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Blended Learning: Optimizing Learning Outcomes

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Abstract

The National Education Policy is primarily student-cantered, with students serving as the key stakeholders and the system serving as a means of achieving their goals. Numerous teaching- learning modes, such as in-person instruction, online instruction, and learning at a distant or virtual mode, are permissible with this methodology. Additionally, it supports the integration of trans-disciplinary, multimodal, and vocational courses in blended education.

By combining synchronous and asynchronous learning tools in both in-person and online settings, this pedagogical approach enhances the learning process and makes it more accessible to students. When students and teachers are physically present in the same location, they can collaboratively manage the pace of learning and ensure meaningful outcomes. The flipped classroom model can further engage students by providing opportunities to access digital learning materials through a cloud-based platform.

Keywords - *Asynchronous Learning, Blended Teaching, Learning tool, New Education Policy, Open Distance Learning, Pedagogy, Synchronous Learning.*

Introduction

The history of pedagogy has witnessed a significant paradigm shift, with a growing emphasis on student-centred learning. This approach, in contrast to teacher-centric instruction, empowers students to take ownership of their education. By fostering greater student engagement and autonomy, student-centric learning can be derived through different methods, such as creative teaching methods, personalized learning experiences, and flexible learning options.

Recent years have seen a transformative evolution in pedagogy, characterized by the integration of innovative teaching approaches and cutting-edge technologies. This fusion aims to adapt teaching practices to the evolving needs of students and establish best practices in academia. A prominent model within this framework is mixed mode instruction combined with contemporary with web-based learning. While blended learning is not a new concept, scientific advancements have highly increased its capabilities. Beyond supplementing classroom instruction with resources like textbooks, online materials, and interactive whiteboards, blended learning now facilitates student interaction, self-paced learning, and a more flexible curriculum.

In contemporary education, blended learning primarily indicates towards inclusion of technology into curriculum development and delivery. It is a pedagogical approach that seam-

lessly blends traditional classroom instruction with computer-mediated learning, offering a holistic educational experience. By fostering personalized learning, student autonomy, and a combination of teaching methodologies, blended learning provides an optimal environment for effective learning.

The present article deliberates upon the concept of blended learning through a comprehensive review, considering both existing literature and the current educational landscape, including the impact of the COVID-19 pandemic, the National Education Policy, and emerging teaching methodologies.

Research Objective

The present research aims to analyse blended learning thoroughly, investigating into its pedagogy, exploring diverse models, and conducting a systematic review to identify both advantages and disadvantages. The ultimate goal is to achieve application oriented blended learning pedagogy.

Results and Discussion

Despite the devastating effects of COVID-19 pandemic, there has been significant educational innovation. Thousands of virtual schools worldwide have paved the way for broader adoption of computer based teaching and learning methods. (Dhawan, 2020; Wang, 2021). This shift has prompted educators to rethink their use of digital tools and teaching strategies during the confinement at home because of corona virus.

Digital technologies, which have evolved over the past two to three decades, have greatly influenced how people connect and communicate. With a period of time, these technologies have been increasingly tailored to enhance classroom learning. Tools such as presentation graphics application and collaborative learning with academic software such as LMS and SRS, and play based learning platforms (GBLP) have become key in modern education (Moorhouse & Beaumont, 2020; Tay et al., 2017). Initially, the impact of web based technologies in education was minimal (Cuba, 2001). However, with the rise of portable, Internet-ready devices like smartphones and tablets, teachers can now access online resources without using expensive laptops or computer labs, leading to the self-directed learning environment. (Hockley & Dudeney, 2018).

During COVID-19, the use of e-learning platforms, such as virtual classroom, became widespread. These platforms served as central hubs for teaching and learning, allowing faculty to automate grading, analyse outcomes, and assess student performance. LMS gained popularity because it provided a flexible online environment for asynchronous communication and task management, from uploading materials to submitting assignments.

Teachers have effectively used allochronic instructional methods to provide on-stream feedback, custom presentations, and educational videos to students. Tools like Google classroom, Kahoot, PearDeck, ClassDojo, Screencastify, OBS Studio, iMovie, and Annotate. Everything were commonly used to create presentations. Many teachers recorded lectures with voice-overs, allowing students to access them anytime, regardless of internet speed.

These videos were often uploaded to platforms like YouTube and Ed Puzzle, offering flexibility for both educators and pupil.

Recently, professors have increasingly relied on asynchronous learning tools such as digital white board, messaging apps, grading software. Collection of database of students, through Google forms, has proven to be effective for reviewing activities, as it provides detailed data on student partaking and correctness. Survey Administration Software also generates spread sheets, simplifying the process of evaluating student performance.

Simultaneously online virtual classes are conducted using various video conferencing platforms (VCS), such as Zoom video communication, Webex meetings, free conference Google Meet, Microsoft Teams. These platforms offer features like chat, voice communication, sharing of screen, and virtual whiteboards. VCS tools also integrate with student response systems (SRS) and production tools, enabling interactive quizzes (Kahoot), presentations (Google Slides), and more. Breakout rooms allow teachers to divide larger classes into smaller groups of students for discussions. Recording features let professors upload lesson recordings for review or security purposes.

The rapid shift to virtual classrooms during COVID-19 left many educators fatigued by online teaching strategies. Thus researchers are looking better mode to fulfil the demands and attitudes of instructors toward online learning. They have developed innovative methods for synchronous online teaching, utilizing VCS features like screen sharing, gallery view, and structured learning sequences to help students adapt to this new mode of education.

Synchronous online learning allows instructors to deliver live lessons using video conferencing systems (VCS). It can also combine both live (synchronous) and recorded (asynchronous) modes. However, teaching live online can be more challenging for educators. They need to precise over multiple internet tools, stay engaged, facilitate real-time interactions, and complicated technical issues all at once (Rehn et al, 2018).

Despite these challenges, contemporary learning fosters direct communication between instructors and students. It enables teachers to interact with students in real time, encourage group activities, quickly address concerns, and help build confidence for completing asynchronous tasks. With technological advances, mentors have more alternatives for teaching methods (González-Loret, 2020). To teach effectively online, teachers must be acquainted with both technical tools and online teaching strategies (Cleveland-Innes & Garrison, 2012).

Teachers can also track student appraisal and share feedback with the whole class, in groups (via breakout rooms), or individually, using shared screens and various forms of communication. Corona viral disease highlighted the necessity for educators to develop more strategies to teach students online. Teachers must embrace both contemporary and allochronic technologies and approaches to run emergency virtual classrooms, as these strategies differ from in-person teaching methods (Servatka, 2002).

Conclusion

Integrating blended learning formats is essential for promoting student-centred learning, though it may be challenging. Using technology in the classroom helps create innovative teaching methods and good outcomes in education. When faculty reflect during practice sessions

or professional development courses, they enhance the connection between syllabi and teaching. This leads to expanded learning opportunities, better communication, easier submission and grading of assignments, and richer access to information.

Blended learning combines in-person and online formats to support effective student-centred education (Garg & Bhardwaj, 2022). Key elements of this approach include assessment, communication, and instructional processing. Asynchronous tools allow teachers to provide educational resources for students, while synchronous technologies offer real-time conversation between learner and educator, such as through virtual classroom sessions.

However, relying solely on either synchronous or asynchronous methods is not enough. A hybrid virtual approach provides the necessary tools for efficient teaching, assessment, and communication, especially for remote learners. This highlights the importance of a new pedagogy, the Blended Online and hybrid web based teaching, as an effective way to engage, assess, and connect with students.

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Growing Coaching Industry: The Alarm of Failing Education System

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Abstract

The coaching industry in India is one of the fastest growing areas in service sector. The annual revenue of coaching industry in India was around Rs 58,088 crore in March 2022 and expected to reach Rs. 1,33,995 crore by 2028. It is basically growing at a CAGR (compound annual growth rate) of 7-8 percent. However, in the light of this growth the ministry of education has introduced new set of coaching/tuition guidelines. Therefore, the paper discusses the impact, advantages and disadvantages of the recently introduced new set of coaching/tuition guidelines covering response of parents, students, and work professionals to get a holistic analysis of the guidelines. By using the primary data collection method questionnaire were distributed via online mode and about 50 responses have been collected from students, parents and professionals of random institutes. The result of the study demonstrated that the inclination of students towards the coaching institution is because of the failure of execution of good education system, highlighting the excess use of coaching institutions as a result of disappointment of students and parents from school education.

Keywords: *coaching industry, education, guidelines, students, annual revenue*

Introduction

As per the report from IBEF India is the second largest market for e-learning after the US. Traditionally India has witnessed the concept of gurukul system from ancient times focusing on idea of practical learning, survival expertise and in building sense of Indian culture and traditions. The residential schooling or gurukul system dates back to 5000BC in the Indian subcontinent. It was more prevalent during the vedic age. It was actually the home of teacher or acharya and was the centre of learning where pupil resided till their education got completed. (Chandwani, n.d.)

Unfortunately, the present context has disappeared and the modern system of education brought to India in the year 1835 by lord Macaulay is all about the rat race to be ahead of others. With the time the things have changed as the advancement in technology took place, the ideas got evolved, patterns got changed and competition factor got increased with the increasing population. However, it has resulted to a beginning of new concept of tuitions/coaching. The idea of tuition was mainly focused upon extra knowledge gaining, overall development and overcoming the weakened skills which was actually at threat with the modern-day education system. However, it was the manifest aspect of this industry but commercialization made it to turn into a latent one. The concept of extra skill got changed to syllabus completion faster than it can be done at schools and finally to scoring high and winning the race.

The question therefore is about why this industry is getting this much of growth in the recent years? What are those lacking area because of which the parents of 21st century is opting for coaching classes rather than believing upon the school education system.

The share of education sector in India was 91.7 billion USD in 2018, which has risen to 117 billion USD in 2020 and continues to expand. The coaching industry contributes approximately 3.5 billion USD which is huge in consideration to or with the various types of educational institutions present in country including schools, colleges etc.

According to a report a majority of the middle-class parents have been spending 1/3 of their monthly income on private coaching/tuitions for their children's examination and to prepare them for professional courses. More prominently the high calibre students enrol in coaching to score high percentage 96-99% cut off averages demanded by best colleges. But this idea of high score lack behind all those slow learners who are simply being hustling between the expectations of their parents, school result and high score in weekly test of coaching/tuition. (*The Growth Of Coaching Institutes In India [Case Study]*, 2020)

Therefore, in light of these events the ministry of education, India has introduced a new set of coaching/tuition guidelines to encounter the issues that are rising with relation to the coaching industry. The introduction of new coaching guidelines in India could potentially impact various sectors such as education, sports, and professional development. These guidelines might encompass standards for acquiring certification, curriculum development, & ethical practices. It also led to understanding of factors responsible for such a great jump of coaching and tuition market in India. Also led to study response of students / Parents and the reasons why they tend to support idea of preferring coaching/ tuitions more, rather than school education.

If the school education system is worth providing an overall development of personality to a student, then what extra dimensions are coaching providing to the personality of a student by that much amount of extra fees.

A great extent of faults of school education system could be identified with the responses the paper is going to present followed by subjective and objective views of respondents and what is actually the fault with the execution of good learning in India.

Review of literature

1. Under the research paper; Coaching as a business:

After the 90s era the private coaching centers are growing at a rapid scale. This particular work mentions the growth of coaching centers so far since post 1991, how this small business is becoming a matter of every household, how is this business growing on its own terms and conditions of educating the youth. The present paper attempts to examine the growth of big coaching houses in India. (Sharma et al., 2022)

2. Under the research paper; Popularity of coaching “classes” in India:

Popularity of coaching classes tends to explain the glorification of coaching business especially in the metropolitan cities of India. The classes that are ever ready to provide the reliable courses on specific terms, varying timings, courses and places as per requirements. The survey has been conducted on Mumbai to get the real crux of the paper. The study concludes that the need for coaching classes has much to do with disillusionment with

college faculty and to a large extent to supplement the learning done at college. The paper recommends policy measures in this regard. (Bharucha, 2016)

3. Under the article; our burdened children:

This paper is focusing upon the long hours of school, the extra homework and the more extra work from the tuitions building a physical load of school bags and mental load of homework simply ruining the childhood of the small children. The Yash Pal committee attributed this madness to a false conception of knowledge and poor curriculum design. Also mentioned about the knowledge gap the educators tend to think in context to western education and India and how to catch up with it. Poorly designed syllabus and text books, and unimaginative pedagogy exacerbate the "catch up" syndrome. (*PressReader.com - Digital Newspaper & Magazine Subscriptions*, n.d.)

Methodology

The respective research had been done based on the exploratory research design is a methodology approach that investigates research questions that have not previously been studied in depth, under which the primary data collection has been done by non-probability sampling (non-probability sampling is a type of sampling method where the probability of selecting an individual or group from the population is not known) method using convenience means.

Therefore, the data has been collected via use of Google questionnaire forms consisting of both structured and unstructured questions related to the research topic. About 50 responses have been recorded so far to establish data analysis on the respective topic of research.

Data analysis

The data consisted of about total 18 questions structured and unstructured both out of which few are case studies that reveal why the parents are inclined towards this industry.

A thorough analysis of the data reveals many new points with respect to the guidelines,

1. Majorly (100%) the forms are filled by students of different education sectors and streams to cover the viewpoint that is this industry is just about marks and scores only or some others factors too contribute to its rapid growth.
2. About 50% respondents were graduate, 42% had taken secondary education and 8% were post graduate respondents, shows that the forms are filled by literate persons.
3. Majority of the parents of the respondents were working for 6-8 hours about 38%that shows that parents are keen interested in tuitions due their busy schedules.
4. About 52% people prefer coaching over school because it adds more dimension to their study rest 20% says that it is for better marks and growth that shows that the ability to provide quality content and skills are not been believed in terms of school education by the respondents.
5. 40% people agree that coaching/tuitions represent a big failure of our education system, 34% disagrees and 26% were of no views. It means that majority of respondents are not happy with the type of education they are availing or have availed in the past via school system.
6. About 92% respondents have been to coaching and 8% were not part of it even in their past. The reason stands are the factor of scoring high. most importantly this idea of

scoring high marks or doing the best had come up with a stereotypical competition between the students and especially between parents who have taken it so literally that they make their child to attend as many as coaching to become PERFECT (hypothetically).

7. 64% agree that this concept of dual school puts a tremendous pressure on the student's mental health. Agreed with the data it can be said that the mental upbringing of a student is totally getting limited and isolated under that one coaching room only.
8. About 84% respondents demand for reforms in the education system. This much number clearly displays the issues of finance, psychology and social burden faced by the student as well as the parents.



Case Study

Name: Mr. Vijay (changed name)

Age: 48 years

Status: married

Education: completed secondary education

The questions are asked directly in an interview form to Mr. Vijay that gave us following answers:

1. Have you ever gone to coaching?

Answer: No, during my days of learning there was no such concept of tuitions. All what you study is studied from one particular source the school.

2. Do you think that coaching is necessary for a student?

Answer: Compared to education of my time I think technology had totally changed the meaning of education so to some extent coaching is required to cope up with the ongoing changes rather the child will be left behind.

3. How you manage the dual fees payments?

Answer: Somehow it is tough but we cannot really compromise with the studies, there is no future today of a child if he/she is not educated. During our times it was quite acceptable but now it is not like that. So, some amount of my income is actually fixed for the installments of coaching and school fees.

4. But don't you think this is kind of waste of money and time when you pay fees at 2 places for same courses?

Answer: But the schools are not that empowered to provide such strength. I have 4 daughters and 3 of them are taking tuitions because they are not really capable to understand things in school. One of them studying in 8th standard she is smarter and more intelligent and don't really want to study coaching for now. So, for their benefit and understanding I have to do so.

5. Have you ever thought that this should have some hold? School education needs some reforms?

Answer: Yes! Off course, look I am a common man have a middle-class family and for us moving forward requires a lot of effort where education is must for our children. The government should have strict laws and rules for schools to teach rightly and smartly. I mean Albert Einstein had never gone to coaching but we all know about his contribution to science. So why school plus coaching then some more extra competitions are required? After all they are just children just teenagers!

6. Well don't you think somehow parents are actually taking part in growth of this trend?

Answer: But then what other option we have dear! We want our child to be a ideal person which requires to have education. And somehow, they have to learn to cope up with competitions. But that don't really mean to have stress and frustration. We have to encourage them to go tuitions because we want them to achieve good for themselves.

7. But what about their psychological wellbeing?

Answer: Well, I think for that we need to have some healthy study methods in school and coaching.

As a good parent we always encourage our child to do what they actually want to do. After all what one is willing to do, they will do it more perfectly.

Findings

The conversation with Mr. Vijay sounded more like a social and economic obligation to send their children to coaching. It was quite clear that they don't support the dual schooling but they don't really have options.

So somehow the middle-class parents are saving a set of amounts of their income to spend on their children's tuition and school fees. This is a matter to think of after all managing such big expenses is a tough job.

He emphasized on the idea about teaching at his times and now has a very vast difference. I agree with his point that changing surrounding requires more knowledge to cope up with those changes.

So, it can be concluded with this that we require a good school mechanism that can subside the trend of coaching industry. A strong education system focusing on its manifest function rather than the latent one so that coaching should not be a obligation for any parent or child. Empowering the children to create opportunities rather than creating competition, creating an optimistic society rather than a depressed one.

Suggestion

So far after studying all the responses and research paper I would like to mention following suggestions:

1. The education mechanism should be enhanced with more teacher and student centric concepts especially the optimistic bond of a teacher and student.
2. Inculcating more moral practices to make a child more sensitive about his/her surrounding e.g. the education system of Japan having a day off where teacher and students together cleans the whole school.
3. The commercialization of education should be tackled which is possible by strengthening the school system via means of interactive and creative changes.
4. The idea of social and psychological upbringing should be inculcated in students from teenage so that they can become more flexible to accept the changes happening around them and in the society.

Discussion and Conclusion

The increasing demands of coaching institutes are really of a big concern because they are not only harming the intellectual part of a Child's life but also creating an atmosphere of pressure for scoring good marks rather than gaining adequate knowledge. Maybe a good coaching can give a student higher rank in his preferred sector but they are not giving them any kind of practical upbringings which are only possible through the schools.

Rather than enhancing their content and coping up with the technological advancements school education are still attached to their traditional practice of rote learning which cannot help a student to aim for high in their respective careers. Somewhere there is a lacking from the side of school education system in forms of up gradation that the coaching industries are taking their place so easily. For example, if it's really about reading NCERTs for all the exams, then why does the school education fail to teach a student that much of basic in schools only? For the completion and understanding of a same book, same syllabus a student had to pay double and also had to visit the dual places. Is this the right kind of time management they are being trapped into?

The developing brain of a teen child is very obviously capable of doing multiple tasks at a time but, if these tasks are just isolated between travelling distance of two centers of education, demanding two different aspects from a student and that too for a same syllabus completion then it is just showcasing the latent function of our education system to make money but not capable human resources.

Smart and tough brains are those which have ability to react according to the situation but do our classrooms have enough capacity to produce such brains by inculcating theories and bookish learning to them. As said that “practice makes a man perfect” but this practice in these class rooms is just for solving a piece of paper containing few questions that are deciding the capacity of a growing child to become accountable of handling life situations. Is it really worthy?

Therefore, the survey interprets the following factors leading to growth of the coaching centers:

- Social stereotypes to score high and maintain family reputation and dignity.
- Peer pressure to prove oneself worthy by scoring high always.
- The psychology of society to not accept failures.
- The time management issues experienced by parents due to workings.

The adverse effect of these industries are the cases of suicide seen in Kota (Rajasthan), IITs, IIITs, UPSC aspirants etc. only signals towards the failure of school education to build the best person out of those teens who are aiming to become useful human faces but end up giving up their lives. Our education system is failed to put ideas of accepting failure after all someone had failed 1000 times to build the bulb we use today.

We as a society too fail to put value of doing rightful acts instead of being part of a rat race of scoring high.

The long lectures of moral science won't teach a child how to behave until and unless they are taught the practical knowledge of it, similarly one cannot know importance of earning until they are taught to do so practically. So actually, the idea is about how we tend to provide the bunch of knowledge we are preserving since ancient times.

Therefore, it can be established that the increased coaching trend are the failure of school education system that is not capable of performing its function for the maintenance of social order in the society.

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Navigating International Terrorism: India's Counter-Terrorism Policies, Partnerships and Prospects

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Abstract

One of the major problem world is facing since the end of the 20th century is terrorism. Neither as a problem within international law nor in form of political phenomenon terrorism is a new term. This paper analyses how terrorism has today become the pronounced challenge to world peace and particularly to India's national security. Through a counter – terrorism regime terrorism as a circumstance must be doomed, confronted, combated, controlled, and in due course should be abolished at all levels – national, regional and international. Situations necessary for abolishing terrorism must accordingly be well informed and strengthened unilaterally, bilaterally or multilaterally regionally, nationally.

The objective of this research is to examine the trajectory of India's counterterrorism policies and international collaborations, emphasizing the effectiveness of its strategies in the face of evolving global threats. By exploring new dimensions of India's counterterrorism framework, the study aims to provide innovative perspectives on enhancing policy implementation and strengthening global partnerships to combat international terrorism more efficiently.

Keywords - *Terrorism, India's counter-terrorism framework, Policy, Partnership, Prospects.*

Introduction

Terrorism comes from the French word terrorism and originally referred specifically to state terrorism as practiced by the French government during the reign of terror.

In the Indian context, terrorism very precisely is defined as an act of violence to terrorise which aims to induce fear among the individuals and government by using lethal weapons which may cause death or injuries or may cause damage to the people and their property. In simple terms, an act of terrorism is equal to the peacetime equivalent of war, or crime.

Realists emphasize the state/non-state dichotomy in their view of terrorism. They view terrorism as a violent challenge to established order by non-state actors, driven by a bid for power.

Liberals also focus on non-state actors in their analysis of terrorism. They place greater emphasis on ideology rather than simple power-seeking as the primary motivation. Liberals recognize the role of terror organizations in influencing political or religious ideology, fostering a sense of injustice and hostility.

Critical Theorists like Noam Chomsky and Falk argue that terrorism can be done by both non-state actors and state actors. Noam Chomsky criticizes the USA as the 'first terrorist state in the world.' Emphasize the significance of 'state terrorism' (wholesale terrorism) over 'non-state' (retail terrorism) due to states' greater coercive capacity.

Origin of International Terrorism

The origin of terrorism is understood through the trajectory of four waves.

Anarchist wave (1878–1919) the 1st wave beginning from the late 19th century was characterised by anarchism as a motive and assassination as a method. This included the killing of the Austrian Archduke Sarajevo in 1914 which sparked World War I.

The Anti-Colonial wave (1920s–early 1960s) the 2nd wave was primarily a reaction to decolonization after WWI & WWII and involved groups fighting for national self-determination.

The New Left wave (mid-1960s–1990s) the 3rd wave came in response to the criticism of the US in Vietnam & Israel in the Middle East. This wave gave terrorism a transnational character and the most popular method used in it was 'hijacking'.

The Religious Wave: The 4th wave began with the Iranian revolution in 1979. In this wave, the reassertion of the theme of the martyrdom has happened and along with it the terrorists have turned to suicide bombings as their preferred attack method.

In the present international scenario this challenge of terrorism is looming over most of the developed and developing countries. The human cost of terrorism has been felt in every part of the globe. India by witnessing serious loss of life and property has suffered the brunt of terrorism. Thus, as a result of this turmoil, there comes the need to navigate international terrorism using countering terrorist regimes before it gets too late as we need to catch up with the barbarism's modern form.

Types of Terrorism

Political Terrorism: It is terrorism when a group or a political party resort to organized violence to destabilize the existing political order, to establish a new order. The Irish Republic Army (IRA) or the Palestine Liberation Organization (PLO) are seen as the incarnation of this sort of terrorism.

State Terrorism: When the government of a state resorts to organized violence to eliminate the opponent to establish its control is called as state terrorism. In a cost-benefit analysis, from the viewpoint of the perpetrator, the state-sponsored terrorism is the most efficacious form of terrorism. In nineteenth century the state sponsored terrorism was widely employed in Central Asia. In the sponsorship of political violence of different natures in their enemy countries, the countries like North Korea, Iran, Sudan and Iraq. Since Independence in 1947 India is also meeting this challenge from Pakistan.

Religious Terrorism: Current terrorist activities globally are largely driven by religious motivations. Individuals involved in such terrorism, whether wholly or partially influenced by religious beliefs, view brutality as a sacred obligation or a holy deed. For example, organisations like ISIS. In this regard in places like Southeast Asia, South Asia, Middle East, Africa, Europe, and the United States since the 1970s the Islamic terrorism could be identified.

International Terrorism: It is also known as cross-border terrorism as it contains terrorist activities that have a transnational impact. In international terrorism there is the involvement of people from more than one country. In India, Mumbai witnessed International Terrorism on 26 November 2008 when the terrorists from neighbouring states attacked hotels, roads, railway stations and restaurants.

Means of Terrorism

The first means are the nuclear weapons. Although no nuclear-based terrorist attacks have occurred, since the late 1990s, Al-Qaeda has attempted to acquire nuclear materials, reportedly with state assistance from countries like Pakistan.

The second means is the biological weapons which instigate bio-terrorism, which is enabled by advances in biotechnology, it is the planned release of viruses, bacteria, or pathogens to cause illness or death. A bio- terrorism attack is an intentional act that releases infectious agents to harm humans, animals, or plants.

The third means is suicide terrorism. The 1991 assassination of Rajiv Gandhi spotlighted the LTTE's brutal suicide tactics, with further suicide attacks following, including the 1993 killing of Sri Lankan President Premadasa. By the 1990s, Jihadi groups had also embraced suicide terrorism.

India's Counter Terrorism Regime and its Need

Terrorism is like an age-old tale. You can't keep venomous snakes in your yard and assume they'll harm only your neighbours; eventually, they'll strike the very hand that shelters them. As terrorism seems like a cancer harming the roots of mankind thus India through its counterterrorism regime, pays attention on removal of this evil of terrorism from society.

It is been continuously maintained by India that addressing the root causes of terrorism is essential to eliminating its threat. In drafting General Assembly Resolution 40/6 in 1987 India had played a significant role and has always recognized the distinction between terrorism and self-determination movements while remaining cautious of terrorism fuelled by mercenaries aimed at undermining territorial integrity.

Following the 1993 Declaration of Human Rights India asserted that terrorism was the greatest roadblock to the actualization of human rights. During the 1995 General Assembly plenary, India criticized the UN for failing to protect democracies from extremist and violent threats.

Focusing on state-sponsored terrorism, recognizing the threat far earlier than many developed nations India has introduced the Draft International Convention on the Suppression of Terrorism in year 1996. A draft resolution on Terrorism and Human Rights was also co-sponsored by India in 1997, which was further adopted in 1999. In 2000, India's Draft Comprehensive Convention on International Terrorism was debated in the General Assembly.

In 2002, India addressed the measures to prevent terrorists from acquiring weapons of mass destruction by introducing a co-sponsored a Draft Resolution on Hostage Taking . In 2006, India endorsed the Global Counter-Terrorism Strategy adopted by the UN General Assembly.

India has always adhered to the global counter-terrorism framework, consistently submitting reports to relevant UN committees on the actions it has taken at both domestic and global levels to combat terrorism. In highlighting the oppositions posed by non-compliance with anti-terrorism conventions and advocating for punitive measures against states that support terrorism India has always been outspoken.

India remains dedicated to countering terrorism and this could be seen in the form of its information exchange, capacity building for border security, curbing illicit financial flows, international cooperation ,preventing the misuse of modern technologies, and collaborating on investigations and judicial procedures.

India's Counter-Terrorism Policies

Terrorism seems like a cancer eating away the very roots of mankind and thus India through its counterterrorism regime, focuses on eradicating this evil of terrorism from society

In its counter-terrorism structure, India has adopted a hybrid counter-terrorism strategy that incorporates both criminal justice counter-terrorism, which addresses acts of terrorism within a law enforcement framework, and militaristic counter-terrorism, which views terrorism as a national security threat to be countered through the use of armed forces. By utilizing both approaches, India aims to strengthen its counter-terrorism efforts.

In response to the increasing threat of terrorism, India implemented a range of counter-terrorism measures over key years. After the 2008 Mumbai attacks, coastal security was strengthened with responsibilities shared among the Navy, Coast Guard, and marine police. To handle terrorist-related offences in 2009 the National Investigation Agency was formed and to centralize security data NATGRID and National Investigation Agency was launched . The same year, four National Security Guard (NSG) hubs were set up to ensure faster response times in crises. The Multi-Agency Centre (MAC), originally established in 2001, was expanded to improve intelligence sharing. Furthermore, the Navy established the Joint Operations Centre in 2008 to monitor India's vast coastline. These coordinated measures highlight India's commitment to a proactive and structured counter-terrorism approach.

India's Strategic Partnership in Countering Terrorism

Terrorism is a sort of dynamic and complex occurrence. The methods of attack, choice of targets, related motivations, support and financing mechanisms of terrorism are often evolving, thereby compounding the challenges of ensuring the existence of an effective strategy to counter it.

In this situation, global cooperation is of paramount importance in order to get relief from this looming challenge.

To bolster its counter-terrorism efforts, India has forged critical bilateral and multilateral cooperation that helps to increase its capability to address this multifaceted threat on a global scale. Through these alliances, India collaborates with key nations and international organizations to share intelligence, strengthen security frameworks, and implement coordinated actions aimed at dismantling terror networks.

Bilateral: India holds Joint Working Group meetings on counter-terrorism with the United Kingdom, France, and the United States.

Multilateral

In BRICS India has been proactively addressing terrorism in multilateral forums, including BRICS, which has led to positive outcomes. This includes the establishment of five sub-working groups focusing on critical areas such as terrorist financing, online terrorism, radicalization, foreign terrorist fighters, and capacity building.

In 2022, India organized a special meeting of the UN Security Council's Counter-Terrorism Committee (CTC) to address emerging threats, including terror financing through cryptocurrency and the use of drones in modern terrorism. India also presented recommendations for the CTC's consideration which consisted: Of undertaking effective and sustained efforts to combat terror financing, ensuring coordination between the UN's normative initiatives and other platforms, such as the FATF preventing the Security Council's sanctions regime from being compromised by political factors, foster international cooperation and collective actions against terrorists and their supporters, including the dismantling of terrorist safe havens, strengthen multilateral efforts to address the links between transnational organized crime and this threat of terrorism, like arms and illicit drug trafficking.

India has consistently supported programs aimed at countering terrorism, demonstrating the adherence to advancing multilateral efforts in the battle against this threat. India's financial contributions are directed toward strengthening the initiatives of the UN Office of Counter-Terrorism (UNOCT), particularly the Countering Terrorist Travel Programme (CTTP) and the Countering Financing of Terrorism (CFT).

Hence, to neutralise any threat of terrorism India should play an active role. The world must unite and take firm multilateral actions, ensuring that terrorist groups are confronted with a hard hand.

Prospects for India's Counter-Terrorism Strategy

As the global landscape of terrorism continues to evolve, the prospects for effectively countering this threat rely on both adaptive strategies and strengthened international collaboration. Exploring these prospects involves examining the opportunities and potential obstacles that shape the path forward in mitigating terrorism's impacts worldwide.

It would be a good first step to accept and ratify the Comprehensive Convention on International Terrorism (CCIT) proposed by India and it is also the need of the hour to counter a global scourge.

Combating terrorism is a joint responsibility of Central, state and local governments in India and this act envisages Centre and state partnership in the investigation of terrorist cases. At regional as well as sub-regional levels inter-state efforts are collectively needed. Only by the sustained international efforts terrorism can be countered and the United Nations may be best suited for taking forward effective global efforts combating terrorism.

To achieve a sustainable impact, it is necessary to approach counter-terrorism regimes through a phased strategy- addressing immediate oppositions in the short term, establishing foundational changes in the medium term and fostering enduring advancements for the long term.

To combat domestic terrorism effectively in the short term, targeted police and intelligence-led operations are essential, focusing on apprehending key operatives and disrupting leadership. Concurrently, fostering international cooperation is expository for eliminating safe havens, cutting off financial resources, and limited access to weapons for terrorist groups. Additionally, identifying and safeguarding potential targets within vulnerable sectors is imperative to strengthen national security and resilience.

In the medium term, India must enhance the capabilities and strength of its intelligence apparatus and the police forces as well as increase its focus on fine-tuning mechanisms for coordinated action and efficient flow of information.

In the long run, if the challenge of terrorism confronting India is understood in terms of contestations over identity and assertions of distinct identities then a counter-terrorism strategy has to involve the propagation of the idea of India as a vibrant society and a democratic polity where all groups are equal stakeholders and where there is enough room for all groups to celebrate their specific identities.

Challenges in Framework for Thinking about the counter-terrorism Strategy @ 21st Century India

As the tentacles of International Terrorism has engulfed the entire world and has taken a global shape thus it's been felt that international terrorism is not one region's or one nation's problem. The external linkages and global dynamics of international terrorism have made it an alarming challenge to the security, existence of mankind, development and world peace. Recognising the global scale and interconnected nature of terrorism, India must navigate a complex landscape of challenges that hinder effective counter-terrorism efforts. Key among these challenges is-

Firstly, there is lack of globally accepted definitions for what consists of terrorism, which give rise to phrases like one person's terrorist is another person's freedom fighter', 'terrorism to some is heroism to others', 'today's terrorist is tomorrow's noble prize winner', and so on. Acts of terrorism are viewed very differently, the way the blind men defined an elephant.

Secondly expanding terrorism through the internet is also a looming challenge as the internet offers a largely unregulated space where by making use of numerous websites and social media platforms terrorists can spread propaganda, shaping their strategies to target potential recruits.

Thirdly, as evidence of IMF and World Bank estimates global money laundering between 2 to 4 trillion dollars annually, it shows that terror financing is posing a threat to counter terrorism framework. Terrorists exploit charities, alternative remittance systems, and even unregulated cryptocurrency, posing risks to public trust and global financial system.

Fourthly, as the world is heading towards becoming a digital village where data acts as the new oil hence cyber-attacks are becoming rampant in this case terrorists exploit cyberspace by attacking networks and using sensitive information to pressure governments or intimidate citizens for political or social gains. The 17th September 2024 Hezbollah pager attack in Lebanon is an alarm in this regard.

Conclusion

There is a need of unified global response to effectively counter International terrorist. It is critical to reject any notion of "good" versus "bad" terrorists. A crime is a crime, and a terrorist is a terrorist; one who perform crimes averse to humanity thus cannot have any religion.

A well-defined, comprehensive and integrated strategy is needed for tackling International terrorism. India in its forward march from the road of Atmanirbhar Bharat to the road of developed and progressive Vikasit Bharat@2047 requires global peace as peace is the basic need of a civilised society. A painless and peaceful tomorrow is possible only if all countries make a joint concerted creek down counter-terrorism regime to wipe that ulcer of terrorism. In order to bring a sense of long lasting peace in the world this challenge should be tackled globally. The challenge is absolute, so must be the response of the civilised world. Hence, it is rightly remarked by Kofi Annan the former secretary general of The United Nations Organisation that “Respect for rule of law, human rights and the fundamental freedom are the essential tools in the effort to combat terrorism”.

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India's Maritime Security

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Abstract

This article offers a brief overview of India's maritime security capabilities and problems. Maritime security remains a significant issue in today's global system. India, a country covered by water from three sides, hence maritime security becomes extremely important. In this paper, I have mentioned the various challenges hindering maritime security, such as piracy, terrorism, illegal trafficking, illegal fishing, and environmental disasters. There have been many strategies framed and steps taken at the global as well as national level to strengthen maritime security. The objective of this paper is to understand the job of maritime security in enhancing the nation's influence. It also assesses the strengths and shortcomings of India's maritime security.

Keywords - Maritime, Sea, Strategy, Indian Ocean, Coastlines, Security.

KM Panikkar, Indian historian and diplomat: *India's history shows that whenever she has been powerful at sea, she has prospered. Maritime security is key to India's sovereignty and economic well-being. "From his seminal work India and the Indian Ocean: An Essay on the Influence of Sea Power on Indian History".*

Introduction

Water covers 70% of the earth's surface. Throughout history, these vast bodies of water have served as pathways for numerous travelers, invaders, and merchants such as Vasco Da Gama Faxian, and Marco Polo (Mukherjee & Seshan, 2015). These waterways provided opportunities to uncover new territories and continents, ultimately connecting various parts of the globe. The development of renowned empires like the Egyptians, Romans, and Persians is reflected in ancient historical records. When we talk about India it is in between three oceans Bay of Bengal, Arabian Sea and the Indian Ocean, which has placed it at the centre of trade routes. Even inland, the Harappan civilization and its societal growth flourished along the banks of the Indus River. History of India is replete with accounts of various kingdoms and their navies. From Kautilya's Arthashastra to Chola dynasty's formidable naval power, the strategic importance of maritime routes and navies has remained crucial. Maritime relations of India have been formed for a long time and hold great importance. The national policies of state, transitions in the economy, and also the variations in global politics influence the maritime strategies employed by the nation throughout history, shaping its interactions with neighbouring regions and global powers alike, and simultaneously, It makes a country's security more complicated. - Maritime Security of India: Capabilities and Challenges, 2021).

What is Maritime Security?

In the field of international relations, "maritime security" is a recently coined term that lacks a universally agreed-upon definition. This idea encompasses various dimensions, including national security, environmental concerns, development issues, and marine safety. Maritime security encompasses a vast array of sectors, ranging from safeguarding energy resources and seaborne commerce to managing imports of crude oil and liquefied hydrocarbons. This expansive field also includes activities like fishing and shipping, facilitation in export of refined product, supervision of offshore developments, and fostering of worldwide economic collaborations. (McNicholas, 2007).

Maritime security refers to the measures and strategies implemented to protect a nation's maritime interests, including its waters, ports, shipping lanes, and marine resources, from various threats such as piracy, smuggling, terrorism, and environmental hazards.

Significance of Maritime Security

Maritime security is paramount of importance to the international public as there are many maritime challenges starting from sea piracy to illegitimate immigration and weapon trafficking. the threat of terrorism and environmental disasters and also present. Maritime security is also needed in India to maintain peace coexistence by coordinating with navies different countries through various treaties and agreements on common threats. However, naval forces play a crucial role in upholding maritime security (Tutuianu, 2022).

Naval forces implement robust policies and initiatives to safeguard maritime areas using their resources and personnel. Effective oceanic security relies on both knowledge and vigilance and is essential for enhancing security agreements while promoting the continued progress of international trade (India, 2021). Given the vastness of marine areas, monitoring the influx of products into the country is challenging. Hence, it is necessary to implement all possible measures to limit harmful practices. Simultaneously the country continuously works on developing various rules and approaches to improve and increase marine security at the global level. It possesses significant abilities of power and peacekeeping in this region. The United Nations, in collaboration with various states, play a key role in international peacekeeping. since Country like India which has its three sides surrounded by water this feature of India makes maritime security important for India. Apart from that India's economy depends largely on the sea, as over 70% of its trade value and nearly 95% of its trade volume is carried by sea. All the energy needs of energy are also imported from the sea, especially from the gulf. Hence, it is needed for India to ensure security and Unrestricted navigation of the Sea Lanes of Communication (SLOCs) in the Indian Ocean and beyond are important for growth of economy and energy security.

India's Maritime Security Architecture

There are three major components of Indian maritime security are the Coastal Police , the Indian Coast Guard, the Indian Navy (Malik, 2019). Their coordination enhances

the effectiveness of India's maritime security. The Indian nodal agency is responsible for the overall scope of coastal and maritime security. When talking about maritime security of India, it's important to talk about the potential of the Navy. The naval forces of India and the Indian Coast Guard play a significant role in ensuring marine security. Recently commissioned warships, such as the INS Vikramaditya, along with other submarines, have played crucial role in enhancing the nation's status among world powers. (PTI, 2016). Submarines play an important role in naval operations as they can detect enemy attacks promptly. The Indian Navy is home to a highly skilled commando team known as MARCOS (Marine Commandos), which is considered one of the most resourceful special units for sea operations and missions.

Challenges and Threats

Although India is doing its best and has undertaken several initiatives and has engaged with both national and international partners to enhance security still it continues to face several maritime security challenges and threats which are mentioned below:

1. Piracy: Commercial shipping, especially in some of the Indian Ocean Region's pirate hotspots, has been severely affected by international piracy. Modern piracy is a complex issue often rooted in underlying socio-political problems. Consequently, piracy in one region may vary greatly from piracy in other parts of the world. It is necessary to address the core factors contributing to the problem rather than merely using military force to suppress it; this calls for a comprehensive strategy that goes beyond naval incursions. (Zou, 2005), The situation in Indonesia and the Straits of Malacca seems to be deteriorating, while the situation in Somalia, located in the Horn of Africa, has improved dramatically as a result of strong international pressure, coordinated operations, and several naval patrols. If not effectively addressed, as previously managed by programs such as MALSINDO and Eyes in the Sky I and II, the tremendous flow of marine traffic through this region will be severely impeded.
2. Maritime Terrorism: Maritime terrorism is one of the most significant threats to maritime security and can disrupt global trade routes, leading to economic instability and heightened tensions between nations (Matt, 1981). it includes factors such as attacking ships, crew, or passengers to achieve a political aim. The fight against terrorism got new meaning after 9/11 period and with the Mumbai attack of 26/11 when terrorists used sea routes to enter in Mumbai and launch explosion attacks on land targets. This time, the plan involved deploying skilled and trained jihadi divers to attack Indian facility or coastal location. However, that plan ultimately fell apart. These acts not only endanger lives but also disrupt trade and maritime security, prompting nations to enhance their naval capabilities and collaborate on intelligence sharing to prevent future incidents. Hijacking naval vessels, taking hostages, attacking ports and coastal installations, and assaulting civilians aboard warships pose significant threats from terrorist activities.
3. Maritime pollution and environmental disaster: when we talk about the sea then environmental hazards such as oil spills are a major problem for environmentalists, traders, and security experts. They have the ability to hinder the free movement of trading, endanger marine life, and inflict long-term

damage on coastal ecosystems, highlighting the urgent need for effective strategies and proactive measures to reduce such risks.

4. Cyber Attacks: Cyber-attacks increasingly affect ships due to growing reliance on digitization, integration, and automation. This situation necessitates effective cyber risk management on board, utilizing both operational technology (OT) and information technology (IT) (Mileski et al., 2018).
5. China's increasing regional influence: One of the biggest threats to India's maritime security is China. China is constantly trying to enhance its power by expanding its naval capabilities and asserting territorial claims in the South China Sea, It is also providing military and economic support to its partner countries, which is causing some security issues for Indian security (Jindal, 2017) The One Belt One Road Initiative (OBOR) and the "String of Pearls" policy are strategic policies of China that reflect its ambitions for trade development and power enhancement, particularly to India. The "String of Pearls" policy refers to China's plan to establish military ports in countries like Sri Lanka, Pakistan, and Myanmar, posing a challenge to India's maritime security (Butt & Siddiqui, 2022). Additionally, China's cooperation and investments in neighbouring countries are concerning for India, which is monitoring the situation closely.
6. Illegal Trafficking: The smuggling of goods, illegal arms, and human trafficking through maritime routes remains a persistent challenge. The Sundarbans Delta region, located between West Bengal and Bangladesh, and the Palk Strait between Tamil Nadu and Sri Lanka, are notorious for such illegal activities.

India's Maritime Security Initiative

C. Raja Mohan, Indian foreign policy expert: "India's security and prosperity depend on the stability and security of the Indian Ocean. The challenge for India is to expand its maritime consciousness and capacity to secure its interests across this crucial region."

- *From his book, Samudra Manthan: Sino-Indian Rivalry in the Indo-Pacific* .

Hence, there are several initiatives taken by India to enhance maritime security which can be discussed under the following heading:

1. Security and Growth for All in the Region (SAGAR): This initiative was proposed by Prime Minister of India in the year 2015 and has become the guiding principle of India's maritime policy which focuses on fostering a secure and prosperous maritime neighbourhood. This reflects India's commitment to ensuring that the Indian Ocean remains a zone of peace, with stability, and sustainable development. Additionally, It highlights the significance of supporting regional prosperity in collaboration with neighbouring countries. (Padmaja, 2015)
2. SAGARMALA Initiative: The SAGARMALA program is a key initiative focused on improving port and maritime infrastructure. This includes upgrading port facilities, developing new harbours, modernizing coastal security systems, and enhancing the efficiency of maritime logistics for increased economic benefits.
3. The Indo-Pacific Oceans Initiative (IPOI): The Indo-Pacific Oceans Initiative (IPOI) expanded on the concept of SAGAR. It focused on seven pillars of maritime security: Marine Ecology, Capacity Building, Maritime Resources and Reserve Sharing, Disaster Risk

4. Reduction and Management, Academic Cooperation, Science and Technology, Trade Connectivity, and Maritime Transport (Arya, 2022)
5. SAGAR KAVACH: Sagar Kavach aims to enhance India's coastal surveillance and defence capabilities. This involves the deployment of patrol vessels, unmanned aerial vehicles (UAVs), radar systems, and various other surveillance tools. The Navy has also adopted strategic measures in response to emerging threats, such as drone attacks, demonstrating a commitment to advanced and responsive security.
6. Countering Piracy and Maritime Terrorism: The Indian Navy plays a important role in combating piracy, particularly in regions like the Gulf of Aden. They conduct regular patrols and participate in joint exercises with international naval forces. These collaborative efforts improve security and protect essential shipping routes from piracy and maritime terrorism.
7. Regional Cooperation: The Indian Navy actively engages in regional partnerships, fostering collaboration with neighbouring countries to enhance maritime security and promote stability in Indian Ocean region. India engages in many regional initiatives such as the IORA and BIMSTEC, enhancing collaboration among coastal nations (Singh, 2004) By fostering partnerships and sharing security responsibilities. India has a crucial role in strengthening collective maritime stability in the Indian Ocean. India has also got an observer member status from the Indian Ocean Commission, which promotes ocean cooperation with countries like Madagascar, Mauritius, and Seychelles
8. Other collaborations : India is collaborating with private companies to develop warships, aiming to enhance the country's maritime security. Companies such as Mahindra Defence Systems Limited (MDS) and Seagull Maritime Security are key players in this initiative. Additionally, the construction of naval vessels in private shipyards plays an important role in helping to address the maritime security concerns of India
9. QUAD and Indo-Pacific Strategy: The Quadrilateral Security Dialogue (QUAD) with the U.S., Japan, and Australia has emerged as a critical framework for India's Indo-Pacific strategy. It focuses on ensuring a free, open, and inclusive Indo-Pacific, in addition to that, this represents a significant collaboration undertaken to counteract China's influence in the Indo-Pacific region; furthermore, they currently engage in a naval exercise referred to as MALABAR.
10. International Maritime Law: India is a signatory to the United Nations Convention on the Law of the Sea (UNCLOS), which governs maritime boundaries and rights. The legal framework ensures that India's maritime claims and actions align with international laws, including disputes over EEZs and continental shelves.

Way Forward

1. Developing a common code of conduct: Creating a shared code of conduct or a set of norms and rules for the maritime domain, grounded in international law principles—particularly the UNCLOS - can be beneficial (Peters, 2022). This code of conduct can help prevent or manage disputes, reduce tensions, and foster confidence-building measures among maritime stakeholders.

2. Enhancing the functions and abilities of coast guards and similar maritime enforcement organizations is crucial, as they are typically the initial responders to unconventional threats like piracy, smuggling, trafficking, and environmental pollution. These agencies can also significantly contribute to improving maritime situational awareness, protecting coastal nations' sovereignty and rights, and offering assistance during humanitarian crises and natural disasters.
3. To effectively tackle the root causes and drivers of non-conventional threats—such as poverty, inequality, corruption, poor governance, and climate change—we must focus on sustainable development, regional integration, and multilateral cooperation. These approaches can enhance the livelihoods, resilience, and security of coastal communities, while also diminishing the incentives and opportunities for criminal activities.
4. Improving maritime security cooperation among like-minded countries can be attained by multiple means, including bilateral, trilateral, or multilateral frameworks such as the Indian Ocean Rim Association (IORA), Quadrilateral Security Dialogue (Quad) and the ASEAN Regional Forum (ARF). This cooperation may encompass information sharing, joint exercises, capacity building, improving interoperability, and coordinating responses to common threats.

India's Position in Maritime Supremacy

India's marine strategy is gaining traction, highlighted by a 2013 trilateral maritime security agreement with the Maldives and Sri Lanka, which may expand to include Mauritius and Seychelles. Meanwhile, China is promoting the Belt and Road Initiative (BRI), a multibillion-dollar project involving 80 countries, which India has chosen not to join, including the China-Pakistan Economic Corridor (CPEC) that seeks to bolster China's control over Pakistan. India's participation in the BRI could be beneficial if it takes on the role of a strategic partner.

The Asia-Africa Growth Corridor (AAGC) is strengthening ties of India and Japan, while India gradually expands its strategic presence in the region. Maintaining a balance between relationships with the United States and China is important for India to strengthen its role as a leading regional power. Rather than pursuing maritime dominance, India should focus on enhancing coastal governance, promoting prosperity, and ensuring peace in the Indian Ocean region.

Effective Indo-Pacific governance should prioritize collaboration to sustain shared prosperity.

India is also extending its marine policy beyond the Indian Ocean and is strengthening ties with ASEAN while observing future developments. In contrast, China aims to expand its financial footprint in the region.

Conclusion

In conclusion, maritime security of India encompasses historical significance, current challenges, and strategic initiatives to safeguard its maritime interests. Surrounded by vital trade routes in the Indian Ocean, India's geographic position emphasizes the significance of maritime security for its economic prosperity and sovereignty. As K.M. Panikkar observed, a strong connection exists between maritime power and national

prosperity, emphasizing the necessity for effective strategies. Emerging challenges such as maritime terrorism, and the actions of regional powers such as China require a coordinated approach to governance. India's initiatives, including the SAGAR and SAGARMALA programs, alongside regional cooperation and adherence to international maritime law, reflect its commitment to maritime stability. Going forward, fostering collaboration, addressing the root causes of maritime threats, and enhancing enforcement capabilities will be crucial. India's main aim is to secure its maritime interests and increase stability and prosperity in the Indian Ocean region.

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The Role of Reference Group in Suicide: A Sociological Study

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Abstract

Suicide is not a phenomenon in isolation. It is a reflection of society which has become deaf to the emotional calls of the people. According to WHO (World health organization) every year close to 8, 00, 000 people died due to suicide which is one person every 40 seconds.[1] Suicide is not an individual act, as it involves further aspects. This research paper aims to acknowledge the influence of reference group (family, friends, and communities) in the commitment of suicide. For this research study, mixed method research methodology was followed, questionnaire was passed to 60 respondents of age (18-30) years. The research found that reference groups have an important role in the causation of suicide or suicidal behavior which is based on factors such as age, gender, educational qualification, sociological view, social disorganization, retaliation, role and class etc. This paper further tested the classification of suicide given by Emile Durkheim based on integration and regulation in Society.

Key words: *Suicide, suicide in India, committed suicide, integration, regulation, reference group, sociological view, stereotype, social disorganization, gender and role.*

Introduction

Suicide is a consciously decided act for permanent physical disappearance from this world. Although this is a psychological phenomenon but the forces which compels people to commit suicide is certainly sociological. According to NCRB (National Crime Record Bureau) each year above 1,00,000 people commit suicide in India. A total of 1,39,123 suicides were reported in the country during 2019.[2] This is the third most significant reason of death in 15–19-year-olds. Each suicide is a catastrophe that impacts families, communities and friends.

Suicide - the ultimate rebellion of an individual against the choking society, is a very dangerous trend. Encyclopedia Britannica defines Suicide as “the act of voluntary and intentional self-destruction.” “Will’ and ‘Knowledge are two important features of the act of Suicide. Suicide involves the ‘Will’ of the person, which concurrences and to accept in willing destruction, and Knowledge’ that death is being preferred to life and that reason in person concerned is aware of and has acknowledged this is a fact and accepted it as indispensable and unavoidable.

Caven (1928) has defined suicide as the intentional taking of one’s life or the failure, when possible, to save one’s self when death threatens. Menninger (1938) defined ‘Suicide involves hate, guilt feelings and hopelessness in varying degrees. [3] On the basis of these definition of suicide it can be said that it is a self-effort for self-destruction but it is also a sociological phenomenon in the perception that there are different types of Suicide, methods are also different as the causes responsible for Suicide also exist outside the victim so the consequences are not only on him or her but also on the family and the society.

In studying individual and group behavior, and in the study of social mobility, both individual and group, “reference group theory” is of great help. Reference Group was introduced by Herbert Hyman in “Archives of Psychology” (1942). Robert King Merton an American Sociologist in the 20th century developed this concept into the theory as “reference group theory”. [4]

A reference group is a group to which an individual or another group is compared, used by sociologists in reference to any group that is used by an individual as a standard for evaluating themselves and their own behavior. More simply, as explained by Thompson and Hickey (2005), such groups are ones "that people refer to when evaluating their [own] qualities, circumstances, attitudes, values and behaviors."

To evaluate and determine the nature of a given individual or other group's characteristics and sociological attributes, reference groups are referred. It's the group with which the individual relates or aspires to relate him or herself psychologically. It becomes the individual's frame of reference and source for ordering his or her experiences, perceptions, cognition, and ideas of self. It is important for determining a person's self-identity, attitudes, and social ties.

French Sociologist and an Authority on Suicide, Emile Durkheim (1897) wrote a book Suicide: A Study in Sociology (French: Le Suicide: Etude de sociologie). This was the first methodological study of a social fact in the context of society. Durkheim concluded that suicide is a concrete social problem embedded in level of social integration; therefore, the differences in suicide are a function of social integration. Thus, the motive for suicide is primarily based in the collective conscience charter of social group. Indeed, recognizing that there isn't a single circumstance that explains suicide Durkheim identified four forms of suicide, which act as an index of the various states of social integration: 1) Egoism, 2) Anomie, 3) Fatalism, and 4) Altruism. Durkheim came to the conclusion that the degree to which individuals are integrated into a group could motivate these various forms of suicide or social action. [5]

- French Sociologist, Emile Durkheim (1897) defined “the term Suicide is applied to all cases of death resulting directly or indirectly from a positive or negative act of the victim himself, which he knows will produce this result.
- Committed suicide: The fatal act of self-injury undertaken with conscious self-destructive intent, howsoever vague and ambiguous, and so recorded in the police registers and records.

History of Suicides in India

Suicides have occurred since the beginning of recorded history, with attitudes towards it varying from condemnation to tolerance. In India, suicide acts have been referred to in ancient works in terms of ATMAGHATAKA' classifying the suicides.

In Indian context there are so many views in suicide. The Brahma-Purana says that an individual who enacts suicide should be treated as MAHAPATAKA or cardinal sins. Such persons should not be cremated nor should usual funeral rites be performed for them.

In the ARTHASHASTRA, Kautilya prescribed extreme sanction for those who commit suicide. Manu the great Hindu law-giver, in Manusmriti says that no water is to be offered for the benefit of the souls of those who kill themselves.

Thus, we see that all DHARMSHASTRAS denounce suicide ardently and prescribe post-mortuary penalties. But as would appear from the following instances that suicides on religious grounds were permitted and there were people who committed suicide for their selfish motives despite religious structures.

In the PURANAS and SMRITIS though suicide were as a whole condemned, there were five exceptions to it:

- Sati where women burnt themselves on the funeral pyres of their husband.
- Suicide by drowning in the Ganga and Yamuna and self-cremation at the tirthas.
- People suffering from incurable diseases or who were too old to do their religious duties and terminated their lives voluntarily by drowning, starvation, self-cremation and so on.
- Ascetics wanting to commit suicide.
- Terminating one's life towards the end by MAHAPRASTHANA (Starting on a great journey) was a recognized form of exit from this world.

Sati and Jauhar

In as pointed out earlier, suicides under certain situations such as in practice of Sati, where a Hindu widow burnt herself on the funeral pyre of her husband were glorified. Another situation was JAUHAR wherein the Rajput royal women burnt themselves in a mass pyre lest they should fall into the hands of their enemy.

Actually, speaking this was also a form of mass suicide. The defeat of RanaSanga resulted in Jauhar of the females of Royal clan, when Sultan Alla-ud-Din attacked Jaisalmer, the Rajput princess embraced JAUHAR.

In the YAGYAVALKYA MITAKSARA 'She', who follows her husband in death dwells in heaven for as many years as there are hairs on the human body, "viz 3.5 crores of years".

Data Analysis & Interpretation

Theme 1: *General Information*

When we discuss suicide in sociological perspective, there is a significant role played by the "Reference Group". In this theme I took educational qualification and how it plays a role in suicide.

According to Table 1, the collected data were of 60 respondents, out of which (43%) of them belonged to the age group of 18-20 and (40%) belonged to the age group of 20-22, this showed that major reference group belongs to the age group of (18-26) and how they influence the suicidal behavior. In the Gender Category (38.3%) were Male, (60%) were Female and (1.6%) were others. This data showed the Frame of Mind of each gender regarding suicide. The Educational Qualification of respondents were of (21.6%) in Higher Secondary, (68.3%) in Under-Graduate and (10%) in post-graduate. This data shows how the qualification of the reference group affects the understanding of suicide.

Table 1: Role of Age, Gender and Educational Qualification in Understanding Suicide

Age	NoR	Gender	NoR	Educational Qualification	NoR
18-20	26	Male	23	Higher- Secondary	13
18-21	24				
18-22	4	Female	36	Under-Graduate	41
18-23	5				
18-24	0	Others	1	Post-Graduate	6

* NoR= Number of Respondents.

Theme 2: *Dealing Suicide*

In this theme I found out how reference group deals with the suicidal behavior of individuals, (70%) responded, they would approach the concerned individual, (11.7%) will inform the family and (18.3%) responded with the perception that they will go by alternate approach to understand their condition and aid them.

Respondents have observed that (26.7%) of society “Always stereotype”, while (65%) “Sometimes stereotype” suicide and the individual dealing with it.

Theme 3: *Suicide’s Sociological View*

As stated by Emile Durkhiem, Suicide isn’t only a psychological issue but sociological too. As per the data collected (91.7%) respondents considered Suicide a social issue to be dealt with. While Figure 1 “Suicide as a Problem”, shows that (13.3%) respondents considered it as social problem, (3.3%) as a psychological problem and (83.3%) as both.

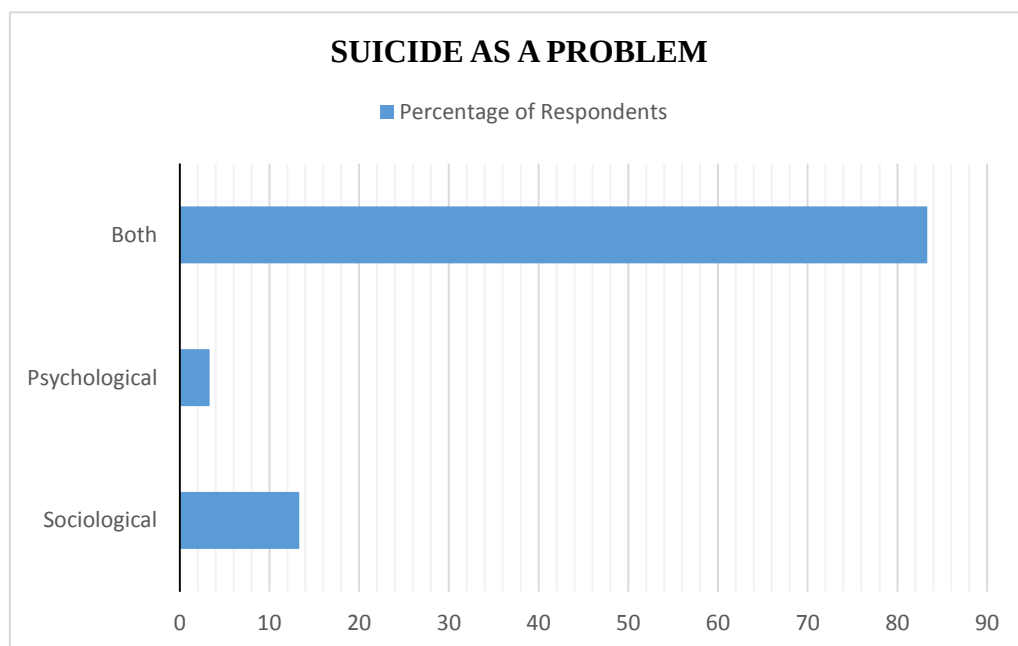


Fig - 1: Suicide as a Problem

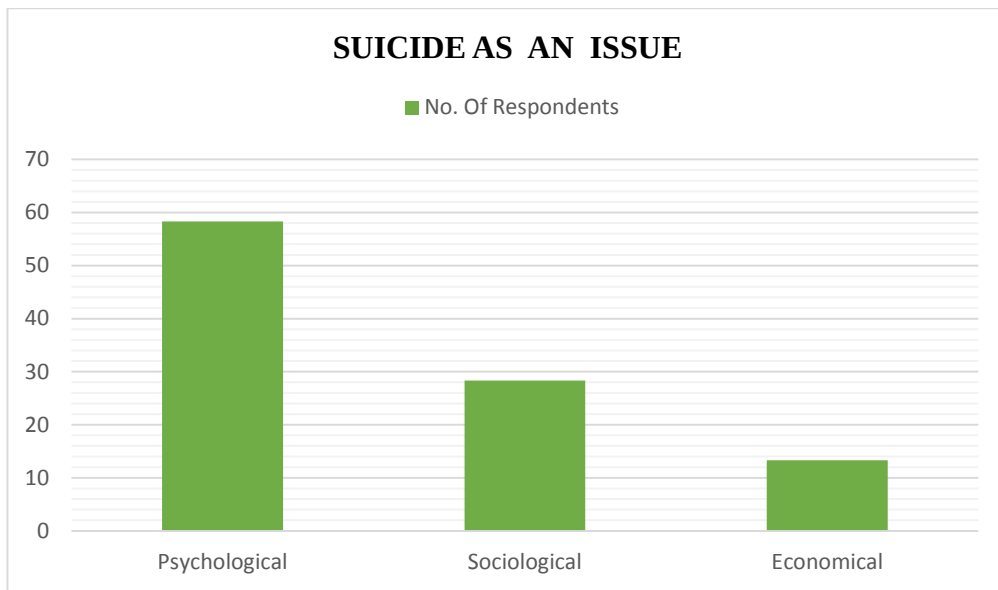


Fig - 2: Suicide as an Issue

With the formation of Fig - 2 “Suicide an Issue”, it is concluded that (58.3%) respondents considered it as a psychological issue, (28.3%) as sociological issue and (13.3%) as economical issue.

Theme 4: *Social Disorganization*

Society is a system. It is a network of social relationships. These relations exist between individual to individual. When there is harmony in these relations, society functions smoothly, but when this harmony breaks it creates a situation of Social Disorganization described by Emile Durkheim as “a state of disequilibrium and lack of social solidarity or consensus among the members of a society.

The data, collected concludes that (93.3%) respondents agree that Social Disorganization is a cause for commitment of Suicide.

Theme 5: *Durkheim’s Classification of Suicide*

Emile Durkheim gave a four-fold classification of Suicide, based on the intensity of Integration and Regulation in society. Integration refers to the degree of social relations that binds a person or a group to others, in a way that they fulfill moral demand. When Integration is Low, it is Egoistic Suicide and when high, it is Altruistic Suicide.

According to Table 2, the collected data proves that (88.3%) respondents agree with Egoistic Suicide but only (11.6%) agrees with Altruistic Suicide. Regulation refers to the normative or moral demands of the group that comes with the association with them. When Regulation is Low, it is Anomic Suicide and when high, it is Fatalistic Suicide.

Table - 2: Classification of Suicide Based on Durkhiem's Theory

Category	Integration	Regulation
	NoR	NoR
High	7	26
Low	53	34

*The data is based on the responses of 60 respondents.

The Collected data proves that (56.6%) respondents agree with Anomic Suicide and (43.3%) agrees with Fatalistic Suicide.

Theme 6: *Gender Role and Conditions*

Suicide is not only about the societal behavior but also how each gender has to play many roles in different sociological conditions, which differ from society to society.

Each Gender has to play different “Role”, a comprehensive pattern of behavior that is socially recognized, providing a means of identifying and placing an individual in a society. This puts pressure on the concerned gender which leads to the commitment of suicide as they have to play different roles according to their setup and have to fit into the societal definition and norms of that role. (85%) respondents believed it to be a cause of suicide.

As they have to play different roles, they also have to alter to different “Sociological Conditions”, a sociological process of training individuals in a society to respond in a manner generally approved by the society in general and peer groups within society. This is stronger than the process of socialization as it talks about the inheriting character and not norms, customs and ideologies. (86.6%) respondents believed it to be a causation of suicide.

Theme 7: *Suicide as Retaliation*

Suicide is perhaps the most personal action of an individual, yet many social factors play a significant role in the onset of suicidal behavior. Such is Retaliation, Cambridge Dictionary defines, Retaliation as the act of committing harmful action against a person or group in response to a grievance, be it real or perceived”.

Table - 3: Commitment of Suicide as a Pact and Revenge

Category	Suicidal Pact	Suicidal Revenge
	NoR	NoR
Agree	43	13
Disagree	17	47

*The data is based on the responses of 60 respondents.

According to Table 3, the collected data is based on two factors, One “Suicidal Pact” i.e. An understanding in which two or more persons commit or attempt suicide together at the same time and at the same place. There is definite pre-planning involved in this between the partners about how and where they would commit the act. (77%) respondents agree with it. Second

“Suicide as Revenge” i.e. An individual commits suicide in order to take Revenge against someone or society in general. (23%) respondents agree with it.

Theme 8: *Status and Regions*

As and when we discuss about any case of suicide, we discuss about the Social Class that individual ascribed to and from which area it belonged. Social Class refers to divisions in society based on economic and social status. According to Table 4, the collected data shows that (1.6%) respondents considered Elite Class, (6.6%) Middle Class and (16.6%) Labour class to be more prone to suicide, while (75%) considered class doesn't matter.

An Area, from where a person belongs, also play a significant part in instigating or compelling them to commit suicide. The collected data shows the result that (15%) belongs to Rural Area, (61.6%) belongs to Urban Area and (13.3%) belongs to industrial region are prone to commit suicide.

Table - 4: Role of Class and Area in Commitment of Suicide

Class		Area	
Category	No. of Respondents	Category	No. of Respondents
Elite Class	1	Rural Area	15
Middle Class	4	Urban Area	37
Labour Class	10	Industrial Region	8
Class Doesn't Matter	45	-	-

*The data is based on the responses of 60 respondents.

Theme 9: *Sanctioning Suicide*

In Hinduism, Suicide is spiritually un-acceptable. Generally, taking your own life is considered a violation of the code of AHIMSA and therefore equally sinful as murdering another. A person committing Suicide will not attain Salvation and is a sinner. (73.3%) respondents denied this concept.

Evil Practices like Sati and Jauhar have been a significant part of Hinduism and were glorified. (73.3%) of respondents agreed that it an “Culturally Sanctioned Suicide” and should be declared as Compelled Suicide.

Key Findings

- 70% of respondents will try to reach out to the individuals, who might commit suicide.
- About 65% of respondents observed that society “Sometime Stereotype” suicide and individuals dealing with it.
- 91.7% of respondents considered Suicide as a Social issue to be dealt with.
- From the collected data, Suicide is considered both a sociological and psychological problem.
- Psychological issues are more prominent issues which compels and instigate to commit suicide in comparison with sociological and economic issue.

- Social Disorganization is considered as a causation of suicide.
- As per the collected data, it is found that High-Integration is not considered as a cause of suicide.
- The data reflects that “Suicidal-Pact” is considered form of Suicide under Retaliation.
- The data shows, that every gender has so to play different “Role” according to their setup and their Sociological conditions also differs from society to society in which they have to alter, leads to suicide.
- According to the collected data, the class of person committing Suicide does not matter.
- People who belong to Rural district are more vulnerable to commit suicide.
- Data reflects that respondents do not agree with “Suicide as a sin” concept of Hinduism.
- As per the collected data, compelling individual for Sati Pratha & Jauhar are culturally sanctioned suicide.

Suggestions

- The Data suggests that it is important to understanding about suicide, which can help in the reduction of stereotyping.
- Suicide should be regarded as a sociological issue too as it plays a significant role in its causation.
- The Reference Group needs to be more aware of their behavior and the sociological conditions they create for each other.
- There is a vital need for ceasing evil practices in the name of culture and tradition.

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Bridging Tradition and Modernity: The Importance of Sex Education in India

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Abstract

Historically in India, sex education is mentioned in the religious scripture and text promoted in a manner that socially regulates sexuality. In ancient India, celibacy was considered sacred along with celebrating the sex. The Kamasutra also changed the expression of “sex and sexuality” and how we perceive it now. In the Vedic period, sex was regarded as sacred but with the arrival of Buddhism, celibacy was appreciated for salvation. Sex Education was prevalent in the public domain which can be seen in the temples of Khajuraho which promote sex education at the holy places. This promotion shows the importance of sex education in ancient times. Over the period, sex education has been looked as taboo in India at a large level and no one wants to discuss sex education it openly. This paper will explore the importance of sex education among college students. This paper explores the influence of sex education on college students’ sexual health and decision-making. This paper also explore various questions from where the students get sex education, what their opinion is about the inclusion of sex education in the education curriculum, how sex education can help reduce crime against women and children and so on. The methodology includes collection of primary data with help of Google Forms questionnaires and secondary data through various reports, surveys and research papers which explore the broader area of sex education. The universe for the research is a college of Bhopal, Madhya Pradesh.

Keywords: Sex Education, Sexuality, Religious Scripture, Sexual Health.

Introduction

Sex education is a critical component of holistic development for young people, yet in India, it remains an uncomfortable topic for many. Sex education broadly comprises instructions on human sexuality which is an embodiment of physical, psychological, emotional, social and relational components of human relationships (Kar et al., 2017). According to definition by WHO sexuality education is “Learning about cognitive, emotional, social, interactive and physical aspects of sexuality. It gradually equips and empowers children and young people with information, skills and positive values to understand and enjoy their sexuality, have safe and fulfilling relationships and take responsibility for their own and other people’s sexual health and wellbeing” (Organization, 2010). Sudiksha et al. (2024) defined sex education does not mean for people to get insight about sexual activities. Rather, it is to about to help people create an awareness about how bodies and brains respond to certain situations and how to handle to them.

In India, in Hindu precepts, sex education is bounded by religious scripture and presented in a scientific manner that socially regulates sexuality (History and Evolution of Sex Education, 2024). In texts like the ‘Kamasutra’, where sexuality was expressed artistically through

sculptures of everyday life (Kar et al., 2017) and is a comprehensive treatise on the art of living, love, and sexuality. It emphasised mutual consent, pleasure, and respect in relationships, setting a precedent for a holistic understanding of human sexuality.

The subject of sex education is important not only for individual well-being but also for promoting public health, ensuring informed decision-making, and reducing gender-based violence. This paper seeks to bridge the gap between India's ancient understanding of sexuality and the pressing need for modern sex education by focusing on college students, a population standing at the intersection of tradition and modernity.

In the Vedic period, sex was regarded as the belief that it leads to salvation. Consequently, informal teaching in Indian households has since been in furtherance of the practice of either celibacy or abstinence until marriage principle (History and Evolution of Sex Education, 2024). K. Chakraborty and Thakurata (2013) mentioned about as the example of Khajuraho Temples which was built between 9th to 12th century.

However, with the arrival of Buddhism and its emphasis on celibacy as a path to enlightenment, societal attitudes began to shift. The notion of sex as something sacred gave way to a more austere view, promoting celibacy as a moral high ground. This cultural shift laid the foundation for the stigmatisation of sex education in later centuries, where discussions of sexuality were increasingly confined to the private realm.

Despite this shift, symbols of sexual education persisted in India's public sphere, most notably in the temples of Khajuraho. The erotic carvings on these temples, often misunderstood, were not merely decorative but were intended to communicate lessons about human intimacy, relationships, and the natural cycle of life. This public display of sexual education underscores the importance that ancient Indian society placed on understanding and teaching sexuality.

In contemporary India, talked about sex still largely consider as a taboo, particularly in conservative and rural areas. The topic is often relate with shame, guilt, and immorality, resulting in a lack of proper sexual education for young people. Despite efforts by the government and NGOs to introduce sex education in schools, resistance from parents, educators, and religious leaders can be stymied progress.

The absence of formal sex education leads to significant challenges. Young people often rely on inaccurate or incomplete information from unreliable sources such as peers, the internet, or the media, resulting in misconceptions about sexual health, relationships, and consent. This misinformation contributes to a range of public health issues, including the spread of sexually transmitted infections (STIs), unplanned pregnancies, and gender-based violence.

Importance of Sex Education in College Students' Lives

College students represent a crucial demographic for sex education. As they transition from adolescence to adulthood, they face complex issues related to decisions of their sexual health and relationships. However, they are vulnerable to misinformation and risky behaviors without proper guidance.

1. **Sexual Health and Awareness:** Proper sex education equips students to reduce the transmission and impact of sexually transmitted infections (STIs) and HIV/AIDS, which pose a major threat to health and lives (Pathare, 2024) and help in the reduction of unplanned pregnancies.

2. **Decision-Making and Consent:** Sex education fosters a better understanding of consent, boundaries, and healthy relationships. This can play a crucial role in to make informed or rational choices and respect others' boundaries by create awareness among the youth.
3. **Reducing Gender-Based Violence:** Various studies shows that comprehensive sex education addressing sexual violence, which is a widespread and serious violation of women's human rights (Pathare, 2024). It can help reduce violence against women and children by promoting respect for all genders, dismantling harmful stereotypes, and encouraging communication about consent and equality in relationships.

Methodology

This study is based on the exploratory research design in which primary data was collected through a questionnaire (Google form) circulated among the various colleges students of Bhopal, Madhya Pradesh. In this study, non-probability sampling sub-type purposive sampling was used to target only college students. In this survey, 72 respondents participated from the 7 colleges of Bhopal. For the secondary data, academic research papers, reports of the National Family Health Survey (NFHS), and National Aids Control Organisation (NACO) reports. The sample includes the various streams of education which are broadly categories into four i.e., Arts/Humanities, Commerce, Science/Medical, and Engineering/Technical. The limitation of the sample is that Engineering/Technical institute students have only 4 respondents.

Findings and Discussion

The primary data of the questionnaire reveals the following key insights:

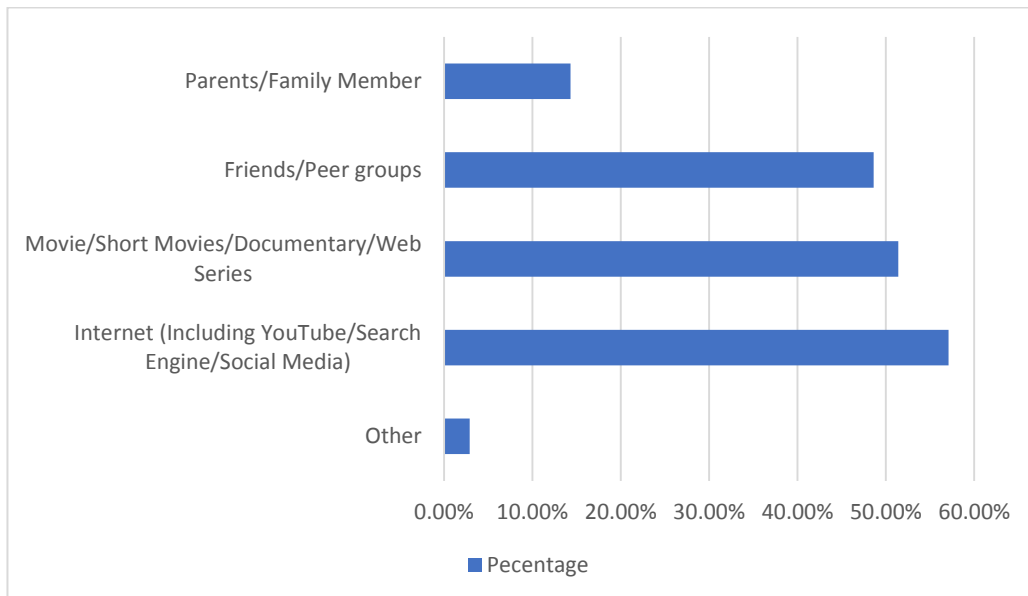


Fig - 1: Main Source of information related to sex education

In the primary data, the gender-based response is almost in equal percentages i.e., 51.4% (female) and 48.6% (male). In the age group, most of the respondents belong to the 19-22

years age group. In education streams, most students belong to the Arts/ Humanities streams (48.36%), then Science/Medical (28.6%), then Commerce (17.1%) and very few from Engineering/Technical (5.7%).

In the above chart, the question has the option to select multiple options. It reflects that most of the students have sources of information related to sex education is the Internet, then Movies/Short Movies/Documentary/Web series and then Friends/Peer groups and then Parents/Family Members. Social media is very appealing to the adolescent population due to its ease of Accessibility, Affordability, and the Anonymity it offers often referred to as “Triple-A”(P. Chakraborty & Mishra, 2021).

Table - 1: Attitude toward sex education among college students

S. No.	Questions	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Does the information related Sex Education help you to understand the things?	30.6	61.1	5.6	0	2.8
2	Do you think that Sex Education should be provided?	62.9	34.3	0	0	2.9
3	Do you think that Sex Education help to reduce the sexual harassment crime against women and Children?	48.6	37.1	14.3	0	0
4	Do you think that the Sex Education help to provide awareness and prevention from Sexually Transmitted Diseases (STIs)?	58.8	35.3	2.9	2.9	0
5	If Sex Education is added to the Education Curriculum, what would be your reaction?	37.1	60	2.9	0	0

The above table 1 shows that most of the questions answered strongly agree and agree. Very few answered in terms of neutral, disagree and strongly disagree.

Table 2: Important role in providing Sex Education

1	Parents/Family Member/Friends/Peer Groups	67.7%
2	Education Institute (Including School and College both)	80.0%
3	Mass Media (including movies/web series/short movies/documentaries)	40.0%
4	Other	02.9%

In above table 2, the question can select multiple options. It reflects that most of the students choose that Education Institutes can play an important role, Parents/Family Members/Friends/Peer Groups, then Mass Media (including movies/web series/short movies/documentaries). The research article, mentioned that the elementary, fundamental knowledge imparted at home should be supplemented by more scientific knowledge at school (Watts, 1944). Wilbur and Aug (1973) talked about that sex education should be provided pre-school and in this scenario role of mother and child health worker have vital role. Also

mentioned about that maternal health educator can play a important to re-educate mother and family members for helping to tackle with specially the early sex education of children.

Some of the students also mentioned that the educational institute also helps to change the perspective of their family members after awareness programs like seminars, lectures related to menstrual health, good touch and bad touch, and so on.

Secondary data from the various reports also reveals the key insights related to sex education:

The national survey revealed that “Youth who received FLE were relatively more aware of reproductive health issues than their counterparts. The majority of Indian youth, irrespective of their age and sex, favored the introduction of FLE at the school level, preferably from standard 8th onwards” (Tripathi & Sekher, 2013).

According to the NFHS-5, only 21.6% of women have comprehensive knowledge of HIV-AIDS as compared to 30.7% of men (Mallick, 2024). The annual report 2015-16 reveals that the “Adolescence Education Programme (AEP) in secondary and senior secondary schools builds up the life skills of adolescents to cope with the physical and psychological changes associated with growing up. Under the programme, sixteen-hour sessions are scheduled during the academic terms of classes VIII, IX and XI. State AIDS Control Societies (SACS) has further adapted the NCERT module for training of teachers and transaction of AEP in the classroom. The program is running in more than 56000 schools” (Annual Reports | National AIDS Control Organization | MoHFW | GoI, 2016)

Globally, fewer than 1 in 3 children agreed that their school taught proper sex education. In the Indian context, 71% of youth living in 17 states (aged 13-30 years) reported that they were neither taught about sexuality by teachers nor by their parents (Pandey & Rao, 2023).

Conclusion

This study brings to light just how essential comprehensive sex education (CSE) is for college students in India, emphasizing its role in bridging the gap between traditional views and the health and social needs of today. The survey reveals strong support from students for CSE, recognizing its importance in helping them make informed decisions, understand consent, build healthy relationships, and reduce gender-based violence. While most students currently rely on the internet, media, and friends for information, many believe that schools, colleges, and family members could offer a more structured and reliable source of guidance on these topics.

The findings also align with broader research showing how formal sex education boosts awareness of reproductive health and helps prevent issues like STIs and unplanned pregnancies. Despite resistance and lingering stigmas in parts of society, the evidence is clear: structured sex education has a fruitful impact on both individual well-being and public health. Starting CSE early in adolescence could empower young people to make responsible choices and foster respectful, equal relationships.

In sum, this study shows that modern sex education in India can benefit from a blend of respect for cultural traditions and a clear response to the needs of young people today. By addressing cultural sensitivities while providing accurate, science-based information, India has the chance to build an educational framework that honor its roots and supports its youth as they navigate modern life.

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