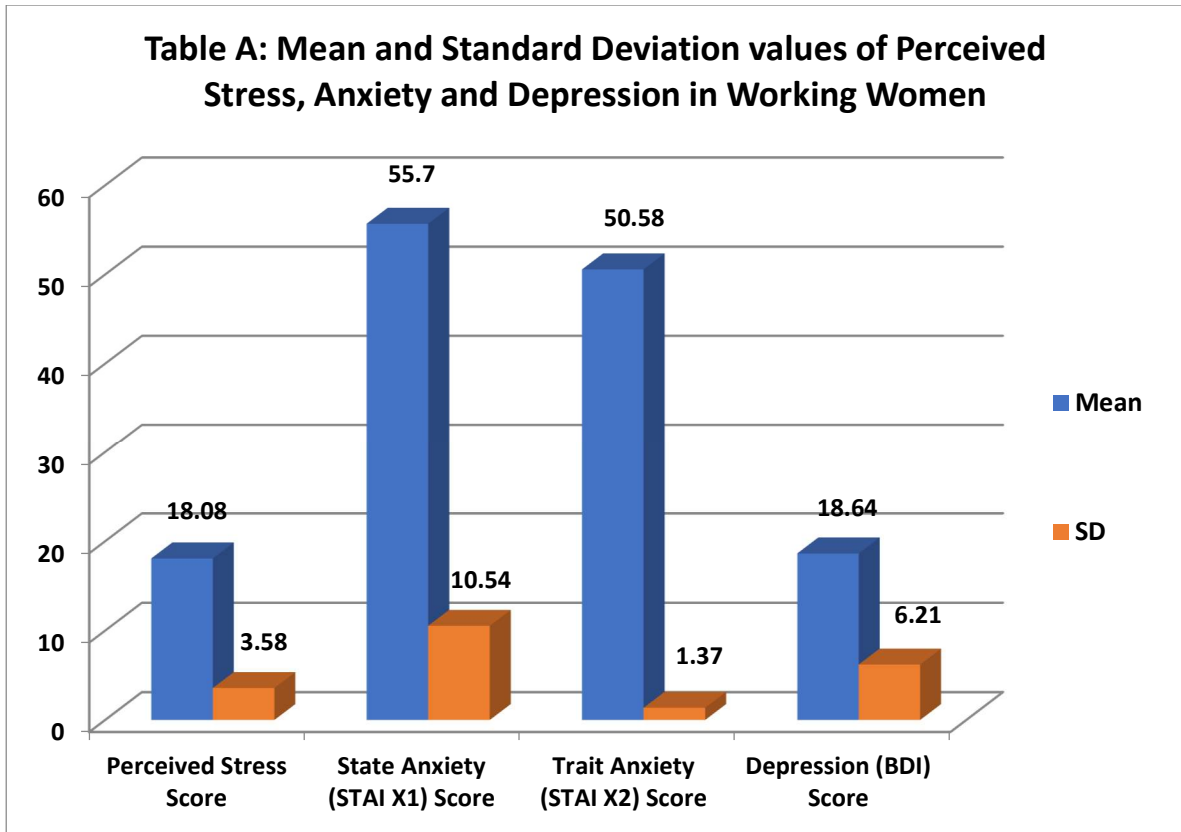
Tools:

1. Perceived Stress Scale (PSS)
2. Beck Depression Inventory (BDI II)
3. STAI

Data and Results

| TABLE A : Mean and Standard Deviation values of Perceived Stress, Anxiety and Depression in Working Women | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------|--------------------------------------|-------------------------------|---------------|-------------------------------|--------------------------------------|--------------------------------------|-------------------------------|
| Sl No. | Perceived Stress Score | State Anxiety (STAI X1) Score | Trait Anxiety (STAI X2) Score | Depression (BDI) Score | Sl No. | Perceived Stress Score | State Anxiety (STAI X1) Score | Trait Anxiety (STAI X2) Score | Depression (BDI) Score |
| 1 | 17 | 61 | 38 | 15 | 30 | 20 | 59 | 71 | 21 |
| 2 | 15 | 58 | 49 | 15 | 31 | 22 | 49 | 66 | 21 |
| 3 | 16 | 71 | 45 | 28 | 32 | 21 | 67 | 63 | 20 |
| 4 | 14 | 73 | 72 | 7 | 33 | 15 | 55 | 48 | 24 |
| 5 | 16 | 68 | 61 | 21 | 34 | 15 | 48 | 39 | 21 |
| 6 | 21 | 68 | 55 | 20 | 35 | 15 | 42 | 55 | 28 |
| 7 | 17 | 69 | 51 | 24 | 36 | 26 | 39 | 59 | 15 |
| 8 | 21 | 57 | 53 | 24 | 37 | 25 | 43 | 59 | 16 |
| 9 | 17 | 52 | 39 | 15 | 38 | 22 | 45 | 51 | 18 |
| 10 | 14 | 68 | 40 | 15 | 39 | 21 | 50 | 50 | 18 |
| 11 | 15 | 62 | 48 | 15 | 40 | 17 | 51 | 40 | 17 |
| 12 | 15 | 65 | 55 | 15 | 41 | 17 | 42 | 49 | 15 |
| 13 | 15 | 60 | 47 | 16 | 42 | 27 | 39 | 47 | 26 |
| 14 | 17 | 71 | 47 | 16 | 43 | 26 | 38 | 43 | 26 |
| 15 | 16 | 58 | 46 | 20 | 44 | 25 | 38 | 39 | 26 |
| 16 | 21 | 59 | 39 | 20 | 45 | 14 | 41 | 38 | 27 |
| 17 | 22 | 59 | 61 | 20 | 46 | 14 | 48 | 28 | 7 |
| 18 | 22 | 61 | 65 | 25 | 47 | 20 | 47 | 31 | 24 |
| 19 | 16 | 59 | 43 | 24 | 48 | 20 | 35 | 51 | 21 |
| 20 | 16 | 63 | 59 | 25 | 49 | 15 | 47 | 58 | 16 |
| 21 | 18 | 58 | 52 | 25 | 50 | 16 | 49 | 57 | 14 |
| 22 | 17 | 57 | 57 | 8 | Total | 904 | 2785 | 2529 | 932 |
| 23 | 15 | 71 | 62 | 8 | Mean | 18.08 | 55.70 | 50.58 | 18.64 |
| 24 | 17 | 72 | 57 | 27 | SD | 3.58 | 10.54 | 1.37 | 6.21 |
| 25 | 15 | 52 | 57 | 26 | | | | | |
| 26 | 17 | 48 | 49 | 15 | | | | | |
| 27 | 15 | 65 | 41 | 8 | | | | | |
| 28 | 16 | 65 | 51 | 7 | | | | | |
| 29 | 18 | 63 | 48 | 7 | | | | | |

| TABLE B : Mean and Standard Deviation values of Perceived Stress, Anxiety and Depression in Non-Working Women | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------|--------------------------------------|-------------------------------|---------------|-------------------------------|--------------------------------------|--------------------------------------|-------------------------------|
| Sl No. | Perceived Stress Score | State Anxiety (STAI X1) Score | Trait Anxiety (STAI X2) Score | Depression (BDI) Score | Sl No. | Perceived Stress Score | State Anxiety (STAI X1) Score | Trait Anxiety (STAI X2) Score | Depression (BDI) Score |
| 1 | 30 | 35 | 22 | 7 | 33 | 15 | 26 | 52 | 18 |
| 2 | 15 | 45 | 22 | 24 | 34 | 21 | 24 | 53 | 22 |
| 3 | 31 | 48 | 28 | 21 | 35 | 22 | 22 | 26 | 21 |
| 4 | 21 | 32 | 56 | 24 | 36 | 25 | 33 | 23 | 9 |
| 5 | 17 | 29 | 51 | 28 | 37 | 21 | 43 | 25 | 8 |
| 6 | 17 | 25 | 24 | 12 | 38 | 23 | 41 | 25 | 24 |
| 7 | 18 | 44 | 26 | 14 | 39 | 24 | 48 | 25 | 18 |
| 8 | 19 | 46 | 23 | 20 | 40 | 17 | 49 | 25 | 15 |
| 9 | 17 | 47 | 23 | 14 | 41 | 21 | 51 | 49 | 18 |
| 10 | 19 | 55 | 51 | 14 | 42 | 18 | 31 | 49 | 21 |
| 11 | 21 | 51 | 29 | 15 | 43 | 17 | 36 | 49 | 17 |
| 12 | 21 | 41 | 59 | 22 | 44 | 20 | 39 | 46 | 19 |
| 13 | 15 | 29 | 51 | 16 | 45 | 30 | 29 | 41 | 22 |
| 14 | 14 | 33 | 55 | 19 | 46 | 17 | 27 | 51 | 14 |
| 15 | 17 | 35 | 47 | 15 | 47 | 15 | 51 | 45 | 24 |
| 16 | 15 | 43 | 45 | 15 | 48 | 21 | 43 | 61 | 21 |
| 17 | 21 | 26 | 45 | 19 | 49 | 21 | 21 | 55 | 24 |
| 18 | 16 | 21 | 27 | 17 | 50 | 14 | 23 | 26 | 28 |
| 19 | 30 | 45 | 29 | 18 | Total | 1007 | 1860 | 1984 | 917 |
| 20 | 31 | 27 | 21 | 21 | Mean | 20.14 | 37.20 | 39.68 | 18.34 |
| 21 | 18 | 42 | 48 | 24 | SD | 4.97 | 10.31 | 1.83 | 4.74 |
| 22 | 19 | 31 | 48 | 22 | | | | | |
| 23 | 13 | 39 | 45 | 22 | | | | | |
| 24 | 15 | 51 | 43 | 23 | | | | | |
| 25 | 18 | 62 | 54 | 12 | | | | | |
| 26 | 20 | 33 | 59 | 13 | | | | | |
| 27 | 31 | 24 | 43 | 15 | | | | | |
| 28 | 30 | 29 | 47 | 18 | | | | | |
| 29 | 19 | 50 | 22 | 15 | | | | | |
| 30 | 17 | 41 | 27 | 16 | | | | | |
| 31 | 22 | 23 | 47 | 18 | | | | | |
| 32 | 18 | 41 | 41 | 21 | | | | | |



Hypothesis 1: There is no significant difference in the level of perceived stress in working and non working women

| Table 1 | | | | |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|-----------------------------------------------------|------------------------------------------------------------|
| Hypothesis 1: There is no significant difference in the level of perceived stress in working and non working women | | | | |
| | Perceived Stress Score for Working Women | | Perceived Stress Score for Non-Working Women | Remarks |
| Total | 904 | | 1007 | For detailed data please refer to Table A & Table B above. |
| Mean | 18.08 | | 20.14 | |
| SD | 3.58 | | 4.97 | |

Table 1: [Hypothesis 1 (t-test)]

| Variables | Sample (N=100) | Mean | SD | SEM | t-value | Remarks |
|---------------------------------------------------|-----------------------|-------------|-----------|------------|----------------|--------------------------------------------------------------------------------------|
| Perceived stress in working and non working women | P _W =50 | 18.08 | 3.58 | 0.51 | 2.3773 | At 0.05 level, $t_{obs} > t_{actual}$, so null hypothesis is rejected at 0.05 level |
| | P _{NW} =50 | 20.14 | 4.97 | 0.70 | | |

| | |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Therefore, $df = N_W + N_{NW} - 2$ | At $df=98$, $t_{obs} > t_{actual}$ (1.96). Therefore null hypothesis rejected at 0.05 level of significance. Alternative hypothesis - There is a significant difference between working and non working women regarding their perceived stress. |
| $df = 50+50-2$ | |
| $df=98$ | |

The study from Table-1 shows that there is a significant difference between working and non working women regarding their perceived stress.

Hypothesis 2: There is no significant difference in the level of depression in working and non working women

| Table 2 | | | | |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|-----------------------------------------------------|------------------------------------------------------------|
| Hypothesis 2: There is no significant difference in the level of depression in working and non working women | | | | |
| | Depression (BDI) Score for Working Women | | Depression (BDI) Score for Non-Working Women | Remarks |
| Total | 932 | | 917 | For detailed data please refer to Table A & Table B above. |
| Mean | 18.64 | | 18.34 | |
| SD | 6.21 | | 4.74 | |

Table 2: [Hypothesis 2 (t-test)]

| Variables | Sample (N=100) | Mean | SD | SEM | t-value | Remarks |
|---------------------------------------------|---------------------|-------|------|------|---------|--------------------------------------------------------------------------------------|
| Depression in working and non working women | D _W =50 | 18.64 | 6.21 | 0.88 | 0.2715 | At 0.05 level, $t_{obs} < t_{actual}$, so null hypothesis is accepted at 0.05 level |
| | D _{NW} =50 | 18.34 | 4.74 | 0.67 | | |

| | |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Therefore, $df = N_W + N_{NW} - 2$ | At $df=98$, the result is not significant at 0.05 level $t_{obs} < t_{actual}$. Therefore null hypothesis accepted and there is no significant difference between working and non working women regarding their depression. |
| $df = 50+50-2$ | |
| $df=98$ | |

The study from Table-2 shows that there is no significant difference between working and non working women regarding their depression.

Hypothesis 3: There is no significant difference in the level of anxiety in working and non working women

| Table 3 | | | | |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|-----------------------------------------------------|------------------------------------------------------------|
| Hypothesis 3: There is no significant difference in the level of anxiety in working and non working women | | | | |
| | Trait Anxiety (STAI X2) Score for Working Women | | Trait Anxiety (STAI X2) Score for Non-Working Women | Remarks |
| Total | 2529 | | 1984 | For detailed data please refer to Table A & Table B above. |
| Mean | 50.58 | | 39.68 | |
| SD | 1.37 | | 1.83 | |

Table 3: [Hypothesis 3 (t-test)]

| Variables | Sample (N=100) | Mean | SD | SEM | t-value | Remarks |
|------------------------------------------------|---------------------|-------|-------|------|---------|--------------------------------------------------------------------------------------|
| Trait anxiety in working and non working women | A _W =50 | 50.58 | 9.71 | 1.37 | 4.7656 | At 0.05 level, $t_{obs} > t_{actual}$, so null hypothesis is rejected at 0.05 level |
| | A _{NW} =50 | 39.68 | 12.94 | 1.83 | | |

| | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Therefore, $df = N_W + N_{NW} - 2$ | At $df=98$, $t_{obs} > t_{actual}$. Therefore null hypothesis rejected at 0.05 level of significance. Alternative hypothesis - There is a significant difference between working and non working women regarding their anxiety. |
| $df = 50+50-2$ | |
| $df=98$ | |

The study from Table-3 shows that there is a significant difference between working and non working women regarding their anxiety.

Hypothesis 4: There is no significant relationship in perceived stress and depression in working women

| Table 4 | | | | |
|--------------------------------------------------------------------------------------------------------|------------------------------------------|--|------------------------------------------|--------------------------------------------------|
| Hypothesis 4: There is no significant relationship in perceived stress and depression in working women | | | | |
| | Perceived Stress Score for Working Women | | Depression (BDI) Score for Working Women | Remarks |
| Total | 904 | | 932 | For detailed data please refer to Table A above. |
| Mean | 18.08 | | 18.64 | |
| SD | 3.58 | | 6.21 | |

Table 4: [Hypothesis 4 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|--------------------------------------------------|--------------------|-------|---------------------------------------------|---------------------------------------|--------------------------|
| Perceived stress and depression in working women | P _w =50 | 18.08 | 0.299 (Positive but weaker relationship) | 0.034919 (Significant at p < 0.05) | Null hypothesis rejected |
| | D _w =50 | 18.64 | | | |

The result is significant at p < 0.05. So the null hypothesis rejected. Alternative hypothesis accepted and there is a significant relationship between perceived stress and depression in working women

The study from Table-4 there is a significant relationship between perceived stress and depression in working women.

Hypothesis 5: There is no significant relationship in perceived stress and anxiety in working women

| Table 5 | | | | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------|--|-------------------------------------------------|--------------------------------------------------|
| Hypothesis 5: There is no significant relationship in perceived stress and anxiety in working women | | | | |
| | Perceived Stress Score for Working Women | | Trait Anxiety (STAI X2) Score for Working Women | Remarks |
| Total | 904 | | 2529 | For detailed data please refer to Table A above. |
| Mean | 18.08 | | 50.58 | |
| SD | 3.58 | | 1.37 | |

Table 5: [Hypothesis 5 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|-----------------------------------------------|--------------------|-------|----------------------------------------------|-------------------------------------------|--------------------------|
| Perceived stress and anxiety in working women | P _w =50 | 18.08 | 0.1414 (Positive but weaker relationship) | 0.327337 (Not significant at p < 0.05) | Null hypothesis accepted |
| | A _w =50 | 50.58 | | | |

The result is not significant at p < 0.05. So the null hypothesis accepted and there is no significant relationship between perceived stress and anxiety in working women

The study from Table-5 there is no significant relationship between perceived stress and anxiety in working women.

Hypothesis 6: There is no significant relationship in depression and anxiety in working women

| Table 6 | | | | |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------|--|--------------------------------------------------------|--------------------------------------------------|
| Hypothesis 6: There is no significant relationship in depression and anxiety in working women | | | | |
| | Depression (BDI) Score for Working Women | | Trait Anxiety (STAI X2) Score for Working Women | Remarks |
| Total | 932 | | 2529 | For detailed data please refer to Table A above. |
| Mean | 18.64 | | 50.58 | |
| SD | 6.21 | | 1.37 | |

Table 6: [Hypothesis 6 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|-----------------------------------------|--------------------|-------|-----------------------------------------------|----------------------------------------|--------------------------|
| Depression and anxiety in working women | D _w =50 | 18.64 | -0.0178 (Negative and weaker relationship) | 0.902352 (Not significant at p < 0.05) | Null hypothesis accepted |
| | A _w =50 | 50.58 | | | |

The result is not significant at p < 0.05. So the null hypothesis accepted and there is no significant relationship between depression and anxiety in working women

The study from Table-6 there is no significant relationship between depression and anxiety in working women.

Hypothesis 7: There is no significant relationship in perceived stress and depression in non-working women

| Table 7 | | | | |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------|--|----------------------------------------------|--------------------------------------------------|
| Hypothesis 7: There is no significant relationship in perceived stress and depression in non-working women | | | | |
| | Perceived Stress Score for Non-Working Women | | Depression (BDI) Score for Non-Working Women | Remarks |
| Total | 1007 | | 917 | For detailed data please refer to Table B above. |
| Mean | 20.14 | | 18.34 | |
| SD | 4.97 | | 4.74 | |

Table 7: [Hypothesis 7 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|------------------------------------------------------|---------------------|-------|-----------------------------------------------|----------------------------------------|--------------------------|
| Perceived stress and depression in non-working women | P _{NW} =50 | 20.14 | -0.1413 (Negative and weaker relationship) | 0.332197 (Not significant at p < 0.05) | Null hypothesis accepted |
| | D _{NW} =50 | 18.34 | | | |

The result is not significant at $p < 0.05$. Therefore the null hypothesis accepted and there is no significant relationship between perceived stress and depression in non-working women

The study from Table-7 there is no significant relationship between perceived stress and depression in non-working women.

Hypothesis 8: There is no significant relationship in perceived stress and anxiety in non-working women

| Table 8 | | | | |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------|--|-------------------------------|--------------------------------------------------|
| Hypothesis 8: There is no significant relationship in perceived stress and anxiety in non-working women | | | | |
| | Perceived Stress Score for Non-Working Women | | Trait Anxiety (STAI X2) Score | Remarks |
| Total | 1007 | | 1984 | For detailed data please refer to Table B above. |
| Mean | 20.14 | | 39.68 | |
| SD | 4.97 | | 1.83 | |

Table 8: [Hypothesis 8 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|---------------------------------------------------|---------------------|-------|----------------------------------------------|-------------------------------------------|--------------------------|
| Perceived stress and anxiety in non-working women | P _{NW} =50 | 20.14 | -0.215 (Negative and weaker relationship) | 0.133764 (Not significant at p < 0.05) | Null hypothesis accepted |
| | A _{NW} =50 | 39.68 | | | |

The result is not significant at $p < 0.05$ probability level. So the null hypothesis accepted and there is no significant relationship between perceived stress and anxiety in non-working women

The study from Table-8 there is no significant relationship between perceived stress and anxiety in non-working women.

Hypothesis 9: There is no significant relationship in depression and anxiety in non-working women

| Table 9 | | | | |
|---------------------------------------------------------------------------------------------------|----------------------------------------------|--|-------------------------------|--------------------------------------------------|
| Hypothesis 9: There is no significant relationship in depression and anxiety in non-working women | | | | |
| | Depression (BDI) Score for Non-Working Women | | Trait Anxiety (STAI X2) Score | Remarks |
| Total | 917 | | 1984 | For detailed data please refer to Table B above. |
| Mean | 18.34 | | 39.68 | |
| SD | 4.74 | | 1.83 | |

Table 9: [Hypothesis 9 (Correlation) Pearson P.M.]

| Variables | Sample | Mean | R-value | p-value | Remarks |
|---------------------------------------------|---------------------|-------|----------------------------------------------|---------------------------------------------|--------------------------|
| Depression and anxiety in non-working women | D _{NW} =50 | 18.34 | 0.2459 (Positive but weaker relationship) | 0.08519 (Not significant at $p < 0.05$) | Null hypothesis accepted |
| | A _{NW} =50 | 39.68 | | | |

The result is not significant at $p < 0.05$. So the null hypothesis accepted and there is no significant relationship between depression and anxiety in non-working women

The study from Table-9 there is no significant relationship between depression and anxiety in non-working women.

Conclusion

The result of the present study shows perceived stress is more in non-working women whereas anxiety and depression is more in working women. Non-working women have higher perceived stress as compared to working women and working women have more anxiety and depression as compared to non-working women. There is a significant difference in the relationship

between working and non-working women in the case of perceived stress and anxiety, whereas there is no significant difference in the relationship between working and non-working women in the case depression.

The correlation between perceived stress and depression is significant but relationship is found to be weak and positive in working women. The relationship between perceived stress and anxiety is also weak and positive but not significant in working women. The relationship between anxiety and depression is weak and negative and not significant in working women.

In case of non-working women the relationship between perceived stress and depression and also between perceived stress and anxiety is negative and weak and the relationship is not significant, whereas the relationship between anxiety and depression is weak positive but the relationship is not significant.

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RELATIONSHIP BETWEEN VALUE EDUCATION AND ACADEMIC PERFORMANCE OF SECONDARY STUDENTS IN WEST BENGAL

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Abstract:

Values are the opinions of what is significant in life, what is right, and what is bad. These values come from a variety of sources. Giving value education to anyone is crucial. Good ideals need to be ingrained in a person's head since early childhood. In this perspective, educational institutions are crucial in providing students with a moral education as early as the school years. Lakshmi & Paul (2018). Value-based education is a vital necessity right now in India. In this study, the structural and functional components as well as the application of values in educational settings were elaborated upon from both a global and national viewpoint. It elaborated on the pattern of relationships between these concepts and proposed how to teach them in a healthy way. Values display the best way for a society to think and behave. The real link between the variables in the current environment will be investigated by researchers. The most crucial requirement for creating a peaceful society and a peaceful world is to comprehend and rationalise the immensely complex nature of values in national and global settings. Samanta (2021). The current investigation has been conducted "Relationship between value education and academic performance of secondary students in west Bengal". 200 secondary school pupils were surveyed using a custom-made situation-based questionnaire. With the help of appropriate statistical methods like the t-test, the acquired data were evaluated. After completing and analyzing this research work, the researcher came to the conclusion that there is a significant relationship between values education and academic performance of students at

the secondary level and there is no difference between students, rural-urban areas. Mondal & Mete (2009).

Key words: Value Education, Academic Performance, Value, Secondary student.

Introduction:

Human life development does not depend only on natural processes. He is always active to hasten the process of life development and for this he has to take artificial or planned measures. Through this self-activation, he overcomes the limited capacity of the natural process and proceeds rapidly on the path of self-development. Education helps him in this regard, along with the larger society, family, school, curriculum. His self-activity, experience, education, and cooperation lead him to the peak of excellence. And the results are amazing. In this context the principle of constructivism states-- children master various strategies of living and acquire various skills with the help of self-activity. This technique or skill is learning. Education will ultimately shape each student's experience through problem solving in a collaborative environment and be useful in solving life's larger problems. The ultimate aim of modern education is to help the all-round development of the student, to make him possessor of ideal life. This ideal life refers to the lifestyle of the student. This philosophy of life awakens values in the individual by harmonizing the inherent bio-psychological tendencies. These values are the transmitters of the philosophy of life, the ultimate goal of education in the analyzed interpretation is realized through the creation of values. The guide of values is the education system. There is a deep connection between education and values. Educational experiences help to shape lifestyle, and that lifestyle helps to inculcate proper values in the learner. From a psychological point of view, a person's ideal values occur on a three-dimensional level - self-affirmation, self-realization and self-congruence. When the student is able to rationally choose a course of action useful in life, with a meaningful combination of his possibilities, values are awakened in him. Since the learner's experience and special training can help him to acquire this ability, education assumes an important role in creating values.

Pedagogical relevance becomes greater than individual relevance from the moment a student begins his or her initial knowledge within the school arena. Gradually, values are inculcated through the school-based curriculum. At the same time, the student's self-efficacy motivation increases. This self-efficacy and proactiveness manifests in the progress of the student's academic performance. At the same time, it reaches the proper goal of education, which in the words of H.S. Broudy "In so far as knowledge can do anything for value formation or modification the school can have a genuine share in the enterprise."

Review of related literature:

Mondal, B. C., & Jayanta, M. (2009) in an article has been conducted to study the levels of “value awareness among the secondary school students residing either at rural or urban sectors”. The data collection from 600 secondary school students was conducted through a self-constructed situation-based questionnaire. Appropriate statistical techniques like ANOVA, t-test etc. were used for analysis of the data obtained. According to these results, boys in cities are valued above those in rural areas.

Gupta (2014) conducted “A study on self-concept, academic achievement and achievement motivation of the students”. In this study the purpose was to investigate whether there is any difference between different social groups of adolescents who go to boarding school when it comes to self-concept, achievement and motivation. The sample was composed of 846 pupils from 28 schools in West Bengal, India. Results showed that for the four dimensions of self-concept in comparison with six dimensions, gender differences have an important impact. The gender difference was not demonstrated to be significant when it came to academic achievement and motivation. The students from the castes had significantly different results in terms of academic achievement. High substantial differences have been observed in terms of achievement, motivation and self-concept when compared with a father's education and occupation; but the difference between these two dimensions is negligible.

Das and Ghosh (2014) explored “the relationship between academic achievement and emotional maturity of secondary school students”. The sample comprised of 100 secondary level students from the Burdwan district. The tool used for data collection was the emotional maturity scale. Statistics employed were t-test and correlation. The findings showed that the students of rural and urban areas had a similar level of emotional maturity and academic achievement. Insignificant relationship existed between academic performance and emotional maturity of secondary school students of the rural locale whereas a significant relationship was observed among emotional maturity and academic achievement for the urban students and for the total sample.

Khatun, M., & Halder, U. K. (2019) investigate “a study on the relation between personal value and academic achievement of higher secondary students”. The study's goals also include examining the relationship between higher secondary students' personal values and academic achievement in terms of gender. In the Dakshin Dinajpur district of West Bengal, 800 students were randomly chosen for the data collection from eleven higher secondary schools. In order to gather data for this study, the Personal Value Scale (PVS), created by Halder (2018), was

adopted and used. The study shows a link between higher secondary students' personal values and academic success. The results of the analyses by gender are also consistent.

Ansary, K., Gorain, S. C., & Saha, B. (2023) conducted “Attitude towards value-oriented education among undergraduate students”. Responses from the pupils are gathered using the B. Yella Reddy (2004) standardised value-oriented education scale. All Purulia district, West Bengal, undergraduate college students are included in the research population. Techniques for stratified random sampling were applied. A sample of 149 undergraduate students from various colleges associated with Sidho Kanho Birsha University in Purulia, West Bengal, India was chosen, and data analysis was carried out using Microsoft Excel. The results of this study showed that undergraduate college students' attitudes towards value-oriented education are not significantly different depending on different demographic factors (gender, local of the students).

Bairagya, S., & Dasgupta, S. A. (2017) conducted “Social values among school children through the teaching of value-based contents in Bengali”. Students were divided into homogeneous groups to test the theory. Eighty sixth-grade children make up the sample. The experimental group is one, and the control group is the other. The study's findings make it abundantly evident that social ideals can be instilled through training with value-based content.

Research Gap:

Mondal, B. C., & Jayanta, M. (2009) in an article has been conducted to study the levels of “value awareness among the secondary school students residing either at rural or urban sectors”. **Gupta (2014)** conducted “A study on self-concept, academic achievement and achievement motivation of the students”. **Das and Ghosh (2014)** explored “the relationship between academic achievement and emotional maturity of secondary school students”. **Khatun, M., & Halder, U. K. (2019)** investigate “a study on the relation between personal value and academic achievement of higher secondary students”. **Ansary, K., Gorain, S. C., & Saha, B. (2023)** conducted “Attitude towards value-oriented education among undergraduate students”. & **Bairagya, S., & Dasgupta, S. A. (2017)** conducted “Social values among school children through the teaching of value-based contents in Bengali”.

The above review of literature reveals that many researchers have worked on values education and academic achievement in their area some have also worked on social values and some have worked on value awareness. However, no work has been done on the value education of students of secondary level of Murshidabad district of West Bengal, so the researcher wanted

to work on the relationship between value education and academic achievement of students of secondary level of Murshidabad district in his study.

But the above researchers have not worked on the value development of secondary level students, value education from the perspective of educational excellence, and how much influence the value refinement has on modern education. Therefore, the researcher included these issues as research gaps in the study and will explain these issues.

Significance of the study:

Although this type of research has been done on students in other districts of West Bengal, the researcher is not aware that this type of work has been done on Murshidabad district. The researcher feels that this type of research work on students is a significant step forward.

Effective measures can be taken only after investigating a problem and collecting proper information about it. Not only should the cause be known, action should be taken based on research findings. Current work will be able to feed that type of solution.

1. The researcher hopes that the findings of this study will help improve the quality of student progress in school education in West Bengal.
2. The ideas of this research will materialize the work of school education reforms, so that the quality of school education increases.
3. If this research is successful, remedial attitudes towards various aspects of value education of students will be formed, problematic aspects will be solved.
4. This research will help students in values education at secondary level and beyond.

Statement of the problem:

Choosing a research problem is not an easy task. In order to select the problem, the researcher has to keep in mind some things such as the problem should be a specific problem of the present, past and future, the selection of the problem should be accurate and reliable and the purpose and results of the research should become a source of new knowledge. Keeping all these aspects in mind, the present researcher named his research clearly and precisely -- ***“Relationship between value education and academic achievement of secondary students in west Bengal”***. The reasons behind doing this research are to know how values education affects the academic performance of students, to know how values education affects the students of a backward district like Murshidabad district where many villages have not yet reached the light

of education. And wanted to compare the value relationship between rural and urban students of this district. So, the researcher thinks that if this research work is done, the students can be more aware of values education. This research will serve as a guide to the students.

Objective:

- In this study, the purpose of the study is to know the relationship between education and academic performance of secondary level students.
- Whether there is any difference in the relationship between academic performance and values education among urban students.
- Whether there is any difference in the relationship between academic performance and values education among rural students.

Hypothesis:

H₀₁ There is no significant difference in values education and academic performance between male and female students at secondary level in Murshidabad district of West Bengal.

H₀₂ There is no significant difference in values education and academic performance between rural male and rural female students at secondary level in Murshidabad district, West Bengal.

H₀₃ There is no significant difference in values education and academic performance between urban male and urban female students at secondary level in Murshidabad district, West Bengal.

Term defined:

Value Education: Values education is an activity in which people are helped by appropriately qualified adults, in institutes, homes, clubs and spiritual and other youth organizations, to articulate these values under their personal attitudes; Assessing the effectiveness of those values for their personal and others' long-term well-being and reflecting and achieving other values more effective for short-term and long-term well-being.

According to C. V. Good “**Value-education is the aggregate of all the process by means of which a person develops abilities, attitudes and other forms of behaviour of the positive values in the society in which he lives.**”

Academic Performance:

Educational competence is the outcome of the learning process, which helps students progress towards specific learning goals. Educational excellence depends on three factors – teachers, students and educational institutions. Educational excellence is measured based on these three factors. Academic performance = (Procedural knowledge + Declarative knowledge).

Methodology of the study:

Approaches of the study:

“Descriptive survey” method was used considering the demand and nature of the study. The present research was descriptive survey type research.

- **Population:** Students in West Bengal Board of Secondary Education Class 10 make up the study's population.
- **Sample & Sampling:**
Total 200 sample will be collected from Murshidabad district in West Bengal. the sample will be collected from simple Random method especially lottery method will be followed for this proposed study.
- **Tools and Techniques:** The tools used by the researcher to complete this research work is accurate and manufactured by the researcher in a standardized manner. A self-constructed situation-based questionnaire was used for data collection. The collected data were analyzed with appropriate statistical techniques like t-test.

Data Analysis and Interpretation:

Hypothesis:1

H₀₁ There is no significant difference in values education and academic performance between male and female students at secondary level in Murshidabad district of West Bengal.

The researcher, out of a total of 200 secondary level students, collected the aspiration papers of 101 male and 99 female students, observed the quality of the data and constructed a table as mentioned below.

Tabil No:1

| Variables | Sub Variables | No. of Sample | Mean | S.D. | Total d.f. | t-Value |
|-----------|---------------|---------------|-------|-------|------------|---------|
| Gender | Male | 101 | 54.11 | 30.67 | 198 | 2.62 |
| | Female | 99 | 52.76 | 27.96 | | |

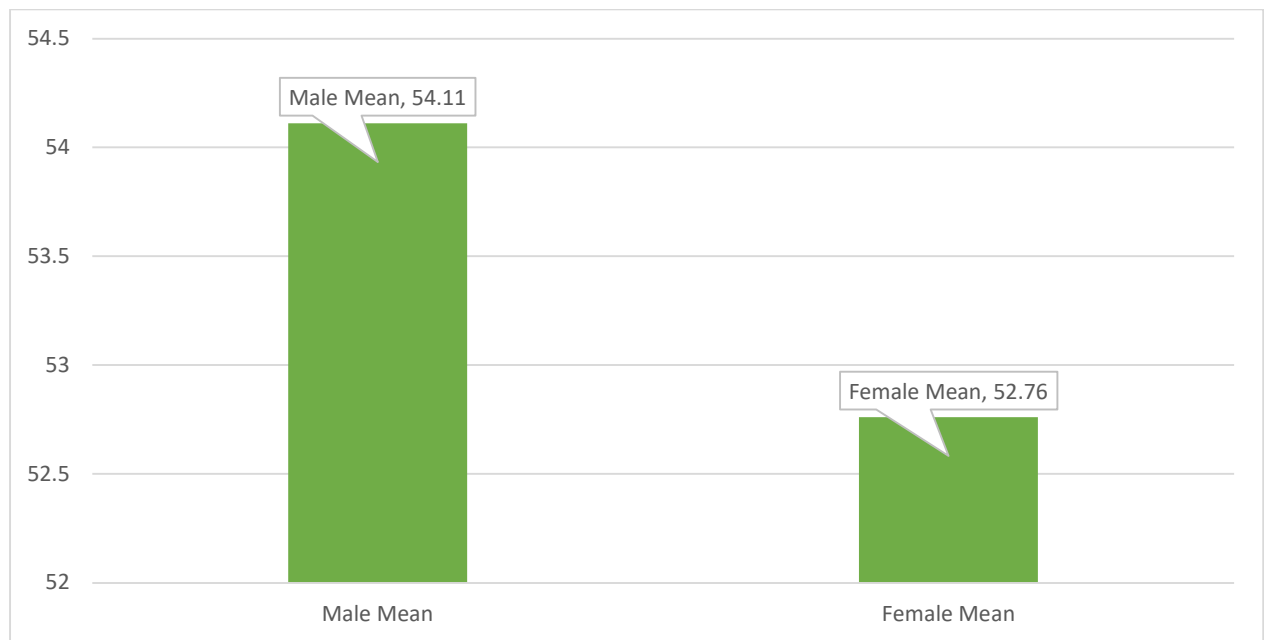


Figure no:1

By applying the data of statistical method by observing the tables and graphs the researcher came to the conclusion that –

The value obtained by t-test determined in the given table is 2.62, the table value is 1.97 at 0.05 level, which is less than the value of determined 't'. So, it is significant.

That is, the above null-hypothesis is not acceptable.

Therefore, based on the above findings it can be concluded that there is a significant difference between values education and academic performance between male and female students at the secondary level.

Hypothesis:2

H₀₂ There is no significant difference in values education and academic performance between rural male and rural female students at secondary level in Murshidabad district, West Bengal.

The researcher collected the application form of 51 rural students and 49 rural female students out of total 200 secondary level students, observed the quality of data and constructed a table of details mentioned below.

Table No: 2

| Variables | Sub Variables | No. of Sample | Mean | S.D. | Total d.f. | t-Value |
|-----------|---------------|---------------|-------|-------|------------|---------|
| Location | Rural Boys | 51 | 57.65 | 26.11 | 98 | 2.103 |
| | Rural Girls | 49 | 55.03 | 29.27 | | |

**Figure no:2**

By applying the data of statistical method by observing the tables and graphs the researcher came to the conclusion that –

The value obtained by t-test determined in the given table is 2.103, the table value is 1.98 at 0.05 level, which is less than the value of determined 't'. So, it is significant.

That is, the above null hypothesis is not acceptable.

So, based on the above findings it can be concluded that there is a significant difference in values education and academic performance between rural male and female rural male students at secondary level.

Hypothesis:3

H₀₃ There is no significant difference in values education and academic performance between urban male and urban female students at secondary level in Murshidabad district, West Bengal.

The researcher collected the application form of 50 urban students and 50 urban female students out of a total of 200 secondary level students, observed the quality of data and constructed a table of details mentioned below.

Table No:3

| Variables | Sub Variables | No. of Sample | Mean | S.D. | Total d.f. | t-Value |
|-----------|---------------|---------------|-------|-------|------------|---------|
| Location | Urban Boys | 50 | 54.61 | 32.67 | 98 | 0.472 |
| | Urban Girls | 50 | 51.56 | 33.13 | | |

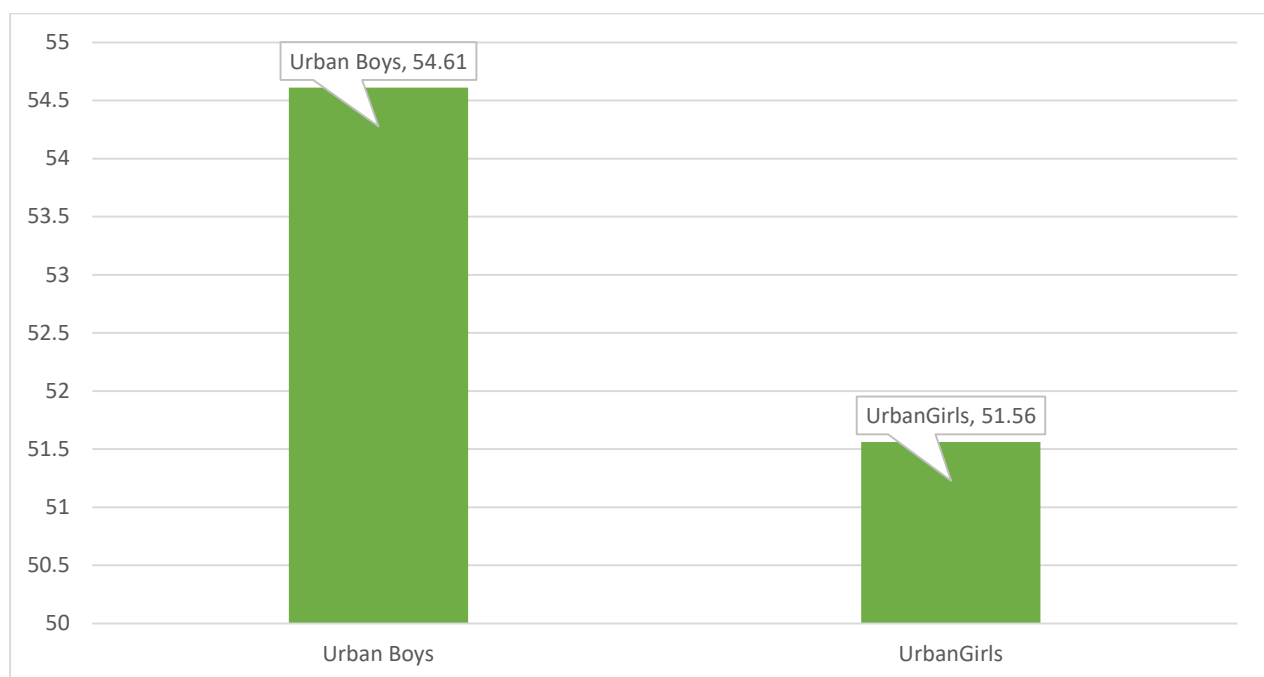


Figure no:3

By applying the data of statistical method by observation of tables and graphs the researcher came to the conclusion that –

The value obtained by t -test in the given table is 0.472, the table value is 1.98 at 0.05 level, which is greater than the value of 't' determined. So, it is not significant.

That is, the above null hypothesis is acceptable.

So, based on the above results it can be concluded that there is no significant difference between values education and academic performance between urban male and female urban male students at secondary level.

Conclusion:

In the field of education, the researcher has done the discussed research work to know or measure the relationship between academic performance and values education at the secondary level. His research focuses on two areas. Like values education on one hand, educational excellence on the other. As a result, students' values will be known as well as their academic skills will come out. The researcher thought that values education would have some difference between male and female students, rural or urban students. Values education will also differ by gender, geographic location. In this context, the researcher has made some tentative conclusions. To judge these hypothesized conclusions the researcher applied some questions related to values education to some selected sample or students of rural and urban areas and based on their opinion he expressed his conclusions.

There is no significant difference in values education among rural and urban students. But it has been found that urban students are slightly more conscious about values than rural students. There is no variance among the academic performance of rural and urban students. Overall, students' values education and academic performance are not significantly related. Values education is an internal and personal matter of students.

Gender-wise male students were found to be ahead of female students in relation to values education and academic performance. That is, students are especially aware of value education.

After completing and analyzing this research work, the researcher came to the conclusion that there is a significant relationship among values education and academic performance of students at the secondary level and there is no difference among students, rural-urban areas. In analyzing the relationship between values education and academic performance of students at the secondary level, researchers have highlighted various dimensions. In this case, the student's family position, school infrastructure relationship, teacher behavior creation and social awareness aspects have been highlighted as the main determinants of value education. The researcher thinks that family, school, teacher and society are the main key to create student's values. In addition, the school class structure, the basic behavior of classmates has a special effect on the value education of the student. The researcher thinks that the self-efficacy and the activity of the student's educational excellence are promoted through the student's values.

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IMPACT OF SAGARDIGHI THERMAL POWER PLANT ON SOCIO-ECONOMIC ACTIVITY OF SAGARDIGHI C.D. BLOCK OF MURSHIDABAD DISTRICT

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Abstract:

Thermal power plants are the main source of electricity generation in all developing or developed countries and populous country India is not exceptional. The importance of thermal power plants is indispensable to meet the increasing electricity demand of dynamic urbanising countries around the world. High-energy steam passes through the turbine and creates force on the steam turbine, causing the shaft to rotate at high speed, which produces electric energy from heat energy in a thermal power plant. These thermal power plants have a serious impact on the surrounding area, such as on the agro-ecosystem, soil, and air. Thermal power plants are also reported to emit large amounts of mercury, greenhouse gases and generate large amounts of environmentally destructive fly ash in nature. The environmental impact of thermal power plants emissions is increasing day by day. Environmental degradation is associated with the release of enormous amounts of NO_x, CO₂, SO_x, and Respirable Suspended Particulate Matter (RSPM) from the thermal plant sectors, which are dispersed over a large radius and cause respiratory and related diseases in humans and wildlife. In Sagardighi, there are also effects on the processes of photosynthesis, mineral balance, trace elements, essential nutrients of plants, soil layers, structures and buildings due to corrosion reactions at the Sagardighi Thermal Power Plant. On the other hand, we can see some positive aspects due to the Sagardighi Thermal Plant. There was positive development in the local social level, economic stability, education facility, production rate, road condition, increase in employment etc. In this present study, we try to

analyse the socio-economic impacts and the relationship between health conditions and the quality of life at the coal-based Sagardighi Thermal Power Plant in Sagardighi C.D. Block of Murshidabad District.

Keywords: Environment impact assessment, Livelihood, Sagardighi, Socio-Economic.

1. Introduction:

Around 60% of electricity generation in our country is met by thermal power plants (Kumar et al., 2013). The Sagardighi Thermal Power Plant is one of the India's most successful coal-based thermal power plant which is situated in Manigram in the Murshidabad district of West Bengal. Since 2008, electricity has been generated continuously from here, but the flip side of success reveals the torments of a harsh reality, impacting the habitat and lives of the people around it, farmland and biodiversity, livestock, etc. Both the positive and negative effects of this project have been methodically observed. This may be the reason why local residents of the Sagardighi region have become economically independent. The Sagardighi thermal power project is spread across 765 hectares of land. In 2008 (the first phase), two 300 MW units were commissioned at a cost of Rs. 27.50 billion. Here using mainly coal as energy and occasionally adding Light Diesel Oil (LDO). The plant's technology is based on that of the Chinese company M/S Donfang Electric Corporation. M/S BHEL has started the installation of two other 500 MW installations. The power plant had provided employment for about 2,000 people. (WBPDC, Exhibit-7.1, 2012). In the second phase, two 500-megawatt units were operated simultaneously on March 31, 2015 and October 15, 2015. The third phase ordered 1 supercritical thermal power unit of 660 MW (WBPDC, 2023). This power plant shall receive coal from the Eastern Coalfields. Electricity generated at Sagardighi Thermal Plant is transferred to West Bengal State Electricity Transmission Company (WBSETCL). The energy efficiency of a conventional thermal power station, considered salable energy produced as a percent of the heating value of the fuel consumed, is typically 33% to 48% (Kumar et al., 2013). At present, Sagardighi Thermal Power Station produces 1600 MW of electricity in total across 4 units (WBPDC, 2023).

2. Objectives:

- I.** To highlight the present scenario of thermal power plant-generated pollution in the selected area in Sagardighi C.D. Block.
- II.** Assessment of the level of impact of the thermal power plant on the socio-economic and environmental conditions of the local residents.

III. To understand the relationship between health conditions and the quality of life in the surrounding area.

3. Database and Methodology:

The data has some quantitative and qualitative values. In this study, data sources were mainly of two types, i.e., primary data and secondary data, with random conversations with local people for complete conceptualization. For preparing the topographic location map and data analysis using Microsoft Excel and QGIS software (3.4 version).

Our overall work has three stages, which can be divided into pre-field, field, and post-field. They are shown below.

3.1 Pre-Field:

- selection of this study area.
- Preparation of the survey questionnaire for primary data collection.
- Accumulate knowledge of this study and study area from different sources, like articles, books, and journals.
- Literature review.
- Prepare a rough research plan.

3.1.1 Sample size determination:

We have selected 100 households from Sagardighi Thermal Plant's surrounding settlements for primary data collection to prepare our work.

3.1.2 Sample type determination:

In this study, samples were selected based on a random sampling method for the primary household survey of Sagardighi Thermal Plant's surrounding settlements in Sagardighi C.D. Block.

3.2 Field:

- Collection of basic data in the field of study using pre-designed questionnaires.
- Field verification and gathering information.
- Data collection comes from personal interviews, records with the help of photographs, and group interviews.

3.3 Post-Field:

- Tabulation, representation and exploration of the collected data.
- Make key conclusions about the purpose of the study based on the analysis of the primary data.
- Preparation location map of the study area with the help of QGIS software (3.4 version).

4. Study Area:

Sagardighi Thermal Power Plant is situated in Sagardighi Community Development Block, which is one of the most crowded block with a population of 3,10,461 in Murshidabad (Census of India, 2011), that is selected as the study area for this present study (Fig. 1). West Bengal Power Development Corporation Limited (WBPDC) operated the power plant. This plant extended between 24°22'06" North latitude to 88°06'04" East longitude. The thermal plant is an area of approximately 900 acres, excluding the ash dump and the plant's township area (WBPDC). Sagardighi thermal power station site is located at Manigram Village, 13 km north of Sagardighi town by the side of the SMGR (Sagardighi-Manigram-Gankar–Raghunathganj) Road at a distance 20 km from National Highway 34 in Murshidabad District, West Bengal, India and around 240 km from Kolkata. The nearest rail station is Manigram adjacent to the site on Bandel - Barhawara branch line and 6.5 km from Sagardighi Railway Station on Sainthia - Azimgunj line of Eastern Railway (Mukherjee et al., 2017).

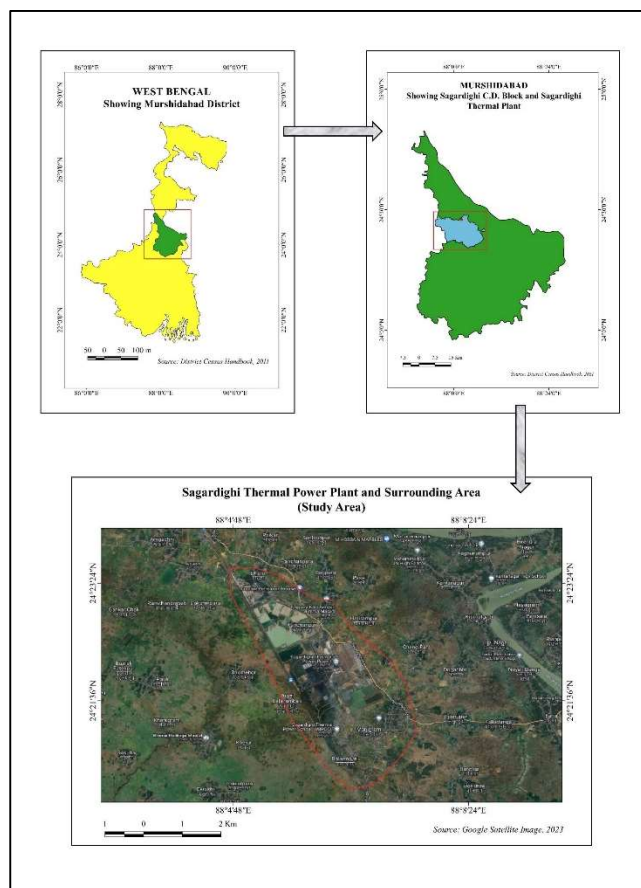


Fig. 1: Geographical Location of the Study Area

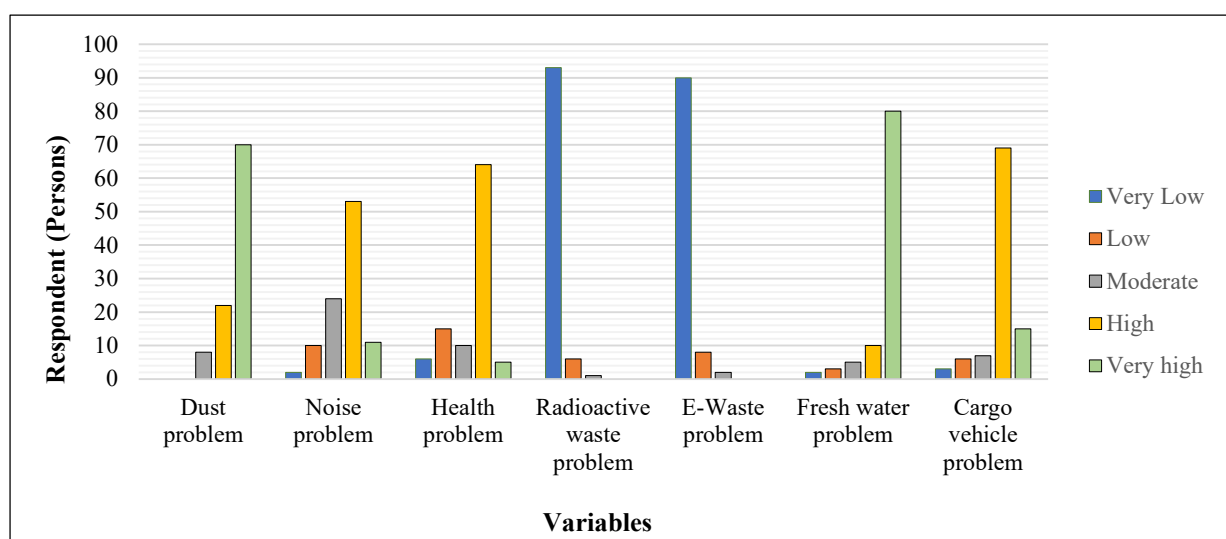
5. Thermal Power Plant and Local Environment:

Even though the development of those power plants has good-sized influences on nearby habitats and ecology even before any power plant method begins and may wreck many habitats and the local food chains, the discharge of numerous pollutants has a giant impact on the flora

and fauna of the local surroundings. Local ecosystems are deteriorating due to thermal pollution, especially local water bodies altered by wastewater discharges from power plants. It is well known that many pollutants are released into the atmosphere by thermal power plants. Coal-fired power plants are one of the main causes of rising carbon dioxide levels in the global atmosphere. Over time, adjacent dams, lakes, landfills and other areas that dump more than half of their waste have damaged rivers and drinking water sources.

• **5.1 Environmental Rating:**

The thermal power plant affected the local environment very badly. Almost every aspect of the environment has been affected to a lesser or greater extent. The thermal power plant's impact on the environment has had an indirect or direct impact on the local population. On the below diagram (Fig. 2), we can see ratings of environmental problems in different sectors. After the primary survey, 70 people said that the dust problem is very high in the surrounding air. 53 respondents said that noise pollution is high, but 10 respondents said that it is not too high. Most of the people (93 and 90 respondents, respectively) have said that the problem of radioactive waste and E-waste is very low because these types of pollutants are sent out. 80 respondents also said that there is a great problem regarding fresh water. The thermal power plant consumes a large amount of fresh water, which results in a scarcity of clean water. In this study area, 69 responders expressed that there is a high problem due to the movement of heavy cargo vehicles. Their sleep is disturbed due to the movement of large vehicles at night. During the transportation of thermal power plant ash, sometimes some amount of harmful ash falls out.



Primary Data, 2023

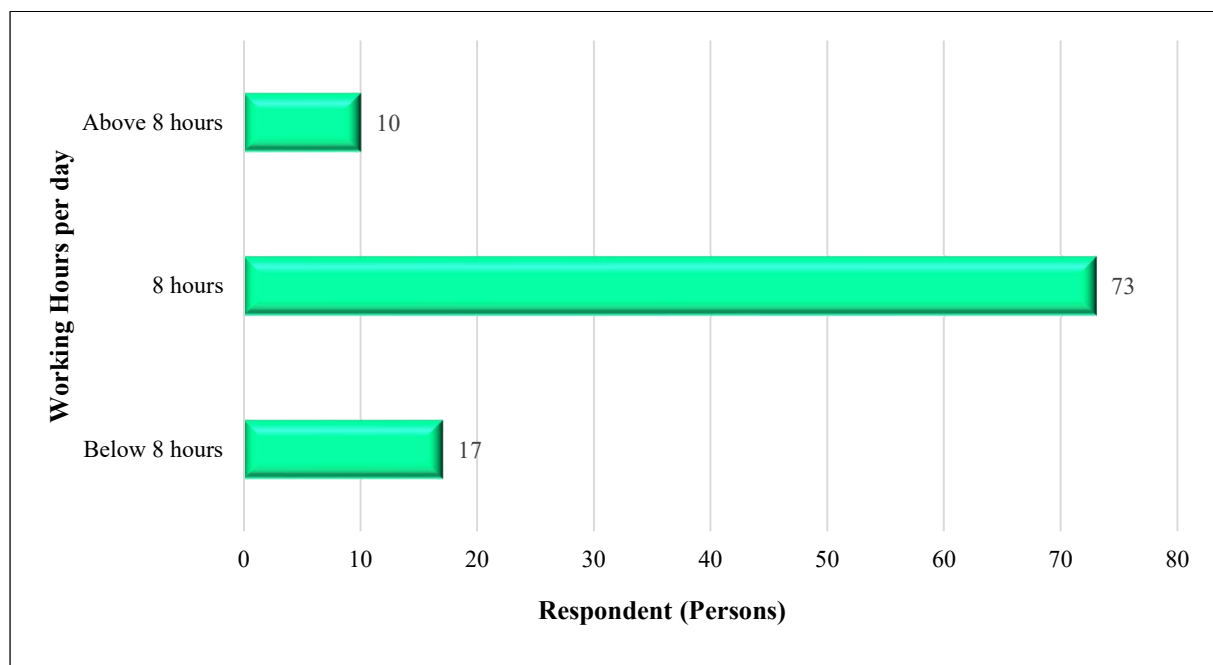
Fig. 2: Environmental problems in the surveyed area

6. Thermal Power Plant and Economy:

The location of a thermal power plant is an economic boon to the surrounding population. Residents of the Sagardighi area are no exception. Almost all households in the surrounding area are directly or indirectly involved with the thermal power plant.

• 6.1 Working hours per day and month:

The workers who are directly and permanently involved in this thermal power plant are involved for 8 hours per day in a day and 26 days in a month. Sunday is a day off for most employees. Based on the primary survey in this study area, 17 employees work less than 8 hours per day, 73 employees work 8 hours per day, and 10 employees work above 8 hours per day (Fig. 3). Temporary workers in the thermal power plant are engaged in other labour-intensive occupations when not working in the power plant.



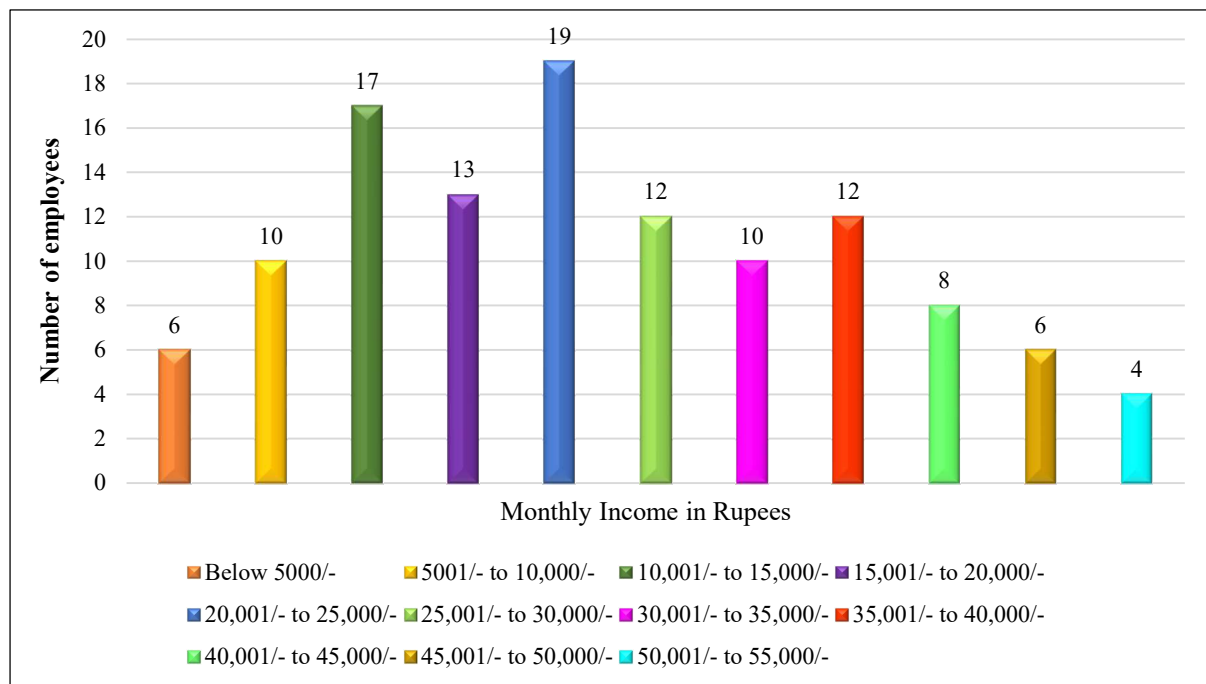
Primary Data, 2023

Fig. 3: Working hours per day of surveyed employees

• 6.2 Monthly income of the industry worker:

Household income is an important measure of a region's economic health. The monthly income of the thermal power plant employees is not too bad in terms of work (Fig. 4). From the 100-household survey, it has been found that 04 employees' monthly income is below 5000/-, 10 employees' income is between 5000/- to 10,000/-, 17 employees' monthly income ranges from 10,000/- to 15,000/-. There are also some employees who are well compensated, such as 08 employees whose monthly income ranges from 40,001/- to 45,000/-, 06 employees whose income ranges from 45,000/- to 50,000/-, and 04 employees whose monthly income ranges

from 50,000/- to 55,000/-. All employees are paid based on their educational qualifications and manual labour.



Primary Data, 2023

Fig. 4: Monthly income of the industry worker

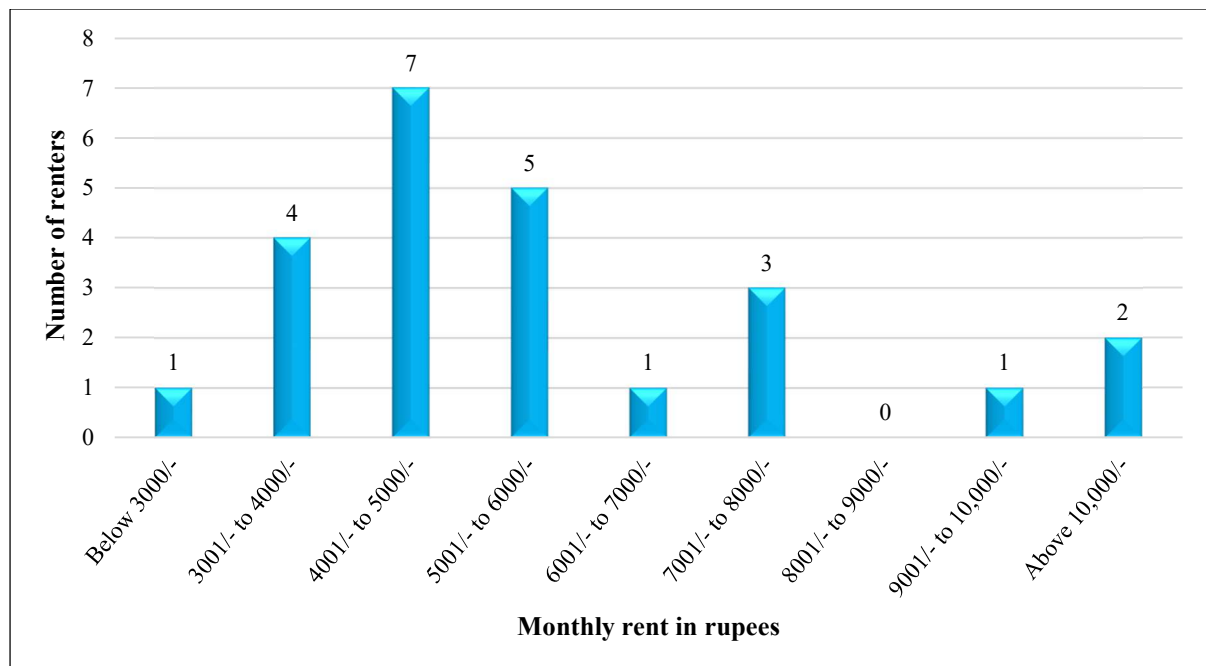
- **6.3 Income source of other family members:**

There are many settlements in the vicinity of Sagardighi Thermal Power Station that do not work in the industrial plant. There are various reasons behind this, such as lack of educational qualifications, lack of intention, employment in other professions, lack of vacancies etc. The other engaged income sources of the industrial employee's family members are: farming, shopkeeping, driving, mason work, private jobs, house rent, vehicle repair, vegetable selling, teaching, railway jobs, contracting, catering etc.

- **6.4 Monthly income from house rent:**

Many new settlements have been built here because of the location of this thermal power plant. Many people come here for the purpose of employment. Local houses are rented as employees come here, which opens up new avenues for livelihood for local residents. House rents are determined by the distance from home to industry, the number of renters, the number of rooms given and amenities provided from home. A survey of 100 houses revealed that a total of 24 houses are rented out. Almost all houses have different rents. From the 24 rented household survey, we have found that the monthly rent of 1 house is below 3000/-, the monthly rent of 4 houses is between 3001/- to 4000/-, and the monthly rent of 7 houses is between 4001/- to

5000/- . There are also some renters, such as two renters who pay more than 10,000/- per month and one renter who pays between 9001/- and 10,000/- per month. There are no renters paying rent between 8001/- to 9000/- . Fig. 5 illustrates this very nicely.

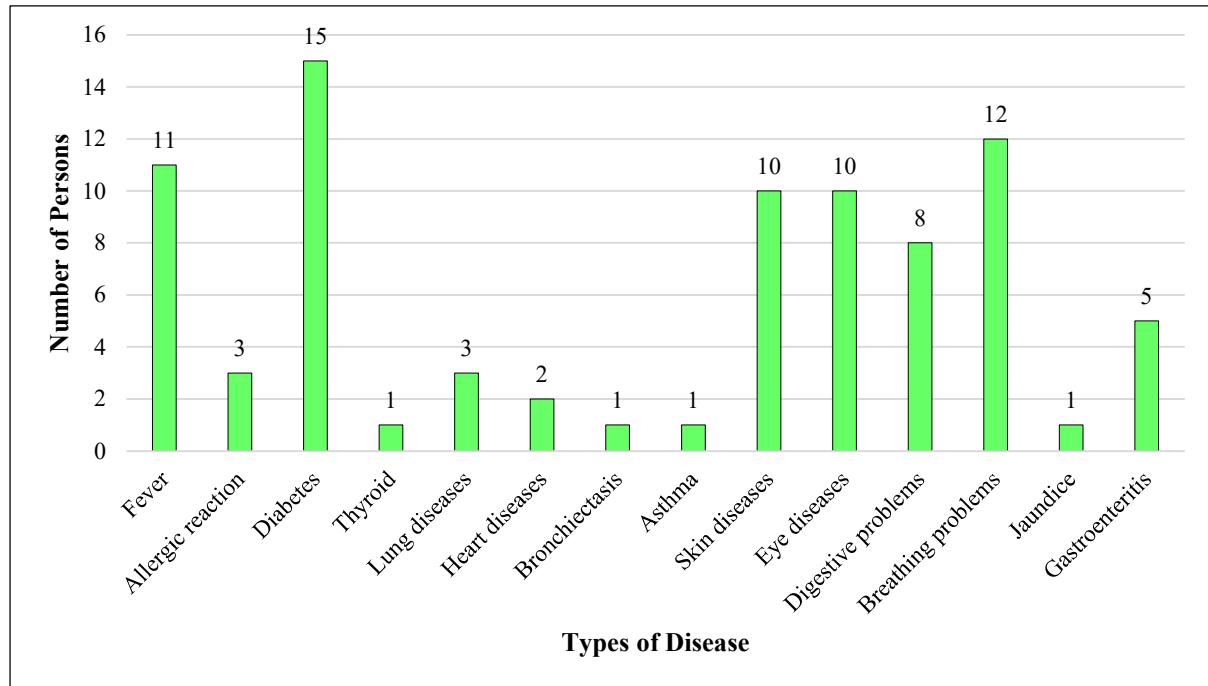


Primary Data, 2023

Fig. 5: Monthly income from house rent

7. Thermal Power Plant and Human Health:

High-quality, eco-friendly materials are used during the manufacturing of the Sagardighi Thermal Power Plant. The thermal power plant is completely designed not to have any polluting effect on the surrounding area. Nevertheless, some diseases occur in nearby people as a result of the thermal power plant or for genetic or other reasons. On the basis of the primary survey, diseases like diabetes (15 respondents), breathing problems (12 respondents), and fevers (11 respondents) are more common here. Skin diseases and eye diseases (10 respondents) are moderately noticeable. Heart diseases (2 respondents), asthma (1 respondent), allergic reactions, and lung diseases (3 respondents) are seen in very small amounts. The deadly disease does not have much effect here (Fig. 6). Proper health facilities and emergency facilities are not available in this thermal plant.

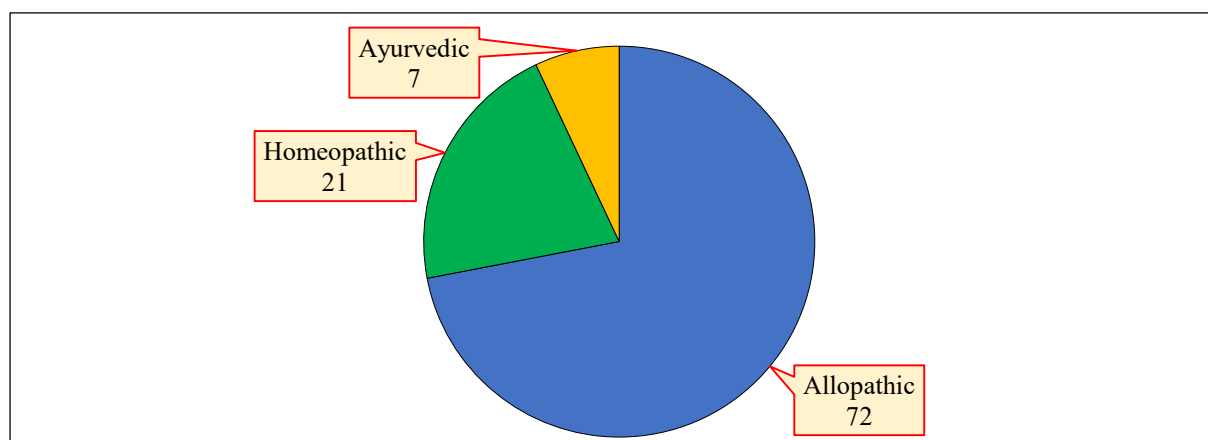


Primary Data, 2023

Fig. 6: Disease of local people in the surveyed area

• **7.1 Medical Treatment:**

Due to the low prevalence of chronic diseases in this area, local clinics and hospitals provide adequate treatment. On the basis of our 100-household survey, 72 respondent families feel comfortable using allopathic medicines, 21 respondent families use homoeopathic medicines, and 7 respondent families use herbal ayurvedic medicines (Fig. 7). There are several private medical centres here. Apart from this, there is a governmental hospital, and the Sagardighi thermal power station has its own medical centre.



Primary Data, 2023

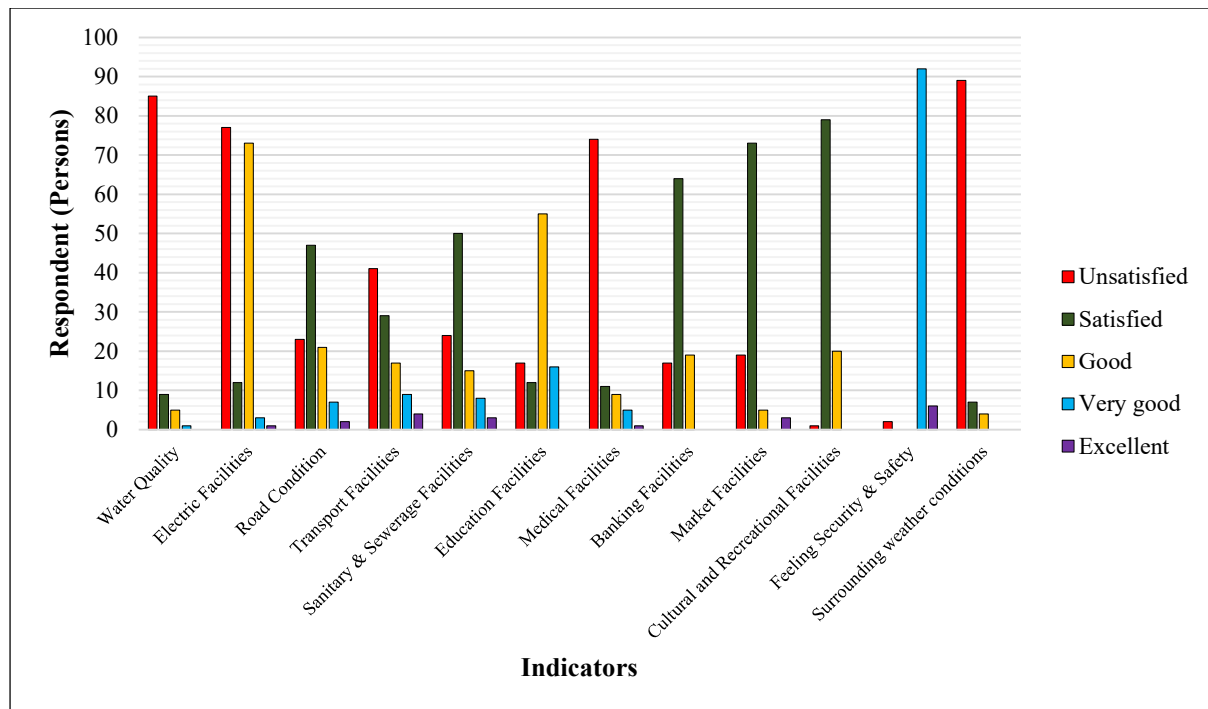
Fig. 7: Local people’s medical treatment in the surveyed area

8. Thermal Power Plant and Social life:

The location of Sagardighi Thermal Power Station is highly significant in its impact on the surrounding social life in various ways. Sagardighi Thermal Power Station has its own high school where local students can study. The Sagardighi Thermal Power School is under WBPDCCL. Here, the thermal power plant employee's family has priority. Continuous ash emissions from the thermal power plant are reducing the amount of greenery in the area. This thermal power plant has created new human settlements, which have reduced the amount of agricultural land. Sagardighi Thermal Power Station has improved the communication system for the exchange of goods by building good quality and wide paved roads, which has improved the communication system of the local residents. The adjacent Manigram railway station and Sagardighi railway station have also been significantly improved due to this thermal power plant.

8.1 Level of Satisfaction about the facilities/services in the study area:

After surveying the thermal power plant's surrounding area, which has 85 households, the level of satisfaction is different from each household. They are unsatisfied with the water quality in the Sagardighi C.D. Block. 55 respondents commented that the education system of this study area is in good position because there are many public and private educational institutions, and even the Sagardighi thermal power plant has its own high school. 77 respondents are unsatisfied with the electric supply, but 73 of the total respondents said that they are satisfied with the electric supply. Almost 74 respondents have said that the medical facility in the study area is in good position. Medical facilities are available here almost 24 hours a day. The bank facility is also in a good position, according to 64 responders, because there have been four commercial banks, such as Allahabad Bank, Panjab National Bank, State Bank of India, and Bandhan Bank. According to 79 respondents, this area has enough cultural and recreational facilities. Major and minor ceremonies of almost all religions are done in a very beautiful and cooperative manner. 89 respondents were not satisfied with the surrounding weather environment. Local residents are constantly exposed to various types of pollution emitted from the thermal power plant. In this area, most of the people (based on 92 respondents) have felt very safe and secure. Figure 8 depicts the level of satisfaction in the thermal power plant's surrounding area.

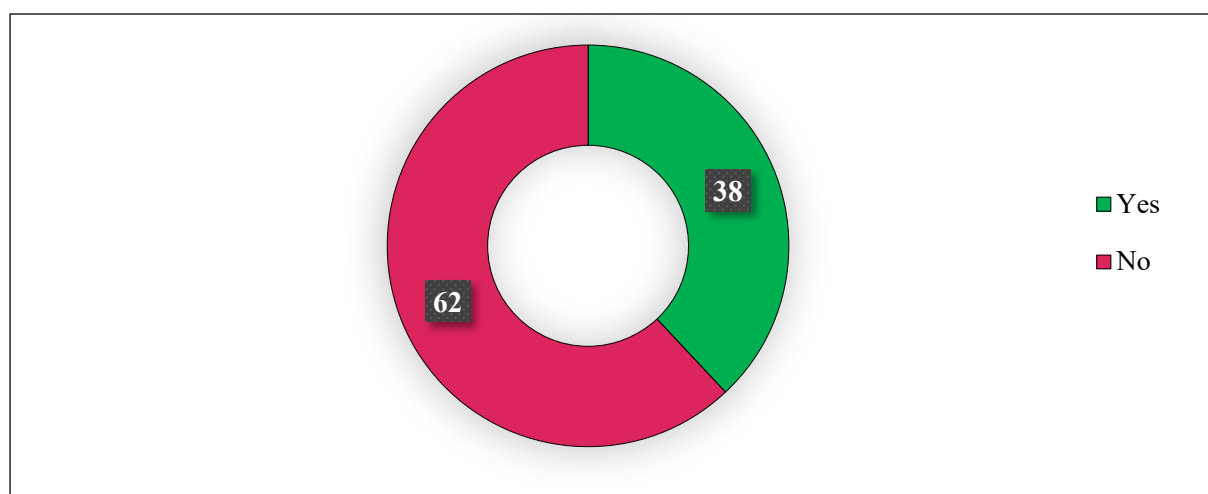


Primary Data, 2023

Fig. 8: Level of Satisfaction about the facilities/services

8.2 Thermal Power Plant and land sold by local people:

A large amount of land is required to establish an industrial centre. A huge amount of land has been taken from the local residents to set up the Sagardighi thermal power plant. WBPDCCL gives residents a fair value of land and provides one job per family based on their educational qualifications and manual labour. On the basis of our primary survey, 38 out of 100 households have sold their land to establish the thermal power plant in varying amounts, and 62 households have not given any land (Fig. 9).



Primary Data, 2023

Fig. 9: Statement of local people regarding sold land to thermal power plant

9. Problems or benefits faced due to the Sagardighi Thermal Power Plant:

The local residents are facing different types of problems and benefits. The problems or benefits are mentioned below:

9.1 Soil Quality:

The quality of the soil in the vicinity of the Sagardighi Thermal Power Plant is gradually decreasing. Pollutants and fly ash released from the thermal power plant are spread around, which is slowly reducing soil fertility. As a result, many fertile lands have become barren. According to local residents, the productive capacity of the soil has declined drastically over the years. As a result, many farmers have left their previous agricultural occupations and engaged in new types of occupations. Banana, sugarcane, mango and other crops have been damaged and their yield reduced due to the continuous emission of fly ash from the thermal power plant.

9.2 Air and Water Quality:

According to local residents, water pollution is so severe that it is difficult to get clean water. power plant uses substantial amounts of groundwater, resulting in a shortage of groundwater in local areas. Many times, industrial pollutants are dumped into the surrounding wetlands, causing the wetlands to gradually close up. The thermal power plant continuously emits fine dust particles (PM_{2.5}), fly ash, fumes, and radioactive material into the air, resulting in almost no clean air in the local area. Fly ash flows in wet and dry forms, leading to serious consequences ranging from bone deformation to kidney failure, especially when exposed to radionuclides. This is the main reason for eye irritation for thousands of local people. At any time of the year, if you walk around the thermal power station, it seems that the blanket of sky has expanded. At present, there are adequate controls on the discharge of air and water polluting substances, but they are not sufficient.

9.3 Birds' reduction or growth rate:

Birds are good indicators of our environment, and observing birds and their behaviour helps us better understand our nature. The continuous increase in production at the thermal power plant has had an adverse effect on the birds. Pollution in the sky makes it difficult for them to fly. Disrupting food webs, lack of accommodation, decreased fertility etc. are the repugnant effects of the thermal power plant. Some local birds like sparrows, bulbuls, woodpeckers, owls, mynahs, babblers, etc. are gradually decreasing in number in Sagardighi's skies.

9.4 Ash Disposal:

Sagardighi Thermal Plant dumps the ash in nearby wasteland, which is the most preferred disposal method. The Ash Pond of Sagardighi Thermal Power Station, Murshidabad is situated at 24°37'88" N and 88°09'11" E, 36 msl which is located within 1 km from the Plant boundary. It is a large water body of average 20m deep. It is rain fed and also fed by water of Sagardighi Thermal Power Plant (Dey, 2020). About 42 species of waterfowl are found in this area. The Sagardighi Ash Pond appears to be a new habitat for waterfowl and the pond ecosystem in Murshidabad district. But the fly ash from the thermal power plant has adverse effects on the local population. A thick black layer of ash can be seen on local houses, roads, shops, and trees; as a result, they suffer from skin diseases and constant burning eyes.

9.5 Volume of Green Vegetation:

Many settlements have been built in the past few years, destroying the greenery. There is not much green vegetation around the industrial hub. Due to pollution and fly ash, plants do not grow much. It produces a fly ash canopy to conceal the green leaves of rice crops and the tops of shrubs and trees. A large number of trees have been cut down while establishing this industrial centre. The temperature is gradually increasing, and the amount of precipitation is decreasing, so that the vegetation does not grow as before. According to most of the respondents, the development of the Sagardighi area has had a negative effect on the green vegetation.

9.6 Market Facility:

The Sagardighi Thermal Power Plant has its own market complex under WBPDCCL, which was stabilised on 21th December, 2020. Almost all types of vegetables, fruits, stationery, and grocery stores are available here at fair prices. Any local person can buy or sell goods here. As a result of this market complex's establishment, local people do not have to travel far to market. Besides, there is a big market at Manigram More. Also, many vegetable vendors sell vegetables from village to village in a van.

9.7 Electric facility:

When Sagardighi Thermal Power Station was established, it was promised that electricity service would be provided free of charge within 5 kilometres of the thermal power station range. But it has not been fulfilled even after so many years of establishment. As a result, local

residents have to take electricity service from the West Bengal State Electricity Distribution Company Limited (WBSEDCL) at a cost of Rs. 5.30/- per unit.

9.8 Job opportunity:

The location of Sagardighi Thermal Power Station is a boon to the local people. A large number of people earn their livelihood through employment in the thermal power plant. The salary of all employees is fixed based on educational qualifications and manual labour. As a result of employment here, the number of migrant workers has decreased to some extent. According to local residents, the thermal power plant has given employment to almost one candidate from the families who gave the land when it was established. Besides, a large number of people from outside are employed here, which has improved the socio-economic condition of the local area.

10. Suggestions to improve Socio-Economic condition:

- I. Thermal power plants should hire more workers and employees from local areas to facilitate local income.
- II. A massive tree planting programme should be implemented around power stations and surrounding areas. This led to the formation of a green belt around the power station.
- III. Clean water should be provided for the local residents from the thermal power plant.
- IV. Attention should be paid to the students of the local area so that they can study at the Sagardighi Thermal Power School. There should be no discrimination in school admissions.
- V. Thermal power plants have to consider the pollution of air, water, noise, soil, etc. caused by them. Pollutants must be removed from the locality at designated locations, and modern cleaner or less polluting techniques, equipment, and better-quality coal should be used.
- VI. Local sanitation and waste water disposal facilities need to be developed.
- VII. Within a 5-kilometre radius, electricity should be provided for free. The health and education systems at the thermal power plant should be improved.
- VIII. The salaries of employees at the thermal power plant should be increased based on the quality of their work. Transparency should be brought into the recruitment of employees.
- IX. Energy savings, resource use, and environmental impact policies should be implemented simultaneously, and government rules should be followed.

11. Conclusion:

Electricity is an integral part of modern life and an important component. The most common source of electricity generation is thermal power plants. Although the production of thermal power plants keeps the backbone of the country upright, but in many cases, it damages the heart of the world, which is called the environment. As revealed in this study, the success of any thermal power plant lies not only in its production behaviour but also in its impact on the socio-ecological journey in areas such as biodiversity, livelihoods, the income of migrants, the resolution of conflict, health, and sanitation. The location of the Sagardighi Thermal Power Plant has not only harmed the local people; it has also made them socially and economically independent in many cases. The thermal power plant plays a role in almost every field of local communication systems, medical systems, education facilities, livelihood, etc. It is an important area for the production of electricity in West Bengal and also in India. One of the main weapons in India to keep pace with the times is the thermal power plant. If India wants to grow economically and achieve its development goals, more and more studies related to socio-economic aspects and how to mitigate environmental issues should be done before implementing projects based on coal and thermal power plants.

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EDUCATIONAL DEVELOPMENT OF MUSLIM GIRLS AND THEIR PROBLEMS AT HIGHER SECONDARY LEVEL IN WEST BENGAL

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Abstract: In West Bengal female literacy is 59.61% which is lower than the general female literacy (62.23%). It is evident that the condition of Muslim women in West Bengal in the field of education is very poor. The present study was undertaken with the purpose of studying Educational Development of Muslim Girls and their Problems at higher Secondary level in West Bengal. Sampling techniques that was used for the selection of the sample in this study was random sampling technique. A total of 100 Muslim girls who are at higher secondary stage of education were selected from Hooghly & Purba Bardhaman district in West Bengal. Simple percentage technique is used for analysis of the result. The result shows that there exists many problems in our society which is badly effects on Education of muslim girls who are at higher secondary stage. The present structure of curriculum in higher secondary level does not match the needs of muslim girls. Family related issues, social orthodoxy, political unsafe environment should be reform for upliftment of Muslim girls.

Key words: Muslim Girls, Educational Problems, Higher Secondary level, West Bengal

1.0 Introduction:

The underprivileged community among minorities in Republic of India is Muslim. Educationally they're most disadvantage community among the all minorities in Republic of India and that they also are lagged behind in attainment. The Ministry of Minority Affairs, Government of Republic of India is attempting to get rid of the present mental retardation within the education of Muslims minorities. Earlier reports had additionally disclosed that 1 /

4 of Muslim kids within the cohort of 6–14 years had either ne'er attended faculty or born out. For children who are over seventeen years mature, the academic attainment of Muslims in admittance is very low, whereas the national average is 26%. Among Muslims Only 50% who complete middle school are likely to complete secondary education, compared to the national average of 62%. The report additionally attracts attention to Muslim ladies, particularly in rural areas, further on the low level of education within the field of higher education. The committee additionally created many recommendations to enhance the academic standing of the Muslim community.

From the census report the distinction regarding education is clearly apparent in West Bengal, wherever concerning half the population is feminine. West Bengal Muslims haven't however been really explored, as a result of we've little data concerning their society generally and also the state of affairs of Muslim girls particularly compared to girls from different spiritual teams because of sociologists, scientists, academics, planners and politicians. Associate calculable one quarter of the population of West Bengal is Muslim by faith and also the largest and most significant minority within the state. There are twelve districts within which Muslims represent concerning twenty-five per cent for the entire population of the corresponding region, and at identical time, as in areas like Northern Dinajpur, Mulda and Murshidabad, their population is over fifty percent for the entire population of the country.

As a democratic country, the decline in created opportunities needs to be carefully monitored and the reasons behind the inconsistent coverage have been analyzed. This is the only way to move towards inclusive progress. This paper gives a comprehensive perspective on issues related to Muslim girls' education in West Bengal. This paper analyzes the data from the current preliminary survey and analyzes the level of education received by Muslim girls in West Bengal.

1.1. REVIEW OF RELATED LITERATURE

For any research, review of related literature helps to identify the research gaps and empowers the investigator to develop a rationale, build a design and interpret the significance of findings of his/her problem-in-hand.

Abidi. A (2015) carried out a study on “Educational Marginalization of Muslim Girls: A Study on the Role of State and Religion”. The study has analysed the present educational marginalization of Muslim girls concerning the role of state and religion in India. The paper examined socio-cultural and educational factors and forces hindering their educational

participation. Through this study, the researcher discussed the backdrop of existing policies, programmers, constitutional safeguards, legal provisions, and schemes to promote the education of Muslim girls belonging to educationally backward minorities and being a social and economically disadvantaged section of our society.

Talukdar.Das.S, (2015) Carried Out A Study on “Education and Empowerment of Muslim Women in West Bengal”. To find out the socio-cultural position of Muslim women in society it is found that the state of education among Muslim women is even not so remarkable though it is increased in the past. This study shows that 37.97% of women are bound with the prejudices of their religion orthodoxy. From this study, the researcher found that mostly 77.67% of women take care according to their own decision but the upbringing of a child is the decision of their husband. But in the urban area, they are conscious of politics. They cast their vote according to their own choice (81.64%). It is also found that about 60% of women were housewives and the remaining was working in different economic activities likely agricultural activities, engaged in washing utensils, labour in break work, weaving of cans, swing, bidi worker, etc.

Dey,D and Halder,T (2014) carried out a study on“Present Status of Women in Higher Education in West Bengal: An Appraisal”. Through the Article the researcher Find- out of 11,721 women's colleges only 21 colleges were established in West Bengal. According to report of higher education department of West Bengal Total women's colleges in West Bengal ware 55. Out of 55 colleges 34 women's colleges are established before 1971. The lowest gender proportion of the teaching faculty of higher education in Bihar, Andhra Pradesh, Odisha and West Bengal are followed. According to UGC Annual Report, it shows that West Bengal gets 27th position in the ranking of state and UT wise women enrolment. In conclusion section the researcher concluded that there is a gender gap in the enrolment of men students as compared to women student in our country as well as in West Bengal.

Hossain,I.M (2012) carried out a study on “Muslim Women of West Bengal: An Enquiry into their Minority Status”. By reviewing the paper it is concluded that overall circumstances of the Muslim women of West Bengal it has been observed that the situations are very pitiable almost in every facet of development. In respect of educational attainment, participation in gainful jobs, economic and political empowerment the women in Muslim society are most marginalized, underprivileged, secluded and are in a state of hardship and lagged behind the mainstream which retarded them in normal progress in the field of education, economy, politics, knowledge and culture. The researcher analyzed the educational status of the Muslims with particular reference to the women is very low, inadequate and negligible due to complex

panorama of educational problems among the Muslim women of West Bengal where historical, situational, educational and socio-cultural variables are together playing the key roles to perpetuate the situation in the contemporary time when modernization is the order of the day.

1.2 Significance of the Study

Girls education have a great value in examining their diverse social situation as well as facet of multi-dimensional roles played in different societies and in generating awareness regarding various natures of problem faced by them in a tradition bound multi-cultural society like India. Due to differences in culture and tradition, the status of women differs from society to society across the world. Literacy among girls and women has always been at a low key and in case of Minority girl's this percentage was very low. The educational backwardness of Minority girls is a matter of particular concern, especially the high drop-out rate, resulting in subsequently fewer proportions of them managing to complete high school, and even less availing of higher education.

Therefore the above problems need to be addressed and hence the researcher selected the topic "Educational Development of Muslim Girls and their Problems in West Bengal" to find out the various problems of Muslim minority girls students which affect their participation as well as performance in school. The expectation of researcher is that the outcome of this research will be important to fill the gaps of knowledge on the socio-cultural aspects of gender discrimination in education. Despite having academic importance, this study will be useful to the policy makers, planners and administrator; and all other institutions devoted for elimination of gender discrimination.

1.3 STATEMENT OF THE PROBLEM:

Educational Development of Muslim Girls and their Problems at higher Secondary level in West Bengal.

1.4 Operational Definitions of the Terms Used:

Before undertaking any research work, it is essential to clear key words used in research title.

Educational Problems: In the present study educational problems refers to some of the issues and challenges faced by Muslim minority girls students, while pursuing their higher secondary education in West Bengal.

Minority: In this study minority means Female students studying the higher secondary schools belong to the Muslim Community from West Bengal. Muslim is the largest Religious Minority as per the Constitution of India.

Higher secondary Students: Higher Secondary school students are those studying in higher secondary classes (11th and 12th) of different board of education in west Bengal.

West Bengal: West Bengal is state in the eastern region of India, along the Bay of Bengal. With quite ninety one million inhabitants (in 2011), it's the fourth most inhabited Indian state.

1.5 OBJECTIVES OF THE STUDY:

1. To identify school related problems of minority female students at higher secondary level in West Bengal.
2. To identify society related problems of minority female students at higher secondary level in West Bengal.
3. To identify politics related problems of minority female students at higher secondary level in West Bengal.

1.6 DELIMITATION OF THE STUDY:

This study will be delimited to the following aspects-

1. Among various Minority groups only Muslim minority girls students from 11th class is chosen for the study.
2. For the study only girl's students is chosen.
3. Only Hooghly and Purba Bardhaman district from west Bengal is chosen for the study.

1.7. AREA OF THE STUDY

West Bengal is the thirteenth largest Indian state with an area of 88,752 km² (34,267 sq. meters). According to census 2011, Hinduism was the foremost common religion, with followers representing 70.54% of the whole population. Muslims, the second largest community additionally because the largest minority cluster, represent 27.01% of the total

population, Sikhism, Christianity, Buddhism and alternative religions make up the rest. From West Bengal the Researcher selected Hooghly and Purba Bardhaman district.

1.8 SAMPLE OF THE STUDY

For the study, the researcher has taken 50% minority girls from rural area and 50% from urban area of Hooghly and Purba Bardhaman district by using random sampling technique.

1.9 RESEARCH TOOLS

The following tools have been constructed for the present study:

1. Self-develop Problem Checklist for 11th class minority girls' students. For the purpose of finding out the problems faced by Muslim minority girls' students of higher secondary level in West Bengal.

2.0 PROCEDURE OF DATA ANALYSIS: After collection of relevant data from both primary and secondary sources; quantitative data has been analyzed and interpreted by using statistical method like-simple Percentage. Qualitative data has been analyzed qualitatively.

2.1 DATA ANALYSIS, RESULTS AND DISCUSSION

Keeping in view the research questions of the study, data analysis and interpretation have been carried out in two parts. (i) The first part A: Analysis of Results and (ii) The Second Part B: Discussion of Results

The first part A: Analysis of Results

Analysis of Overall problems of minority girl students at higher secondary level

This section in particular, contains the data related to the problems faced by Muslim minority girl students. In Table 1.0, dimension specific conclusions in the form of results have also been drawn.

| Table 1.0: Problems of minority girl students at higher secondary level | | | |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------|-----------|
| Nature of the Problem | | Total Percentage N=300 | |
| SL. No. | School Related Problems | Yes | No |
| 1. | Do you attend your class regularly? | 22.33 | 77.67 |
| 2. | Do you get problem of medium of classroom instruction? | 65.66 | 34.34 |
| 3. | Does your curriculum match the educational needs? | 18 | 82 |
| 4. | Does your educational institution organize parents-teacher meeting regularly? | 15 | 85 |
| 5. | Do you get guidance regarding education from your teachers? | 5.33 | 94.67 |
| 6. | Does your educational institution organized social awareness programs for girl's education? | 12.66 | 87.34 |
| 7. | Do you get any coaching from your school teacher at free of costs? | 0 | 100 |
| 8. | Do you feel lack of infrastructure like girls common room in your institution? | 50 | 50 |
| 9. | Does your textbook contain information about the progress of girls' education in the Muslim community? | 0 | 100 |
| 10. | Does your institution organize remedial classes regularly? | 23.66 | 76.34 |
| 11. | Do you feel your teachers not pay much attention due to you belong minority community? | 12.33 | 87.67 |
| 14. | Are you having problems with co-education at your school? | 57 | 43 |
| 15. | Does your institution provide much information about girls' scholarships? | 25.66 | 74.34 |

| | | | |
|----------------|---------------------------------------------------------------------------------------------------------|------------|-----------|
| 16. | Do you feel your classmates not pay much attention due to you belong minority community? | 30.66 | 69.34 |
| 17. | Do you support to wearing scarf (Ordhna) in your head to prove that you are Muslim student? | 2.66 | 97.34 |
| 18. | Do you think your current curriculum needs to be revised? | 88.66 | 11.34 |
| 19. | Does your school regularly practice co-curricular subjects? | 23.66 | 76.34 |
| 20. | Do you think your current curriculum needs to be revised? | 88.66 | 11.34 |
| SL. NO. | Society Related Problems | Yes | No |
| 21. | Do you feel there is Lack of social environment of girl's education? | 93 | 7 |
| 22. | Do you fear being molested in educational institution? | 11.66 | 88.34 |
| 23. | Do you feel your community people have negative attitude towards girl's higher education? | 92 | 8 |
| 24. | Do you get intolerable attitude that who are belong other communities in your school? | 18.66 | 81.34 |
| 25. | Do you feel there is a Lack of social awareness about girl's education in a society? | 98 | 2 |
| 26. | Does your community arrange any educational awareness program regarding girl's education? | 12 | 88 |
| SL. NO. | Politics Related Problems | Yes | No |
| 27. | Do you feel there is Lack of political environment of girls' education? | 85.33 | 14.67 |
| 28. | Do you think politics influences education? | 97.33 | 2.67 |
| 29. | Does the current system of administration play a positive role in the higher education of Muslim girls? | 8.66 | 91.34 |

| | | | |
|-----|----------------------------------------------------------------------------------------------------------|-------|-------|
| 30. | Does the current administration organize awareness programs for Muslim girls to pursue higher education? | 6 | 94 |
| 31. | Do you think The government should increase incentives for girls' employment? | 96.66 | 3.34 |
| 32. | Do you have any aspirations to become a political figure? | 22.33 | 77.67 |

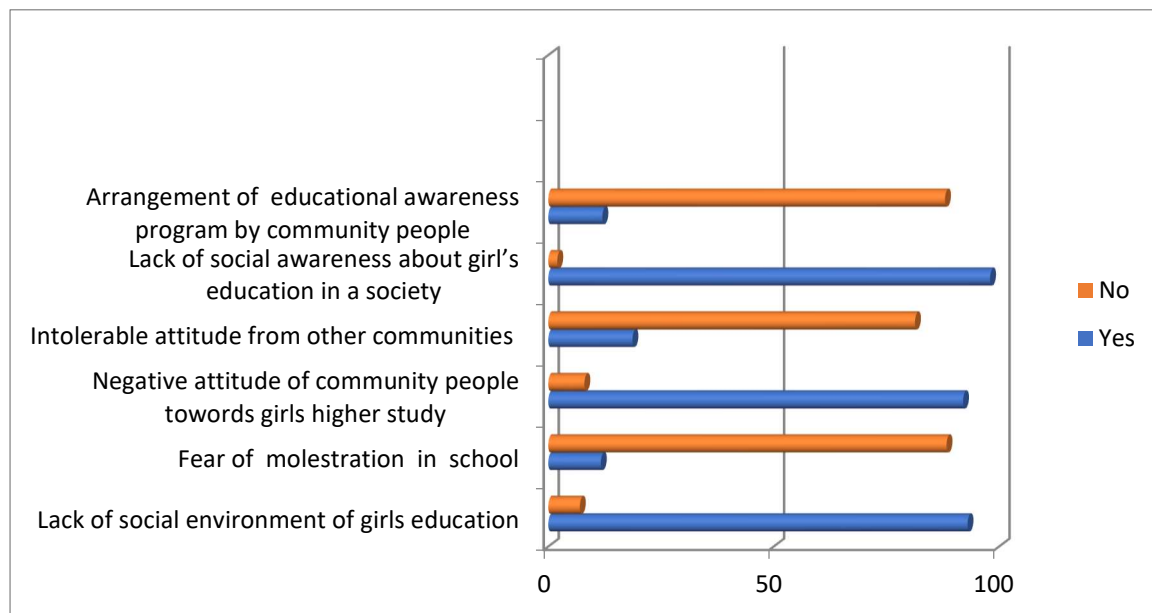
***Value in parentheses is the percentage in whole number**

1.1 School Related Problems:

From the table 4.1. Responses of item no one is evident that most of the girl students i.e. 70% are not regular to school. Only 22.33% of the girl students from both districts are regular which shows a very dismal picture of girls' attendance at school. From item no 2, 65.66% Muslim Minority girls under study, said they get problem of medium of classroom instruction. From the above table 4.1, showing that eighty –two percent Muslim girls from both district which is the area of the present study express that their curriculum does not match their educational needs. The analysis of item no-4, indicate that most of the schools under the study area did not arrange parents –teacher meeting time to time and their percentage is Eighty five. From the table it is clear that in the collective opinion of respondents lack in guidance regarding education. 65.33% respondents express they do not get guidance regarding education from their teachers. From item number six were found that only 12.66% girls responded that which educational institution they belong respectively organized social awareness programs for girl's education and 87.34% of responded girls express their institution does not organized social awareness programs for girl's education. In the light of collected data it can be said that the girls' at higher secondary level never get any coaching from their school teacher at free of costs. Majority of the urban schools are still lacking the availability of extra room like girls common room. Fifty percent girls respond in their school lack of infrastructure is an issue. From the table 4.1 it is clearly seen that the girl express which books are mainly abatable for the higher secondary stage does not contain information about the progress of girls' education in the Muslim community. From table it is noted that 76.34% girls express due to non-arrangement of remedial classes they feel demotivated. Fifty-seven percent sample girls express that they have problems with co-education at their school and 43% responded no their have no issue regarding this statement in their school. From item number fifteen it is clear that 78.34% respondents, said they never feel any discrimination as a Muslim student in their school and among the whole only 21.66 % said sometimes they feel discriminate as a Muslim student.

attitudes from their peer group who re not same religion. The researcher get 98 % responses which are clearly indicate the fact that there is a lack of social awareness exists in our society regarding participation in higher education of girls. Responses of item no 6 clearly indicate that only 12% girls express that their community arrange regularly educational awareness program regarding girl’s education.

Fig 1.1: Society related Problems of minority girl students at higher secondary level

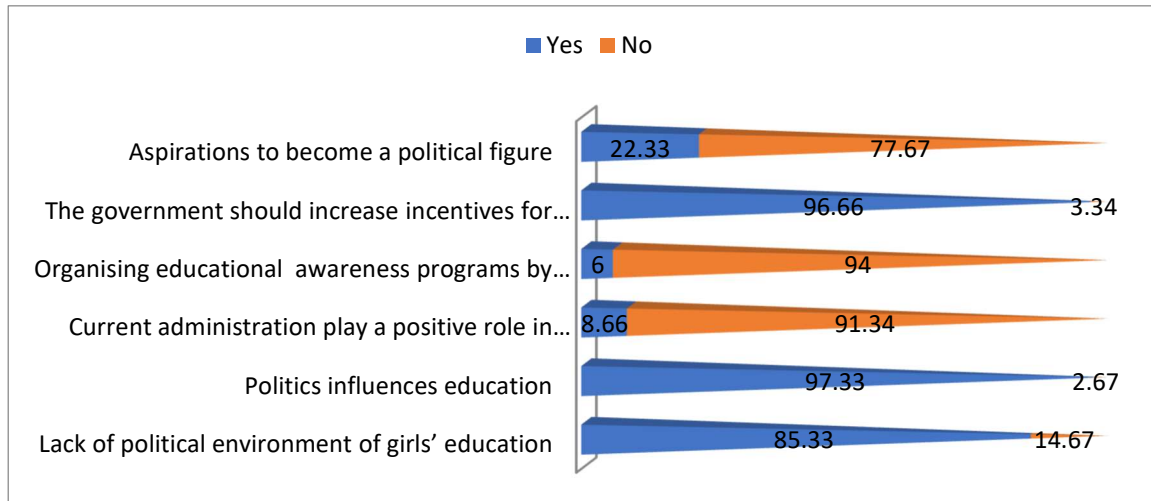


1.3 Politics Related Problems

Information based on descriptive analysis, regarding politics related items, From the table 4.1 item number one indicates that 85.33% Muslim minority girl’s student at higher secondary level feel there is lack of political environment of girls’ education in our society. Explanation of item number two under Table 4.1 depicts that there are more than ninety seven percent girls said yes politics influences education. Item number three under politics related problems reveals that 91.34% girl express the current system of administration does not play a positive role in the higher education of Muslim girls. Responses of item no 4 shows that there are only 6% girls express the current administration organize awareness programs for Muslim girls to pursue higher education. But 94% Muslim girls under the study is putting negative opinion over the statement. It means they feel the current administration does not organize awareness programs for Muslim girls to pursue higher education. Item no 5 under the category illustrates that there are 96.66% Muslim girls from higher secondary stage express they are fully agree with that, the government should increase incentives for girls’ employment. From the above

table 4.1, item no 6 is clearly showed that only 22.33% girls express they have aspirations to become a political figure and rest of the percentages girl express they have not any aspirations to become a political figure.

Fig 1.2: Politics related Problems of minority girl students at higher secondary level



The Second Part B: Discussion of Results

Major findings of the study:

The major findings of this study have been arranged as per the objective of the study as following:

i. To study school related problems of minority female students at higher secondary level, it was found that higher secondary Muslim girls get problem of medium of classroom instruction, majority of girls express that they did not get proper advice and guidance regarding education from their teachers. The researcher also found that most of the schools under the study area did not arrange parents –teacher meeting time to time and their percentage is Eighty five. Analysis also clearly showing that in the there is a lack in guidance regarding education. Researcher also found that only 12.66% girls responded that which educational institution they belong respectively organized social awareness programs for girl’s education and 87.34% of responded girls express their institution does not organized social awareness programs for girl’s education. In the light of the collected data the researcher find that the girls’ at higher secondary level never get any coaching from their school teacher at free of costs. Findings of the study also indicate Muslim girls have problems with co-education at their school. From the collected data the researcher clearly find that majority of the urban schools are still lacking the availability of extra room like girls common room because fifty percent girls respond in their

school lack of infrastructure is an issue. The researcher found that present higher secondary level curriculum does not match educational needs of Muslims girls who are in that stage and it is not so flexible as they needed. It is also found that from both Hooghly and Purba Bardhaman district majority of respondents around 76.34% said, their school does not practice co-curricular subjects in regular basis.

ii. To study society related problems, the researcher found that there is lack of social environment of girl's education is existing in our society. We are living in 21st century but it is very shameful for us when that kind of data is observed. To check the community attitude towards girl's higher education the researcher developed related statement, in the collective view of the respondents is they feel their community people have negative attitude towards girl's higher education. The researcher also found that there is a lack of social awareness exists in our society regarding participation in higher education of girls and community does not arrange any educational awareness program regarding girl's education.

iii. To study politics related problems, it is found in the study that there is lack of political environment of girls' education in our society. They feel Politics does not nurture positive attitude towards higher education of Muslim girls, current system of administration does not play a positive role in the higher education of Muslim girls and only 8.66% give positive responses. It is also found that Muslim girls from higher secondary stage express they are fully agree with that, the government should increase incentives for girls' employment and they have not any aspirations to become a political figure.

Conclusion:

Through this study, the researcher has explored that there is a various types of problems exists in our society which is badly affected Muslim girls education. Which should be minimized as far as possible to increase the participation in education at higher secondary level. It is also observed that there is a huge difference regarding attitudes towards higher education about Muslim girls and it is also found that there is poor level of attitude towards higher education of Muslim girls within their community. From the opinion of higher secondary Muslim girls, it is concluded that they are not satisfied with the present higher secondary system of education. Due to social, religion and economical condition, parents discriminate between sons and daughters in matters of education grounds. Poor economic conditions of parents badly affect the educational status of their girl child who is withdrawn from their educational pursuit due to economic constraints. Practice of early marriage which is widespread among Muslims is found to be another major factor that prevents girls from continuing their education.

Another problem shared and confided by the respondents is lack of separate schools for girls and lack of female teachers also especially at higher secondary level. In the context of rural environment parents were found more interested in sending their daughters to girls' schools where most of the teachers are female as they feel more secure and confident with regards to their daughters' safety.

There should be provision of guidance and counselling services at every Higher Secondary school. Most of the girl students pursuing this level are teenagers/adolescents and they are encountered with different problems related to their personal, vocational, social or educational adjustment. In this context, it is extremely important to recognize the role that guidance and counselling play for meeting the needs of adolescent girls going through the higher secondary stages of education. Provision for guidance and counselling is absolutely essential for them.

Educational Implications:

There is urgent need to change the mind-set of the people in general and community leaders in particular. To generate awareness and attitudinal changes among the masses regarding Muslim girls' education is necessary for social upliftment of Muslim girls and to achieve higher educated women in future. Little has been achieved by both government as well as civil society in the area of empowerment of Muslim girls through educational advancement. So, much more needs to be done on this count. More policy initiatives and proper implementation of programmes by the government combined with community leaders' interest and sincere efforts for their educational advancement is the need of the hour. Existing higher secondary education system need to be reviewed as per current requirements. This requires serious attention from policy makers, administrators and community leaders.

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MYTHOLOGY AND ITS APPLICABILITY IN EDUCATION: STUDYING KALIDAS' ABHIGYANASHAKUNTALAM AND KUMARSAMBHAVA

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Abstract

With a common cache of metaphors and symbols, it is vital to realise that studying mythology will lead to understanding history, literature, religion, science, philosophy, art, politics, culture, and psychology. This will support effective mythology instruction and creative self-understanding imparting values and ethics. Mythology are the collective patterns or archetypes of society and lay heavy emphasis on each individual's capacity for individuation. The importance of internalising symbols as a component of the human journey is thus emphasised by the potency of mythology. The present work attempts to highlight the importance of mythology as a potential way of imparting education and values. Doing this the researchers have taken up two major texts *Abhigyanashakuntalam* and *Kumarsambhava* interpreting mythological tales to focus on the importance of mythology as a way of imparting education, ethics and values.

Keywords: Mythology, Education, Teaching Mythology, Importance of Mythology, Indian Mythology

Introduction

The modern disciplines of anthropology and psychology have roots in the 19th century and developed in many different ways throughout the 20th century, partly in response to changing social situations and specific historical tendencies. Theory has the advantage of forcing us to

state our assumptions up front, something we would not do otherwise. Naturally, it is simple to acquire a dogmatic attitude while advocating and applying a particular theory, but if this pitfall can be avoided, outlining one's premises in detail has many benefits. Because myth has been the subject of so many different ideas, a scholar or teacher cannot avoid the challenging issues that such diversity offers. Does there exist a '*correct*' or '*wrong*' interpretation? Or do diverse readings aid in a deeper comprehension of the complexity of myth and its objectives? Numerous people have reached the conclusion that no single theoretical framework can fully describe the intricate phenomenon known as mythology and its importance in various domains.

A teacher who is persuaded of the value of theory could be hesitant to apply it in the classroom for fear of alienating the students. The language of theory can be frightening because it may be esoteric, challenging, or even deliberately challenging. When students enrol in mythology classes because they like the stories, should we run the risk of '*turning them off*' by making the topic so difficult? To this, there may be solutions. On the one hand, it is obvious that we need to simplify the language we use to present theory, especially in an introductory course. The selection of simple readings and preparation for them in class should go hand in hand. It is the duty of the instructor to demystify intellectual endeavour and make it approachable to students. Pacing is important in this because teaching youngsters new, challenging ways to think about stories they had previously been content to just enjoy would take some time. Additionally, a certain level of complexity is both required and desired. We must have trust that certain pupils will be drawn to the intricacy and nuance of the subject matter as well as the excitement of understanding it, just as when teaching mythological contents.

Hindu Mythology

Hindu mythology typically lacks an unbending, constant structure. The same mythology is frequently told in a variety of ways, and it can be understood in a variety of ways depending on regional and socio-religious traditions. Many of these legends change the names of the characters or add to the story as they progress through these writings. Mythology is commonly defined in academic research as "*deeply cherished stories that explain a society's existence and world order: those narratives of a society's creation, the society's origins and foundations, their god(s), their original heroes, mankind's conjunction to the divine, and their narratives of eschatology.*" The same concept develops into a very well-liked template for the numerous, fundamental, and religious stories that have the same themes. In conclusion, the term '*mythology*' simply refers to conventional storytelling. Though many scholars regard the term

'mythology' on par with 'sacred stories,' the subject is nevertheless fraught with ambiguities (Adhikari & Saha, 2021a).

The Case of *Abhigyanashakuntalam*

The Sanskrit play *Abhigyanashakuntalam*, also known as *Shakuntala*, *The Recognition of Shakuntala*, or *The Sign of Shakuntala*, was written by the ancient Indian poet Kalidas. Shakuntala's story is dramatised in the Mahabharata epic. It is believed that the story of Shakuntala from the Mahabharata predates the Pava-Kaurava lineages. In the course of the story, King Dusyanta and Shakuntala meet in the jungle, get estranged from one another, and eventually make up. The dramatic incidents gradually intensify as the plot develops. All of these tend to support the play as a faultless piece of art. Shakuntala was the first-born child of Vishwamitra and Menaka. Shakuntala later has her claim to being Dushyant's legal wife and his child's mother, and was rejected by him. Kalidas unravels this, smoothing the rough story of rejection and betrayal that is taken from the epic Mahabharata and combining components of the supernatural legend and explaining the forgetfulness curse set forth by Durvasa. Shakuntala was absorbed with his thoughts when Durvasa approached the ashram grounds in quest of food, so she snuck away to serve. This eventually lead Durvasa to curse Shakuntala. Shakuntala was humiliated and exiled by her forgetful husband and the priests who had accompanied her from Kanva's retreat. Mishrakeshi, a close friend of Menaka and an apsara, removes Shakuntala from this place. The play's last scene features Aditi and Maricha leading Shakuntala to their hermitage. The location of this hermitage was outside the realm of mortals.

What did this actually mean? What we can deduct from this is that, Shakuntala leaves her mortal body and only her soul is destined for the spiritual world. The fact that Shakuntala is immortal can also mean that she has access to the spiritual world. In the immortal world, Dusyanta is ultimately able to reconcile with Shakuntala and their son Bharata. However, one must take into account the specifics of this 'recognition'. We must take into account this issue if this is the same 'recognition' that has always been accorded to every pious lady throughout the lengthy and prevailing history of Indian patriarchy. Although the author followed the prescribed Brahminical rules, it is important to look at the convention that the author tried to highlight genuine recognition.

The significance of the institution of marriage is explained by Shakuntala's mythology. The play is perfectly suited to explain to society why marriage is such an important social institution if feminist critique of the play is omitted. Through the character reconciliation in the drama, values are restored. It is also important to remember that both meeting and parting are predestined. It promotes the development of religious maturity. Experiences of a human life

are pre-determined by Fate, an even larger force. With that, the issue of Man's freedom to make any decisions about himself completely disappears. Furthermore, the Hindu philosophy holds that achieving moksha is the ultimate goal of life. Thus, studying Shakuntala's myths can help students better understand the intellectual and spiritual spheres of life. Education may reframe how people experience the world.

The Case of *Kumarsambhava*

People have a tendency to gravitate towards social groups, which is why they participate in the institution of marriage. These social values can be idealised and hence portrayed through heavenly tales, as shown by literature, art and mythology (Adhikari & Saha, 2021b). Similar to their most well-known and traditional incarnations, Shiva and Parvati, collectively referred to as Shiva-Shakti, are founded on the dualism of sexes. Kalidas tells the tale of a sacred marriage in *Kumarsambhava*. The *Kalyanasundara* event, or the union of Shiva and Parvati, is a significant motif that is shown in the sculptures that adorn Indian temples. The *Kalyanasundara Murti* is the name given to the sculptures and artwork that depict the subject. The Sanskrit term for 'auspiciousness' or 'welfare' is where the name 'Kalyana' originates. But it is most suitable when used in the 'pious sense of marriage,' particularly that of Shiva's. The marriage was not only divinely admirable but also the most sought and cherished marriage because it was destined to produce Kumar, who was meant to defeat Taraka, the evil. The pair embodied cosmic harmony and stunning beauty. Another rite that regularly occurs in the sculptures is the hand-giving ceremony, or *Panigrahana*. Each artwork has a story, and they are presented as a sequence. Rich mythology is attested to by the ornate monuments and intricately carved stories and images seen on the stone walls of Indian temples. The temples are filled with symbolism that is clear throughout. Every facet of life, such as the desire for joy, sex images, emotional fulfilment, and connection, is mixed with mystic, erotic, and architectural forms in Indian temples (Adhikari, Saha, 2022). The same is texted in *Kumarsambhava* for a literary audience to experience the divine marriage and understand the importance of marriage as a social institution. Other Hindu literature, such as the Upanishads, contains lessons and ideas related to the afterlife. Indian temples portray these ideas in a specific way by utilising art and settings. Using the *Brihadaranyaka Upanishad*, it says: "In the embrace of his beloved a man forgets the whole world, everything both within and without; in the same way, he who embraces the Self, knows neither within nor without." --(*Brihadaranyaka Upanishad*, 4.3.21).

Relevance of Mythological Tales

Every humanities subject strives to provide students with a means of social interaction so they can discover others' varied interests and life experiences. To achieve their goals, humanities classes look at the history, cultures, and religions of such other people. They combine both to emphasise the parallels and differences between ancient and modern philosophy. By looking back at the fundamental patterns that shape history, people are better able to decide what is relevant and important for themselves today, *"To show how the past enters into the present, education is necessary, because the connections are not always obvious"* (Cleary, 1985). Through mythology, modern people can establish a connection to the past and apply what they learn to solve problems now. In the words of Bulfinch (1965), mythology is *"a knowledge of an important branch of education"* in some respects.

If an additional justification for the study of the world's mythologies is required, much focus must be placed on educating students and bringing their awareness of the historical and social context in which myths were and are developed. Another crucial responsibility is to help children develop their own unique set of values. Such a system would consider how people interact with one another and navigate obstacles in life. Mythology is a vital style of thinking that communicates knowledge and ideas. *"Mythology as a humanistic subject of study is concerned as much with theory as with content"* (Knox, 1985). It has been possible to recover lost mythological texts from antiquity, notably those from the Near East, thanks to recent archaeological investigations. These investigations have also allowed researchers to collect tales from oral traditions where the myth is still *"living and functioning in society"* (Knox, 1985). As a result, information about the myths' contents is always being updated. It is critical to renew our understanding of the moral foundations of the myths.

Mythology from all around the world speak of universal human features despite their diversity, studying them might aid individuals in developing their own value systems. The purpose of myths is to signpost to something higher than themselves, much as the purpose of symbols. For instance, the heroes of the Iliad, Hector and Achilles are archetypes of heroes who experienced initiation rites and so offered solutions to existential dilemmas. Oedipus Rex still fascinates readers because to the psychological insights it provides about humans. The characters have the same complex psychology as modern folks. Campbell (1986) wrote: *"As the imagery of a dream is metaphorical of the psychology of its dreamer, that of a mythology is metaphorical of the psychological posture of the people to whom it pertains"*. While most people may not be familiar with the tasks of a president or corporate leader, they are aware of the responsibilities of a king or princess: money, power, honour, crisis, decisions, manipulation, and kindness have

existed for a very long time and will continue to exist. People continue to come across references to myths in their daily lives, whether they are conscious of it or not. The implication is that people will better understand themselves if they comprehend the myths.

Myths often contain truths even though they are not *'true'* stories. When myths are taken as factual happenings, certain people have a tendency to become biased, one-sided, and closed-minded since a challenge to literal readings might be considered as a threat to their belief systems. Interpersonal barriers rise as a result of people finding it difficult to discern between the belief and the believer. Some religious literature is historically accurate, despite the fact that the majority of it was originally fantastical. Today, the word *'myth'* is usually used to refer to a story that uses paranormal events to explain the universe or one that features the gods and demons that ancient man created. If mythology were treated with the same reverence as fairy tales or as fictional stories, then they should be able to use their imagination to receive the benefit that was intended for them. Children can overcome psychiatric issues because they believe fairy tales to be true and act them out in their minds. With the world proceeding towards modernization and westernization, the worldviews disrupted, these people are left feeling lost and confused. When readers are aware that myths are more likely to reflect insights about human nature than provide answers, they read myths more profitably.

Conclusion

Understanding that studying myths will lead to understanding history, literature, religion, science, philosophy, art, politics, culture and psychology is crucial because these fields all share a common stockpile of metaphors and symbols. This will aid in creative self-understanding and effective mythology instruction. Myths place a strong focus on each person's capacity for individuation and are the collective patterns or archetypes of society. Thus, the power of myths stresses how symbols must be internalised as a part of a human journey. Myths are also the foundation for theories on the nature of human thought, not just in preliterate tribes but in general. By asserting certain truths regarding the underlying patterns of life's events, they have the power to shape and steer both social and individual destinies. These concepts explore these fundamental patterns and how they become unique to each person. In other words, mythology frequently depicts psychological facts that people might otherwise miss. Myths teach people how to survive. They deal with inner values by striking a balance between subjective experiences and goal-oriented outer values. Life is energy that has been structured into a variety of cycles that include feeding, procreating, and dying. People construct their own environments and decide how to live in them; they pick the meaning of this energy exchange.

There is no inherent meaning in the universe. The fate of humans is in their own hands. They are the energy that has grown conscious and self-aware. Myths allow everyone to release this energy and control and guide it. As a result, myths both liberate people from societal constraints and enable them to reach a higher state of consciousness.

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