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Technological Interventions in Educational Industry



Organized by
School of Commerce – UG

In Association with
Indian Council of Social Science Research (ICSSR)

Mount Carmel College Autonomous
58, Palace Road, Bengaluru - 560052

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EDITORIAL MESSAGE

Technology has played a pivotal role in transforming Higher Education Institutions (HEIs) by reshaping how education is delivered, accessed, and managed. These technological advancements have brought about substantial changes in teaching methods, learning experiences, administrative processes, and the overall academic landscape. The educational industry has seen significant technological interventions that have revolutionized the way education is delivered, accessed, and managed. This adaptability has increased educational access for non-traditional students, working professionals, and people from various geographical places.

Indian Council of Social Science (ICSSR), was established in the year of 1969 by the Government of India to promote research in social sciences in the country. They provide grants for projects, fellowships, international collaboration, capacity building, survey, publications etc. to promote research in social sciences in India. The National Conference was sponsored under the *Themes (Azadi Ka Amrit Mahotsav: Social Science – Education)* through Actions @ 75 focused on Current Priorities and actions activated through Programs & scheme of ***"Digital India".***

The special edition of the Carmelight Journal of Social Science entails the significant and exceptional research contributions from Faculties, Research Scholars, Educators, and PG Students emphasising the role of technology transforming the HEIs. These interventions have impacted various aspects of education, including teaching methods, learning experiences, administrative tasks, and even the overall education ecosystem. It has made it possible for HEIs to provide a huge selection of courses and degree programs online.

We extend our heartfelt gratitude towards to all the authors for contributing their significant work, that has enhanced the ICSSR Sponsored National Conference. The articles' scientific rigor and quality have been guaranteed by the thorough evaluation by peer reviewers. We also thank the personnel and editing team for their work in producing this Special Edition, which they turned into a worthwhile publication.

The National Conference and Special Edition of the Carmelight Journal of Social Science demonstrate, in conclusion, the revolutionary potential of virtual inclination in business and management education. We can address issues, take advantage of opportunities, and deliver inclusive and accessible education by embracing digitalization rather than treating as a threat.

Wishing you an engaging and enlightening reading experience.

PROF. V. N. RAGHU
DEAN, SCHOOL OF COMMERCE
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The Role of Dr. B. R. Ambedkar Development Corporation Ltd Schemes in Creating Employment Opportunities for Women

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ABSTRACT

Every person who is interested in and desires to become independent in society can find self-employment prospects by engaging in entrepreneurship. Women contribute significantly to the local community, and a significant number of small-business owners in developing nations are female. The majority of agricultural production is usually handled by rural women. Offering financial support programmes to women encourages them to start their businesses, which in turn creates jobs for other unemployed people in the community. It improves the economic condition both locally and nationally. The purpose of the paper is to examine the Dr. B.R. Ambedkar Development Corporation Ltd.'s (ADCL) programmes' contributions to the development of women's entrepreneurship and to determine how well they work to give women access to opportunities for employment. This is conceptual research based on secondary data gathered from the Dr. B.R. Ambedkar Development Corporation Ltd. Corporation website, periodicals, etc. Choose among the various programmes offered by Dr. B.R. Ambedkar Development Corporation Ltd. Women are receiving financial support and moving towards economic independence in society. The report also showed that because of issues with their families and finances, women are falling behind in the business world.

Keywords: Entrepreneur, Women, Employment Opportunities, Schemes, ADCL.

INTRODUCTION

The process of starting a new business through entrepreneurship is creative and dynamic. Entrepreneurs are change facilitators who create employment chances for others. The economic, social, religious, cultural, and psychological factors that are prevalent in a culture significantly impact how entrepreneurs arise in that community (Sharma, A et al., 2012). The new development engines and rising stars of the economies of developing nations have been identified as being women entrepreneurs, who will bring prosperity and welfare. Women who start, organise, and run a business enterprise are known as women entrepreneurs (Koneru, K. 2017). Women's entrepreneurship is a multidisciplinary topic that incorporates elements of politics, economics, psychology, sociology, culture, and the environment (Sharma, A et al., 2012). Educated women do not intend to confine their life to the boundaries of their own residence. From their partners, they expect reverence in return. The sociological structure of Indian society has historically been one in which men have predominated, so Indian women still have a long way to go to acquire equal rights and position. Women are made to rely on males inside and outside their families throughout their lives since they have been considered the weaker sex (Swarnalatha, K, 2016). The year 2001 has been announced as Women Empowerment Year by the Indian government.

Given the necessity to enhance and restructure the role of women in the growth of several industries. those successful female entrepreneurs will have the confidence to take risk (Sangolagi, K, 2016). There must be financial support for all forms of development. In the form of programs and subsidy options, the Dr. B. R. Ambedkar Development Corporation Ltd., a department of the Government of Karnataka, offers financial support to women so they may succeed in society and lessen the strain of their loan repayments. Since then, women have developed greater status and are giving other people an opportunity to find employment.

Review of Literature

Pawe, N.,et.al (2020) The author of this article analyses the issues faced by Indian women entrepreneurs. The goals of the study included examining the elements that motivate women to start businesses, looking into the causes of women entrepreneurs' inefficient growth in India, and looking at the steps being taken by the government to promote women. The study discovered that by implementing women-focused programming by banks and financial institutions, greater relationships between entrepreneurship development organizations and entrepreneur associations could facilitate quick progress in this direction. A specific focus will be placed on the necessity of performing a unique training programme for women who are starting their own enterprises as a result of the Indian government's industrial policy. Additionally, nationalized banks and financial institutions must set up dedicated cells to support female entrepreneurs. If all benefits and policies were made available to women, they may play a significant part in the industrial development of the nation.

Kain, P., & Sharma, M. (2013) In this paper, the researcher spoke about how entrepreneurship plays a significant role in the country's industrial growth. There is a critical need for educating women entrepreneurs for the advancement of the country and the expansion of the economy as a whole. We must focus on creating a legion of female entrepreneurs who can transform the economic environments of the countries. In both the organized and unorganized sectors, women are currently creating jobs not just for themselves but also for others as well. To boost economic growth and the fight against poverty, the government should support the empowerment of women in the workforce. Corporations are currently preparing to manage native female entrepreneurs with innovative plans that will prove durable for the positive effects of women in society.

Sharma, Y. (2013). This article focuses on how important entrepreneurs are to any economy. These are the individuals who possess the abilities and drive essential to promote sound new ideas and make the judgements required to make the idea beneficial. The potential financial rewards entrepreneurs may enjoy are remuneration with the opportunities they committed. The term "women entrepreneur" literally refers to any woman who organizes and runs any firm, typically with significant initiative and risk. In contrast, the phrase "women-owned business" is frequently used in relation to government contracts. In this case, the business is owned (by a woman), managed, and managed by the entrepreneur. Information was gathered from a variety of books, journals, publications, and websites. The research aimed to raise awareness of and comprehend the significance of diversity. Several significant issues that Indian women business owners confront, as well as some of their successes, are the variables that affect women's entrepreneurship, and the government's attempts to support them.

Swarnalatha, K., & Anuradha, R. K. (2016). This paper examines the challenges and opportunities facing women entrepreneurs in India. According to the Indian government, a business that a woman owns and controls must have an ownership stake of 51% of its equity and provide no less than 51% of the jobs created by the business to women. Indian women's lifestyles had to alter as a result of the country's changing social structure, which included the higher academic achievement of women and a wide range of desires for an improved life. The purpose of this article is to examine female entrepreneurship issues, female entrepreneurship development, and female entrepreneurship programmes run by various departments and ministries. Because of deeply established customs and a sociocultural structure that favours men, educated Indian women to face a lengthy road to achieving equal status and responsibilities. A woman or group of women who start, organize, and run a business are referred to as "women entrepreneurs." The majority of Indian women succeeded as entrepreneurs in addition to all the limitations of society.

Pandey, D. N., & Parthasarathy, P. (2019). This article covered that Since India's independence, the Government of India and State Governments have made several efforts to improve the overall situation of women. This is because they recognize the significance of women in the socioeconomic growth of the country. In an effort to encourage women to engage in the economy, the government is gradually turning its emphasis to supporting women's entrepreneurship. In collaboration with non-governmental organizations, the study looked at how women who are receiving benefits from different government programmes perceive these programmes. The result has been evaluated by means of things like monetary support, academic structure understanding, inspiration, and assurance, as well as a growth in the number of women choosing entrepreneurship. Information was gathered from several NGOs, female business owners, and female beneficiaries connected to different Self-Help groups (SHGs) in the Kanave, Shahapur (Dist.)The main goal of women's empowerment is to raise their political, economic, and social standing, particularly that of historically underprivileged women.

Objectives:

The purpose of this paper is to examine Dr. B.R. Ambedkar Development Corporation Ltd.'s (ADCL) programmes contributions to the development of women's entrepreneurship and to determine how well they work to give women access to opportunities for employment.

Methodology

This is conceptual research based on secondary data gathered from the Dr. B.R. Ambedkar Development Corporation Ltd. Corporation website, periodicals, etc.

Need of women enterprenurship:

In order for women's entrepreneurship to be recognised in society, it needs some help from family and the government. The nation's per capita income rises as a result of women starting their own businesses and creating new employment opportunities. In terms of social development, they grow more independent, guarantee a better and brighter future for their offspring as well as their own family, have higher levels of knowledge and awareness, are more self-assured, and are better able to handle family businesses in the event that the earning member is no longer there. Women are more likely to start their own businesses for a variety of reasons, but the main one is that they have creative ideas and the capacity to think outside the box, enabling them to establish their own identities not only locally or nationally but also on a broader, worldwide scale (Garg, S., & Agarwal, P. 2017). The following flow chart shows the need of entreprenurship.



Role of Dr. B. R. Ambedkar Development Corporation Ltd Schemes:

The Government of Karnataka formed the Karnataka Scheduled Castes & Scheduled Tribes Development Corporation in 1975 with the stated goal of lifting the SCs & STs population out of poverty. The Companies Act of 1956 was used to create the Corporation. On October 13, 2005, the Corporation changed its name to Dr. B.R. Ambedkar Development Corporation Limited. The Corporation is solely currently carrying out activities for the economic advancement of Scheduled Castes. The ADCL offers males and females from booked castes financial assistance.Through this programme, scheduled caste women are gaining benefits and raising their social status because of the financial support that this firm provides to their community. The following schemes are providing for women empowerment by the ADCL:

Self Employment Scheme (DIRECT LOAN)

Under this programme, the company offers loans to women at the same unit cost of Rs. 100000/- offered to Scheduled Caste beneficiaries for businesses such as selling fish and meat, raising cattle, poultry, and other animals, and growing fruits and vegetables for pushing carriages. This scheme's unit cost will be Rs. 50,000 with a Rs. 50,000 subsidy. The women can use this to launch a small business.

Self Employment - ISB SCHEME (bank linked scheme)

Under the ISB programme, loans are provided towards the establishment of small, independent companies like Hopcoms, fruit and vegetable stands, and other self-employed ventures. In this bank-linked loan programme, there will be a maximum subsidy of Rs. 2.00 lakhs and a bank loan for the balance.

Land Purchase Scheme

In accordance with the Land Purchase programme, non-SC/ST landowners will sell one acre of wetland or two acres of dry land. The land will be recorded in the name of the family patriarch's wife. The price per unit is 15 lakh rupees. Both the subsidy and the term loan will be equal to 50% of the unit cost. The loan must be repaid by the beneficiary in ten annual installments. 6% interest is charged. The Deputy Commissioner of the relevant District will choose the land's purchase price. This programme gives special consideration to women from Scheduled Castes. As a result, the women got interested in farming as well, and as a result, families that depend on agriculture are growing.

Airavatha Scheme

The goal of this programme is to help rural youth become self-employed through successful cab transport businesses like Radio Taxi and corporate aggregators like OLA and UBER. To promote security and improved livelihoods, rural youngsters from SC/ST communities would get training, mentoring, and other financial support. Through this programme, several women received loans, bought cars, and started their own businesses since they are now interested in a career as drivers. Beneficiaries would be given a subsidy of Rs. 5,00,000 to purchase a light motor vehicle, which will enable them to produce income and ease their EMI load.

Samruddhi Scheme

Samruddhi was started by the Department of Social Welfare with the goal of encouraging entrepreneurs among the economically underprivileged population (both male and female) in the state. The nation's most ambitious programme, according to this strategy, is being promoted. The programme places a greater emphasis on a non-technological entrepreneurship model where the applicant will be permitted to open a retail location following the completion of training supplied by the franchisor. With the help of a strong network of franchisors, the plan hopes to gradually expand the range of goods and services available to those living in tiers II and III that serve the bottom of the hierarchy. Samruddhi wants to create plug-and-play micro franchisee models with the goal of transforming a job seeker into a job provider. This program's subsidy is worth Rs. 10,000,000.

Unnati Scheme

Unnati is an innovative initiative from the Department of Social Welfare, Government of Karnataka, that aims to give companies a complete entrepreneurship platform being used. This program's goal is to meet a startup's needs from beginning to end, including locating the innovation, confirming it, providing seed money, and ultimately granting them entry to the market.

Problems of Women Entrepreneurs

Family problems

The main and foremost problem for women's families. In a family, women give primary importance to their children, home and older people in the family. Family ties and relationships are more valued by Indian women. Married women must strike a delicate balance between work and home. Additionally, family members' assistance in the company process and management of women is crucial for corporate success (Kain, P., & Sharma, M. 2013).

Lack of education

Education is an important part of each and every person, for entrepreneurship, this will play a vital role. Due to a lack of adequate education, female business owners are unaware of advancements in technology, production techniques, marketing, and other governmental initiatives that will help them succeed (Sharma, Y. 2013). Particularly rural women entrepreneurs face problems because most of them are illiterate.

Marketing problem

Women entrepreneurs must rely on middlemen for product promotion, who take a cut of the profits while finding it challenging to seize the market and establish their brands. (Swarnalatha, K., & Anuradha, R. K. 2016), because women cannot independently walk the market to sell and promote their things and earn money.

Financial Problems

Women entrepreneurs require money for every stage of their businesses, from investing to selling their goods or services, and it can be challenging to secure external sources of funding due to their inability to give assets for security. The financial institution won't make the loan if there is no security.

Patriarchal Problems

The fact that they are female is the biggest barrier for female business owners. Their foundation for achieving corporate success is a sort of patriarchal, male-dominated society. Male participants believe it to be a high-risk finance project handled by women (Kain, P., & Sharma, M. 2013). This kind of thinking will not allow the women to come forward in the society and become independent.

Lack of self confidence

Women entrepreneurs struggle to balance managing a family and managing an enterprise because of their innate lack of self-confidence, which is essentially a motivating factor in running an enterprise successfully (Sharma, Y. 2013). Due to their innate shyness, women require encouragement to participate up in social situations.

Tough competitions

Women entrepreneurs confront numerous dangers in the workplace because of their limited production-related technical skills and the intense market competitiveness. Women entrepreneurs need skill development programmes since new technological advancements are made frequently; this makes it necessary for them to keep up with business activities.

Conclusion

The ADCL programmes help Scheduled Caste women establish and improve their quality of life, and they also open up job opportunities for others, lowering the overall rate of unemployment in the community. In addition to financial aid, the company offers rebates to the recipients that will aid in loan repayment and lower risk. Many women from the scheduled caste who took advantage of the programmes created their own vegetable stores, beauty salons, self-help groups, supermarkets, textile businesses, etc. Women are lagging behind in the professional world as a result of concerns with their families and finances. Family support, education, motivation, training, skill development initiatives, and financial aid from the government are all things that women require. Women's empowerment will boost household and national income. In this approach, the ADCL effectively encourages women from reserved castes to start their own businesses and become independent

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Technological interventions in Inclusive Educations of India – an Overview

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ABSTRACT

This paper explores the role of technological interventions in promoting inclusive education. Inclusive education aims to provide equal opportunities for all learners, including those with disabilities or special needs, to access quality education in mainstream settings. Technological advancements have the potential to address the diverse learning needs of students and create inclusive learning environment. The study examines various technological interventions used in inclusive education, such as assistive technologies, adaptive learning systems, augmented and virtual reality, and online learning platforms. These interventions offer personalized and flexible learning experiences, enabling students to engage actively in the learning process. Furthermore, the paper discusses the benefits and challenges associated with technological interventions in inclusive education. It highlights the advantages of technology in enhancing accessibility, promoting individualized instruction, fostering collaboration, and facilitating communication among students, teachers, and parents. Additionally, it addresses concerns related to the availability and affordability of technology, the need for training and support for educators, and ensuring equitable access for all learners. Finally, the paper discusses the future scope of the technological use into inclusive education especially in Indian scenario and how it creates inclusive learning environments and promotes equitable educational opportunities for all students.

Keywords : Technology, technological interventions, Inclusive education, disabilities, special needs etc.

INTRODUCTION

An inclusive learning environment aims to guarantee that all students receive fair treatment and equal chances. Accepting and comprehending student differences and their physical, cognitive, academic, social, and emotional diversity is essential to successful inclusive education. Inclusive education aims to provide equitable opportunities for all learners, regardless of their abilities or special needs, to access quality education in mainstream settings. It emerged in connection with special education with an individualized education programme or 504 plan, and is based on the idea that having the said mixed experience allows students with special needs to be more effective in social interactions, leading to further success in life. The ideology underlying the inclusion model's execution does not prioritize, but does allow for the use of special classrooms including special schools regarding the education of kids with disabilities. Educational administrators

implement inclusive education models with the goal of moving away from segregation models of special education to the greatest extent possible, with the idea being that it is to the social benefit of both general education students and special education students, with those who are more competent pupils serving as peer models while those who are less capable serving as inspiration and motivation in general education students to learn empathy (Scheyer, 1996). Inclusive education varies from the 'integration' or 'mainstreaming' approach of education that was formerly a source of concern. Students with disabilities are encouraged to participate fully and to respect their social, civic, and educational rights. Feeling included encompasses not just physical and cognitive limitations, but also the complete range of human variety in terms of ability, language, culture, gender, age, and other aspects of human variation. "Student achievement and conduct in classroom activities can be profoundly affected by how we feel, how we are seen and judged by others, when we anticipate being perceived as inadequate, our talents appear to deteriorate" said Richard Wilkinson and Kate Pickett (Wilkinson & Pickett, 2010). Technological advancements have shown great potential in addressing the diverse learning needs of students and creating inclusive learning environments. This research paper explores the role of technological interventions in promoting inclusive education and examines their impact on access, engagement, and learning outcomes.

Advantages of the technical interventions in inclusive education

Furthermore, the paper delves into the benefits of technological interventions in inclusive education. It discusses how these interventions enhance accessibility by providing alternative modes of content delivery, adapting materials to individual needs, and facilitating communication and collaboration among students, teachers, and parents. We are aware of the importance of a good teacher and mentor from earlier in our lives. Although having a competent teacher as a mentor is essential, not every child has access to one. This problem is remedied by the development of educational technology, which allows every child to benefit from online tutoring from professionals. Girls from distant communities are still not sent abroad for higher education in our nation. I consider technology to be a huge relief for many students. Now, everywhere in the world, distance is not a barrier to good education. Students are taking advantage of free online courses offered by colleges like Harvard, Yale, and others. Using technology makes it possible for all kids to feel included while also being adequately challenged and encouraged in their efforts. By meeting their requirements in a world that is continuously changing, it has a significant role to play in bridging the gap between learners and education. This is a ground-breaking method of teaching. The role of technology in fostering student engagement and motivation is also explored, along with its potential to promote active learning and participation. It examines the effectiveness of assistive technologies, such as screen readers, text-to-speech tools, and alternative input devices, in supporting students with visual, hearing, or physical impairments. The phrase "educational technology" encompasses both the technical equipment and procedures and the theoretical underpinnings that assist learning and teaching. Anything that improves classroom instruction through the use of blended, face-to-face, or online learning is considered educational technology, which is not just limited to high technology (Herold, 2016). In the classroom, students are more actively engaged and involved. Technology aids various learning modalities, enhances cooperation, deepens our connection to students, and generally equips pupils for the future. Technology has the potential to significantly improve the quality of education for autistic learners in several ways:

1.Personalized Learning: Technology allows for personalized learning experiences tailored to the specific needs and learning styles of autistic learners. Adaptive learning systems and educational software can provide individualized instruction, pacing, and content, ensuring that learners receive appropriate challenges and support. This personalized approach helps to enhanceengagement, motivation, and overall learning outcomes. Students with disabilities or special needs can benefit from personalized learning through the use of assistive technology. Anything that improves classroom instruction through the use of blended, face-to-face, or online learning is considered educational technology, which is not just limited to high technology (Herold, 2016). For instance, a student with a visual impairment can use screen reader software or Braille displays to access digital content, while a student with a hearing impairment can utilize closed captioning or sign language translation tools during online lectures or videos.

2.Visual Supports and Communication: Visual supports are crucial for many autistic learners, as they aid in comprehension, organization, and communication. Technology-based tools enable the creation and customization of visual supports such as visual schedules, social stories, and visual cues. Communication apps and software with symbol-based or text-to-speech options support non-verbal or minimally verbal learners in expressing their thoughts and ideas. Technology enables the integration of multimedia elements, such as images, videos, and animations, into educational materials. These visual supports can enhance comprehension, engagement, and retention of information for all students. Closed captioning and audio descriptions can also be included to ensure accessibility for students with hearing impairments.

3.Social Skills Development: Technology can facilitate social skills development for autistic learners. Social skills training programs and apps provide interactive modules and activities that teach and reinforce appropriate social behaviors in various contexts. These programs often incorporate visual prompts, video modeling, and interactive games, allowing learners to practice social skills in a safe and controlled environment. Technology allows for the creation and use of video-based social skills training programs. These programs feature video scenarios depicting social situations, which students can watch and analyze. They can observe appropriate behaviors, non-verbal cues, and problem-solving strategies. Afterward, students can engage in discussions, role-plays, or interactive activities related to the videos, practicing and applying the skills they learned.

4.Sensory Integration and Management: Sensory sensitivities are common among autistic individuals. Technology can help manage sensory challenges by providing tools such as noise-canceling headphones, sensory apps, or visual timers. These tools allow learners to regulate sensory input, reduce anxiety, and maintain focus and attention during educational activities. In inclusive classrooms, some students may have sensory sensitivities to noise or auditory stimuli. Noise-canceling headphones can be used to reduce auditory distractions and create a more manageable sensory environment for these students. These headphones use technology to detect and cancel out background noise, allowing students to focus better on their tasks and learning. By leveraging technology for sensory integration and management, inclusive education can provide a supportive and adaptable environment for students with sensory processing difficulties. These technological solutions help create sensory-friendly spaces, promote self-regulation, and enhance students' engagement and participation in learning activities.

5.Access to Learning Materials: Technology enables autistic learners to access a wide range of learning materials and resources that may not be readily available otherwise. Online platforms, digital libraries, and educational websites offer a wealth of educational content in various formats, such as videos, interactive simulations, and digital textbooks. This accessibility promotes independent learning, exploration, and self-paced progress. Traditional textbooks can be digitized and made available in electronic formats. Digital textbooks and e-books can be accessed through computers, tablets, or e-readers, enabling students to read, search, and annotate content as needed. These digital formats offer flexibility, portability, and the ability to adjust font sizes and styles, benefiting students with visual impairments or reading difficulties. Technology allows for the conversion of written text into audio formats. Students with visual impairments or reading challenges can access audio books or use text-to-speech software that reads aloud digital text. This technology helps them engage with textual materials and supports their comprehension, allowing for more independent and inclusive learning experiences. By leveraging technology to enhance access to materials, inclusive education can address barriers related to physical limitations, learning differences, and diverse needs. These technological solutions ensure that all students have equitable access to learning resources, supporting their engagement, participation, and academic success.

6.Collaboration and Communication: Technology facilitates collaboration and communication among autistic learners, teachers, parents, and peers. Online platforms, videoconferencing tools, and social media networks provide avenues for learners to interact, share ideas, and collaborate on projects. These platforms also enable improved communication between educators and parents, fostering a more inclusive and supportive educational environment. Video conferencing tools allow for real-time communication and virtual meetings among students, teachers, and experts. These tools enable inclusive discussions, presentations, and interactive sessions. Students can participate in video conferences to ask

questions, share insights, and collaborate with peers or experts, fostering engagement and interaction. Online discussion forums or blogs can be utilized to facilitate asynchronous communication and collaboration. Students can engage in discussions, share thoughts, and exchange ideas, even outside of the traditional classroom hours. Teachers can moderate these platforms to encourage inclusive participation, promote respectful dialogue, and facilitate knowledge sharing. By incorporating technology into collaboration and communication, inclusive education can transcend physical barriers, facilitate inclusive discussions, and promote active engagement among students. These technological solutions create opportunities for diverse learners to interact, learn from each other, and foster a sense of belonging within the educational community.

7.Data Collection and Analysis: Technology allows for the collection and analysis of data related to the progress, preferences, and strengths of autistic learners. This data-driven approach helps educators and specialists make informed decisions, track progress, and adapt instructional strategies to better meet individual needs. Technology-based assessments and data analytics provide valuable insights for designing targeted interventions and evaluating educational outcomes.

By leveraging these technological advancements, educators and caregivers can create inclusive and supportive learning environments that address the unique needs of autistic learners. Technology promotes individualization, engagement, and access to resources, ultimately enhancing the overall quality of education for autistic individuals. Learning analytics refers to the collection and analysis of data generated from student interactions with educational technology. Learning analytics tools can track student engagement; time spent on tasks, resource usage, and performance metrics. By analyzing these data, teachers can gain insights into studentbehaviors, learning preferences, and areas requiring additional support, enabling them to provide targeted interventions. Adaptive learning systems use technology to collect data on student performance and adapt instruction based on individual needs. These systems monitor student progress, identify areas of difficulty, and adjust the learning content and pace accordingly. The data collected from adaptive learning systems can provide valuable insights into student learning patterns and inform instructional decisions. By leveraging technology for data collection and analysis, inclusive education can gather valuable insights into student progress, engagement, and learning outcomes. These technological solutions enable educators to make informed decisions, tailor instruction, and provide targeted support to meet the diverse needs of students in inclusive settings.

Technology that can support the inclusive education

There are several adaptive learning systems that provide personalized instruction based on individual student needs and preferences. The role of augmented and virtual reality in creating immersive and interactive learning experiences is also explored. Moreover, online learning platforms and digital resources are examined for their potential in promoting inclusive education by providing accessible and flexible learning opportunities. There are several technologies that can be beneficial in educating autistic learners. These technologies are designed to support their unique learning styles, enhance engagement, and promote communication and social skills. Here are some examples:

1.Augmented and Virtual Reality (AR/VR): Students and instructors may build layers of digital information, including both virtual worlds and real-world components, to engage in real- time using augmented reality (AR). Future classrooms will use AR technology to smoothly integrate human and artificial intelligence (AI) (Sharples, 2020). AR/VR technologies provide immersive and interactive experiences that can help autistic learners engage with educational content. Virtual environments can be created to simulate real-world scenarios and enable learners to practice social skills, communication, and problem-solving in a controlled and supportive setting.

2.Visual Supports and Communication Apps: Visual supports, such as visual schedules, social stories, and visual cues, are essential tools for autistic learners. Interactive audience reaction input may be employed with portable devices like clickers and cell phones (Tremblay, 2010). Technology-based apps and software allow the creation and customization of visual supports to cater to individual needs. Both synchronous and asynchronous e-learning are possible. Real-time

synchronous learning involves everyone participating at the same time. Asynchronous learning, on the other hand, is self-paced and enables individuals to exchange ideas or knowledge without relying on other participants' participation at the same time (Kaplan & Bandyopadhyay, 2017). Communication apps, like AAC (Augmentative and Alternative Communication) apps, facilitate communication for non-verbal or minimally verbal learners by providing symbol-based or text-to-speech communication options.

3.Assistive Technologies: Various assistive technologies can assist autistic learners in accessing educational content and participating in learning activities. For example, text-to-speech software can support reading comprehension, while speech-to-text tools enable learners to express their thoughts in written form. Additionally, sensory tools, such as noise-canceling headphones or fidget devices, can help manage sensory sensitivities and promote focus and attention.

4.Social Skills Training Programs: Technology-based social skills training programs can provide interactive modules and activities that teach and reinforce social skills for autistic learners. These programs often use visual prompts, video modeling, and interactive games to help learners understand and practice appropriate social behaviors in different contexts. Students and teachers can publish thoughts, ideas, and comments on a website in an interactive learning environment using group webpages, blogs, wikis, and Twitter (Courts, 2012) (Association, 2009). Social networking sites serve as online communities where people with shared interests may connect and interact via blogs, audio calls, chat, instant messages, and video conferences (Murray & Walle, 56-59).

5.Gamification and Educational Apps: Gamification elements, such as game-based learning and educational apps, can be engaging and motivating for autistic learners. These apps oftenincorporate visual and auditory stimuli, interactive features, and adaptive learning techniques to cater to individual learning styles and preferences.

6.Robotics and Artificial Intelligence (AI): Robotics and AI technologies are increasingly being utilized to support autistic learners. Artificial intelligence (AI) has been extensively embraced in K–12 schools as it becomes more prevalent in this era of big data. Intelligent tutoring systems (ITSs), a popular category of AI-enhanced educational technology, are created to give students fast and individualized feedback. Education studies that demonstrate how much more successful individual tutoring is than group instruction provide the impetus for the development of ITS (Chi, Siler, Jeong, Yamauchi, & Hausmann, 2001) (Bloom). Social robots can serve as companions or teaching aids, assisting in social interaction, emotional regulation, and skill development. AI-driven tools can analyze data and provide personalized feedback, adapting instruction to individual needs and progress.

It's important to note that the effectiveness and suitability of these technologies may vary for each individual with autism. It is essential to consider individual strengths, challenges, and preferences when selecting and implementing technology-based interventions for autistic learners. Collaboration with educators, therapists, and specialists can help identify the most appropriate technologies and customize their use to meet the specific needs of each learner.

Challenges to implement the technological intervention in inclusive education especially in India

However, the paper also acknowledges the challenges associated with technological interventions in inclusive education. It addresses concerns related to the availability and affordability of technology, the need for teacher training and support, the importance of addressing the digital divide, and ensuring equitable access for all learners. The use of technology in India for autistic learners faces certain limitations, which can impact its effectiveness and accessibility. Some of the key limitations include:

1.Limited Access: Despite the increasing availability of technology, there are still challenges in ensuring equitable access to technology for autistic learners in India. Disparities exist in terms of infrastructure, internet connectivity, and access to devices, particularly in rural areas. Affordability and accessibility of assistive technologies and specialized software may also pose barriers for many families and educational institutions.

2.Language and Cultural Barriers: Many technology-based resources and interventions for autistic learners are developed in English or

specific languages, which may limit their applicability and effectiveness for individuals who primarily communicate in regional languages. Culturally relevant content and localized adaptations of technology tools are necessary to address the diverse linguistic and cultural backgrounds of autistic learners in India.

3.Limited Awareness and Training: There is a need for increased awareness and training among educators, parents, and caregivers regarding the use of technology for autistic learners. Many educators may not be adequately trained on how to effectively integrate technology into their teaching practices or select appropriate applications and software. Building capacity through professional development programs and initiatives can help overcome this limitation.

4.Lack of Customization and Localization: Many technology-based interventions for autistic learners are developed in global contexts and may not be tailored to the specific needs and cultural nuances of Indian learners. Customization and localization of technology tools, content, and interfaces are essential to ensure their relevance and effectiveness for autistic learners in India.

5.Technical Support and Maintenance: Ensuring consistent technical support and maintenance of technology devices and software can be a challenge, especially in resource- constrained settings. Technical issues, software updates, and device malfunctions can disrupt the learning experience for autistic learners. Adequate support mechanisms and partnerships with technology providers are necessary to address these challenges.

6.Limited Research and Evidence: While there is growing evidence on the benefits of technology for autistic learners, there is still a need for more research and evidence specific to the Indian context. Robust studies that examine the effectiveness of technology-based interventions, considering cultural and socio-economic factors, are crucial for informing best practices and policies in India.

Addressing these limitations requires collaborative efforts among policymakers, educators, technology developers, and other stakeholders. It involves investing in infrastructure, ensuring training and support, fostering collaboration between technology developers and the autism community, and conducting context-specific research to guide the effective use of technology in improving educational outcomes for autistic learners in India.

Future Scope

The use of technology for autistic learners in India holds significant future potential. As technology continues to advance and become more accessible, there are several areas where its impact can be maximized for the benefit of autistic learners:

1.Development of Localized and Culturally Relevant Content: There is a need to develop technology-based resources and interventions that are specifically designed for the Indian context. This includes localized content in regional languages, culturally relevant examples and scenarios, and adaptations that consider the unique needs and cultural backgrounds of autistic learners in India. Future efforts should focus on creating a diverse range of content that reflects the cultural diversity of India, ensuring greater inclusivity and effectiveness.

2.Increased Accessibility and Affordability: Efforts should be made to enhance the accessibility and affordability of technology for autistic learners in India. This involves improving internet connectivity in remote areas, providing access to devices and assistive technologies at affordable prices, and ensuring availability of appropriate software and applications. Initiatives that promote digital inclusion and address the digital divide will be crucial in expanding access to technology for autistic learners across the country.

3.Customization and Personalization: Future advancements in technology should prioritize customization and personalization options to cater to the individual needs of autistic learners. This includes the development of adaptive learning systems that can adapt content, pace, and instructional approaches based on the unique learning profiles of each learner. Personalized interventions that leverage artificial intelligence (AI) and machine learning algorithms have the potential to greatly enhance the effectiveness and engagement of technology-based learning experiences for autistic learners.

4.Gamification and Virtual Reality: Gamification and virtual reality (VR) have shown promise in

engaging and motivating autistic learners. Future developments in these areas can provide interactive and immersive experiences that promote learning, social interaction, and skill development. Gamified learning platforms and VR applications can offer safe and controlled environments for practicing social skills, problem-solving, and decision-making, enhancing the educational experience for autistic learners.

5.Research and Evidence Generation: To further expand the use of technology for autistic learners in India, there is a need for research and evidence generation specific to the Indian context. Studies that examine the effectiveness, usability, and impact of technology-based interventions in Indian educational settings will help inform best practices, policies, and funding allocation. Collaborative research efforts involving academia, autism organizations, and technology developers can contribute to a robust evidence base for technology-supported education in India.

6.Professional Development and Training: Building the capacity of educators and professionals working with autistic learners in utilizing technology effectively is crucial. Future efforts should focus on providing comprehensive professional development and training programs that equip educators with the knowledge and skills to integrate technology into their teaching practices. This will ensure that technology is used in a purposeful and effective manner to meet the diverse needs of autistic learners.Finally, the future of employing technology to assist autistic learners in India looks positive. Technology may play a transformational role in enriching educational experiences, encouraging skill development, as well as fostering inclusion for autistic learners in India by addressing accessibility, customization, and cultural relevance, as well as conducting research and offering training.

Conclusion

In conclusion, this research paper underscores the significant role of technological interventions in fostering inclusive education. It highlights the transformative potential of technology in creating inclusive learning environments, enhancing access and engagement, and improving learning outcomes for all students. The findings of this research emphasize the importance of integrating technology into inclusive education policies, providing professional development opportunities for educators, and ensuring equitable access to technology for all learners.

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Role of Social Media on Women Entrepreneurship

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ABSTRACT

Purpose: Owing to the limited social circle women have to face a number of challenges in starting, grooming and expanding their business endeavors. The introduction of new information and communication technologies has brought new hopes to women entrepreneurship. Social media helps to build brand awareness, increase the customer base and connection with current customers. The burgeoning social media platforms of the new age provide entrepreneurs, the opportunity to interact with the consumers and it is an important marketing strategy for small businesses.

Methodology: The present study mainly focused on the attitude of women entrepreneurs towards the use of social media. Data collected from 50 women entrepreneurs of Thrissur district using purposive sampling method for measuring the attitude, obstacles and opportunities related with social media marketing. Percentage, Likert scale, Kruskal Wallis test and chi-square test are the main tools used for the analysis.

Findings: Lack of technical knowhow, lack of resources and negative attitude of customers are the major obstacles faced by the women entrepreneurs. The respondents are strongly agreeing with the opportunities provided by the social media as a form of their marketing tool. Creation of good customer relationship, low startup cost etc. are the major opportunities. The overall attitude towards social media is positive. It not only provides financial support but also encourage the women to attain self-actualization goal.

Implications: The study attempts to show case underlying implications of social media influence on various facets like ease of doing business, marketing and payment mechanisms of MSME enterprises run by women entrepreneurs. It will also help to share their business ideas and can be used as a tool for national development as it has no geographical boundaries.

Keywords: Women Entrepreneurship, social media, Women entrepreneur

INTRODUCTION

Shopping is one of the popular activities on the web. Anyone can have their pages built to display their specific goods and services. Social media is the hottest new buzz word in modern marketing conceptual framework, where business owners and marketers desire to know how social media can generate value for their business and related activities. Social media is intended to reach different audiences in a personable, useful and entertaining way and

refer those potential customers. Social media has become a boon for women entrepreneurs. Creative women with business ideas have started exploring business avenues through social media.

Women entrepreneurship is the process in which women initiate a business, gather all resources, undertake risks, face challenges, provides employment to others and manages the business independently. The technology is making it possible for women to do more and they are using the platforms to grow, sell and hire more workers. While today women have more opportunities and tools to make their entrepreneurial dream come true, they still face more obstacles than men. Even though female entrepreneurship and the formation of female owned business networks is steadily rising, there are a number of challenges and obstacles that female entrepreneurs face. One major challenge for female entrepreneurs faces traditional gender roles that are structurally internalized by society. Entrepreneurship is still considered as a male dominated field and it may be difficult to surpass these conventional views. Other than dealing with the dominant stereo type, female entrepreneurs are facing several obstacles related to their business.

1.MATERIALS AND METHODS

Women entrepreneurs face many difficulties due to specific problems like, old traditions, socio-cultural norms, male dominant society, family responsibilities etc. But the introduction of new information and communication technologies has brought new hopes to women entrepreneurship. Social media is playing an important role in their business. The burgeoning social media platforms of the new age provide the entrepreneurs an opportunity to interact with the consumers, and it is an important marketing strategy for small businesses. The obstacles and opportunities faced by the women entrepreneurs will affect the smooth running of the business. The present study tries to measure the attitude of women entrepreneurs towards the use of social media. Social media plays a vital role in today's changing role of women due to growth in education, urbanization, industrialization and awareness of democratic values. The scope of the study mainly focused on the obstacles and opportunities faced by the women entrepreneurs in Kerala with special reference to Thrissur district. It also measures their attitude towards various social medias. The present study is analytical in nature and purposive sampling was used to elicit information. Both primary and secondary data were used in this study. Primary data were collected from 50 women social media entrepreneurs in Thrissur district. Data were collected through Google forms for measuring the attitude, obstacles and opportunities related with social media marketing. Percentage, Likert scale, Kruskal Wallis test and chi-square test are the main tools used for the analysis. The tests were administered through SPSS.

3.RESULTS AND DISCUSSION

To identify the most preferred social media used by women entrepreneurs

Table 1
Demographic Background of the Respondents

	Variables	Number of Respondents	Percentage
Age	Below20	6	12
	20-40	41	82
	Above 40	3	6
	Total	50	100
Qualification	Up to +2	3	6
	Graduation/Diploma	22	44
	Post graduate	25	50
	Total	50	100
Marital status	Married	35	70
	single	15	30
	Total	50	100

(Source: Primary Data)

The table 1 reveals that majority of the respondents are in the age group of 20-40 years. Half of the respondents are post graduates and 70% of the respondents are married.

Table 2
Mostly Preferred Social Media

Social Media	Number of Respondents	Percentage
WhatsApp	37	74
Facebook	37	74
Instagram	13	26

(Source: Primary Data)

The table 2 shows that most of the respondents used both WhatsApp and Face book for their business transaction and least of them are doing their business through Instagram.

ØTo measure the attitude of women entrepreneurs towards the use of social media.

Table 3
Motivational Factor

Motivational Factor	Number of Respondents	Percentage
To utilize idle time	6	12
To earn revenue	4	8
To make a difference	**7**	14
Support family	17	34
To have a job of my own	16	32
Total	**50**	**100**

(Source: Primary Data)

The table 3 reveals that to provide family support and having a job of their own are the major motivational factors for starting online business. To earn revenue and to utilize idle time are the least effective motivational factors.

ØTo understand the problems faced by the women entrepreneurs in using social media.

Table 4
Agreement Regarding Obstacles Faced While Doing Business

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Lack of technical know how	50	1.00	5.00	3.2200	1.03589
Difficult for creation of authentic customers	50	1.00	4.00	2.4600	1.03431
Security issues	50	1.00	5.00	2.8400	1.20136
Regulations	50	1.00	4.00	2.0600	1.07684
Lack of Resources	50	1.00	5.00	3.2400	1.17038
Negative attitude of customers	50	1.00	5.00	3.2800	1.27839
Valid N (list wise)	50				

	N	Minimum	Maximum	Mean	Std. Deviation
Obstacles faced by the respondents	50	1.33	4.33	2.8500	.89674
Valid N (list wise)	50				

Source (Primary data)

As far as the obstacles faced by the women entrepreneurs, Table 4 depicts that lack of technical knowhow, lack of resources and negative attitude of customers are the major obstacles. While considering the overall average the above-mentioned obstacles are least effective.

Table 5
Agreement Regarding Opportunities

Factors	N	Minimum	Maximum	Mean	Std. Deviation
customer reach ability	50	3.00	5.00	4.6200	.69664
low startup cost	50	3.00	5.00	4.7000	.58029
low competition	50	2.00	5.00	3.4800	.86284
customer relationship	50	3.00	5.00	4.5600	.64397
brand awareness	50	2.00	5.00	4.5800	.85928
more customization	50	3.00	5.00	4.3200	.79385
Valid N (list wise)	50				

	N	Minimum	Maximum	Mean	Std. Deviation
opportunities	50	3.33	5.00	4.3767	.47238
Valid N (list wise)	50				

(Source: Primary Data)

The respondents are strongly agreeing with the opportunities provided by the social media as a form of their marketing tool. Creation of good customer relationship, low startup cost etc are the major opportunities gained thorough social media entrepreneurship.

Table 6
Respondents Attitude Towards Social Media

Factors	N	Minimum	Maximum	Mean	Std. Deviation
Negotiating Power	49	1.00	5.00	3.5102	1.04328
Participating in Social life	50	2.00	5.00	4.1200	.93982
Self-realization and self confidence	50	2.00	5.00	3.9800	.93656
Work life balance	50	3.00	5.00	4.0800	.87691
More freedom and autonomy	50	3.00	5.00	4.2400	.91607
Valid N (list wise)	49				

	N	Minimum	Maximum	Mean	Std. Deviation
Attitude towards social media business	49	3.20	5.00	3.9714	.60415
Valid N (list wise)	49				

Source: Primary Data)

The overall attitude towards social media is positive. It not only provides financial support but also encourage the women to attain self-actualization goal.

HYPOTHESES TESTING

H0: There is no significant influence of marital status in selecting online business as a major of source of revenue.

H1: There is significant influence of marital status in selecting online business as a major of source of revenue.

Table 7
Chi-square Test

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.683[a]	1	.409		
Continuity Correction[b]	.259	1	.611		
Likelihood Ratio	.675	1	.411		
Fisher's Exact Test				.528	.303
Linear-by-Linear Association	.669	1	.413		
No.of Valid Cases	50				

Since p value (.409) is greater than .05 reject null hypotheses. So, we can conclude that there is no significant influence of marital status in selecting online business as a major of source of revenue.

Kruskal-Wallis Test

H0: There is no significant qualification-based difference in opinion regarding getting training for conducting business.

Table 8
Kruskal-Wallis Test

	qualification	N	Mean Rank
Need for training	plus two &below	3	17.50
	graduation	22	28.86
	pg &above	25	23.50
	Total	50	

	Need for training
Chi-Square	3.898
df	2
Asymp. Sig.	.142

Since p value (.142) is greater than .05, we accept null hypotheses. So, there is no significant qualification-based difference in opinion regarding the training for conducting business.

Ho: There is no significant qualification-based difference in overall attitude towards use of social media in business.

	Overall attitude
Chi-Square	6.533
df	2
Asymp. Sig.	.038

Since p value (.038) is less than .05, reject null hypotheses. We can conclude that there is significant qualification-based difference in attitude towards use of social media in business.

The following are the major results of this study:

- Majority of the respondents opined that online business is not their main source of revenue.
- WhatsApp and Face book are the most preferred social media.
- Almost all the respondents opined that family provides full support for their business.
- To provide family support and having a job of their own are the major motivational factors for starting online business. To earn revenue and to utilize idle time are the least effective motivational factors.
- Lack of technical knowhow, lack of resources and negative attitude of customers are the major obstacles faced by the women entrepreneurs. While considering the overall average the above-mentioned obstacles are least effective.
- The respondents are strongly agreeing with the opportunities provided by the social media as a form of their marketing tool. Creation of good customer relationship, low startup cost etc. are the major opportunities.
- The overall attitude towards social media is positive. It not only provides financial support but also encourage the women to attain self-actualization goal.
- There is no significant influence of marital status in selecting online business as a major of source of revenue.
- There is no significant qualification-based difference in opinion regarding the training for conducting business.

➢ There is significant qualification-based difference in attitude towards use of social media in business.

4.DISCUSSION & CONCLUSION

4.1 THEORETICAL IMPLICATIONS

Social media now takes the form of marketing that leverages the power of social media networks to achieve marketing goals. It is known to everyone that the success of entrepreneurship lays in capturing the market. Various social media platforms enable to connect directly with prospective customers and thereby help to build a brand and increase sales. This is possible by formulating an effective strategy with respect to the social media platform used, content created and feedback prompted. Sharing and connecting creates opportunities to vast group women unemployed or household to think of own business with a minimum investment.

4.2 PRACTICAL IMPLICATIONS

A number of house hold women, now, interested in doing low investment self-occupied business units. When women also became earning members of the family, it significantly leads to a social revolution with new work culture. Of course, financial freedom ensures equality within and outside family. But there are many constraints to be faced by them. There lies the relevance of social media. It offers platform for opening up, discussions, idea sharing and even marketing up to a great extent.

4.3 MANAGERIAL IMPLICATIONS

The study attempts to show case underlying implications of social media influence on various facets like ease of doing business, marketing and payment mechanisms of MSME enterprises run by women entrepreneurs. It will also help to share their business ideas and can be used as a tool for national development as it has no geographical boundaries.

4.4 LIMITATIONS & FUTURE RESEARCH

The sample is selected from Thrissur district only. The reliability of the study is restricted to data provided by the respondents. There are many other influencing factors for women entrepreneurship like entrepreneurial ability and attitude, risk bearing capacity, business aptitude, social barriers, male domination etc. This study is limited to the role of social media, but further studies can be conducted based on various push and pull factors influencing women entrepreneurship.

4.5 CONCLUSION AND IMPLICATIONS

Social media entrepreneurship offers many advantages to women. It not only provides financial support but also encourage the women to attain self-actualization goal. Increasing role of women as entrepreneurs or as financial contributors in the family leads to increasing power over the decision making in the family. Social media entrepreneurship provides a lot of opportunities to the women like negotiating power, self-realization and self-confidence, financial autonomy etc. Apart from these they suffer some obstacles like creation of authentic customers, lack of resources etc. By way of reducing security issues and negative attitude of customers towards social media will bring new hopes to women entrepreneurship.

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A Study on Skill Development for Reshaping Educational Curriculum

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ABSTRACT

This paper an attempt has been made to identify and analyze the various ways in which students' skills can be identified for reshaping educational curriculum. In the present scenario in this heavy competitive and technological volatility, many who are in need of getting employment.

Methodology:

This study uses experiential learning theory propounded by Kolb (1948) In this study skill development is viewed in 2 different perspectives first, field-based learning which includes internships, and practical, service-based learning, second, through classroom-integrated learning.

Findings: The findings from the study have identified a lack of clarity on the concept of skill development. It is evident that the term is used to replace the old concept – vocational education and training (VET). In this regard, future study needs to document the operational definition of the concept, and dimensions associated with the construct and develop a scale.

Implications: The study conducted a systematic literature review, and the authors provided implications for academicians and policymakers. This study discussed a lack of conceptual clarity for the term "skill development" and portrayed challenges and possible solutions from the available literature. It is hoped that scholars will be encouraged to carry out future research on skill development in accordance with research gaps as recommended in the study.

Keywords: Student's skill, education, curriculum, technology, experiential learning

INTRODUCTION

Students' skills can be identified for reshaping the educational curriculum. In the present scenario in this heavy competitive and technological volatility, there are many who are in need of getting employment. Hence it is very important to build the right platform for young people to increase efficiency and quality of work for improved productivity and economic growth. Here we ensure that students take part in skill-building programs to increase efficiency and quality of work. Therefore, the teachers must educate the students on various skills like perfect body language to crack the idol jobs.

Skill building is a powerful tool to empower individuals and improve their social acceptance. For which teachers are to be trained in 21st-century skills and knowledge, the colleges should design curriculum so that the programs

are focused on providing a broad understanding of the world, and society and an in-depth knowledge of pedagogy and human learning. Pedagogy should be designed in such a way that it combines modules of math and science that were taught separately into skill sets into the curriculum. In this present situation where the entire world is dependent on Digitalization and the education sector is facing new challenges every day with e-learning, it is of utmost importance for teachers to explore and transform the curriculum to skill-based. This study lets us know the problem and prospects of skill development for reshaping the educational curriculum. The following are the objectives of the study.

1. To study the Problems faced by students.
2. To check the ways in which teachers can adopt and design the curriculum to enhance the skill among students. The scope of the study is to understand the various implication faced by teachers and students due to traditional learning methods and how this can be replaced with a new platform for reshaping educational curriculum.

1.MATERIALS & METHODS

Data Collection:

To study the fore said objective. Data is gathered through secondary sources of data. Secondary data is gathered from various published reports, research articles, and other official circulars. This study uses the experiential learning theory propounded by Kolb (1948).In this study skill development is viewed in 2 different perspectives first, field based learning which includes internships, practical's, service based learning and second, through classroom integrated learning.

2. RESULTS

According to Kelly Shiohira, in the article titled "understanding the impact of artificial intelligence on skill development" Digitalization and artificial intelligence are changing the way we learn, live, work and communicate. Artificial intelligence is expected to continue changing economies and labour markets. This work also highlights how the education system can contribute towards intermediate level of work. Also brings out an exploration of current artificial intelligence education and training practice as part of the skill development in curriculum.

According to Stephanie M.Stehle and Erin E.Peters-Burton,in the article titled "Developing students 21st-century skills in selected exemplary inclusive STEM high schools," As Stem Schools have created a curriculum in response to the job market today. These schools have created new curriculum for students, work samples for students, and new ways of teaching lesson plans. Overall, these STEM schools have provided an environment that supports the 21ST Century students to develop their skills demonstrated in the classroom through lesson plan.

According to Fazilah,Zaharah Hassan,Azizah Ya'acob,Saran Kaur Gill & Noor Aziah ,Mohd Awal,in the article titled "The role of Education in shaping youth's national identity" This paper emphasizes how education develops their identity. Therefore, reflects that education can shape the youth's national identity. It can cultivate a sense of belongingness to the nation for which these are to be taught by teachers through the curriculum. Concluding that learning is a continuous process for their skill development.

According to Rajni Singh (2019), conducted a study "Research-based learning on skill development of engineering graduates: An empirical study". The study made an effort to explore the role of thesis in engineering education for skill development and this contributed to the problem-solving, domain knowledge, language and communication & IT, general learning, attitude, and ethics skills.

According to Dilip Chenoy (2019) Conducted a study on "Skill development for accelerating the manufacturing sector: role of 'new age 'skills for 'Make in India'.The aim of the study was to focus on developing the right skill to address the growing skill gap in various manufacturing sectors in the context of changing industrial landscape defined by new -age technologies.

According to Clement Cabral (2021) Skill development is defined as "acquisition of practical competencies, know-how, and attitudes to perform a trade or occupation in the labour market, either through formal public or private schools, institutions or centres, informal, traditional apprenticeships or non-formal semi-structured training."



Figure 1. Frequency distribution for the geographical context

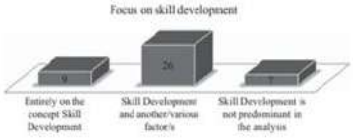

Figure 2. Frequency distribution for the focus on skill development



Figure 4. Frequency distribution for the economic sector



Figure 5. Frequency distribution for the constituents of skill development

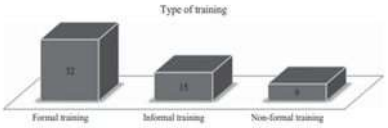

Figure 6. Frequency distribution for type of training

4. DISCUSSION & CONCLUSION

4.1 Theoretical Implications:

- Teachers need to avoid direct instruction rather than replace it with project – oriented teaching methods.
- Teachers need to cultivate the ability to identify students' learning style, strengths, weakness, and intelligence.

4.2 Practical Implications

- Teachers need to highlight ways that seize opportunities for integrating skills with digitalisation. For which teachers need to explore tools and teaching strategies into their classroom practices & also help them to identify what activities they can replace/de-emphasize.

4.3 Managerial Implications:

-Various strategies that can be used to reach diverse students and create an environment that support differentiated teaching and learning.

4.4 Limitations & Future Research

-Limitation of Time and In-depth study could not be carried out.

-The findings of this study is specific to the Teachers, as in what is that they could include in their teaching practices.

By 2040, India will have become the world's largest economy, backed by achieving the goals of poverty eradication and economic development. The nation also records one of the fastest GDP growth rates in the world and is expected to surpass China in the near future to become the fastest-growing economy (Sinha and Dorschner, 2010). However, India's double-digit growth is not reflected in employment growth, which is primarily due to the lack of a formally trained skilled workforce. Vocational- and technical-educated individuals secure less income than secondary-educated individuals (King, 2012). This has resulted in the rise of educated unemployment rather than uneducated employment among youth (Agrawal, 2014). India has made a plausible claim for embedding a knowledge-based economy by employing a major section of the labour force, which has low relevance for novel technologies and work practices for knowledge economy (McGrath, 2002). Furthermore, the lack of skills for the knowledge economy is the biggest policy challenge that the government needs to address. This section describes the evolution of skill development, its importance as an antecedent to technology, role in women's empowerment, integration with secondary education, and challenges and possible solutions for labour market reforms are provided after reviewing the selected articles

4.5 Conclusion

The current study has carried out a systematic literature review on skill development research in India to analyze and synthesize the literature and provide insights into the future. The nation has missed opportunities during the past three industrial revolutions. Therefore, in the era of the fourth industrial revolution and to utilize the advantage of the demographic dividend, the nation needs to contemplate skill development initiatives. Moreover, the nation has established numerous institutional arrangements such as the NSDA and the Ministry of Skill Development and Entrepreneurship to provide necessary infrastructure and foster skill development initiatives. On the other hand, the nation faces several challenges, such as a shortage of skilled trainers and a mismatch between theory and practice, which needs to be rectified through necessary policy formulation by the government. The government needs to facilitate policies to provide skill development initiatives because its benefits are manifold for embracing technology adoption and acting as a means for women's empowerment. To conclude, the study conducted a systematic literature review, and the authors provided implications for academicians and policymakers. This study

discussed a lack of conceptual clarity for the term "skill development" and portrayed challenges and possible solutions from the available literature. It is hoped that scholars will be encouraged to carry out future research on skill development in accordance with research gaps as recommended in the study.

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Perceived Challenges of Growth in Micro Enterprises in Post Pandemic with Special Reference to Palakkad District, Kerala

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ABSTRACT

Purpose:
Numerous difficulties have been encountered by women entrepreneurs in maintaining their Enterprises. Due to the financial hardship, their vulnerability increased during the COVID-19 lockdown in India.They are encountering a number of challenges because of many reasons. Therefore, the purpose of this study is to analyse the perception of women micro entrepreneurs towards Perceived Challenges of Growth in Micro Enterprises in Post Pandemic.
Methodology:
The research Design used for this paper is descriptive and analytical in nature. Both Primary and secondary data are used for the study. Interview schedule was used to gather information from 120 women micro entrepreneurs who are running micro-enterprises, which was then statistically analysed using SPSS. Factor analysis, Correlation and Ranking were used .
Findings:
The findings of the paper show that there exists significant difference between problems faced by women micro entrepreneurs in the post pandemic situation. The major challenges perceived by women micro entrepreneurs are changes in marketing strategies followed by 'changes in existing marketing situations'.
Implications:
The findings of this paper may be helpful to microenterprise sector policy makers who have a long-term vision and expect the sector to continue to evolve in growth of micro enterprises. The Study will also provide researchers and academicians with scope and space for further research work.

Keywords : Micro enterprise, Growth, Challenges, Women micro entrepreneurs

INTRODUCTION

The substantial and multifaceted role that women entrepreneurs play in the economy is due to the fact that it raises both the social and economic status of women. This suggests that having their own business gives women business owners' financial independence. It helps women become more empowered because they are better able to speak out against discrimination and fight for their rights when they are financially independent. The government of India has developed a number of programmes to encourage women's entrepreneurship, however despite these initiatives; India's female entrepreneurship base is small. India first recognised the worth of women entrepreneurs during the Fifth Five-Year Plan (1974–1978), and since then, the

government has shifted its attention from women's welfare to women's development and empowerment. The coronavirus disease 2019 (COVID-19) pandemic has had a significant negative impact on the world economy, with women-owned enterprises suffering the most. UN Women has reported that, the percentage of rural Indian women employed in the informal economy who lost their jobs by April 2021 had reached 80%. (Abraham, Basole & Kesar, 2021). India's 6.33 million micro, small, and medium-sized businesses (MSMEs) faced a number of problems during the lockdown in 2020 because of supply chain breakdowns, financial crisis, low sales, and low demand for products (Mint, 2020).In the midst of COVID 19, Sanjeev Kumar and Neha Singh (2021) conducted a study on the opportunities and barriers faced by women entrepreneurs in Delhi, India.The study employed a mixed methodology to examine the difficulties women micro entrepreneurs experienced and the recovery strategies they used. The study's conclusions indicate that women business owners encounter both general and gender-specific difficulties when it comes to the market, money family support, and awareness, in addition to having access to the state's resources and policies both when they are at start-up phase and in emergency situations like the COVID-19 Pandemic.

The COVID-19 lockdown further worsened the situation and reduced the number of female business owners in the state. It not only presents a number of difficulties for women who want to start businesses, but it also raises questions about sustainability. The current article attempts to analyse the Perceived Challenges on Micro Enterprise Growth in Post Pandemic with Particular Reference to Palakkad in this context.

OBJECTIVES

1. To identify the problems faced by women micro entrepreneurs in the post pandemic situation.
2. To analyze the perception of women micro entrepreneurs towards problems faced by women micro entrepreneurs.
3. To rank the challenges faced by women micro entrepreneurs in the market for marketing their products.

HYPOTHESES

1. H0: There is no significant difference between problems faced by women micro entrepreneurs in the post pandemic situation.
2. H0: There is no significant relationship between problems and perception of Women micro entrepreneurs

2. MATERIALS & METHODS

Research design used for the study is descriptive and analytical. Interview schedule was used to collect primary data. Books, journals, newspaper and websites were used to collect secondary data. The study was conducted in North Kerala. In North Kerala, Palakkad district was chosen. To select units' simple random sampling was applied. Convenient sampling was used to select required number of respondents .Pilot testing is done with 30 samples and based on the pilot study sample size was determined. The sample size was 120 women micro entrepreneurs from Palakkad District of Kerala State, India. Thus the study is conducted among 120 women micro entrepreneurs who are engaged in some production activities. The tools used for analysing the data are Factor analysis, Correlation and ranking.

3. RESULTS

Objective 1

Objective 1: To identify the problems faced by women micro entrepreneurs in the post pandemic situation.

Hypothesis: There is no significant difference between problems faced by women micro entrepreneurs in the post pandemic situation.

The data collected from 120 respondents were analysed using IBM SPSS Statistics 21 to group the problems faced by women micro entrepreneurs in the post pandemic situation. Factor analysis has been used to group the problems faced by women micro entrepreneurs from a large number of variables on the basis of the concept of correlation.

Table 1
Reliability Statistics

Cronbach's Alpha	N of items
0.947	19

Source: Primary Data

Cronbach's alpha is used to check the reliability of scale. It is required to be more than 0.60 for the scale to be reliable (Cronbach, 1951). It can be inferred from the reliability test that the statements provided in the schedule are reliable and the alpha value is greater than 0.600 and the overall reliability of the schedule pertains to value of 0.947 which shows high reliability. Hence, the high reliability indicates that these items are extremely qualified for further analysis and the researcher can continue to perform factor analysis.

Table 2
Factor validity by KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.926
Bartlett's Test of Sphericity	Approx. Chi-Square	4219.25
	Df	65
	Sig.	0.000

Source: Primary Data

It is observed to measure the sample adequacy and data appropriateness to perform factor analysis. It leads the researcher either to collect more data or rethink which variables to be included. KMO statistics varies between 0 and 1 and the values greater than 0.5 are acceptable, values ranging between 0.50 to 0.70 are moderate, 0.70 to 0.80 are considered as good and between 0.80 to 0.90 seems to be more superior. (Kaiser, 1974; Field, 2000). For factor analysis to work some relationship between variables must exists and the R-matrix should not be an identity matrix. It is only possible when the significant value is less than 0.05.

Table 2, shows the KMO value as 0.926, indicating the superior quality of the data taken and the sig. value is 0.000 which is less than 0.05. Hence, the sample taken for factor analysis is statistically significant.

Table 3
Loading of scale items on factors by Rotated Component Matrix

Problems faced by women micro entrepreneurs in the post pandemic situation.	Factors		
	1	2	3
Problem 1: Economic Problems			
Women entrepreneurs faced problems in funding.	0.792		
Lack of Capital.	0.754		
Failure to pay instalments of loan.	0.681		
Lack of new sources of financial aids.	0.655		
Low flow of cash.	0.58		
Problem 2: Social Problems			
Stereotyping and People's negative perceptions about women's abilities and positions		0.785	
Women faced difficulty to build strong network in the modern business arena.		0.722	
Believed males dominance whenever a women starts a new business.		0.684	
Faced difficulty to balance their personal life & entrepreneurial life.		0.625	
Lack of support from society.		0.587	
Inability to use initiatives due to lack of mobility due to pandemic, personal, and safety for family.		0.528	
Feel there is lot of role conflict while they start their business by their own.		0.492	
Problem 3: Operational Problems			
More production cost.			0.842
Decrease in production which leads to decrease in sales.			0.791
Low profit margin to survive during the pandemic.			0.751
Low budget for marketing.			0.687
Increase in number of conditions to avail bank loans.			0.62
Delay to get payment from buyer.			0.557
Lack of training opportunities.			0.534

Source: Primary Data

After examining the reliability of scale and assuring the appropriateness of data, Principal Component Analysis (PCA) followed by Varimax with Kaiser Normalization was adopted

for analysing the data. The results were grouped into three factors which are: Economic problems with 5 statements, Social problems with 7 statements and Operational problems also with 7 statements.

Objective 2: To analyze the perception of women micro entrepreneurs towards problems faced by women micro entrepreneurs.

Hypothesis: There is no significant relationship between problems and perception of Women micro entrepreneurs

Table 4
Relationship between Problems and Perception of women micro entrepreneurs

Problems faced	R value	P value	N
Economic Problems	0.751**	0	120
Social Problems	0.822**	0	120
Operational Problems	0.815**	0	120
Problems faced by women micro entrepreneurs	0.803**	0	120

Source: Primary Data, **significant at 1% level of significance.

It is clearly evident that there exists a high degree of correlation between problems faced by women micro entrepreneurs and perception of women micro entrepreneurs. Economic problems, social problems, and operational problems are highly correlated with r values of 0.751, 0.822, and 0.815 respectively. Since, the p value is less than 0.01, it is proposed to reject the null hypothesis at 1% significance level. Hence, there exits significant difference between problems faced by women micro entrepreneurs in the post pandemic situation.

Objective 3

To rank the challenges faced by women micro entrepreneurs in the market for marketing their products.

Table 5
Challenges faced by Women Micro Entrepreneurs in the market

Challenges	Weighted Average Value	Rank
Changes in existing market situation	23.3333	2
Changes in taste and preference of customers	21.8571	4
Changes in promotional measures like advertisement	23.1428	3
Changing demand of employees	19.5463	6
Changes in marketing strategies	24.8095	1
Changes in technology/Difficulty due to lack of technological knowledge	20.7521	5

Source: Primary Data

'Changes in marketing strategies' rank first with a weighted average value of 24.8095 followed by 'changes in existing marketing situations' with a value of 23.3333. Third and fourth rank are occupied by 'changes in promotional measures like advertisement' and 'changes in taste and preference of customers' with values of 23.1428 and 21.8571 respectively. The least ranked ones are changes in technology and changing demand of employees respectively.

4. DISCUSSION & CONCLUSION

4.1 Theoretical Implications

The study is based on the idea that women entrepreneurs encounter numerous obstacles that prevent them from moving further in their businesses. According to UNIDO (1995), there are a number of obstacles that women business owners frequently face that may hinder their ability to improve their output continually. It has been noted that the success of female entrepreneurs' increases when these issues are less prevalent (Kitching et. al. 2005).This paper explored and highlighted the problems and challenges perceived by women entrepreneurs in post pandemic period and are providing further insights into the theory of entrepreneurship.

4.2 Practical Implications

This paper may assist the government and policy makers in comprehending the issues facing women micro entrepreneurs, formulating appropriate strategies to meet those challenges in the post-covi virus pandemic, and launching initiatives to encourage women entrepreneurs.

4.3 Managerial Implications

This paper may help managers and leaders in understanding the key challenges perceived by women micro entrepreneurs and to evaluate existing activities and goals of the enterprise and then setting a schedule of activities to overcome the challenges, organising resources, putting right person in the right place, Guiding and directing activities and controlling system.

4.4 Limitations & Future Research

This study is limited by the time constraints .The study is restricted to one district of Kerala state. The study's conclusions are constrained by how honestly, carefully, and impartially the respondents responded to the researcher's questions.

Future research might be undertaken in other districts of Kerala and among those women entrepreneurs who are involved in service sectors. This study is focused on women entrepreneurs who work in the production or manufacturing sectors. To ensure their sustainability, a study might be done on the numerous government programmes offered to female micro entrepreneurs throughout the post-pandemic period.

4.5 Conclusion

The study analysed the challenges and problems perceived by women entrepreneurs in the post Covid Pandemic situation. The study's results demonstrate that the issues that women entrepreneurs are dealing with in the post-pandemic environment differ significantly from one another. Changes in marketing techniques are the main challenge that women micro entrepreneurs perceive, followed by "changes in current marketing situations. "Therefore, there is a need to raise technological understanding and accessibility among female entrepreneurs. The government and NGOs should set up training courses to support female entrepreneurs by educating them on modern production methods and marketing tactics.

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A Comprehensive Study on Role of Women Entrepreneurs in the Contemporary Scenario - Challenges and Opportunities Upfront

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ABSTRACT

The aim of this paper is to explore the modern day women entrepreneurs and their passion driven attitude towards societal welfare. Women have shown enormous progress in every field and facet possible and as entrepreneurs they are excelling with their unique start up ideas, creative work spaces, high yielding projects and most importantly creating job opportunities and trying to help others. The paper is going to throw light on women entrepreneurs of different areas and facilitates a detailed study on factors contributed for their growth and survival. The study is based on primary data and secondary data with the sample size of 60. Through this study there is certainly going to be an attempt to introspect the elements that pose challenges these women entrepreneurs as they progress through their journey. The study also tries to give few valid insights to the women entrepreneurs and also to the aspirants regarding better management of their business and holistic wellness.

Keywords: Start-up, management, holistic and societal welfare.

INTRODUCTION

In the present world Entrepreneurship is buzz word. The Nation's economy stands on the entrepreneurs. The pillars of the economic development are the entrepreneurs. In India the women entrepreneurship is slowly gaining momentum in comparison to the other countries. The women entrepreneurs also contribute to the economy and they play a significant role in developing countries. The Government of India is supporting the women entrepreneurs by providing them with various schemes like Mudra yogana, Mahila Nidhi and so on, the government also assist and provides training.

Women entrepreneurs are encountering various challenges like minor, moderate and major. challenges are like family support, lack of education, cultural and social norms, company registration process, recognition, work life balance, fear of failure , like lack of exposure to the National and International market , success rate, financial assistance, competition, technology, branding, Intellectual property rights and so on.

REVIEW OF LITERATURE

➢ Rizwan Ullah Khan , Yashar Salamzadeh , Syed Zulfiqar Ali Shah and Mazhar Hussain (2021) the researchers says that Women entrepreneurs are influenced by

Internal factors are like risk taking and self -confidence and external factors are like economic factors and social cultural factors.

- ➢ Neha Tiwari (2021), argued that comparing to the male entrepreneur's women entrepreneurs are very less. This is an alarming factor to the economy of the country.
- ➢ Giuseppina Maria Cardella, Brizeida Raquel Haernandez sanchez and Jose carlos sanchez Garcia (2017) has stated that women entrepreneurs are varied in nature. They also say that women entrepreneurs are diversified and this diversification need to be drastically monitored for countries economic development.

RESEARCH GAP

The review of literature has paved the way to understand the research gap for further research. In the other parts of the world women entrepreneurship is buzz word but in India it is slowly gaining momentum due to the various challenges faced by Indian women entrepreneurs. According to a report submitted by bain and company neary 20% of enterprises in India are owned by women entrepreneurs and as per the master card Index Women Entrepreneurs, in India out of 100 entrepreneurs only 7 are females. In India women entrepreneurs are in the urge of receiving the considerable interest and support. Hence the research topic is justifiable.

RESEARCH METHODOLOGY

The area of research is exploratory as it investigates the challenges which are faced by women entrepreneurs in India and it is also analytical in nature because the researcher has used the facts and data which are already available. Hence the research study is in the combination of descriptive, exploratory and analytical research.

OBJECTIVES

1. To study the various social and economic challenges faced by Indian women entrepreneurs.
2. To understand the minor, moderate and major challenges of Indian women entrepreneurs.
3. To understand the factors encouraged the women to take up entrepreurship.

SCOPE OF THE STUDY

The sample size is comprised of 60 respondents which includes Papad making, Parlour, day care and boutique. The pattern of samples are purposive and stratified sampling The study is limited to Bangalore city only.

DATA COLLECTION

In order to understand in depth about the economic and social challenges of women entrepreneurs. The primary data are collected through questionnaire and secondary data are collected through the articles and web sources.

PLAN OF ANALYSIS

The collected data are analysed by applying the statistical techniques like mean, standard deviation and percentage.

Limitations of the study

1. The study is limited only to four sectors of women entrepreneurs.
2. The study is limited only to small and medium scale industries.

DATA ANALYSIS AND INTERPRETATION

DEMOGRAPHIC FACTORS: To understand the demographic status the respodenats were asked questions.

Table:1
Educational qualification of Women Entrepreneurs

Education	Number	Percentage
SSLC	18	30
PUC	22	37
Graduate	13	22
Post Graduate	7	12
Total	**60**	**100**

Source: Field Survey

ANALYSIS AND INTERPRETATION

The above table portrays the educational qualification of women entrepreneurs. Out of 60 respondents 37% qualified with PUC, 30% has SSLC, Graduates are 22% and 7% are Post graduates. To the better management of the organisation educational qualification is very necessary. In India the educational qualification of women entrepreneurs is not in a favourable

condition. The Government is required to provide the basic educational training to the women entrepreneurs like communication skills, People management skills, accounting skills and so on. This will indirectly help the nation Economic development.

Table: 2
Types of Companies

Company	Number	Percentage
Papad Making	6	10
Parlour	23	38
Boutique	21	35
Day care	10	17
Total	**60**	**100**

Source: Field Survey

ANALYSIS AND INTERPRETATION

The above table depicts the types of companies the women entrepreneurs are focusing on, Out of 60 respondents, 38% of women entrepreneurs are engaged in Parlour. Likewise 35% are engaged in boutique, 17% are in Day care business and 10% are in Papad making business. We can notice that majority of the Women entrepreneurs are mainly focusing on the parlour and boutique this is because the capital required are less and low risk comparably with other type of business. The government is providing various financial schemes like mudra and so.on to the women entrepreneurs but they are not much aware of the schemes provided by the Government. The Government should publicize the women entrepreneur's financial schemes and the procedure and formalities to get the loan should be reduced.

Table: 3 Gender Discrimination

Responses	Number	Percentage
Yes	38	63
No	22	37
Total	**60**	**100**

Source: Field Survey

ANALYSIS AND INTERPRETATION

The above table shows the Gender Discrimination out of 60 respondents 63% percent of the respondents said yes and 37% of respondents said no. According to a report submitted by bain and company neary 20% of enterprises in India are owned by women entrepreneurs and as per the master-card Index Women Entrepreneurs, in India out of 100 entrepreneurs only 7 are females. This is due to various reasons like females are multitaskers. Most of the females will fail to get the family support when it is compared with the males in the society. Even though the females are playing a significant role in the economy still the people of India has the mind set as males are superiors. The Government of India should focus more on providing trainings to women to start-up a ventures.

Table : 4 Source of Finance

Source	Number	Percentage
Government schemes	13	22
Borrowed funds	12	20
Personal funds	16	27
Mortgage Loans	19	32
Total	**60**	**100**

Source: Field Survey

ANALYSIS AND INTERPRETATION

The above table shows the various sources of finance the women entrepreneurs are depended. Out of 60 respondents 32% of respondents are depending on mortgage loans, 20% of are depending on borrowed funds and likewise 22% and 27% of respondents depend on the government schemes and personal funds. Obtaining loans through Government schemes is a difficult task to the women entrepreneurs because of formalities like company registration certificates and other supporting documents. Hence most of the entrepreneurs depend on mortgage loans and through money lenders and so on, which results in higher interest rates. The women entrepreneurs should get familiarised with the various schemes of government and make use of it to the greater extent.

Table: 5
Purpose to become an Entrepreneur

Purpose	Responses	Percentage
Passion	18	30
Financial requirement	42	70
Total	**60**	**100**

Source: Field Survey

ANALYSIS AND INTERPRETATION

The above table portrays the purpose of women entrepreneurs. Out of the 60 respondents 30% of women entrepreneurs start the business out of their passion and 70% start due to the financial requirements. The women entrepreneur should focus on growth of the business in order to survive. The need to have an in depth knowledge of the financial techniques to manage the funds in the organisation.

The impact of social and economic challenges of women entrepreneurs.

The women entrepreneurs are facing many challenges in the society. The most of the social and economic challenges are discussed in the below tables

Table : 6
Showing the Social challenges of Women entrepreneurs in India

Sl. No.	Factors		SA	A	N	DA	SDA	Mean	SD
1	Fear of Survival	n	23	22	14	1	0	4.12	0.818
		%	38.3	36.7	23.3	1.7	0		
2	Risk avoiders	n	9	11	12	15	13	2.8	1.896
		%	15	18.3	20	25	21.7		
3	Work life balance	n	26	13	18	1	2	4	1.055
		%	43.3	21.7	30	1.7	3.3		
4	Family support and restrictions	n	22	13	23	1	1	3.9	0.868
		%	36.7	21.7	38.3	1.7	1.7		
5	Male dominance	n	19	20	17	2	2	3.87	1.064
		%	31.7	33.3	28.3	3.3	3.3		
6	Networking	n	27	16	14	2	1	4.1	1.135
		%	45	26.7	23.3	3.3	1.7		

Source: Field Survey

ANALYSIS AND INTERPRETATION

A question was posed to the women entrepreneurs to understand the social challenges faced by them. According to the responses Most of the respondents opined fear of survival (Mean=4.12, SD=0.818). Likewise, Networking (Mean=4.10, SD=1.135). In addition to this work life balance (Mean=4, SD=1.055). The women entrepreneurs face domination from male entrepreneurs (Mean=3.87, SD=1.064) and they lack in family support and many restrictions (Mean=3.90, SD= 0.868). Lastly the risk avoiders (Mean=2.80, SD= 1.896).

Table :7 Showing the Economic challenges of Women entrepreneurs in India

Sl. No.	Factors		SA	A	N	DA	SDA	Mean	SD
1	Financial Support	n	28	26	6	0	0	4.37	0.703
		%	46.7	43.3	10	0	0		
2	Marketing assistance	n	22	17	19	1	1	3.97	0.96
		%	36.7	28.3	31.7	1.7	1.7		
3	Training assistance	n	21	26	13	0	0	4.13	0.741
		%	35	43.3	21.7	0	0		
4	Competition	n	23	25	12	0	0	4.18	0.805
		%	38.3	41.7	20	0	0		
5	Trade License	n	13	14	23	5	5	3.42	1.164
		%	21.7	23.3	38.3	8.3	8.3		
6	Infrastructure facility	n	23	24	13	0	0	4.17	0.992
		%	38.3	40	21.7	0	0		

Source: Field Survey

ANALYSIS AND INTERPRETATION

A question was posed to the women entrepreneurs to understand the social challenges faced by them. According to the responses Most of the respondents opined that financial support (Mean=4.37, SD=0.703). Likewise, Competition (Mean=4.18, SD=0.805). In addition to this Infrastructure facility (Mean=4.17, SD=0.992). Likewise training assistance (Mean=4.13, SD=0.741) and Marketing assistance (Mean=3.97, SD= 0.960). Lastly the trade licence (Mean=3.42, SD= 1.164).

FINDINGS

- The demographic findings are most of the women entrepreneurs lack in the educational qualification. They obtain the funds from the unorganised lenders which makes them to pay more interest on their borrowings.
- In India the majority of the women entrepreneurs are engaged in small and medium enterprises.
- To the better management of the organisation, educational qualification is very necessary. In India the educational qualification of women entrepreneurs is not in a favourable condition.
- Women entrepreneurs are facing a various challenges in India. We can understand the impact of social and economic challenges by grouping them into minor, moderate and major challenges.
- The minor challenges can be family support and restrictions, Trade license, risk averse and marketing assistance.

- The moderate challenges as per the study can be work life balance and networking. The major challenges are like competition, infrastructure facility, financial assistance, training assistance, fear of failure and so on.
- The impact of challenges will vary based on the business the women entrepreneurs are into for an example trade licence may not be necessary to the boutique, but it is necessary to the papad making so trade licence can be a major challenge for papad making companies.

SUGGESTIONS

- Most of the females will fail to get the family support when it is compared with the males in the society. Even though the females are playing a significant role in the economy still the people of India has the mind set as males are superiors. The Government of India should focus more on providing trainings to women to start-up a ventures.
- The societal view on the women entrepreneurs should change.
- The Government is required to provide the basic educational training to the women entrepreneurs like communication skills, People management skills, accounting skills and so on. This will indirectly help the nation's Economic development.
- The women entrepreneurs should get familiarised with the various schemes of government and make use of it to the greater extent.CONCLUSION

In India the women entrepreneurs are facing many social and economic challenges. The women entrepreneurs are very few. In order to empower the women entrepreneurs the government has come up with many schemes but women entrepreneurs are failing in utilizing this schemes because of lack of awareness on this schemes, application procedure and as such. The women entrepreneurs can overcome the minor challenges by building their self-confidence. They can encounter the moderate challenges by Government schemes, training, and support of experts in the field and the major challenges by the experience

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A study on the application of digital technologies in education

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ABSTRACT

Digital education is the use digital tools and technologies in teaching and learning. Digital education has transformed the traditional chalk and blackboard culture. The pen and paper are replaced by a computer, tablet and online white boards. Face to face lecture is replaced by online or video lecture. Digital libraries have made it easy to access books, archives and images. Digital technologies are a powerful instrument that can improve education in different ways making it easy for the instructors to give information and provide study materials in an innovative way. Technology can help educators reach new levels with real time student data. All countries have adopted digital technologies which has made learning more interactive, easier sharing of knowledge and enthusiasm in learning.

The purpose of this study is to find the various applications of digital technologies in education and how it has led to teaching and learning productivity with various application and their uses. It is a descriptive study using primary and secondary data.

Keywords: Digital Learning, Virtual Classes, Digital Resources

INTRODUCTION

Modern education has changed with the penetration of technology in the learning system this is also due to social changes caused by technology in all spheres of life. The main trend in education system is digital revolution which requires formation of new competencies among teachers. The introduction of Artificial intelligence tools for learning paths has been created for personalized education. In the educational process, people are central. The role of teachers is always crucial. But, in each of the elements described above, the human element has limits, and other interventions need to be brought to bear strongly into the process of delivery and transformation of knowledge, and verification of results. It is the potential and role of technologies in contributing to improvement in the effectiveness and efficiency of this profoundly human exercise that this book addresses.

Traditional classroom instruction falls short of providing immediate learning environment and faster solutions and more engagement. In contrast digital learning tools can fill this void. Smartphones and other digital devices becoming popular among public, the schools and educational institutions can make efficient use of them by putting technology in education. Digital education is a wonderful way to cut cost and better utilize the resources with sustainable

learning. Intervention of technology keeps the learner active and more engaged as them use of projectors, computers and other cutting -edge technical tools make the learning fascinating and interesting. The digital revolution is rapidly transforming the way students learn and as a result technology is expected to improve more with the use Artificial intelligence.

Some of the digital applications used in education are:

Gamification tools, video content, tools for student collaboration, adaptive learning apps and platforms, virtual and augmented realty tools, video games, google forms, digital classrooms, digital libraries, learning management systems.

Research objectives

1. To study the need for technological tools in education
2. To identify the role of digital technologies application in education

Need for digital technologies in Education

COVID 19 is the best example to demonstrate how online education is a vital part of teaching and learning. The urgent action taken during the crisis did not provide sufficient time to adopt and accept virtual classes for both learners and tutors. For example, not every student or tutor was familiar with technology, unavailability of required resources and unreliable internet connectivity. Despite of these challenges and concerns, it is important to note the benefits of digital education. Technology in the classroom makes the teachers job easy and develops more interest and engagement of the student in the class. Some of the benefits of digital technology in education are:

Increased collaboration and communication

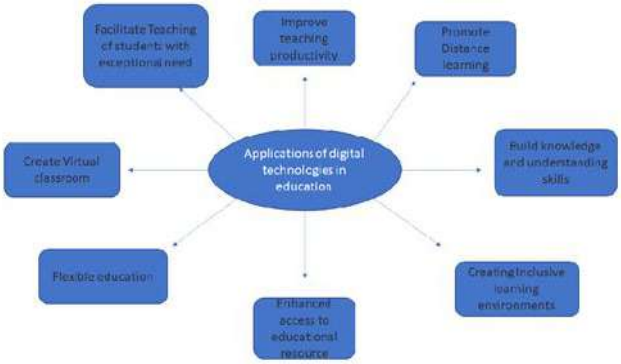
Personalized learning opportunities

Increased teacher productivity and efficiency

Curiosity driven engagement content

Accessible long-distance learning

Application of digital technology in education



Create virtual classroom: The LSM's have promoted virtual classrooms where a teacher can interact with students in real time, share resources, deliver lectures, solve queries, get feedback.

Interactive whiteboards: whiteboard are classroom tools that enrich the teaching and learning process. It's a device to present content, highlight important information and engage student in problem solving.

Promote distance learning: Distance learning degrees have managed to make education more accessible and to bring a significant contribution to the global education goal – "education for all".

Build knowledge and understanding skills: Building knowledge can be thought of as a profound process that entails doing a group inquiry into a subject and coming to a deeper understanding through debate, questioning, and continual idea improvement. The ability of the individual to influence the group inside the institution through which they can accomplish the goals of educational institutions is one of the most significant variables that considerably affect knowledge building in educational institutions.

Development of Peer community/ facilitating collaboration

Technology is a great method to build peer community especially among young generation than face to face sharing. It can be through community chat groups or structured environment it is use full and helpful for teachers and students to connect people from around the world. Education benefits from digital learning as a collaboration tool by bringing in people together by video conferencing, sharing documents etc.

Some of the digital technological tools used in classrooms are:

Edmodo- it is a tool to connect teachers and students, plan assignments, create online collaborative groups, administer and share educational material.

Socrative – it allows the teachers to create games and educational exercises.

Projeqt – this is a tool to create multimedia presentations, dynamic slides, interactive quizzes.

Thinglink – it allows to create interactive images, sounds, music and text. The stories created can be mailed or shared on social media.

TED-eD- it's a platform for the people who want to expand their knowledge and ideas. Here people have active participation in the learning process.

Classdojo- It's a tool which gives feedback about students behaviour in real time.

cK-12- this is a platform of open access educational material. It can be modified it also contains videos, audios and exercises

eduClipper- It collects information's from the internet and can be shared among the groups which also helps in research techniques.

Animoto – it creates high quality videos that are interface friendly and creates audio visual content that adapt to educational needs.

Kathoot- it's a tool where teachers can create surveys, questionnaires and games for the academic lessons.

Epathashala- Epathshala is a gigantic educational reserve that hosts resources for teachers, students, parents, researchers and educators which is available on multiple platforms such as Web, Android, IOS and windows platforms. The students can get access of all the required material, including textbooks, audio, video, periodicals and a variety of other print and non-print materials through ePathshala and can be downloaded by the user for offline use with absolutely no limits on downloads.

Some of the MOOC platforms in India are:

Swayam

NPTEL

Iitbombayx

Mookit

Advantages of technology in education

Learn and teach actively and productively with better interaction experience

Access to unlimited information and data from variety of sources

Coping up with digital and technological skills/digital literacy

Declined educational cost

Real time learning.

Analysis

According to the analysis done almost all the educators are using digital lessons in their classrooms and are comfortable and also that students are motivated by usage of digital application in classrooms. The materials and educational information are shared among peer members through text chatting, multimedia, social networking, Wikipedia and so on. Most of the educators use power point presentation in the classes, there is massive decline in the usage of chalk and board method.

Discussion

Many demands for digital and technological applications are made by the education industry. It anticipates the applications to assist students in overcoming various barriers and divides, including those related to access, distance, time availability, language proficiency, financial resources, personal preferences, learning styles, pace, and learning pathways, among other things. Technology might also be used to lighten the load that instructors have to carry outside of their classrooms. Both teaching and learning resources for instructors and management tools for managers can be provided through digital and technological applications. With the development of technology today, teachers must become proficient with a variety of devices, including smartphones and tablet computers, or risk being left behind. In order to make sure that the materials they use are current, relevant, and alive, teachers must make use of all online resources. Playing video games is merely a small part of technology. Students and educators have realized the value of virtual classes and digital application in education.

Suggestions:

As technology plays a major role in the development and future of education the institutes must actively adopt to the new technological tools offered by digital educational organizations.

The educator must change and adopt to the technology as it is the need for new generation educators

As there is no complete substitute to offline teaching a hybrid mode of online and offline teaching should be integrated to enhance outcomes

Conclusion

Technology in education helps the educators and learners to prepare for life. A traditional classroom has transformed to digital classrooms with the use of computers, tabs and mobiles. Learning has become easy and accessibility to educational resources are at the tip of a click. Technology will save a lot of time and energy in day-to-day operations like attendance, monitoring, sharing of material. The students are taught how to use technology responsibly and strategically to make use it efficiently and effectively. The technologies refer to innovation that considers natural resources while also promoting economic and social growth. These aim to dramatically decrease environmental and ecological concerns while producing a long-term product. These technologies reduce degradation, pollution, and other negative environmental effects.

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Conceptual Hybrid Work Modes

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ABSTRACT

Due to high demand in jobs, employees are often working overtime and to their maximum potential day in day out, leading to physical, mental exhaustion and fatigue and fluctuations in blood pressure, this conditions are not very suitable or good for an employee, and in an era where new technology and concepts are introduced every day a new conceptual model was introduced to tackle this very problem, which is called as hybridized work mode.

This work mode allows an employee to have a flexible work schedule that can allow employees to maintain and balance work and life, this work mode was popularized and increased post Covid-19, though it has been around for decades, employees also believe that having a flexible work mode where one can choose their remote location also have the chances to increase productivity while also being effective and efficient, there are many different work modes within the hybrid work mode, where each work mode is different from one another and offers you different flexible modes, employees are now seeking jobs with the option of hybrid mode and many organizations are also offering this work mode to attract employees and to keep up with the changing technology.

This paper is written using secondary data, we have used survey data's conducted by LinkedIn and other sources.

The main aim of this paper is to give a brief description of the Hybrid work mode and to explain its types and how the work mode is increasing day by day and some of it potential cons for with respect to both employee and employer.

Keywords: Hybrid Working Mode, Emotional and Physical Exhaustion, Fatigue

INTRODUCTION

Since the earliest civilization, working was mandatory for both men and women if they wanted to lead a peaceful and respectable life, world's oldest civilization, Mesopotamia, had jobs based on the sexual orientation of the citizens, where female were normally given the jobs of healers and weavers and men were farmers and builders, that was the past and it's the history, but in the current world, where things like Inflation, Purchasing power parity, G.D.P ETC affect the standard of living of a person, the demand for jobs is high thus job security being at risk most of the time and high competition doesn't help either and therefore keeping the job has become incredibly difficult and employees often give their maximum potential for the jobs everyday and often work overtime, leading to emotional and physical exhaustion and fatigue, companies had started incentive programs, though effective in increasing the competition and loyalty it fails to solve the serious issue of tackling physical and emotional exhaustion, and recently due to

COVID-19, many organizations started work from home programs, though performance of an employee didn't stop, emotionally and physically employees were a lot more stable, and this further boosted the hybridized work mode, many organizations have already taken the initiative to introduce this concept.

Hybrid work mode

Since the dawn of the digital age and the age of industrialization, employees have been left mentally and physically exhausted due to work pressure and work related stress and this has been the case since industrialization, in 1973, an NASA engineer named Jack Niles coined the term "Telecommuting" and what started as a team of 5 workers working remotely, rose to 2000 workers by 1983 and after the turn of the century, with the introduction of mobile phones/smart phones and laptops remote working has increased.

After the sudden outbreak of COVID-19 resulting in lockdowns across the globe, many tech companies and organizations facilitated work from home for the employees, with this, even with productive results, employees were able to balance their life and work along with minimizing the physical and mental exhaustion, which popularized the hybridized work mode even more.

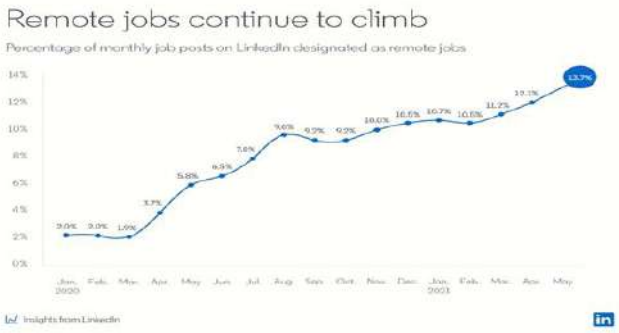
Employees are now openly asking the organisation's to allow them to work remotely in order to maintain their composure and balance their life and work

Hybrid work mode is a new conceptual work mode that allows an employee to divide the working hours in between the office and remote work mode, it's believed that having a friendly environment helps the employee even more to bring out his/her/their maximum potential and generate ideas even more easily as it is believed that friendly environment helps a person to maintain their composure, Hybrid mode also helps an employee balance their work and life, as working 9 to 6 or 7 often leads to exhaustion, a person might fail to socialize with others or spend some time due to the complicated work life, it is also believed that employees with anxiety or socializing issue can work efficiently and effectively through this mode.



According to a survey conducted by the LinkedIn in 2021, right after the lock downs, 31% of the employees wanted to primarily work remotely and only 13% primarily in office while a staggering 56% wanted to work through a hybridized work mode.

Post COVID-19, many organizations and companies have started to allow employees work remotely as well as through different hybrid modes, due to promising results, and due to recent growth in E-business and digital entrepreneurship, hybrid work mode has been popularized even more as the work can be easily distributed between office and remote locations, Covid-19 has encouraged a lot of people to approach this new concept and has also given them an opportunity to experience first hand.



A recent report from linked in 2021 shows how remote jobs has increased.

Due to the increase in the trend of the Hybrid mode, many organizations are allowing their employees to complete their work/task through hybrid mode , and because of the ever growing significance, different approaches has been introduced, and some of the most popular ones are-

1. **Flexible work mode**

   Flexible work mode or Flex work refers to the flexible work arrangements between the employee and employer, it is different to the standard 9 to 6 or 7 in office work

mode, this work mode typically includes flexibility of place and time, where both employee and employer reach a mutual agreement over the key terms and proceed with the work.

Defining and understanding the key terms plays an prominent role in this work mode as a simple miscommunication can lead to misunderstanding, conflicts, and missed opportunities.

According to flexjob, a survey conducted in 2020 reported that 81% of employees say that they'll be more productive and loyal if their employers offered them a flexible work mode as this mode allows them to tailor the working conditions according to their needs and wants.

Razor pay, Ply homes, No Broker, ITC InfoTech, Aegon life are some of the popular companies using Flexible work mode.

2. Office first and remote first work mode

These are the parallel work modes offered by an organization depending on the employees, in the office first work mode, an employee has to give first preference to the office, where they have to work in office and can take up remote work sessions occasionally, while, Remote work mode is an opposite work mode, where the employee can work remotely and can work in office occasionally or during team building events. Both the working modes are in contrast to each other but in this modes, only the environment of the employee changes, depending on the performance, behavior, efficiency and effectiveness of an employee this work modes are offered. Twitter and Spotify are two of the most popular organizations to offer this work modes.

3. Split week

A latest and innovative concept, where the different teams are designated different working weeks or hours to work at the office, for example, Marketing team and finance team are designated to work together for a week and then the next week would be designated to different teams to either work independently or together, this mode of work might also might happen if the working space of the office is not enough to accommodate all the teams, many new enterprises are using this mode to save capital. New enterprises and software techs use this work mode.

4. Designated team hybrid work mode

Designated team work mode is similar to split week mode but instead of splitting the working weeks, certain dates and hours are Designated to teams and individuals to work at the office, it might be either to complete a task or to share ideas or to attend team building events or conferences. Similar to split week, new enterprises or software techs use this work mode.

5. 3-2 work schedule

3-2 days work schedule is also known as 3-2-2 or 2-2-3 days working mode, where for 3 days an employee works in the office, 2 days in remote place and the other 2 days are day offs, this mode was introduced to reduce stress and physical workload and exhaustion off a person.

Drawbacks of hybridized work modes

Like every innovation and concepts of the twenty first century, even hybrid work modes has some draw backs.

1. Facilitating the remote work place

The organization facilitating a remote place to be able to work from there is no easy task, as they have to provide Wi-Fi and pay the electricity bill and provide other ergonomically chairs and desktops tables

2. Balancing the work and life

Though, one of the main advantages if the hybrid work mode is balancing the work and life, it also turns out to be a con, as the employee might lean towards the life more than the work, imbalance the work life.

3. Isolation

Allowing an employee to work from remote areas frequently might make the employee isolated from the outside world

4. Collaboration

Collaborating after isolating for a long time or meeting once a month might make things really awkward between the employees or in between the employees and employers.

Research Methodology

1. Secondary data was use for this journal paper, as the concept of the Hybrid work mode global, many surveys have been conducted and many opinions have been formed, in this paper we have used secondary data as a primary source.
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Technological Intervention in Educational Industry - Post Pandemic Development and Growth

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ABSTRACT

Research Purpose:
Technology in the worldwide used very vastly, where global usage of Technology (nano) in every field is booming and performing in positive along with the few negative concept. Globally the technology tool is major important during the pandemic and post pandemic. Technology impacted in education industry also. The study looks into the concept of evolvement in India and it's usage along with the benefits.

Methodology:
The author have made a questionnaire after conducting a thorough of literature review utilized the secondary sources. The data is analyzed based on the secondary data. The set of few questions was framed to find out on the topic.

Significant Results:
The finding of the study, great usage of the students / professionals for add-on courses, skill development program, career development according to the requirement of the business environment. Also found few part of negative towards the concept of technology integration.

Implications:
As the result found in the findings and the analysis. The study gives an implication on good usage on the use of technological interventions in the educational sector, where some example like Indus School using Artificial Intelligence and Machine Learning concept in the role of teachers to impart the knowledge to the students.

Keywords: #Technological Intervention #Educational Industry # MOOC's #Add-on course #Higher Education #Management

INTRODUCTION

Technology in the worldwide used very vastly, where global usage of Technology (nano) in every field is booming and performing in great positive along with the few negative on the concept. Globally the technological tool is major important during the pandemic, the usage of technology made individuals to use more greatly post pandemic. Technology impacted in education industry at great heights, where the concept like MOOC's based courses, animated courses, edu-animated classes with proper platforms used.

Technological innovations made a drastic changes in the concept of Distance education which is evolved over a time. It started giving education for the distantly located students as well as the employed persons and also the economically weaker section students in India.

The study concentrate into the concept of technology and interventions in education - evolvement in India and it's usage along with the benefits.

Literature Review:

1 (Rajeev Tyagi, 2019) – The study explained the concept of distance learning education, where they interacted with psychology students and other students like UG, PG, and Ph.D. The study revealed that women or girls try to take this kind of education, they also concluded the positive motive of distance education learning is of 40%.

2 (Rajeev Tyagi S. S., 2018) – The paper gave information on the important need for distance education for women learning in India also the method preferred to study was MOOCs with 40 to 45% of respondents' responses.

RESEARCH DESIGN:

Statement of the Problem:

The technological intervention in educational industry in India – **"Technological Intervention in Educational Industry** ". The study plan to find the involvement of technology in educational industry, where to find post pandemic development and growth.

Need and Importance of the Study:

The study is wholly focused on the understanding of "Technological Intervention in Educational Industry – post pandemic development and growth". The study concentrate on the concept like technology in education.

The study is important to know the efficient and effective learning concept of distance education or learning in India. This study is concentrated on the shift changes in Distance education by the force of the pandemic.

Objectives of the Study:

* Understanding and analyzing on the current changes in educational industry through technological intervention.
* The study gives information on educational industry development through technological intervention in the three positions – Before, during, and post pandemic.

Scope of the Study:

The study mainly focused on technological intervention in educational industry. The study also emphasized the post pandemic development and growth of educational industry through technological intervention. The study also analyzes the need for technological education in the present scenario.

Research Methodology:

Type of Research:

The authors used exploratory research for the research problem, which needs more information and requires the perceptive view of the learners.

Type of Data:

Primary Data: The data was collected through a set of questionnaires and a few interviews.

Secondary Data: The data Published and Unpublished materials were used for the study.

Sampling Design:

Judgmental Sampling was used while selecting the individuals for the response and it was decided to select the samples from Bengaluru Urban as a part of the study. The study was confined to 50 Individuals who responded positively to the study through Google Form and personal interview over a video call through WhatsApp and Google Meet.

Data Collection:

It was conducted using a personal interview (technological educators), and questionnaire through the App platform (WhatsApp) and Google Form within the Bengaluru Urban.

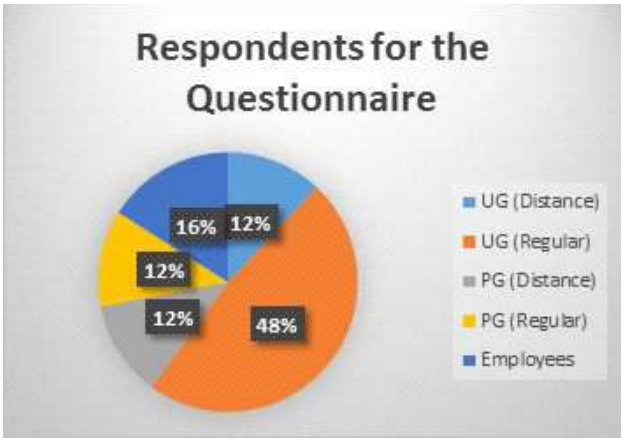
LIMITATIONS TO THE STUDY:

- Only 5 individuals were selected for the questionnaire and a few were selected technological educators for interviews.
- The study was conducted online through (WhatsApp and Google Form), due to time constrain.
- It is limited to data collected within Bengaluru Urban.

Analysis:

1. The respondents for the questionnaire:

Particulars	Respondents	Percentage
UG (Distance)	6	12%
UG (Regular)	24	48%
PG (Distance)	6	12%
PG (Regular)	6	12%
Employees	8	16%
Total	**50**	**100%**

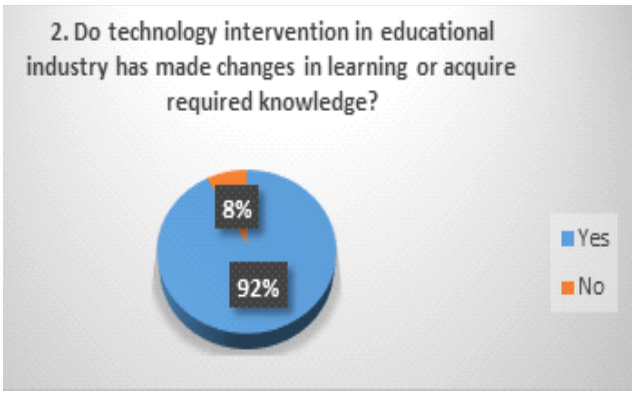


Interpretation: 48% percentage of respondents are from UG (Regular) Course, 16% percentage work employees, 12% percentage of UG (Distance), PG (Distance) and PG (Regular).

Explanation: The respondents of both (regular and distance) was considered to analysis the impact of technology intervention in educational industry. The reason to consider the regular and distance and as well as employees – the present development and growth in education sector.

2. Do technology intervention in educational industry has made changes in learning or acquire required knowledge?

Particulars	Respondents
Yes	46
No	04
Total	50

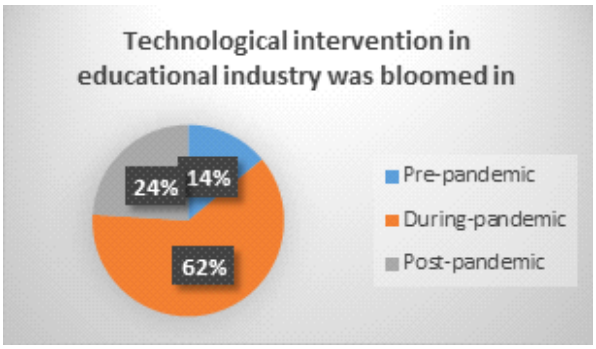


Interpretation: 92% percentage of respondents selected yes and whereas, 8% percentage of respondents selected the option of no.

Explanation: The 46 respondents for yes option where selected, where it gives information of technological intervention in educational industry. Which gives a good changes in learning or to acquire required knowledge. Whereas, the 4 respondents of no selectors are not satisfied with option.

3. Technological intervention in educational industry was bloomed in:

Particular	Respondents	Percentage
Pre-pandemic	7	
During-Pandemic	31	
Post-pandemic	12	
Total	**50**	

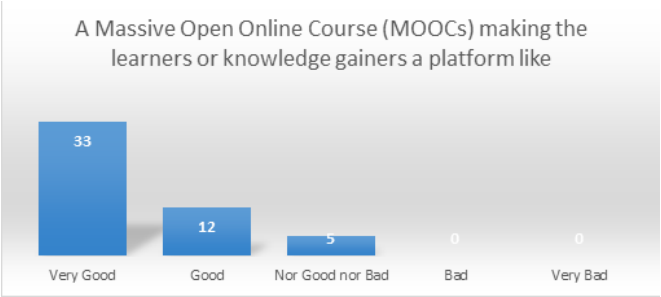


Interpretation: 62% percentage of respondents selected during pandemic, whereas, 24% percentage of respondents selected the option of post pandemic & 14 percentage selected the response as pre-pandemic.

Explanation: 31 respondents for during pandemic option where selected, where it gives information of technological intervention in educational industry was bloomed during that period. Which helped and made a platform to do courses in short term through use of technology. Whereas, the 12 respondents of post-pandemic selectors and 07 responses for pre-pandemic level.

4. A Massive Open Online Course (MOOCs) making the learners or knowledge gainers a platform like:

Particulars	Responses
Very good	33
Good	12
Nor good nor bad	05
Bad	00
Very bad	00
Total	**50**



Interpretation: 33 respondents selected very good, whereas, 12 respondents selected the option of good & 5 response as nor good nor bad.

Explanation: Majority of the responses was towards Good and Very Good options selected by the respondents. Where, 5 of the respondents select the option of nor good nor bad – they might have been used to be in the old methodology of learning or challenges faced during the usage.

5. Does technological innovation will help to take Add-on courses?

Particulars	Respondents	Percentage
Yes	50	100%
No	00	-
Total	**50**	**100%**

Interpretation: 50 respondents selected yes option for taking on Add-on courses, no respondents selected the option of no.

Explanation: 50 respondents selected yes option for taking on Add-on courses for their growth and development of their career and future growth during employability.

6. Technological intervention in Educational Industry – post pandemic developing and it can be used for seeing the growth of platform?

Particulars	Respondents
Yes	48
No	02
Total	**50**

Interpretation: 48 respondents selected yes option for taking on post pandemic developing and it can be used for seeing the growth of platform, 2 respondents selected the option of no.

Explanation: majority of respondents selected yes option for post pandemic developing and it can be used for seeing the growth of platform – where majority give the opinion of good positive signage for developing the platform and whereas, 2 respondents selected the option of no.

Findings and Conclusion:

The study found that majority of the respondents gave a positive signage for technology intervention in educational industry, where they can opt for Add-on courses which will help them to enrich their learning and the knowledge and also their development and growth in their career and also in promotions in their employability.

Suggestions:

- Deep study can be conducted with proper analysis.
- Can Technology intervention will lead to un-employability to tutors or professor or teachers.
- Risk and Update involved in usage.

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An empirical study on women's socio-economic factors effect on empowerment of new avenues for women at 40

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ABSTRACT

The emergence of the Coronavirus disease (Covid-19) in December 2019 was unexpected and catastrophic in every way. The World Health Organization (WHO) labeled the epidemic a global pandemic on March 11, 2020, since it has affected the entire world population and economies. The Covid-19 pandemic threatens to severely disrupt people's livelihoods in the underdeveloped globe. Women entrepreneurs over the age of 40 are particularly hard hit, as they struggle to cope with the shutdown as well as new business opportunities via digital platforms. This study is conducted to find how much does the variables, perceived ease of doing the business online, government support, digital literacy impact the dependent variable, new digital avenues of business. Data collection is done among the women entrepreneurs who are at 40 years old in Tamilnadu and analyzed using SPSS software. Findings revealed that the variables perceived ease of doing the business online and digital literacy are having significant and positive impact on new digital avenues of business.

Keywords : Covid-19, women entrepreneurs, new business avenues.

INTRODUCTION

While early clinical evidence suggests that men are more seriously affected by the COVID-19 pandemic's health consequences (Curley, 2020), the accompanying economic crisis is disproportionately hurting women businesses (UN Women, 2020; WE Forum, 2020; Werner, 2020). When evaluating the sorts of crisis reaction and business model pivoting undertaken by women entrepreneurs, key structural disparities must be noted. Indeed, we contend that business model pivots cannot be fully understood unless the economic and social context in which organizations operate is considered.

Women-owned firms are not only more vulnerable to economic consequences due to lower average company age and size, but they are also concentrated in the industry sectors most affected by economic shutdowns (Kalnins and Williams, 2014; McManus, 2017; WE Forum, 2020). According to recent data from the Global Entrepreneurship Monitor, more than half of women entrepreneurs work in wholesale/retail commerce, compared to 42.6 percent of men, while 17.2 percent of women work in government/health/education and social services, compared to 10.1 percent of males (Elam et al., 2019). These industries have reduced entry barriers, rely heavily on people as customers (rather than corporations), and are intensely competitive, making them among the

most vulnerable in most countries. In addition, in the absence of school, childcare, or eldercare services, women entrepreneurs shoulder the majority of the burden of family care (OECD, 2020). Furthermore, women do a bigger proportion of housework (Jackson, 2019). This is an ideal storm for female entrepreneurs. While business relief programs provide some protection from environmental shocks, governmental solutions are often focused at all entrepreneurs and do not take gender into account, leaving women entrepreneurs to fend for themselves in many ways (Bradshaw, 2013).

In summary, the COVID-19 epidemic has created three key hurdles for female entrepreneurs: (1) the industries in which the majority of women work are disproportionately affected by the recession; (2) women are more likely to run many of the youngest, smallest, and most vulnerable businesses; and (3) with schools closed and elderly family members in danger, women are more likely to be juggling primary care-giving and homemaking while scrambling to save their businesses. The prospects are bleak, and women's options are restricted. However, solutions to these gender-related problems for women entrepreneurs may include cost-cutting as well as pivoting to capitalize on new business opportunities given by the crisis.

Review of literature

When we evaluate the influence of COVID-19 on entrepreneurial business models, we see an extreme exogenous shock with an immediate impact on current businesses. It is vital to highlight that not all "external shocks" have the same force since they do not "elicit or deserve the same response with the same effects from given agents" (Davidsson, 2019). Some external shocks are gradual and/or reasonably foreseeable, whereas others are devastating and unanticipated (Davidsson, 2019; Davidsson et al., 2018). The COVID-19 pandemic, in addition to being unanticipated and violent, and unlike previous exogenous shocks, created a double shock to the global economic system. COVID-19 resulted in the abrupt closure of contact-intensive economic sectors affected by the lockdown restrictions, as well as large-scale disruptions in global supply networks on the supply side. COVID-19 caused a sharp increase in demand for certain types of hospital equipment and supplies, personal protection equipment, household staples, and digital services, while simultaneously causing a sharp decrease in demand for non-emergency healthcare, bars, restaurants, entertainment, or travel and accommodation services. As a result of this unprecedented pandemic, assumptions constituting the foundation of present business models were quickly overthrown, as all facets of conventional operating assurance vanished.

Shwetha Sunil (2020) explored how women entrepreneurs are impacted in a variety of business domains. Travel and business were severely restricted as a result of the pandemic and consequent lockdown. During a crisis, women are disproportionately affected. Small and growing businesses (SGBs) were undoubtedly among the hardest hit categories during the pandemic. Many support services for businesses have moved online to ensure that they have access to the guidance they need even in the absence of physical gatherings.

“COVID 19's immediate impact has been to widen the already existing workplace gap between men and girls, especially as constraints on household mobility impact women the most,” stated Megha Chawla (2020), partner at Bain & Company and primary author of the paper. At the same time, this crisis has presented some catalyzing changes, such as acceptance of remote working models; increased use of digital channels on both the demand and supply sides; and a shift toward digital versus physical interactions, all of which have the potential to make entrepreneurship more accessible, particularly to women." According to the survey, business model modifications included new products or services (60 percent), digital sales and delivery channels (35 percent), and reoriented supply chain, sales, and marketing roles (26 percent). To react to the present change, entrepreneurs concentrated on retraining themselves and their employees by gaining new skills (46 percent). While the majority of female entrepreneurs are positive about their recovery, 60% feel it will necessitate significant adjustments to their business strategy and pricing structure.

Research Methodology

This study is conducted in two phases. In first phase detailed telephonic interview was done with 20 women entrepreneurs of age 40 years in Chennai to understand the factors contributing to exploring the new digital business opportunities for them. The crucial finding is that all the women entrepreneurs agreed that digital business operations is undoubtedly a best option to continue with their business.

The following are the independent variables identified through interviews and extensive review of previous studies:

- Perceived ease of doing the business online
- Digital literacy
- Government Support

The second phase of the study is conducted by collection data through a well-structured questionnaire issued through google form to the women entrepreneurs who are 40 years of age. A total of 500 questionnaires were shared to the women entrepreneurs who are 40 years of age in Tamilnadu including rural and urban areas. Out of which 240 were retuned. In that 20 were not completely filled, hence, ignored to be included for the analysis. Hence, the total sample size is 220.

The following model of the study is incorporated in this research work:

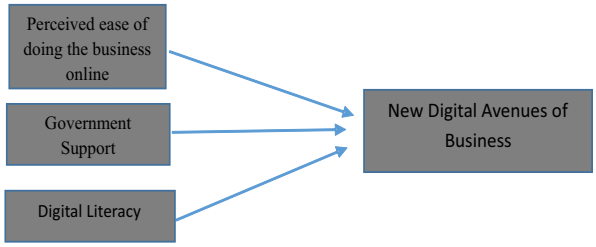

Figure 1: Proposed Model of the study

Hypothesis of the study

H1: There is a difference between rural and urban women entrepreneurs in terms of perceived ease of doing the business online, government support, digital literacy and new digital avenues of business.

H2: There is a significant and positive impact of perceived ease of doing the business online on new digital avenues of business.

H3: There is a significant and positive impact of government support on new digital avenues of business.

H4: There is a significant and positive impact of digital literacy on new digital avenues of business.

Data Analysis and Interpretation

The data was analysed using SPSS version 24. Prior conducting main analysis all the preliminary requirements are checked and found to be satisfactory.

Reliability

The reliability is measured using Cronbach's Alpha value. All the varaibales are having the cronbach's alpha value of above 0.7. Hence the reliability is properly established as shown in table 1.

Table 1: Reliability values

Variable	Cronbach's Alpha Value
Perceived ease of doing the business online	0.717
Digital literacy	0.816
Government support	0.903
New digital avenues of business	0.865

t-test

A t-test is an analysis of two populations means through the use of statistical examination, the author has used t-test here to find the difference between rural and urban women entrepreneurs in terms of perceived ease of doing the business online, government support, digital literacy and new digital avenues of business. The findings of t-test are given in table 2.

Table 2: t-test for rural and urban women entrepreneurs

	Locality	N	Mean	S.D	t	Sig
Perceived ease of doing the business online	Rural	120	3.21	1.04	0.487	0.627
	Urban	100	3.14	1.03		
Digital literacy	Rural	120	3.4	1.17	-1.965	0.051
	Urban	100	3.67	0.87		
Government support	Rural	120	3.18	1.29	-3.633	0
	Urban	100	3.74	1.01		
New digital avenues of business	Rural	120	3.13	1.09	0.66	0.51
	Urban	120	3.04	0.98		

From table 2 we can infer that only the variable government support differs among the urban and rural women entrepreneurs at 40 as the p-value is less than .005 with t= -3.633. For other variables, perceived ease of doing the business online, digital literacy and new digital avenues of business there is no significant difference between rural and urban women entrepreneurs at 40.

Hence the hypothesis 1 is accepted only in terms of government support.

Regression Analysis

Regression is used to examine the relationship between dependent and independent variables. Regression analysis was conducted to find how much does the variables, perceived ease of doing the business online, government support, digital literacy impact the dependent variable, new digital avenues of business.

Table 5: Regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.728[a]	.530	.524	.71957

a. Predictors: (Constant), perceived ease of doing the business online, digital literacy, government support.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.342	3	42.114	81.336	.000[b]
	Residual	111.840	216	.518		
	Total	238.182	219			

a. Dependent Variable: new digital avenues of business

b. Predictors: (Constant), perceived ease of doing the business online, digital literacy, government support

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.447	.235		1.904	.058
	Perceived ease of doing business online	.656	.048	.650	13.698	.000
	Digital literacy	.232	.048	.233	4.793	.000
	Government support	.075	.041	-.087	1.817	.071

a. Dependent Variable: New digital avenues of business

The table 3 reveals that there is a statistically significant impact of Perceived ease of doing business online and digital literacy on new digital avenues of business as there p-values (both .000) are lesser than .05 with the R-square value of .530, which is a large effect and the t-values being 13.698 and 4.793 respectively. But, government support did not predict the purchase intention as its p-value (.071) is greater than .05 with the t-value of -1.817.

Hence, the hypotheses 2 and 3 are accepted and hypothesis 4 is not accepted.

Suggestions

For women business owners:

- Inform employees on the necessity of maintaining and expanding their business networks amid the Covid epidemic.
- Create COVID-19 and post-COVID-19 networking protocols to assure gender equality in network panels/speakers.
- Optimise the timing and order of occurrences.
- Manage any trust difficulties that may arise as a result of establishing business contacts 'virtually.'
- Establish clear strategic connections between networking and other critical components of the entrepreneurial eco-system, such as mentoring, training, capital, and market prospects.

Networking organizations for female entrepreneurs:

- Provide ICT technical assistance to assist them in transforming networking activities into productive and engaging online platforms.
- Provide cash to make up for revenue lost as a result of canceled networking events.
- Provide marketing assistance in order to emphasize the value of maintaining networking efforts.
- Monitor the efficiency of virtual networking activity by soliciting input from platform providers and end users and encouraging modifications when necessary.

Conclusion and scope for future research

Women entrepreneurs, unlike men entrepreneurs, faced numerous obstacles and challenges, such as difficulty obtaining business funding, limited access to network and expertise support, and so on. As a result, aid and support should be provided to them on an ongoing basis to ensure that women entrepreneurs can survive and sustain their businesses before, during, and after the epidemic. The digital revolution has provided

women with opportunities in the gig economy. It gives an opportunity for internet businesses because to their talent, competence, and abilities in the manufacturing of food, creative products, and fashion. The future studies can be conducted across India and many other variables can be included for measuring the aftermath effects of the pandemic.

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IOT (internet of Things) Adoption, Challenges and Future Implications – An Indian Setting

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ABSTRACT

The (Internet of Things) IOT concept has really created a significant attention in recent years. The IOT has created a smart digitized platform in all the industries and is also being acknowledged as an system of interconnected devices, computing systems and various data collection and exchange of information. The IOT has been adopted and utilized by various industries such as healthcare, education, manufacturing, architecture, agriculture etc.. IOT has also enabled us to create smart cities from traditional structure to high tech structure.so this work put forward an objective to identify the IOT adoption in India, challenges faced and also the future implications of IOT in India. This work may help the practitioners and various people who makes policy to identify the ways for successful adoption of IOT in various industries by removing various obstacles on the way to make the future IOT market to be more successful.

Keywords: IOT, India, Adoption, Challenges, Future implications.

INTRODUCTION

Internet of Things (IoT) is the major ICT rebellion that the world is perceiving with plausible to be the subsequent prime technology disruptor that will expand throughput and proficiency athwart diverse businesses and services area. IOT is anew phase communication architype that refers to various objects, sensors, actuators, assemblies etc.., which communicates on both the direction, creating and transforming data and also networking across a digitized platform. According to Andrea et.al (2014) has said that, IOT takes numerous submissions counting keen cities, safety in constructions, leftover management, traffic mobbing, sound monitoring, energy preservation and clever parking etc.

Objectives of the study:

- ➢ To understand about the adoption of IOT in Indian context
- ➢ To identify the challenges of IOT adoption in Indian context
- ➢ To analyse the future implications of IOT in Indian context.

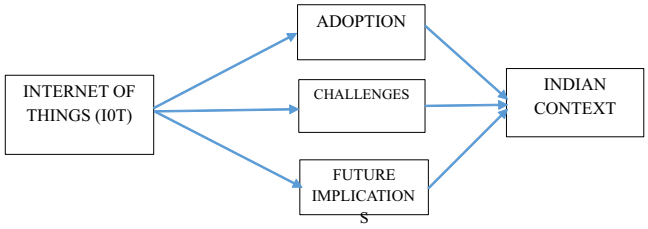
Review of Literature:

Gershenfeld (2011) has replicated on facets of concealment, faith and collaboration by means of IoT devices. He also deliberated data conversation opportunities due to the persistent and omnipresent nature of these matters.

Authentication and get to resistor is added problem in IoT that needs promising arrangements to fortify the safekeeping. Liu et al. brought up an arrangement to handle confirmation and get to control. Verification is exceptionally vital to confirm the collaborative revelries to avoid the misfortune of private data. Liu et al. given a verification plot based on Ovate Bend Cryptosystem and confirmed it on diverse safety dangers i.e., listening in, man-in-the-middle attack, vital regulator and rerun assault. They demanded that the anticipated plans are able to supply superior verification and get to regulate in IoT grounded communiqué. Far along, Kothmayr et al. projected a reciprocal substantiation design based of datagram transportation layer security (DTLS) for IoT. The accosters done the web are continuously energetic to take the protected data. The planned approach is able to supply note safety, keenness, realness and privacy, memory overhead and endwise inactivity in the IoT grounded communication network

Agreeing to (MANTELLATTO, 2013), fundamentally, the concept of IoT applies to communication between objects, and between them and the web, be their communication physical or virtual. For communication of these objects different highlights can be utilized, for illustration the remote organize or adherent portable information plans. Along with the fast development of IoT applications and gadgets, cyber-attacks will too be progressed and posture a more genuine risk to security and protection than ever some time recently. For occasion, farther enemies might compromise patients' implantable therapeutic gadgets or shrewd cars, which may not as it cause tremendous financial misfortunes to people but moreover imperil life security. Besides, as the IoT gadgets ended up broadly utilized in industry, military, and other key ranges, aggressors are able to jeopardize open and national security. For case, on 21 October 2016, a different dispersed dissent of benefit (DDoS) assaults frameworks worked by Space Title Framework supplier Dyn, which produced the disinterest of a few sites such as GitHub, Twitter, and others. This assault is performed through a botnet comprising of a expansive amount of IoT gadgets counting IP cameras, doors, and indeed infant monitors. However, most of the undertakings and clients need mindfulness of protection and security. A later consider by Seat Inquire about Centre found that numerous Americans feel over-optimistic almost how their information have been utilized. As 26% Americans don't acknowledge their wellbeing data to be shared with their specialist. To get rebates on car protections, about half of Americans concur to let auto protections companies screen the position and speed of their cars. Besides, due to the need of client request, producers as it were centre on actualizing products' centre capacities whereas the potential security issues are overlooked. IoT device merchants ordinarily don't overhaul and fix their gadgets unless the client starts firmware overhauls. At the same time, IoT gadgets are not able to run full-fledged security components due to compelled utilization and asset. As a result, IoT gadgets frequently stay easy-to utilize vulnerabilities (e.g., default passwords, unpatched bugs) for expanded periods.

A Conceptual Framework:



Large history into small miles:

IOT Initiated in the year 1926, when Nikola Tesla emphasized on the implications of the wireless. The word was formerly devised by Kevin Ashton in 1999 at P&G. He worked in P&G and realized that the barcodes in products did not provide enough information for inventory management. He proposed a research project to P&G with MIT to use RFID tags on consumer products such as lipsticks to track their movement. But it is to be noted that the emergence of IOT could be traced back to John von Neumann's architecture in the year i945 on computing.

IoT has impacted many areas and has given rise to many things under the theme "Making Smart everything" which includes smart healthcare, smart cities, keen homes, smart transportation system, keen irrigation facilities, keen parking system etc..

Adoption of IoT in India:

India has already initiated and adopted Iot and is occupied on the up-to-date forthcoming trends. Some of these are the highest IoT inclinations in India. They are

Artificial intelligence

Edge computing

Smart Retail
Telecommunications
Smart cities/Factories
Data driven healthcare

The IoT is an interconnected network of devices. It also includes digital machines, electronic devices, matters and more with UID (Unique Identifiers). The strategies (keen) are associated to each other for identifying and transporting data for actual period monitoring and also supplementary submissions.

The adoption of IoT in India has fetched the succeeding level revolution in this industry which is also known as industry 4.0. Affording to a latest description provided by Zinnov in the year 2020 June month investments on IOT in India were nearby to USD 5Bn in the year 2019 and this is likely to shoot up to USD 15bn in the year 2021.

The influence of Artificial Intelligence (AI) in IoT (Internet of Things) is significant and plays a crucial role in enhancing the capabilities and effectiveness of IoT systems. Here are some key ways in which AI influences IoT:

1. Data Analytics and Insight: AI algorithms are employed to analyze and make sense of the vast amounts of data generated by IoT devices. AI can identify patterns, trends, and anomalies in real-time data, enabling organizations to gain valuable insights and make informed decisions. This helps in optimizing operations, improving efficiency, and predicting maintenance needs.

2. Predictive Maintenance: AI algorithms can analyze data from IoT sensors to predict when a device or machine is likely to fail or require maintenance. By monitoring device behavior and performance, AI can identify patterns that indicate potential issues, allowing for proactive maintenance and reducing the risk of unexpected breakdowns. This helps improve equipment uptime, minimize downtime, and optimize maintenance schedules.

3. Autonomous Decision Making: AI enables IoT systems to make autonomous decisions based on data analysis and predefined rules. This reduces the need for human intervention in routine tasks and enables faster, more efficient decision-making. For example, AI-powered IoT systems can automatically adjust temperature settings in a building based on occupancy patterns, leading to energy savings and improved comfort.

4. Enhanced Security: AI techniques such as machine learning can be used to detect and respond to security threats in IoT networks. AI algorithms can analyze network traffic patterns, identify anomalies, and detect potential cyberattacks. This helps in strengthening the security of IoT devices and networks, protecting sensitive data, and ensuring the integrity of connected systems.

5. Personalized and Contextual Experiences: AI algorithms can analyze user preferences, behaviors, and IoT device data to deliver personalized and contextual experiences. By understanding user patterns and preferences, AI can customize interactions, recommend relevant products or services, and provide tailored experiences. For example, AI in IoT-based smart homes can learn individual users' preferences and automatically adjust lighting, temperature, and other settings accordingly.

6. Cognitive IoT: The combination of AI and IoT gives rise to the concept of Cognitive IoT, where IoT devices and systems can learn, reason, and interact like humans. Cognitive IoT systems can understand and interpret natural language, process unstructured data, and make context-aware decisions. This enables advanced applications such as voice-controlled IoT devices and intelligent virtual assistants.

Overall, AI enhances the capabilities of IoT systems by enabling data-driven decision-making, automation, predictive analytics, and personalized experiences. The integration of AI and IoT holds immense potential for transforming industries, improving efficiency, and enabling innovative applications across various domains.

Challenges of IoT in India:

IoT has made our survives much humbler and easier. It has contributed further simpler and easier. It has contributed more to many domains, where the high-tech structure and technology has helped in providing better excellence lives by decreasing our corporeal effort with the grater utilisation of these keen devices, majority of the errands can be done remotely and therefore the human intrusion has been completely decreased.

Major predominant and inspiring issue in the adoption of IoT would be the privacy and security issues due to the numerous threats, cyber related problems, internet susceptibilities etc. Greater the development of the technology and digitisation of activities, higher the privacy issues in authorisation and authentication. This also leads to insecure software, firmware, web interface etc.

Next major challenge would be the practicality of exchanging the data and information between IoT devices and structures. This issue arises because of varying nature of diverse expertise and means used for IoT development. Sometime the issue levels may be on technical basis, semantical basis or syntax basis. Many researchers have considered this issue and provided more solution for IoT users. One among them would be providing various functionalities by IoT systems to ensure better communication between different objects and devices in a heterogenous environment.

Next challenges of IoT would be the availability of net connectivity and services which is mainly needed for smart devices which cannot be reliable due to various issues. Such as weather and climatic issues, also moving of devices from one place to another etc.

The other issues would be the compatibility and complex nature of technology. Although the technology is simpler and easier to understand , but due to large network devices and diverse nature of functioning layers also has greater impact on the output.

Future Implications of IoT:

According to the current survey by frost and Sullivan, the Indian (Internet of Things) marketplace is anticipated to range USD 9.28 billion in 2025 from USD 4.98 billion in the year 2020, determined typically by variations in enterprise behaviour prompted by covid -19 pandemic and emphasis on mechanization is lashing the market.

The development of IoT espousal in the country will be assisted by robust connectivity and attention rising cyberspace dissemination, keen applications adoption, new corporate models and government creativities such as keen city projects etc. India offers more and more prospects for IoT breadwinners and the nation's overall IoT network is projected to endure rising to offer complete innovative rivulets of revenue.

Conclusion:

The key aim of this paper is to know about the IoT adoption, in India. This also emphasizes on the various challenges in adopting the IoT system in India. IoT adoption may be becoming smooth and hassle free if the challenges are met in a better way with various feasible solutions. The said points may not be completely covering all the challenges but these challenges when faced will make the IoT ecosystem to become strong in India. In future there may be more challenges to come and it may have impact on the future implications of the IoT ecosystem. This research may become strong by collecting data from the people(consumer's) who use the IoT platform to make better solutions and effective IoT system interface.

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An Empirical Study on Women Solo Travellers – Paving A Way For Safe Travel.

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ABSTRACT

Women play a dynamic role by travelling independently in India as well as overseas. However Women and men often do not encounter equal opportunities in their societies. Hence the question of how safe do women feel while travelling alone by air arises. Several research works have already been completed in this area, but the question remains unanswered in many viewpoints correlated to the travelling of women, while the needs of women in travel differ from that of men, the perception of women when they travel unaccompanied is the focus of the study. In the current progressive society the career needs require any gender to undertake travel. Earlier studies have explained that mobility planning and transport policy are better suited to men's actions and mobility needs, while women face the transport system in a different way than men in terms of accessibility, safety and security. The study observes the women travellers' perception regarding safety while travelling alone by air and the consequent factors influencing towards the insecurity of women and suggesting service offerings specific for women that can help improve women safety at Chennai airport. A sample size of 100 is taken into consideration and a convenience sampling method is used to collect data. The data is collected in the form of questionnaires and google forms. This study will hel understand the overall view of women travelling alone by air in Chennai and will enable tourism organisations to go beyond the cosmetic touch and address the core issues.

Keywords: Women Traveller, Women Safety, Aviation, Airport, Solo travel, Risk.

INTRODUCTION

In the past decade, tourism has undergone consistent and exponential growth ranging modification to become one of the quickest growing economic sectors in the world. Tourism has become one of the major players in international trade and signifies at the same time one of the chief income source for many developing countries. Modern tourism is closely related to development and includes an increasing number of new destinations.

Women travellers are gradually growing in the post liberalized and globalized period. This is the result of women taking part in organized sector of economy as their occupation has increased considerably over the period. The new age Indian women are enthusiastic to explore a variety of destinations according to their preferences.

Driven by a present revival in the publication of historical accounts of women's solo travel, it is

clear that women have been traveling and exploring alone for many centuries. Travelling can be done for many reasons such as vacation, pilgrimage, adventure, career, education and reasons such as skilling. while some travel for adventure and new experiences. Either way, it is an important part which

Crimes against women in India have been continuously growing recently as reported by the National Crime Records Bureau (NCRB). Gender-based violence has become a dangerous concern to such an extent that it has been classified as a high influence health problem by the World Health Organization. In various countries, cultural traditions are based on gender inequality, which in turn promotes to increasing violence against women. India has 1.4 billion population while women account for nearly 48% of the population. Violence against women has been a major concern, Gender-based violence in India grows under the layer of cultural, religious or social practices. Patriarchal principles perpetuate gender inequality, as men and women are ruled by different rules, thereby legitimizing violence against women. Despite various efforts and initiatives by the Government, Women in India face many safety issues at places such as their workplace, home, educational institutions and travel. With Women travellers now acknowledged as a growing force within the tourism industry (Bartos 1989), the aim of this research is to find how women feel safe during an air travel.

Table 1. Crime Against Women

S. No.	Year	Total IPC Crimes	Crime Against Women (IPC cases)
1	2002	17,80,330	1,31,112
2	2003	17,16,120	1,31,364
3	2004	18,32,015	1,43,615
4	2005	18,22,602	1,43,523
5	2006	18,78,293	1,54,158
6	2007	1,989,673	1,74,921
7	2008	20,93,379	1,86,617
8	2009	21,21,345	2,03,804
9	2010	22,24,831	2,13,585
10	2011	23,25,575	2,28,650
11	2015	29,49,400	3,27,394
12	2019	32,25,701	4,05,861

LITERATURE REVIEW

Karen Elizabeth McNamara and Bruce Prideaux (2020) examines solo women travellers in Tropical North Queensland, label their key motivations for travel and position this group on a typology of solo independent women travellers in Australia. This study is based on visitor surveys conducted over 21 months at Cairns Airport. The results revealed that solo independent women travellers felt safe in the destination and took part in a wide variety of activities as well as those with some degree of risk (McNamara and Prideaux 2020).

Dana Seow &Lorraine Brown (2018) investigates the travel motivations and experiences of solo women Asian tourists. Resistance was found to be a significant issue as to travel solo. Sexualized male attention was also observed to be an important constraint. Suffering harassment, fear of attack or abuse, and this limited their use of the leisure space offered at the destination. But none of these factors however discouraged the women from future solo travel plans (Seow and Brown 2018).

Sudhanshu Gupta (2015)concentrates on the fears on part of the women being a victim to any brutal or uncivilized action when they travel alone and the necessity of women safety when they travel alone in public transports. This study focuses on examining the safety measures implemented by the authorities of public transport and their inclination with security needs of passengers to make Indian cities more secure for women so as to guard their right to freedom of movement with safety (Journal, Education, and Gupta 2015).

Ghadir Pourhashem, et al. (2019) inspects the factors that influence women's decisions between activity participation and preference of transport mode through evaluation of mobility behaviour, data collected from 6000 households by Žilina self-governing region between 2013and 2016.The results of this study provide valuable visions about the feasible causal relation among socio-demographics, activity participation characteristics and daily transportation mode preference of female and male travellers in the studied cities (Pourhashem et al. 2019).

Chaim Noy (2008)surveys travel narratives of Israeli female travellers, portraying their participation in a tourist rite-of-passage. The conclusions indicate that the travellers assume several, shifting, positions in relation to a domineering masculine social norm while some

stick to the norm, others battle it through a subversive participation in alternative travelling activities. Finally, it suggests further research on how culture and tourism are intertwined, so as to permit a nuanced picture of gender formation in women's biographies in particular, and in the biography of relegated people in general (Noy 2008).

Jocelyn Siah Chee Haoa, et al. (2014)Female business traveller has turned out to be one of the main markets for the hotel industry. This paper surveyed 150 female working adults in Malaysia, to clarify that solo businesswomen travellers tend to be younger, unmarried and engage in own leisure activities. According to the study, safety and location are some of the major concerns when choosing a hotel. It is concluded that female business traveller requirements must be adapted if hotels organisation with to attract this developing market (Hao and Har 2014).

Carla Silva et al. (2011) classified a set of solo travel motivations based on literature review, to find why women, decide to travel alone. The idea of solo women traveller has become a pertinent tourist section. Even if it is a market that has not been investigated and studied much it has acquired many supporters around the world, converting into an expressive impact not only on sociological expressions, but also in its tourist experience. The focal point of this article is to study the relationship between these motivations with women solo travel experiences specifying a conceptual model (Silva 2011).

Andrew Yiannakis Heather Gibson (1992) explains the tourist roles are conceptualized, and measured, applying three-dimensional scaling analysis. The results indicate the presence of at least 13 leisure-based tourist roles that comprise the escapist, the drifter, and the independent mass tourist, among others. A theoretic perspective has been developed that reports the possible relationship among tourist roles, optimal destination characteristics and psychological needs (Yiannakis and Gibson 1992).

G. Jeff, R. McElroy(1996) presents the case for considering women's travel problems in transportation policy development. Investigating women's travel necessities and patterns will enable engaging in the right direction as women are agents of change. Women differ from men in activities and travel needs and will be a noteworthy reason of study as focus on those needs can increase total future travel. Highlighting these reasons is the fact that women signify a large portion of the traveling public (Jeff and McElroy 1996).

OBJECTIVES OF THE STUDY

Primary Objectives:

The present research has been commenced with the following objectives.

- To discuss the problems faced by women travellers who undertake travel by air.
- To study the sensitivity of environmental factors towards women travellers.
- To identify and analyse the impactful factors which are significant to women travellers at the airport.

Secondary Objectives

- To observe the profile of women travellers traveling by air in India.
- To study the contribution of female travellers to travel industry.
- To significantly assess the structural facilities and mandatory services for female travellers at Chennai airport.

CONCEPTUAL FRAMEWORK

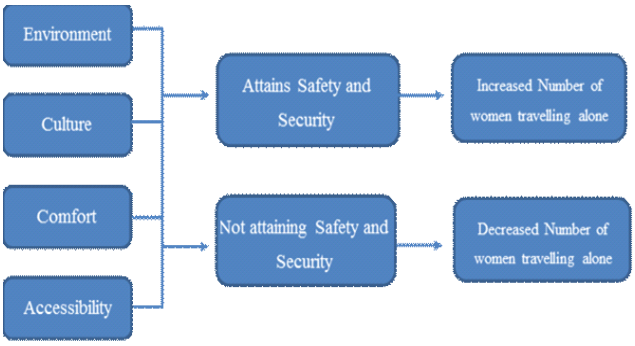

Fig.no. 1 Factors of women safety and security

HYPOTHESIS OF THE STUDY

A hypothesis is a statement about relations between variables. It is a speculative explanation of the research problem. Present study has been conducted with the following hypotheses:

Following hypotheses have been tested empirically:

Age and Environment:

H0 – There is no significant relationship between environment and age.

H1 – There is a significant relationship between environment and age.

City and Accessibility:

H0 – There is a no significant relationship between city and accessibility.

H1 – There is a significant relationship between city and accessibility.

Culture and Comfort:

H0 – There is no significant relationship between culture and comfort.

H1 – There is a significant relationship between culture and comfort.

Accessibility and Environment:

H0 – There is no significant relationship between accessibility and environment.

H1 – There is significant relationship between accessibility and environment.

Culture and Accessibility:

H0 – There is no significant relationship between culture and accessibility.

H1 – There is significant relationship between culture and accessibility.

DATA ANALYSIS AND INTERPRETATION

Table 2.Statistical Tables For Descriptive Frequencies

Statistics							
		Age	City	Educational Qualification	Family Annual Income	Marital Status	Purpose of travel
N	Valid	103	103	103	103	103	103
	Missing	0	0	0	0	0	0

Table 3.Frequency Table For Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	55	53.4	53.4	53.4
	26-33	18	17.5	17.5	70.9
	34-41	15	14.6	14.6	85.4
	42-50	12	11.7	11.7	97.1
	51-58	3	2.9	2.9	100
	Total	103	100	100	

Table 3.Frequency Table For Age

City					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	21	20.4	20.4	20.4
	Semi-Urban	9	8.7	8.7	29.1
	Metro politan	65	63.1	63.1	92.2
	Rural	8	7.8	7.8	100
	Total	103	100	100	

Table 5.Frequency Table For Educational Qualification

Educational Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Higher Secondary Equivalent	9	8.7	8.7	8.7
	Diploma Equivalent	14	13.6	13.6	22.3
	UG Degree Equivalent	44	42.7	42.7	65
	PG Degree Equivalent	36	35	35	100
	Total	103	100	100	

Table 6.Frequency Table For Family Annual Income

Family Annual Income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 5,00,000	17	16.5	16.5	16.5
	5,00,000 – 7,50,000	12	11.7	11.7	28.2
	7,50,000 – 10,00,000	18	17.5	17.5	45.6
	10,00,000 – 12,50,000	28	27.2	27.2	72.8
	Above 12,50,000	13	12.6	12.6	85.4
	Do not wish to specify	15	14.6	14.6	100
	Total	103	100	100	

Table 7. Frequency Table For Marital Status

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	34	33	33	33
	Married	36	35	35	68
	Divorced	22	21.4	21.4	89.3
	Widowed	11	10.7	10.7	100
	Total	103	100	100	

Table 8.Frequency Table for Purpose of Travel

Purpose Of Travel					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Education	26	25.2	25.2	25.2
	Leisure	21	20.4	20.4	45.6
	Official Trip	20	19.4	19.4	65
	Business	12	11.7	11.7	76.7
	Family Visit	1	1	1	77.7
	Health	23	22.3	22.3	100
	Total	103	100	100	

RELIABILITY ANALYSIS:

Table 9.Reliability Analysis For All Variables (Case Processing Summary)

Case Processing Summary			
		N	%
Cases	Valid	103	100
	Excluded	0	0
	Total	103	100

Table 10.Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
0.638	4

Result:

The Cronbach's Alpha value is 0.638 so the variables taken for the study is reliable and the questionnaire framed using these variables are also proven reliable for this study.

ONE WAY ANOVA ANALYSIS:

Age:

Table 11

Descriptive Table For Environment And Age

Environment								
Age	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
18-25	55	2.7018	0.49721	0.06704	2.5674	2.8362	1.4	3.8
26-33	18	3.1444	0.5393	0.12712	2.8763	3.4126	2.2	4.2
34-41	15	2.7867	0.45019	0.11624	2.5374	3.036	2	3.4
42-50	12	2.6667	0.53485	0.1544	2.3268	3.0065	2	3.8
51-58	3	2.5333	0.80829	0.46667	0.5254	4.5412	1.6	3
Total	103	2.7825	0.52997	0.05222	2.6789	2.8861	1.4	4.2

Table 12.

ANNOVA For Environment And Age

ANOVA					
Environment					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.064	4	0.766	2.934	0.024
Within Groups	25.585	98	0.261		
Total	28.649	102			

H0 – There is no significant relationship between environment and age.

H1 – There is a significant relationship between environment and age.

Result:

The significant value is 0.024 and it is less than 0.5 so the null hypothesis is rejected and the alternate hypothesis in accepted.

City:

Table 13.

Descriptive Table For Accessibility And City

Descriptive								
Accessibility								
City	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Urban	21	2.9048	0.71603	0.15625	2.5788	3.2307	1.67	4.33
Semi-Urban	9	3.037	0.71578	0.23859	2.4868	3.5872	2.33	4.33
Metropolitan	65	2.7897	0.4985	0.06183	2.6662	2.9133	1.33	3.67
Rural	8	3.25	1.01965	0.3605	2.3976	4.1024	1.67	4.67
Total	103	2.8706	0.62139	0.06123	2.7491	2.992	1.33	4.67

Table 14.ANNOVA for Accessibility and City

ANOVA					
Accessibility					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.85	3	0.617	1.627	0.188
Within Groups	37.535	99	0.379		
Total	39.385	102			

H0 – There is no significant relationship between accessibility and city.

H1 – There is a significant relationship between accessibility and city.

Result:

The significant value is 0.188 and it is less than 0.5 so the null hypothesis is rejected and the alternate hypothesis in accepted.

CORRELATION ANALYSIS:

Culture and Comfort:

Table 15.

Correlation For Culture And Comfort

		Culture	Comfort
Culture	Pearson Correlation	1	.301**
	Sig. (2-tailed)		0.002
	N	103	103
Comfort	Pearson Correlation	.301**	1
	Sig. (2-tailed)	0.002	
	N	103	103

H0 – There is no significant relation between culture and comfort

H1 – There is a significant relation between culture and comfort

Result:

The significance value is less than 0.01 and the variables are correlated with each other. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted.

Accessibility and Environment:

Table 16.

Correlation For Accessibility And Environment

Correlations			
		Accessibility	**Environment**
Accessibility	Pearson Correlation	1	.428**
	Sig. (2-tailed)		0
	N	103	103
Environment	Pearson Correlation	.428**	1
	Sig. (2-tailed)	0	
	N	103	103

H0 - There is a no significant relationship between accessibility and environment.

H1 – There is a significant relationship between accessibility and environment.

Result:

The significance value is less than 0.01 and the variables are correlated with each other. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted.

4.6 CHI – SQUARE TEST:

Accessibility and Culture:

Table 17.Chi – Square Table For Accessibility And Culture

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	540.589[a]	140	0
Likelihood Ratio	248.435	140	0
Linear-by-Linear Association	23.803	1	0
N of Valid Cases	199		

a) 154 cells (93.3%) have expected count less than 5. The minimum expected count is .01.

Symmetric Measures			
		Value	**Approximate Significance**
Nominal by Nominal	Phi	1.648	0
	Cramer's V	0.521	0
N of Valid Cases		199	

Table18. Symmetric Measured (Phi And Cramer's V)

H0 – There is a no significant relationship between culture and accessibility.

H1 - There is a significant relationship between culture and accessibility.

Result:

The significance value is less than 0.05 and the variables significant. Therefore, the null hypothesis is rejected, and the alternate hypothesis is accepted.

DISCUSSION:

The study has focussed on environment, culture, comfort and accessibility as factors impacting Women safety and security. The conceptual model suggest that when these factors have favourably influenced women safety and security women travellers wish to undertake solo travel. When these factors donot impact significantly then there is a decline of travel among women. It can be observed from the demographic profile that women belonging to 18-25 years are high fliers, while women with Post graduation, with a family income of 10 lakhs are seen flying for the purpose of education. With regard to marital status both single and married women are frequent travellers. Women flyers are mostly from the metropolitan cities, hence there can be seen a significant impact of accessibility and city on women flyers. The result also shows that there is there is a significant impact of culture and comfort on women travellers. As culture is deep rooted in India, a more encouraging culture goes a long way in empowering women to set out on their own. Based on the result shown towards factors such as accessibility and environment having a significant role in the decision of a women traveller, as the needs of women differ from men during travel it is imperative that the environment is conducive for women while travelling. Hence creating a women- friendly environment can produce the desired outcome of a safe travel for women thus addressing the core issue of women safety.

CONCLUSION:

The purpose of this research was to investigate the women travellers about the safety at Chennai airport. Inequalities between men and women and discrimination against women have also been age-old concerns all over the world. Thus, women's search for equality is a universal desire. They have demanded equality with men in employment, education, inheritance, marriage and politics. Their search for equality has given birth to the establishment of many women's associations and introduction of movements. The status of women all over the world has mounted extremely in the 20th century. We know that it has been at a very low level in 18th and 19th centuries in India and elsewhere when they were handled like 'objects' that can be bought and sold. For a long period, women in India stayed within the four walls of their home. A long struggle going back over a century has taken along women the voting rights, property rights, equality in civil rights before the law in concern of marriage and occupation.

There are many types of female travellers travelling by air. There are solo travellers, with infant, with kids, young girls or elderly ladies who require the help of the service providers. When they are contacted before their flight, they look uneasy because of the enormous crowd, the prolonged queues, the tedious security check points, the check in counters, and the number of gates. The meagre thought of travelling gives them pain. The reason is that the service providers are not concentrating towards their needs. None of the airports are constructed keeping in mind the requirements of the female travellers. In most of the airports, there are separate lounge for them, no separate counters for females and no special care is taken for the women travellers travelling unaccompanied or with their kids. Therefore, air services are to be restructured keeping in view of the gender concerns.

Safety of Women in India should become a prime focus with providing women-friendly services and environment, with Government taking up steps in this direction by providing safety apps, more need to be done by understanding the needs of women while travelling by air. With more women gaining education and taking up careers along with pursuing their passion it is time that the stereotypical barriers are broken so that Women no longer hesitate while deciding about their solo travel. We can see a change with Gen z stepping in there would be more need for such solo travels taking into account the fact that education, business, occupation demand it as everything has gone global. From being a home-maker to business-women, women are making stride in every walk of life. With the inclusion of women in the travel sphere it is time to work on policies and services that will see a rise of Women travellers who will feel safe

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Higher Education in India's Digital Transformation: Trends and Challenges with Special References to Coimbatore City

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ABSTRACT

Digital Transformation It is clear that in conjunction with Industry 4.0 and globalization, evolving information, and communication technologies have an impact on and even revolutionize practically every aspect of our current digital age. Many educational institutions are actively using digital technologies in their educational process. The majority of pupils are now raised in a digital environment due to the growing usage of technology in daily life and educational settings. In the process of training and education, the key directionsfor educational activities are identified. The article offers strategies for designing education specifically for each student as well as general criteria for digital education. Online educationis not a novel idea in India, but it is increasing student skills development of digital technology. The researcher collected a sample size of 180 in this study, and the tools used foranalysis are percentage analysis, chi-square analysis, and ANOVA. According to the study's findings, pupils are increasingly online learning is not an innovative concept learning in India, and developing skills has now become a necessity.

Keywords: Digital Transformation, Higher Education, Technology Adoption, Trends& challenges

INTRODUCTION

Technology has become an essential component of our daily lives. IT artifacts can now be found at home, work, school, transportation, and leisure. The way society interacts and collaborates is changing as a result of the tremendous shift in technology. Prior research has begun to focus on this phenomenon, which is commonly referred to as digital transition. (Henriette, Feki and Boughzala, 2015). The relevance of digital transformation in the education environment has only recently been recognized in the majority of schools, colleges, anduniversities during the pandemic. The advancement of online communication technologies has altered the academic environment and aided in the digital transformation of higher education institutions. They have been particularly beneficial in increasing the degree of communication between students and teachers in higher education. Although this type of communication has traditionally occurred primarily in the classroom, it is clear that it is no longer limited to such a setting and can now occur almost anywhere and at any time [3], pressuring students and teachers to accompany the renewal of communication technologies used in contemporary society. Digital transformation can be defined as "changes caused or influenced by digital technology in all aspects of human life." As a result, the authors assert that there is a pervasive "one-dimensional" concept of information technology in Information Systems (IS). Digital revolution results in a more

interconnected reality. Digital transformation fosters an organizational transition in workplace contexts, where big data, analytics, cloud computing, mobile applications, and even social media platforms have become ubiquitous (Nwankpa & Roumani, 2016). Students use mobile devices to improve their efficiency in daily chores and to refresh their learning processes. Students have also become more autonomous as a result of the availability of knowledge. Teachers' practices have also changed as a result of the increased accessibility provided by communication technologies. Universities and other similar institutions will be concerned with designing and implementing technology communication infrastructures that will provide them with adequate channels for communicating with their audiences. Furthermore, these communication technologies should give they need to facilitate college and school board engagement in students to achieve the teaching and learning purpose. While teaching can be based in or out of the classrooms, the use of computers and the Internet forms the major component of E-learning. E-learning can also be termed as a network-enabled transfer of skills and knowledge, and the delivery of education is made to a large number of Students of recipients at the same or different times.

1. DIGITAL TRANSFORMATION OF HIGHER EDUCATION

A learning system based on formalized teaching but with the help of electronic resources is known as E-learning. Schools, Universities, research institutes, and colleges are examples of higher education institutions. Any type of technology that helps them become more productive,
efficient, and effective is referred to as digital transformation. It accomplishes this by removingphysical and time-based barriers to education and increasing students' access to high-quality learning. From the standpoint of the learner, this cutting-edge technology enhances their learning and increases their cognitive retention. Technology enables instructors to reach new levels of productivity, while colleges and universities employ technology to find and build technologies that improve teaching and learning. It is equally necessary to advance the concept of non-electronic teaching through books and lectures, but the value and effectiveness of technology-based learning cannot be underestimated or neglected entirely. It is thought that the human brain may easily recall and relate to what it sees and hears when watching or listening to moving visuals or films. It has also been discovered that visuals, in addition to maintaining the student's attention, are kept by the brain for extended lengths of time. Agriculture, medical, education, services, business, and government establishments are all adjusting to the concept of E-learning, which aids in the advancement. Technology's power should never be underestimated. With a population of 140.76 crores, India also has over 600 million Smartphone users and over 1.10 billion mobile phone users. In recent years, the technological ratio has skyrocketed. This percentage corresponds to 77.0 percent of the total population. India has a big possibility to grow in this field and to grab the positive vibes of technology in the field of education, with roughly 43.5% Smartphone penetration users and being the country with the second most social site users. Nowadays students are spending a lot of time on the internet and smartphone to get a lot of content online and upgrade their knowledge. Educational institutes, Schools colleges, and Universities are left with no choice but to adopt these new technologies. The latest technology has provided a different and new platform for giving new hope to the Indian education system.

2. QUALITIES OF MODERN EDUCATIONAL TECHNOLOGIES

Modern education is a dynamic method of learning that allows kids to learn much more quickly. Interaction between students and teachers improves understanding. Another advantage is that students can participate in physical activities to increase their efficiency. The most frequently mentioned benefits of digital education are increased educational effectiveness and equalization of educational possibilities. Many studies confirm that education using multimedia is more effective. According to Dorota Budzo, employing this form of instruction can boost its effectiveness by up to 56%. It boosts student activity by 40-80%. As a result, time savings ofroughly 38- 70% are realized. Among the effects of the introduction of e-course books, teachers who participated in a survey conducted by the Ministry of Education in 2012 most frequently mentioned "creative use of available sources of knowledge," "change of the market of traditional educational publishers," "development of creativity and skills," and "equalization of educational opportunities." Economic efficiency is another significant benefit of education digitization. On the one hand, there is an infatuation with

gadgets and the Internet, which is the preferred environment of existence for young pupils. Methods used in courses that incorporate multimedia, on the other hand, are more engaging for students and, as a result, result in easy guiding, time-saving, and higher dedication.

3. STATEMENT OF PROBLEM

The transformation of digital technology is one of the current trends in business. There is a significant opportunity for digital transformation in the Indian educational system, particularly in schools, institutions, and colleges. However, digitalization and digital techniques are a way to open up access to education or learning modules by making them available online. It encompasses not only new technology but also contemporary working practices. The rarest resource in the field of education is not just technological know-how, but also leadership with authority. Today's executives and future students must be able to sort through the multitude of digital efforts, manage accelerating innovation cycles, and restructure the company around novel ideas. Modern students now demand the extensive use of digital resources as a result, the study includes a look at student satisfaction and student preference of the digital education system. Trends and challenges. This article provides additional information about the digital transformation of the Higher education system and the Qualities of modern educational technologies

4. OBJECTIVES OF THE STUDY

- ➢ To investigate students' satisfaction with digital transformation.
- ➢ To identify the factors that influence student preference for digital education.
- ➢ To identify the constraints faced by the student using online classes.

5. REVIEW OF LITERATURE:

Chahal (2015) discovered that several issues contribute to poor teaching practices, including a lack of qualified teachers, an unorganized curriculum, outdated teaching-learning techniques, and a lack of proper and appropriate communication between teachers and students regarding lectures. The teaching in our educational institutions is not of higher quality due to the above-mentioned factors, including new and inventive techniques and budgetary issues, and some drastic actions must be taken to improve our educational system.

In their research, Jennifer L. Reeves and Glenda A. Gunter (2017) looked at how digital tools could affect student-teacher collaboration and boost engagement while students were learning. They also looked at how they could use these tools to complete assignments and worksheets online and use user-friendly, professional educational apps to further their education.

According to Arnab Kundu and Dr. Kedar Nath Dey (2018) the Department of Electronics and Information Technology is developing tools and technologies for promoting e-learning by supporting Research and Development projects at various academic and educational institutions focused on content development, Research and Development technology initiatives, and human resources. The Government of India has played a significant role in the development of e-learning in India. To strengthen the Skill India Mission, the government has allotted Rs. 17000 crores for this purpose in the 2017–18 fiscal year. This investment has benefited the domestic and international economies.

Dr. Radhika Kapur (2018) concentrated on issues with the Indian educational system, including the significance of high-quality education, difficulties with the current system of education, a lack of student participation, etc. In furtherance of the study, the author discovered that the curriculum and education were of high quality. Poorly constructed teaching strategies are a significant contributor to the problems in the Indian educational system.

Arvind Kaur (2018) discussed the shortcomings of our educational system, including the fact that many public universities do not change their curricula as frequently as privateuniversities. Less emphasis is placed on the interaction of industry and academics in our curricula, many colleges and institutions continue to use the standard traditional form of instruction, and there is less of an effort made to raise the standard of higher education in India.

Korableva (2019) emphasized the advantages of online learning over conventional classroom-based instruction. The study's scope included a deeper look at the most recent two online platforms, MOOC and Course era, to determine which offers the most user convenience and the most learning opportunities.

In his work, Pulkit (2020), explains the current educational system. India, according to his writing, is a major player in the global education sector. More than 260 million students attend more than 1.5 million schools across the country, which also contains more than 800 institutions and 65,000 colleges. However, there is a lot of room for ongoing development in the educational system. Given that India has the largest number of people in their tertiary years and the second-largest pool of graduates worldwide, the Indian education sector is prepared to experience tremendous growth in the next years.

6. RESEARCH METHODOLOGY

Research Methodology is the methodical way to solve the problem. There is diverse kind of methodologies used in different types of investigation and the term is usually considered to include research design, data collection, and data analysis.

8.1Sources of data

Primary data: The primary data was collected through a questionnaire from the customers in Coimbatore who are using digital education.

Secondary data: The secondary has been collected from publishing a paper in a journal.

Sample size: The sample size for the study was 180.

Tools for analysis The data collected through the questionnaire has been analyzed by using the tools given below.

1. Percentage Analysis.
2. Chi-Square test.
3. Anova.

8.1.1PERCENTAGE ANALYSIS:

The percentage refers to a special kind of ratio. A percentage is used for making a comparison of two or more series of data.

The formula of Percentage Analysis:

$$\text{PERCENTAGE ANALYSIS} = \frac{\text{Number of respondents}}{\text{Total number of respondents}} * 100$$

CHARACTERISTICS	FREQUENCY	PERCENT	VALID PERCENT
❖ THE SATISFACTION OF RESPONDENTS USING THE COMPUTER AND MOBILE PHONES			
Strong impact	135	75	75
Slight impact	19	10.55	10.55
Bad impact	26	14.44	14.44
Total	180	100	100
❖ THE SATISFACTION OF RESPONDENTS WITH COMFORTABLE TO COMMUNICATING TECHNOLOGY			
Highly satisfied	19	10.5	10.5
Satisfied	123	68.33	68.33
Neutral	9	5	5
Dissatisfied	15	8.33	8.33
Highly dissatisfied	14	7.77	7.77
Total	180	100	100
❖ THE SATISFACTION OF RESPONDENTS WITH USING THE INTERNET IN CLASS AND AT HOME			
Highly satisfied	17	9.44	9.44
Satisfied	119	66.11	66.11
Neutral	16	8.88	8.88
Dissatisfied	14	7.77	7.77
Highly dissatisfied	14	7.77	7.77
Total	180	100	100
❖ THE SATISFACTION OF RESPONDENTS WITH THE OTHER STUDENTS DURING INTERNET ACTIVITIES AND OUTSIDE OF CLASS			
Highly satisfied	16	8.88	8.88
Satisfied	123	68.33	68.33
Neutral	85	47.22	47.22
Dissatisfied	9	5	5
Highly dissatisfied	17	9.44	9.44
Total	180	100	100
❖ THE SATISFACTION OF RESPONDENTS USING THE INTERNET WITHOUT DIFFICULTY			
Highly satisfied	16	8.88	8.88
Satisfied	123	68.33	68.33
Neutral	85	47.22	47.22
Dissatisfied	9	5	5
Highly dissatisfied	17	9.44	9.44
Total	180	100	100

TABLE 1
8.1.1CHI-SQUARE

Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis.

The formula to calculate the chi-square test:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

χ^2 = chi squared
O_i = observed value
E_i = expected value

1. Association between Gender and Student Preference for Digital Education

An attempt was made to study the association between Gender and Student Preference for Digital Education. For this purpose, the respondents were classified based on a chi-square test between Gender and Student Preference for Digital Education.

Null hypothesis (Ho) There is no association between Gender and Student Preference for Digital Education.

Alternative hypothesis (H1) There is an association between Gender and Student Preferencefor Digital Education.

TABLE 2
Chi-Square Tests

			Asymptotic Significance (2- sided)
Value		Df	
Pearson Chi-Square	8.291a	4	0.081
Likelihood Ratio	8.5	4	0.075
Linear-by-Linear Association	2.221	1	0.136
N of Valid Cases	180		

a. 0 cells (0.0%) have an expected count of less than 5. The minimum expected count is 6.61.

Inference

The chi-square test result shows that at.05% level of significance, the significant value is .081. As the significant value is less than 0.05, the null hypothesis is rejected. The result shows that there is an association between Gender and Student Preference for Digital Education.

8.1.1ANOVA

A one-way ANOVA is a type of statistical test that compares the variance in the group means within a sample whilst considering only one independent variable or factor.

1.Association between Age and problem faced by the respondents

An attempt was made to study the association between Age and the problem faced by the respondents. For this purpose, the respondents were classified based on a one-way ANOVA test. Age and problems faced by the respondents.

Null hypothesis (Ho) There is no association between Age and digital transformation and constraints faced by the problem.

Alternative hypothesis (H1) There is an association between Age and digital transformation and constraints faced by the problem.

TABLE 3
Anova
Respondents Facing Problems

Sum of Squares		df	Mean Square	F	Sig.
Between Groups	2.03	4	0.507	0.248	0.911
Within Groups	358.748	175	2.05		
Total	360.778	179			

Inference

The one-way ANOVA result shows that at a 5% level of significance, the significant value is .911. As the significant value is more than 0.05, the null hypothesis is accepted. The result shows that there is no significant relationship between Age and digital transformation and the constraints faced by the problem.

9. FINDINGS

The study has found that there is a strong impact with 75% of Respondents using the computer &mobile phones, 68.33 % satisfied with the Respondent are Communication technology and new Software, 66.11% satisfied with the respondents Using the internet in the classroom & outside campus, 68.33% are satisfied with the Respondents with the other student during internet activities &outside of class, 68.33 are satisfied with the Respondents using the internet without difficulties Chi-square test has resulted that there is an association between demographic profile and Student Preference for Digital Education. and Anova test has found that there is a significant difference between age and problem faced by the respondents.

CONCLUSION:

Disciplines and digital technologies are widely used in educational institutions already, but teachers, students, and educational administration are ill-equipped to serve as change agents and leaders in the digital transition. Students and their families were suddenly required to have a variety of skills, abilities, and resources, which was a heavyweight. The future of education on the subcontinent will be heavily influenced by digital learning, especially in India. It is surprising to see how advanced technology is transforming the nation's whole educational system. Rural market use of digital education is developing quickly. Rural students are now able to learn online and advance their skills and knowledge thanks to the availability of affordable high-speed internet and direct-to-device technology. Small, medium, and big EdTech start-ups will proliferate in the education sector and provide academic institutions with a range of cutting-edge digital products over the coming months and years. The government is also making drastic changes to develop rules that would expand the nation's market for digital education. The Center oversaw State Education To properly develop curriculum and teaching strategies, the Center has instructed State Education Departments to map the onlineaccess available to all of their pupils. Like many other professions, digital education will grow with the transformation day by day improvement of education

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A Study on Digital Transformation in Education: Personalized Learning Approaches and Cloud-based Learning Opportunities.

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ABSTRACT

The study aims to analyze the influence of digital transformation on various aspects of education that plays a role in students' life. The objective of the study is to identify the learning approaches and to know the process of digital transformation in education. The convenience sampling method is used to collect data from the respondents. The primary and secondary data were used to examine the data. Simple percentage methods were used in the study to analyze the data. The data was represented in the form of pie charts. The sample size is limited to 82 respondents. Empirical research has been made to examine the data interpretation. The suggestion of this paper is to justify the direction of digitalization in education and to make the students more effectively use digitalization for their education purpose. The finding of the paper deals with the aspect of students who use digitalized education. The outcome of the study is that its deals with digitalized processes, strategies, documents, and more.

Keywords : Digitalization, Education, Digital Transformation, Digital Policy, Digital Strategy.

INTRODUCTION

Nowadays, digital transformation in education plays a major role in every student's life. It describes the transformation of traditional learning into virtual learning. Digital transformation is not accepted in all institutions; some institutions practice using digitized education. Students were allowed to use only the basic components of digitalization for their education. Such tools as PPTs, Word, Excel, etc. are used by both students and teachers for virtual teaching and learning. Personalized learning approaches also play an important role in digitized education. Personalized learning approaches offer many benefits to students. When students have the opportunity to learn in a digitized way, they can adapt their learning methods to the digitized method. Personalized education empowers students to advance in their education. When students feel engaged with the material available to them, it also helps them persevere through their program. The cloud offers students and teachers the opportunity to learn together virtually. They can use different types of applications while sitting in person in a lecture hall, from home, or even on the other side of the world. Cloud-based applications are designed specifically for students, and they can even take their exams.

This helps students feel more comfortable about their future careers and completing their education. Students who feel more comfortable with digitized learning can more easily settle into their roles and perform.

REVIEW OF LITERATURE:

Antoan Shotarov (2023). Digital transformation of medical education: Journal of IMAB – Annual Proceeding (Scientific Papers), Volume 29. This research is about the main impact of digital transformation on medical education. Data were analyzed using theoretical and practical scientific methods. Important and influential articles on the topic were analyzed. The result of the study shows the great importance that innovative techniques, methods, and tools have for digital transformation that students can use for medical education.

Nor Asiah Razak, Roznim Mohamad Rasli, Suvarmani Subhan, Nor Aniza Ahmad, (2023) Systematic Review On Digital Transformation among Teachers in Public Schools: International Journal of Evaluation and Research in Education (IJERE), Volume 12. The present study was conducted to investigate the area and impact of digital learning transformation among teachers in public schools. The data for this study was taken from the Scopus databases. The result of the analysis shows that there was a need to further improve access to and use of technological resources for digital transformation in education. Indeed, the allocation of school budgets is an essential aspect of the success of e-learning implementation.

Maguatcher Jeremie, Ning Ru. (2023). Research on Advancing the Digital Transformation of Higher Education in Cameroon. International Journal of Current Research, Volume 15. This study explores the challenges facing Cameroon's higher education system in digital transformation. This study adopted a qualitative approach and used interpretive analysis to select 55 respondents. The study was based on the content of a questionnaire and in-depth interviews with Cameroonian academic members and managers, as well as higher education officials. The results of this study show that increasing investment in digital infrastructure and Internet access, fostering international collaboration, and improving governance can help address challenges and pave the way for a successful digital transformation of higher education.

RESEARCH GAP:

The research gap that emerges from the literature review is that researchers have generally addressed digitization and digital transformation in education, but not specific digitized tools. However, this study aims to fill the gap in the literature review by exploring digital transformation in depth, which is more beneficial to students in their education.

OBJECTIVES:

1. To analyze student impact on digital transformation in education.
2. To analyze how digital transformation can be used more effectively and efficiently for education.
3. To Identify the learning approaches in digital transformation.

RESEARCH METHODOLOGY:

The research aimed to analyze the impact of digital transformation in education. The sample was limited to 82 respondents. The sample was collected using the convenience sampling method. The data was collected using both primary and secondary data. the primary data was collected using the questionnaire method and the secondary data was obtained from the internet. The methods used in this study were simple percentage methods and the results of this study were presented in the form of pie charts.

ANALYSIS AND DISCUSSION:

TABLE 1 AGE

AGE	FREQUENCY	PERCENTAGE
13-17YRS	14	17
18-22YRS	22	27
23-27YRS	25	30
27 Above	21	26
TOTAL	**82**	**100**

SOURCE: Primary Data

Table 1 shows that the age difference between 13 – 17 years is 17%, 18 – 22 years is 27%, 23 – 27 years is 30%, and Above 27 years is 26%.

FIGURE 1

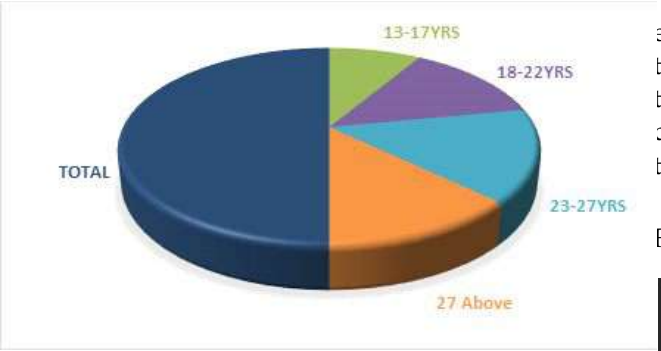


TABLE 2
Gender

PARTICULARS	FREQUENCY	PERCENTAGE
MALE	34	41
FEMALE	48	59
TOTAL	**82**	**100**

SOURCE: Primary Data

Most respondents are female compared to male. 48% are female and 34% are male

FIGURE 2

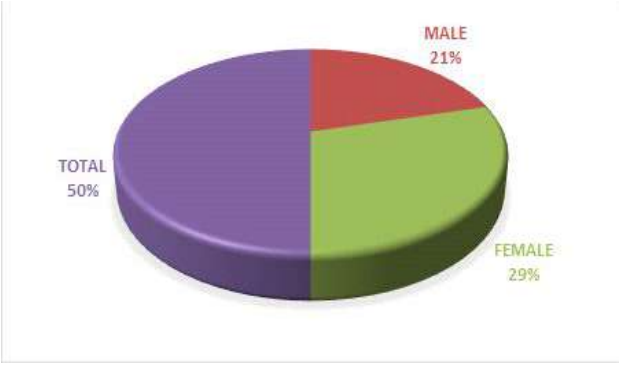


TABLE 3
Does Digital Education is Better than Traditional Learning

PARTICULARS	FREQUENCY	PERCENTAGE
YES	25	30
SOMEWHAT	12	15
NO	45	55
TOTAL	**82**	**100**

SOURCE: Primary Data

The table shows that 30% of respondents say that digital education is better than traditional education, 15% of respondents are more likely to agree that digital education is better than traditional education, and 55% of respondents do not agree that digital education is better than traditional education.

FIGURE 3

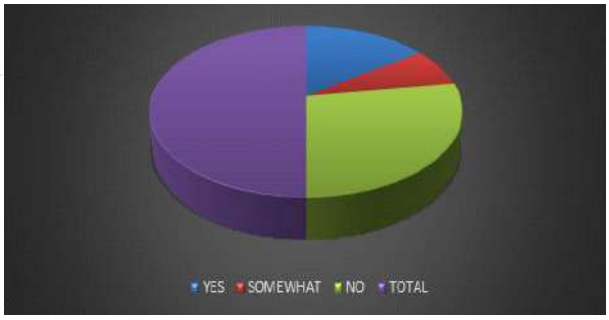


TABLE 4
How Challenging the Technical Preparation During the Transition to Online Teaching

PARTICULARS	FREQUENCY	PERCENTAGE
Is it similar to the offline class preparation	24	29
New to spend more time compared to conventional teaching	37	45
Learn more about the software that we use and the same as classroom teaching	21	26
TOTAL	**82**	**100**

SOURCE: Primary Data

The table shows that 29% of respondents say that the transition to online teaching is similar to preparing for offline teaching, 45% of them say that they have to spend more time compared to conventional teaching, and 26% of them say that they learn more about the software we use and the same as classroom teaching.

FIGURE 4

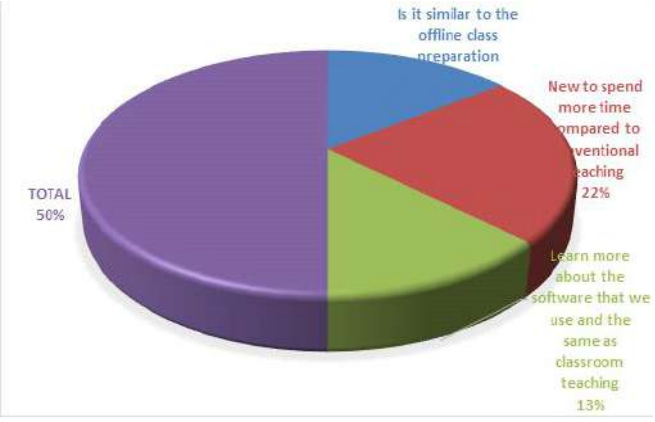


TABLE 5
How Appropriate was the Platform used by the Instructor to Share the Curriculum

PARTICULARS	FREQUENCY	PERCENTAGE
Most of the time	41	50
Sometimes	16	19
Not able to share	25	31
TOTAL	**82**	**100**

SOURCE: Primary Data

The table shows that 50% of respondents say that the platform used by the instructor to share the curriculum is adequate, 19% of respondents think that it is sometimes adequate, 31% of respondents say that the platform used by the instructor to share the curriculum is not adequate or they are not able to share the curriculum.

FIGURE 5

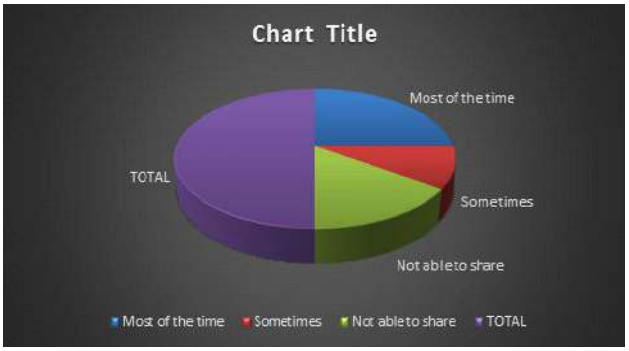


TABLE 6
How Much Does Being Able to ask questions During Online Classes Help you Understand the Material

PARTICULARS	FREQUENCY	PERCENTAGE
Most of the time	39	48
Sometime	25	30
Not at all	18	22
TOTAL	**82**	**100**

SOURCE: Primary Data

The table shows that 48% of respondents were able to ask questions during online instruction to understand the material, 30% of respondents were sometimes able to ask questions during online instruction, and 22% of respondents were not at all able to ask questions during online instruction to understand the material.

FIGURE 6

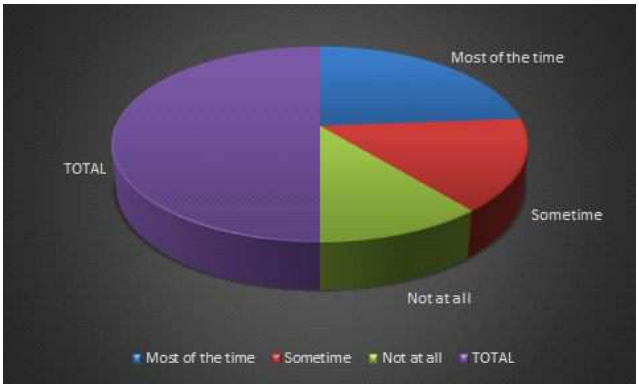


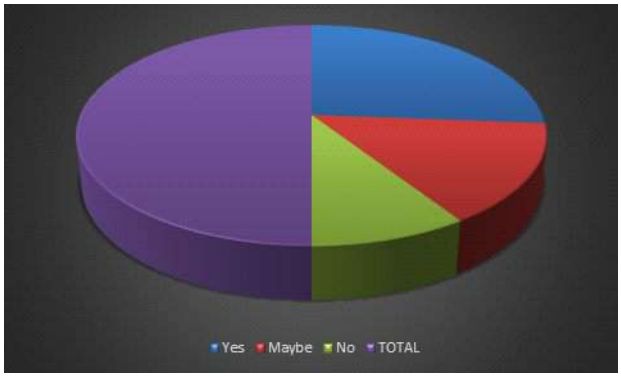
TABLE 7
Does Personalized Learning Approach will increase your Ability to Understand the Concept Accurately through Digital Learning

PARTICULARS	FREQUENCY	PERCENTAGE
Yes	43	52
Maybe	24	29
No	15	19
TOTAL	**82**	**100**

SOURCE: Primary Data

The above table shows that 52% of the respondents say that the personalized learning approach will increase the ability to understand the concept accurately through digital learning, 29% of them say that we may be able to understand the concept accurately through digital learning, and 19% of them say that personalized learning approach will not increase your ability to understand the concept accurately through digital learning.

FIGURE 7



SUGGESTION:

- 55% of respondents disagree that digital education is better than traditional education. So, the respondents think that traditional education is better for students than digital education.
- 45% of respondents say that they have to spend more time compared to traditional education.
- 50% of the respondents think that the platform used by the instructor to deliver the curriculum is adequate.
- 48% of respondents were able to ask questions during online classes to understand the material.
- 52% of respondents feel that the personalized learning approach improves the ability to accurately understand the concept through digital learning.

LIMITATIONS OF THE STUDY:

- This study was conducted within a specific period, so a complete study could not be made.
- due to time constraints, the sample was limited to 82 respondents.

CONCLUSION:

This research paper has created a digitalization of the learning experience, students and teachers can improve their skills to create an active educational process. Digital transformation in education can be brought to bear in many areas, from online learning and smart teaching to student assessments, personalized learning experiences, and online exams. The findings of this paper aim to determine students' experiences with sudden changes in education. And how do they feel about digital education, is digitalized education understandable to them? Moreover, the researcher can overcome the time limitation and conduct a detailed and comprehensive study.

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Impact of Gamification on Student Engagement and Learning Outcomes

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ABSTRACT

Gamification, the integration of game elements and mechanics into non-game contexts, has garnered significant attention in the realm of education due to its potential to enhance student engagement and improve learning outcomes. This paper presents a comprehensive review of the existing literature on the impact of Gamification on student engagement and learning outcomes in various educational settings. By incorporating elements such as points, badges, leaderboards, and challenges, gamified learning environments create a more enjoyable and immersive experience for students, thereby motivating them to actively participate in the learning process. It can apply to education-based subjects, but is also used widely in self-learning apps and courses which are available on online. The purpose of the present research is to identify the tools used by the students to engage themselves in learning processes and also to investigate the learning outcomes of the students by using Gamification Activities. Unstructured questionnaire was prepared and circulated among the students to analyse the study. Purposive research Design has been adopted to carry out in the present study. The study found that there is no significant Relationship between the Gender and Gamified Learning Activities in Educational journey, Students are of the opinion that the Frequently do you engage with gamified learning activities and Improvement in your problem-solving abilities and critical thinking skills as a result of participating in gamified learning activities and finally, Leaderboard and playing digital games are mostly used to improved concentration and focus during gamified learning activities compared to traditional learning methods.

Keywords: Gamification, Game-based Elements, Education-based Subject, Gamified learning environment, Self-Learning apps.

INTRODUCTION

In recent years, the field of education has witnessed a paradigm shift in instructional approaches with the integration of innovative technologies and pedagogical methodologies. One such approach that has gained considerable attention and popularity is gamification, which involves the infusion of game elements and mechanics into non-game contexts, particularly educational settings. Gamification aims to transform the learning experience, making it more immersive, interactive, and enjoyable for students, thereby fostering increased engagement and potentially influencing learning outcomes.

The traditional lecture-based teaching model has been criticized for its limited ability to sustain student interest and enthusiasm, often resulting in disengaged learners with reduced motivation to actively participate in the learning process.

Gamification, on the other hand, offers a promising solution to this challenge by tapping into the intrinsic motivation that games inherently possess. The incorporation of elements such as points, badges, leaderboards, challenges, and rewards serves to create a competitive and interactive learning environment, which appeals to students' desire for achievement and progress.

Numerous studies have explored the impact of Gamification on student engagement, focusing on how these game-inspired elements influence the willingness of learners to invest time and effort in their educational journey. Research suggests that gamified learning activities can significantly enhance student motivation, participation, and commitment to learning tasks. The sense of accomplishment derived from completing challenges and earning rewards reinforces positive learning behaviors, fostering a greater sense of ownership over the learning process. Beyond its effects on engagement, Gamification has also been examined for its potential to improve learning outcomes. A fundamental goal of education is to facilitate meaningful knowledge acquisition and skill development, and gamified learning environments offer a unique opportunity to achieve this.

The challenge-based nature of gamified activities encourages students to persist in overcoming obstacles, nurturing a growth mindset that can extend beyond the classroom into various aspects of their lives. Despite the growing body of research on the topic, there remains a need for a comprehensive investigation into the various dimensions of gamification's impact on student engagement and learning outcomes. Addressing gaps in existing literature, this research article presents a systematic review of relevant studies to provide a deeper understanding of the effects of gamification on educational practices with different activities and also identifying the tools used by the students to engage themselves in learning processes.

MATERIAL AND METHODOLOGY:

- Systematic review of relevant studies to provide a deeper understanding about the Gamification in Education Industry
- Purposive Research Design has been adopted for the present study.
- Unstructured questionnaire where prepared and circulated among 13 School going students and 27 College going students.
- Questionnaire was analysis with SPSS Software version 23 (Chi-Square) and Microsoft Excel (Percentage Method and Ranking Method).

RESULT:

TABLE 01:
Demographic Factors of Data Gathered

DEMOGRAPHIC FACTORS	OPTIONS	FREQUENCY	PERCENTAGE
	Oct-15	14	**35**
Age	16 - 20	16	**40**
	21 - 25	10	**25**
Gender	Female	26	**65**
	Male	14	**35**
	Schooling	13	**32.5**
Education	UG	17	**42.5**
	PG	10	**25**

Source: Primary Data

INTERPRETATION:

Table: 01 shows, the analysis of Demographic Factor using Percentage Method. That is, majority of the respondents are of the age group of between 16 and 20 (40%). Majority of the Students are of Female Category (65%) and with the Education Qualification of Undergraduate (42.5%).

TABLE 02:
Exposed to any Gamified Learning Activities in your Educational Journey

Chi-Square Tests

	VALUE	Degree of Freedom	ASYMPTOTIC SIGNIFICANCE (2-SIDED)
Pearson Chi-Square	.607[a]	2	.738
Likelihood Ratio	.602	2	.740
Linear-by-Linear Association	.335	1	.562
N of Valid Cases	40		

Source: Primary Data

Symmetric Measures

		VALUE	APPROXIMATE SIGNIFICANCE
Nominal by Nominal	Phi	.123	.738
	Cramer's V	.123	.738
N of Valid Cases		40	

Source: Primary Data

INTERPRETATION:

The above Table 01 shows, the result of Chi-Square for the gender and the gamified learning activities among students, Pearson Chi-Square value is 0.738 at 5% level of significance. The P value is Greater than the probability 0.005, Hence the Null hypothesis is Accepted. Thus, it concludes that, there is no significant Relationship between the Gender and Gamified Learning Activities in Educational journey.

TABLE 03:
Impact of Student Engagement with Gamification Activities

Impact of Student Engagement	SA	A	N	D	SD	Total	Rank
Frequently do you engage with gamified learning activities	60	64	24	4	2	154	**1**
Have you experienced improved concentration and focus during gamified learning activities compared to traditional learning methods?	55	40	48	4	1	148	**3**
Do you believe gamified learning activities increase your motivation to participate in the learning process	55	36	36	8	4	139	**5**
Have you noticed any improvement in your problem-solving abilities and critical thinking skills as a result of participating in gamified learning activities	70	48	18	10	3	149	**2**
Has gamification positively impacted your understanding and retention of the subject matter?	55	52	24	16	0	147	**4**

Source: Primary Data

INTERPRETATION:

Table 02 shows, the result of Impact of Student Engagement with Gamification Activities using Ranking Method of analysis. That is, Frequently do you engage with gamified learning activities has been Ranked 1, Improvement in your problem-solving abilities and critical thinking skills as a result of participating in gamified learning activities has been Ranked 2, improved concentration and focus during gamified learning activities compared to traditional learning methods has been Ranked 3, positively impacted your understanding and retention of the subject matter has been ranked 4 and least ranked with increase your motivation to participate in the learning process. Hence, Majority of the students are of the opinion that the Frequently do you engage with gamified learning activities and Improvement in your problem-solving abilities and critical thinking skills as a result of participating in gamified learning activities.

TABLE 04:
Type of Gamification Which Students Stumbled Upon

PARTICULARS	FREQUENCY	PERCENTAGE
Point Based Quiz	7	**17.5**
Badges and achievements	6	**15**
Leaderboard	11	**27.5**
Time-based rewards	7	**17.5**
Play Digital Games	9	**22.5**
TOTAL	**40**	**100**

Source: Primary Data

INTREPRETATION:

Table 03 shows the type of Gaming tools used by the students for learning using Percentage Method of analysis. That is, Leaderboard tool has been used by majority of the students followed by Play Digital Games, Time-based rewards, Point Based quiz and least used tools are Badges and achievements. Majority of the respondents are satisfied and agreed that Leaderboard and playing digital games are mostly used to improved concentration and focus during gamified learning activities compared to traditional learning methods.

DISCUSSION

The present study highlights the positive impact of gamified learning activities on student

engagement and cognitive development. The majority of respondents expressed satisfaction with the implementation of gamification, particularly in terms of using leaderboards and playing digital games to enhance concentration and focus during learning activities compared to traditional methods. Additionally, frequent engagement with gamified learning activities which indicates the high level interest and motivation among students. Moreover, students perceived improvement in their problem-solving abilities and critical thinking skills as a direct result of participating in gamified learning activities. Gamification often involves complex challenges and scenarios that require students to think critically and strategically to achieve their goals. By tackling these challenges, students develop their analytical and problem-solving skills, which can be transferred to real-world situations outside the classroom. Gamified learning experiences encourage learners to apply their knowledge in practical contexts, fostering a deeper understanding of the subject matter.

The finding that there is no significant relationship between gender and engagement in gamified learning activities suggests that gamification is equally effective for students of all genders. This indicates that the benefits of gamification are not biased towards a specific gender group, making it an inclusive and equitable approach in educational settings. The absence of gender-based differences in engagement also suggests that gamification can be universally adopted to enhance the learning experience for all students.

The study revealing that students are more focused and engaged when participating in gamified learning activities is a positive indicator of the efficacy of this approach. Gamification leverages the natural inclination of students towards challenges, rewards, and competition to capture their attention and sustain their interest throughout the learning process. Leaderboards, which rank students based on their performance, create a sense of competition and achievement, driving learners to concentrate and invest more effort to improve their standing. Additionally, incorporating digital games into the learning environment offers an interactive and immersive experience that keeps students engaged and motivated to learn.

CONCLUSION:

The study concludes the positive Impact of Gamification of Learning Activities on Student Engagement and Learning Outcomes. Gamification offers a dynamic and interactive learning experience that fosters concentration, motivation, and critical thinking skills among students. The intrinsic motivation generated through gamified elements like leaderboards and digital games drives students to actively participate and excel in their learning pursuits. Moreover, gamification proves to be an inclusive approach, with no significant gender-based differences in engagement, making it suitable for all learners.

While the provided facts demonstrate the positive aspects of gamified learning activities, further research could delve into specific gamification strategies and their varying effects on student engagement and learning outcomes. Additionally, understanding the long-term effects of gamification and its sustainability in promoting continuous academic growth would be valuable for educators and policymakers seeking to optimize the benefits of gamification in education.

Overall, gamification holds significant promise as an innovative and effective pedagogical approach to enhance student engagement and fosters critical thinking skills in the modern educational landscape.

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A Study on Role of College Institutions in Sustainable Development (with Special Reference to College Students) in Chennai City

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ABSTRACT

The aim of this paper is to increase the contribution of college institutions towards sustainable development and make the college students to aware of 17 sustainable goals. The students can also help the nation to achieve sustainable development with the help of their college institutions. This can create the self-satisfaction among college students to feel proud and happy themselves to be in the process of nation's development. The objectives of the study are (1) To create an awareness among college students in the concept of sustainable development (2) To assess the importance of sustainable development through college institutions (3) To examine the factors that affecting the college institutions in attaining sustainable development. The sample size of the paper is 50. The respondents are college students from the Chennai city. The primary data were used in the study to assess the valuable response from the respondents. Methods used in the study are simple percentage method and the data represented in the form of 3D pie diagram. Findings of the study states that the awareness need to increase and the process of implementation to achieve the sustainable development goal is still in the progress. Conclusion shows that the college institutions are participating in the sustainable development goal but it also needs a lot of human resource to support the process.

INTRODUCTION

The college institutions playing a major role in the process of achieving the sustainable development. Because they are group of well-educated community help to build a developed nation. Sustainable development goals indicates each and every sector that need to take care by the humans to develop their nation. Human technology has changed rapidly to such an extent but it also has created negative impact on it. Sustainable development goals indicates that human has to save their nature for the future generation also. It makes an environment to sustain its present for the future development. Each and every individual has a huge responsibility and they equally liable themselves to contribute towards their nation's development. Education plays an essential role in the advancement of the nation's development. It is also necessary for the nation to develop their people to achieve their goals so it automatically leads them to create a well- developed nation. So, the college is a place where the young generation of the nation will combine. So, this is the right place where we have to educate the young minds towards their nation values and moral in the society and we can address the problems which we are facing in our day-to-day life such as issues towards political, social and environmental so we can easily come up with the solution. In college we can empower the students with the knowledge and skills which help them to benefit of their career opportunities. They themselves understand the need for the sustainable environment in the college and make them to apply

in their house also. This helps to develop their sustainable society easily. College can make the students to get involved themselves in the activities of sustainable development. College institutions can make the students life a good memorable one so this creates a huge responsibility on colleges where they need to take care their society, environment and the student's life for the better education. The responsibility of taking care of the nature has spread over each and every sector in the country. So, the college institutions can educate the students to make the nature more sustainable one.

REVIEW OF LITERATURE

Florian Findler, Norma Schönherr, Rodrigo Lozano and Barbara Stacherl (2018): Assessing the Impacts of Higher Education Institutions on Sustainable Development—An Analysis of Tools and Indicators. Academic open access publishing. Sustainability 2019, 11, 59. This study analyses the assessment tools to systematically measure, audit and communicate sustainable development goals. They also measured the impact of SD goals outside the organizational boundaries such as society, the natural environment and the economy. Using descriptive statistics and mixed-method approach to examine 1134 indicators for sustainability. The findings reveal that sustainable development tool has greater impact on the organizational boundaries. So, they concluded that updating and developed ones may enable them to fully realize the potential to contribute to sustainable development.

TomasB.Ramos,Sandra Caeiro, Bart vanHoof, Rodrigo Lozano, Donald Huisingh, Kim Ceulemans (2015): Experiences from the implementation of sustainable development in higher education institutions: Environmental Management for Sustainable Universities. Journal of Cleaner Production. Volume 106, 1 November 2015, Pages 3-10. This study address 33 papers which were present on the European roundtable. They also provide the important steps for the higher education in the discipline of sustainable development through exploring their rethink theories, proposed models, methods and the way to achieve through case study and also provided them with guidelines for practitioners. They are also faced many challenges and opportunities to integrate the SD in their systems.

Suzanna Elmassah, Marwa Biltagy, Doaa Gamal (2021): Framing the role of higher education in sustainable development: a case study analysis. International Journal of Sustainability in Higher Education. This study examines the case study of three countries such as Germany, Japan and Egypt to present their role and successful techniques to implement that higher education can achieve sustainable development goals. They are also applied this concept into their day-to-day life. The primary data were prepared through the semi-structured interviews and also used the secondary data from university websites. The finding of the study can guide the developing world to attain sustainable development.

Florian Findler and Norma Schönherr, Rodrigo Lozano, Daniela Reider and André Martinuzzi (2018): The impacts of higher education institutions on sustainable development A review and conceptualization. International Journal of Sustainability in Higher Education Vol. 20 No. 1, 2019 pp. 23-38. The study of this research work indicates that the impact of higher education on sustainable development. The finding highlights the six areas where they have direct as well as indirect effect on sustainable development goals. They also provide the practical implications on how the activities of the higher education impact the economy as a whole and social implication as they have inherent responsibility to make society more sustainable.

Oleg Legusov, Rosalind Latiner Raby, Leping Mou, Francisca Gómez-Gajardo & Yanan Zhou (2021): How community colleges and other TVET institutions contribute to the United Nations sustainable development goals. Journal of Further and Higher Education. The comparative study has wide the scope for the community colleges vs vocational education and training institutions in contributing towards sustainable development in developed and developing countries. It presents five case studies which has conducted in five different states. The findings reveal from the five case studies presents the sustainable development goals are the most important one. They are faced many barriers to accomplish sustainable development goals in colleges such as high cost of education, graduate inability to secure employment, inadequate funding etc.,

RESEARCH GAP

From the review of literature gap of the study has been Identify in order to full fill the gap the present study has been undertaken from the college institutions with reference to college students in Chennai city.

OBJECTIVES OF THE STUDY

- To create an awareness among college students in the concept of sustainable development
- To assess the importance of sustainable development through college institutions

➢ To examine the factors that affecting the college institutions in attaining sustainable development.

RESEARCH METHODOLOGY

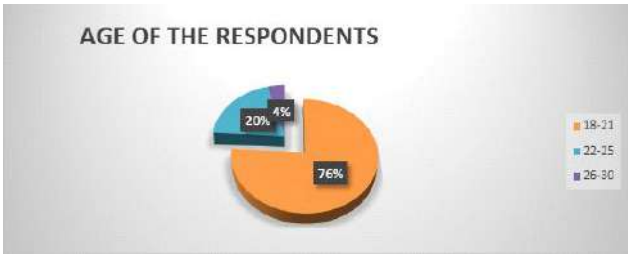
The research design of the paper represents the simple percentage method and sample size of 50 college students. 50 respondents are taken from the convenience sampling method in the research design. Primary data were used in the study and secondary data were also used for the purpose of taking the review from the literature. The data collected from the respondents are represented in the form of 3D pie diagram. This enables the users to understand the results from the study.

ANALYSIS AND DISCUSSION

TABLE 1

AGE OF THE RESPONDENTS	FREQUENCY	PERCENTAGE
18-21	38	76
22-25	10	20
26-30	2	4
TOTAL	50	100

FIGURE 1



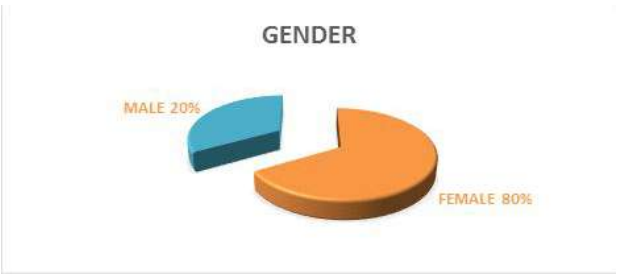
INTERPRETATION:

76% of the respondents are from the 18-21 age category, 20% of the respondents are from 22-25 age category, 4% of the respondents are from 26-30 age category.

TABLE 2

GENDER	PERCENTAGE	FREQUENCY
FEMALE	80	40
MALE	20	10
TOTAL	100	50

FIGURE2



INTERPRETATION

80% of the respondents are female and 20% of the respondents are male.

TABLE 3

QUALIFICATION	PERCENTAGE	FREQUENCY
UG	60	30
PG	40	20
TOTAL	100	50

FIGURE3



INTREPRETATION

60% of the respondents are under UG course and 40% of the respondents are under PG course

TABLE 4

AWARENESS IN SUSTAINABLE DEVELOPMENT GOALS	PERCENTAGE	FREQUENCY
YES	20	10
MAY BE	20	10
NOT SURE	60	30
TOTAL	100	50

FIGURE4



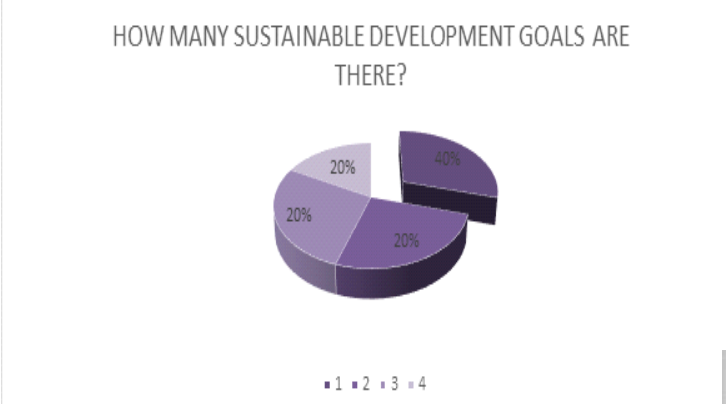
INTREPRETATION

60% of the respondents are not sure of the concept of SD goals, 20% of the respondents are aware of the concept and 20% of the respondents may know this concept somewhat.

TABLE 5

HOW MANY SUSTAINABLE DEVELOPMENT GOALS ARE THERE?	PERCENTAGE	FREQUENCY
17	20	10
15	40	20
16	20	10
10	20	10

FIGURE 5



INTREPRETATION

20% of the respondents were answered correctly, 40%,20% &20% these % of the respondents were answer wrongly.

TABLE 6

HOW DOES YOUR COLLEGE HELP YOU TO UNDESTAND THE IMPORTANCE OF SUSTAINABLE DEVELOPMENT	PERCENTAGE	FREQUENCY
ACADEMIC- SUBJECTS	70	35
CONDUCTING FDP PROGRAM	10	5
IMPLEMENTING SD GOALS IN THE CAMPUS	10	5
SD INTERNSHIPS	10	5

FIGURE 6



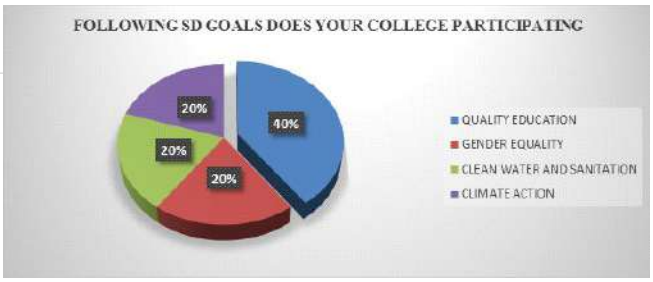
INTREPRETATION

70% of the respondents were answered they understand this sustainable development through academic subjects and all the other category that is 10% were answered that from FDP program, implementing SD goals in the campus and SD internship they know this concept.

TABLE 7

FOLLOWING SD GOALS DOES YOUR COLLEGE PARTICIPATING	PERCENTAGE	FREQUENCY
QUALITY EDUCATION	40	20
GENDER EQUALITY	20	10
CLEAN WATER AND SANITATION	20	10
CLIMATE ACTION	20	10

FIGURE 7



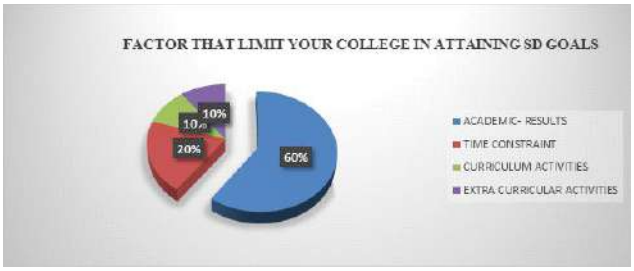
INTREPRETATION

40% were answered their college focus on the quality education and all other category were answered 20% for gender equality, clean water and sanitation, climate action.

TABLE 8

FACTOR THAT LIMITS YOUR COLLEGE IN ATTAINING SD GOALS	PERCENTAGE	FREQUENCY
ACADEMIC- RESULTS	60	30
TIME CONSTRAINT	20	10
CURRICULUM ACTIVITIES	10	5
EXTRA CURRICULAR ACTIVITIES	10	5

FIGURE 8



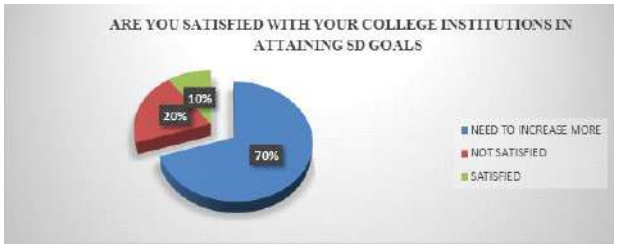
INTREPRETATION

60% of the respondents were answered the factor that limits their college academic-results, 20% is the time-constraint and all other category that is 10% were answered curriculum activities and extra-curricular activities.

TABLE 9

ARE YOU SATISFIED WITH YOUR COLLEGE INSTITUTIONS IN ATTAINING SD GOALS	PERCENTAGE	FREQUENCY
NEED TO INCREASE MORE	70	35
NOT SATISFIED	20	10
SATISFIED	10	5
TOTAL	100	50

FIGURE 9



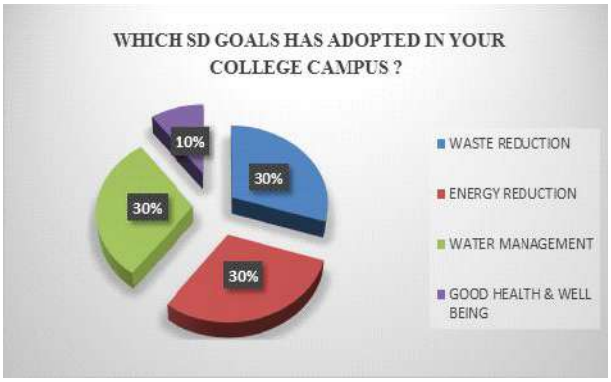
INTREPRETATION

70% feels that the college should increase their participation more, 20% were not satisfied and 10% were satisfied.

TABLE 10

WHICH SD GOALS HAS ADOPTED IN YOUR COLLEGE CAMPUS?	PERCENTAGE	FREQUENCY
WASTE REDUCTION	30	15
ENERGY REDUCTION	30	15
WATER MANAGEMENT	30	15
GOOD HEALTH & WELL BEING	10	5

FIGURE 10



INTREPRETATION

30% of the respondents were answered that waste reduction, energy reduction and water management they feel that their campus were adopted by all this. 10% of the respondents were answered in the option of good health & well-being.

SUGGESTION

- ❖ Each and every one in the nation should contribute themselves in the attainment of sustainable development goals.
- ❖ The college institutions need to increase their contribution towards sustainable development goals that is they need to participate in all the 17 goals.
- ❖ College students have the responsibility over to achieve the 17 goals of sustainable development along with college institutions.
- ❖ College students should need to actively participate in the event of developing the nation sustainable one.
- ❖ They need to involve more human resources to achieve the sustainable development goals.

LIMITATIONS OF THE STUDY

- · Sample size is restricted to 50 college students.
- · The findings and conclusions are based on the knowledge and experience of the respondents.
- · It is limited to Chennai city only.
- · Period for conducting the survey is limit to a particular time period.
- · The study is limited to college institutions.

SCOPE FOR FURTHER RESEARCH

Further the researcher can be overcome all the limitations from the research in order to spread awareness, assess the importance and factors which affecting the sustainable development in the colleges institutions and comparative study can be made in different sectors in the industry. Also, the same study can be made in different educational institutions.

CONCLUSION

To conclude this paper, the college institutions are taking efforts to implement the sustainable development goals around the campus. But they are still in the developing stage to achieve it. This is a continuous process that need to adopt by the college students, staff members to co-ordinate themselves and practice the same in their day-to-day life.

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Student`s Satisfaction towards Byju`s Learning Application with Special Reference to Chennai City

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ABSTRACT

Byju`s is the most important role played in Indian education system. They provide facilities for competitive exam learner, school level exam preparation study material and home learning program. The internet and advancement in information technology generates new possibilities for education and training through e-learning. There are various kinds of electronic devices, application and Servavai, electronic mode of learning and teaching has alternative method traditional mode of learning. Learning Management System (LMS) has become the largest component of learning-teaching processed in many institute across the world. The objective of the study is to analyze the factors motivating students to prefer Byju`s learning application. To identify the student`s satisfaction with the instructor. To study the quality in Byju`s learning application. Primary and secondary data have been used for the study. A structured questionnaire was circulated to students through electronic form. 62 responses collected from 14.07.2023 to 20.07.2023. Descriptive research has been used in the study. Research design students satisfaction towards byju`s learning application. One way sample t-test, Independent sample t-test and ANNOVA tools have been used in this study. The findings of the study, revealed most of the student's age group between 15-19 57% (35). Majority of the students are female 73% (45). Majority data collected from school students 81% (50). Students daily using this application for learning purpose 48% (30). Source of information social media 48% , Most of the students access smartphone to learn57%, technical issues facing slow loading time (65%), purpose of using the learning application to improve grade (47%), opinion of quality of education High quality 61%, affordable with the price 34%,
Payment process feels smooth and easy 68% in learning application.

Keywords: Byju`s, E-Learning, Technology, Students, Internet, Interactivity.

INTRODUCTION

Byju`s, one of the most valued education tech companies in the world. Byju`s app among the m-learning apps, help to study complicated subject by making concepts easy. The teaching learning environment has personalized learning. M-learning is a form of education i.e., online learning, e-learning. Learning medium have changed, Gone days when we memorized the concept and write it down during exams. Now students learn at home by using their computers, mobile, laptop and tablet through the internet. E-learning is the interaction between students and instructors. Online graduation and other courses and competitive exams study materials

are available in learning app for example IBPS clerk, SBI PO, GATE. Students want to continue working to raise families, they can access at any time it has become popular in the past decade. Smartphone have become common among students, educators around the world using smartphone to impart learning. The teachers or instructors just not content provider they sharing knowledge with student, guides them to do all the work through internet, this method called constructivism. Constructivism is the scientific position that enhances knowledge through activity. Current method of teaching and learning highly based on constructivism. In modern technology teachers are using smart board, projectors, audio-video visuals and online sites for teaching. Learning is student centered, teachers provides critical problems and guide students to find out the solutions. Learning materials are available at single click on internet. Internet is the largest network for learning and teaching process there are tools on online websites, e-library, blogs, multimedia resources for necessary information. Teachers and students make use of online learning on internet, multicourse which helps to impart knowledge, engagement in learning. Students get practical experience when learning they related to their own life and its needs. Educational application: Coursera, Unacademy, Meritnation, SoloLearn and Byjus etc. Byjus learning application using 3D animation, Visual effects, motion graphics provides for immersive learning. Students are benefited through this learning application, they can learn at their own comfortable time at home recording videos are available in the learning application.

REVIEW OF LITERATURE:

Satisfaction is defined as feelings or attitude associated and various factors affecting a particular situation (Bailey & Pearson, 1983). The concept of user satisfaction represents the level of confirmation between information system employees by the users and their requirements (Cyert & March, 1963).

- **Gowshik Raja V.S, M. Banurekha (2021),** explored student satisfaction is played an important role of educational related work. In this study conducted in Coimbatore district, included various factors like application preference by students, fees payment and problems experienced during e-learning. The objective of the study is to analyze student satisfaction towards online learning, problems faced during online learning in Coimbatore district.

- **Sruthi P, Dr. Sangeeta Mukherjee (2020)**, analyzed, Technology has drastically improved the education system over the past 15 years. Online learning has replaced the traditional learning. Byju`s learning app is India`s largest learning app with 3000 subscriptions. The app more interactive teaching, blend of content and more interesting among students. It promotes personalized learner among users. In the study explored a selected group of students from high and higher secondary school from CBSE and Kerala state board and analyzed the traditional to m-learning. This study explained how facilitate and improve the teaching learning experience among students of Kerala.

- **Venu Madhav Sunkara, Rajasekhara Rao Kurra (2017),** study showed, The objective of the study is to identify contemporary learners about online learning system in teaching and learning method and factors influencing the success of online learning and learner satisfaction the need of contemporary learner in online learning. This study aims that drawback exists in e-learning and management information system and gathering more information requirements of the students to improve satisfaction level on online learning. It`s difficult to analyze the learner needs without knowing their present experience and area of improvement. The findings of the study, students were not fully satisfied with online learning at the sametime versatile in the internet and website.

- **Muhammad zaheer, Dr. Masroor Elahi Babar, Uzma Hanif Gondal, Mubasher Majeed Qadri (2015),** purpose of the study, Students satisfaction in online learning mode in Pakistan. A structured questions was framed to identify eight dimensions namely: Learning environment and teaching method, Assessment, Learning resources, Quality of delivery, Course content and organization, Student contribution and instructor. 21608 students participated out of which 65% are male and 35% are female. Most of the responders are 17-30 category of age group. Findings of the study showed, students are satisfied in online learning mode. E-learning has high potential in higher education in Pakistan. Higher education institution is limited in a country.

- **Sadia Jabeen, Aisha Muhammad Din, Muhammad Farhan Sadiq (2014),** the study explored to identify student satisfaction level of virtual university of Pakistan e learning system. The objective of the study, factors which determine and affect students satisfaction from online learning. To measure student satisfaction framed a structured questionnaire

with 25 factors. The sample size is 240. Descriptive statistics, Regression analysis and one sample t-test applied to measure student satisfaction. Findings of the study practice exercise, face to face communication and better in promotion. Relationship between students and instructors to improve student satisfaction from the system.

OBJECTIVES:

- To analyze the factors motivating students to prefer Byju`s learning application.
- To identify the student`s satisfaction with the instructor.
- To study the quality in Byjus learning application.

METHODOLOGY:

Primary and secondary data have been used for the present study. Primary data collected through structured questionnaire from students through Google form. Secondary data have been collected to analyze the conceptual framework for the present study. 62 samples were collected. Data collection period from 14.07.2023 to 20.07.2023. Descriptive research has been used in the study. Research design students satisfaction towards Byju`s learning application. One sample t-test, Independent sample t-test and ANNOVA tools have used in this study.

HYPOTHESIS:

- H1: There is a significance difference between factors motivating students to prefer byjus learning application and Gender.
- H2: There is a significance difference between student satisfaction with the instructor and Age.
- H3: There is no significance difference between student satisfaction with the instructor and Age.
- H4: There is a significance difference between service quality of learning application and Age.

RESEARCH GAP:

In the existing study analyzed the factors influenced for using e learning application, problems faced during the learning process, awareness of learning application. In this research studied student satisfaction towards learning application, factors motivating to preference to access learning application, service quality of application and student satisfaction with the instructor.

SIGNIFICANCE OF THE STUDY:

In Many institutions, teachers using blended mode which uses both modern and traditional teaching learning and strategy gained in popularity. The teachers feel difficult to learn how to handle modern classroom teaching. But slowly, students are trained in information technology from the primary stage. Internet has become widespread and cheaper most of the students are accessing internet. The present study aims to provide imparting knowledge, information for students and parents about various improvements in learning application in the field of learning teaching process.

- To analyze the factors motivating students to prefer Byju`s learning application.
- To identify the student`s satisfaction with the instructor.
- To study the quality in Byju`s learning application.

DATA ANALYSIS AND INTERPRETATION:

Table 1.1
Demographic details

DEMOGRAPHIC	*RESPONDERS*	*FREQUENCY*
Age		
15-19	35	57%
20-22	15	24%
23-25	10	16%
26-28	2	3%
Gender		
Male	17	27%
Female	45	73%
Educational Qualification		
School students	50	81%
Undergraduate	10	15%
Postgraduate	1	2%
Professional	1	2%
How frequently use the byju`s learning application		
Daily		
Weekly	30	48%
Once in 6 months	15	24%
Rarely	10	16%
	7	12%
TOTAL	62	100%

Source: Primary data

INTERPRETATION:

The above table 1.1 shows, Demographic details most of the student`s age group between 15-19, 57% (35). Majority of the students are female 73% (45).

Majority data collected from school students 81% (50). Student`s daily using this application for learning purpose 48% (30).

Table 1.2
Source of Information

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Television advertisement	5	8%
Social media	30	48%
Friends	5	8%
Teachers suggestion	10	16%
Organization	12	20%
TOTAL	62	100%

Source: Primary data

INTERPRETATION:
The above table 1.2 shows, 48% of the students source of information social media, 20% gets to know about organization, 16% of the student`s source teachers suggestion, information source from television advertisement and friends 8%.

Table 1.3
Type of Technology do you use to access Byju`s Learning App

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Smartphone	35	57%
Laptop	15	24%
Tablet	5	8%
Desktop	7	11%
TOTAL	*62*	***100%***

Source: Primary data

INTERPRETATION:
The above table 1.3 shows, most of the students access 57% smartphone to learn, 24% Laptop, 8% Tablet and Desktop 11%.

Table 1.4
Technical Issues Faced While Using this Application

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Slow loading time	40	65%
Connectivity issues	15	24%
Application Craches	2	3%
Others	5	8%
TOTAL	***62***	***100%***

Source: Primary data

INTERPRETATION:
The above table 1.4 shows, 65% of technical issues facing slow loading time, 24% of technical issues facing connectivity issues, 3% of technical issues facing application craches and 8% of the students technical issues facing others.

Table 1.5
Purpose of using the Application

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Improves grade	29	***47%***
Learning new courses	16	***25%***
Preparing for exams	9	***15%***
Enhancing knowledge	8	***13%***
TOTAL	***62***	***100%***

Source: Primary data

INTERPRETATION:
The above table 1.5 shows, 47% purpose of using the learning application to improve grade, 25% purpose of learning new courses, 15% purpose of preparing for exams, 13% purpose of enhancing knowledge.

Table 1.6
Opinions of the Quality of Education

PARTICULARS	*RESPONDERS*	*FREQUENCY*
High quality	38	61%
Average quality	14	23%
Low quality	10	16%
TOTAL	***62***	***100%***

Source: Primary data

INTERPRETATION:

The above table 1.6 shows, Opinions of the quality of education. Majority of the students have chosen High quality 61%, Average quality 23% and Low quality 16%.

Table 1.7
Price of the product in Byju`s Application

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Affordable	21	34%
Fair	11	18%
Expensive	16	26%
Very expensive	14	22%
TOTAL	***62***	***100%***

Source: Primary data

INTERPRETATION:

The above table 1.7 shows, price of the product in byju`s application. In learning application majority of the students affordable with the price 34%, Expensive 26%, Very expensive 22% and Fair value 18%.

Table 1.8
Payment Process in Byju`s Application

PARTICULARS	*RESPONDERS*	*FREQUENCY*
Smooth and easy	42	68%
Difficult in payment	10	16%
Confusing	5	8%
Neutral	5	8%
TOTAL	***62***	***100%***

Source: Primary data

INTERPRETATION:

The above table 1.8 shows, payment process in Byju`s learning application. Majority of the responders are feels smooth and easy 68%, Difficult in payment 16%, Confusing 8% and Neutral 8%.

Table 1.9
Factors Motivating Students to prefer Byju`s Learning Application

One sample t-test

Ho: There is no significant relationship between Factors motivating students to prefer byju`s learning application and Gender

H1: There is significant relationship between Factors motivating students to prefer byju`s learning application and Gender

(Test Value = 4)

Factors	*N*	*Mean*	*Standard Deviation*	*Mean Difference*	*T*	*Df*	*Sig*
Availability of high quality study material	***62***	***1.75***	***1.00304***	***2.2419***	***17.6***	***61***	***0***
Doubt solving session with mentors	***62***	***2.22***	***0.94815***	***1.7741***	***14.734***	***61***	***0***
Competitive exam preparation	***62***	***2.5***	***1.12422***	***1.5806***	***11.071***	***61***	***0***
Convenience of learning from home	***62***	***2.14***	***1.17133***	***1.8548***	***12.469***	***61***	***0***
Interactive videos and interesting quizzes	***62***	***1.91***	***0.83565***	***2.0806***	***19.605***	***61***	***0***
Practices examination	***62***	***2.41***	***1.12422***	***1.5806***	***11.071***	***61***	***0***
Peer discussion	***62***	***2***	***1.21466***	***2***	***12.965***	***61***	***0***

Source: Primary data

INTERPRETATION:

Table 1.9 shows, The p value of variable namely Availability of high quality study material (1.75), Doubt solving session with mentors (2.22), Competitive exam preparation (2.50), Convenience of learning from home (2.14), Interactive videos and interesting quizzes (1.91), Practices examination (2.41), and Peer discussion (2.00) are less than 0.01 at 1% level of significance. Hence null hypothesis is rejected. It concluded that there is a significance difference in the factors motivating students to prefer byju`s learning application and Gender.

Table 1.10
Student Satisfaction with the Instructor

Independent sample t-test

Ho: There is no significant relationship between Students satisfaction with the instructor and age

S.NO	SATISFACTION	GENDER	N	MEAN	STANDARD DEVIATION	T	SIG(2 tailed)	RELATIONSHIP
1	Visual representation of topics makes studying easy	Male	17	1	0	9.101	0.000*	Significant
		Female	45	2.022	0.753			
2	Doubts are delivered in a timely manner	Male	17	2	0	0.758	0.000*	Significant
		Female	45	1.866	1.179			
3	Tutors are knowledgeable about the subject they teach	Male	17	1.705	0.985	1.835	0.433	Not significant
		Female	45	2.222	0.997			
4	Teachers teaching in Byjus application can be contacted	Male	17	1.529	0.717	2.88	0.075	Not significant
		Female	45	2.288	0.991			
5	Orientation exams provided by the app is very effective	Male	17	1	0	8.027	0.000*	Significant
		Female	45	1.844	0.705			

H1: There is significant relationship between Students satisfaction with the instructor and age
Source: Primary data

INTERPRETATION:
The above table 1.10 reveals that values of the variables namely, Visual representation of topics makes studying easy, Doubts are delivered in a timely manner, Orientation exams provided by the app is very effective are found to be highly significant at 1% level of significance. Hence the null hypotheses are rejected and inferred that there is highly significant difference between the mean scores of these three factors of learning application satisfaction and age.

The p value of the variables Tutors are knowledgeable about the subject they teach and Teachers teaching in byju`s application can be contacted are more than 0.05 at 5% level of significance. Hence the null hypotheses are accepted and inferred that there is no difference between the mean scores of these two factors of learning application satisfaction and age.

Table 1.11
Service quality of application
One Way ANOVA

Ho: There is no significant relationship between service quality of application and age

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Highly adaptive	Between Groups	61.944	3	20.648	87.203	<0.001**
	Within Groups	13.733	58	0.237		
	Total	75.677	61			
Engagement	Between Groups	23.738	3	7.913	22.794	<0.001**
	Within Groups	20.133	58	0.347		
	Total	43.871	61			
Effective learning solution	Between Groups	28.078	3	9.359	19.034	<0.001**
	Within Groups	28.519	58	0.492		
	Total	56.597	61			
High quality learning	Between Groups	44.834	3	14.945	85.539	<0.001**
	Within Groups	10.133	58	0.175		
	Total	54.968	61			
High internet connectivity	Between Groups	49.384	3	16.461	28.415	<0.001**
	Within Groups	33.6	58	0.579		
	Total	82.984	61			

H1: There is significant relationship between service quality of application and age

Source: Primary data

INTERPRETATION:

The p value of variables namely Highly adaptive, Engagement, Effective learning solution, High quality learning, High internet connectivity are less than 0.01, at the 1% level of significance. Hence null hypotheses are rejected for these variables. It concludes that there is a significant different between these variables and age of the respondents.

CONCLUSION:

The Byju`s application is also self- paced learning experience by enabling the students to crack down difficulty exams. Online learning application provides facilities like visual graphics, video based instructions, web based learning. These facilities useful for students to understand basic concepts and preparing for exams. Most of the students agree that, the learning application is interesting, effective and comfortable. Some of the students are not off using this application, because of un-subscription. Subscription is very expensive for average students. Byju`s application gain mass students if it price becomes affordable.

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OTT Platform and Technological Interventions – Role Played by OTT Platform in Educational Industry

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ABSTRACT

This paper examines the role played by Over-The-Top (OTT) platforms in the educational industry and their impact as a technological intervention. OTT platforms have emerged as powerful tools for delivering educational content and enabling learners to access a wide range of educational resources anytime and anywhere. It investigates the features and functionalities of OTT platforms that make them effective in delivering educational content, including video-based lessons, interactive quizzes, and personalized learning experiences. Additionally, it analyzes the advantages of using OTT platforms, such as flexibility, convenience, and the ability to cater to diverse learning styles and preferences. Furthermore, the paper discusses the impact of OTT platforms on different stakeholders in the educational industry. It examines how these platforms have revolutionized traditional teaching methods and created new opportunities for educators to reach larger audiences. It also explores the benefits for students, such as access to high-quality educational content, the ability to learn at their own pace, and the opportunity to engage in interactive learning experiences. It discusses issues related to content quality, credibility, and the need for effective content curation. Furthermore, it explores concerns about privacy, data security, and the digital divide that may limit access to educational resources for certain populations. Overall, the paper discusses the role played by the OTT platform in transforming education industry.

Keywords: Over the top platform-OTT, Technological intervention, education industry, educational content, revolution in education industry, etc.

INTRODUCTION

In recent years, the advent of Over-The-Top (OTT) platforms has revolutionized various industries, offering on-demand content and personalized experiences to users. An over-the-top (OTT) media service is one that is delivered to viewers directly over the Internet. OTT bypasses the conventional controllers or distributors of such material, such as cable, broadcast, and satellite television platforms. It has also been used to characterize no-carrier smart phones, in which all communications are priced as data in order to prevent monopolistic competition, or applications for phones that transfer data in this fashion, including those that substitute other call methods (Fitchard, 2020) ((Techcrunch, 2013) as well as those that update software. While the entertainment sector has seen a significant impact from these platforms, their influence extends far beyond movies and TV shows. One such area that has experienced a transformative effect is the educational

INTRODUCTION

industry. This preamble delves into the role played by OTT platforms in the educational landscape, exploring the technological interventions they have introduced and their potential to reshape traditional learning methods. By leveraging the power of digital platforms, OTT services have opened up new avenues for education, breaking down geographical barriers, promoting accessibility, and fostering innovative learning experiences. This exploration will shed light on the ways in which OTT platforms have emerged as powerful tools in enhancing educational opportunities and empowering learners in the modern era.

Technology has become an integral part of our lives, transforming the way we communicate, work, and access information. In the realm of education, technology has brought about significant advancements, enabling innovative learning methods and expanding educational opportunities. One technology that has particularly revolutionized the educational landscape is Over-The-Top (OTT) platforms. OTT platforms, typically associated with streaming movies and TV shows, have made a significant impact on the education sector as well. In this essay, we will explore the use of technology, with a specific focus on the role of OTT platforms, and how they have contributed to the evolution of education.

1 Enhanced Accessibility and Flexibility

One of the key benefits that OTT platforms bring to education is enhanced accessibility and flexibility. Traditionally, education has been bound by physical classrooms and limited by geographic constraints. However, OTT platforms have broken down these barriers by providing on-demand access to educational content anytime, anywhere. Learners can access a wide range of educational resources, including lectures, tutorials, documentaries, and interactive materials, with just a few clicks. This flexibility enables individuals to learn at their own pace and convenience, fitting education into their busy schedules.

2 Diverse Learning Resources

OTT platforms have expanded the range of learning resources available to students and educators. These platforms offer a diverse array of educational content, including subjectspecific lectures, skill development courses, and study materials. Whether it's a lecture on astrophysics, a language learning series, or a course on entrepreneurship, OTT platforms provide a vast library of knowledge that caters to various interests and disciplines. This wealth of resources empowers learners to explore new subjects, deepen their understanding, and broaden their horizons beyond what traditional classrooms can offer.

3 Interactive and Engaging Experiences

Education is most effective when it engages students and fosters active participation. OTT platforms have introduced interactive and engaging experiences that promote active learning. Features such as quizzes, interactive exercises, and discussion forums within these platforms encourage students to actively participate in the learning process. Additionally, many OTT platforms incorporate gamification elements, turning education into an enjoyable and immersive experience. This approach boosts student motivation and helps them retain information more effectively.

4 Personalized Learning Journeys

Every student has unique learning needs and preferences. OTT platforms recognize this and offer personalized learning journeys. Through intelligent algorithms and data analytics, these platforms can recommend relevant content based on the learner's interests, previous choices, and performance. This personalized approach ensures that students receive tailored recommendations that align with their goals and learning styles. By providing content that is specifically curated to individual needs, OTT platforms empower students to take ownership of their learning and make progress at their own pace.

5 Global Learning Community

OTT platforms have fostered the creation of a global learning community. Through discussion forums, live sessions, and collaborative projects, learners from around the world can connect and engage with each other, transcending geographical boundaries. This creates opportunities for cross-cultural exchanges, knowledge sharing, and collaborative learning. By bringing together a diverse group of learners, OTT platforms enable the development of a global perspective and promote intercultural understanding.

6 Contribution of Over-The-Top (OTT) in today's modern education

The contribution of Over-The-Top (OTT) platforms in today's modern education is immense. These platforms have revolutionized the way education is delivered, accessed, and experienced. Here are some significant contributions of OTT platforms in modern education:

2.1 Access to a Wide Range of Content: OTT

platforms offer a vast library of educational content, including video lectures, tutorials, documentaries, and e-books. Students and educators can access a diverse range of subjects, disciplines, and learning materials conveniently from anywhere with an internet connection. This accessibility allows for self-paced learning and the exploration of new topics beyond the constraints of traditional classrooms.

2.2 Flexibility and Convenience: OTT platforms provide flexibility in terms of when and where students can access educational content. Learners can choose their own study schedule, allowing them to balance their education with other commitments, such as work or personal responsibilities. This flexibility accommodates diverse learning styles and promotes a more personalized approach to education.

2.3 Interactive and Engaging Learning Experiences: OTT platforms offer interactive features that engage students and enhance the learning experience. Through quizzes, interactive exercises, and multimedia content, students can actively participate in their learning, reinforcing understanding and knowledge retention. Gamification elements, such as badges and rewards, further motivate students and make the learning process enjoyable.

2.4 Personalized Learning Paths: OTT platforms leverage data analytics and algorithms to provide personalized learning paths. By analyzing user preferences, performance, and learning patterns, these platforms can recommend tailored content and learning resources to individual students. This personalized approach helps students focus on their specific areas of interest and address their unique learning needs, resulting in more effective learning outcomes.

2.5 Collaborative Learning and Global Connections: OTT platforms facilitate collaborative learning by enabling students to connect with peers and educators from around the world. Discussion forums, live sessions, and virtual classrooms create opportunities for interaction, knowledge sharing, and collaborative projects. Students can engage in meaningful discussions, learn from diverse perspectives, and develop important skills such as teamwork and communication.

2.6 Continual Learning and Professional Development: OTT platforms support lifelong learning and professional development. Professionals can access specialized courses, certifications, and skill development programs to enhance their knowledge and stay updated in their respective fields. These platforms provide a convenient and cost-effective way to acquire new skills and advance careers without the need for traditional classroom-based training.

2.7 Integration of Multimedia and Visual Learning: OTT platforms leverage multimedia elements, including videos, graphics, and animations, to enhance the learning experience. Visual and auditory aids help students grasp complex concepts more effectively. In the Fleming VAK/VARK model, visual learning is a learning style in which information is provided to a student in a visual fashion. Visual learners may efficiently comprehend information by using graphs, charts, maps, diagrams, and other types of visual stimulation. The Fleming VAK/VARK paradigm also incorporates tactile and auditory learning (Leite, Svinicki, & and Shi, 2009). Through interactive simulations and virtual experiments, students can gain practical insights and develop critical thinking skills.

2.8 Accessibility and Inclusivity: OTT platforms promote inclusivity by breaking down barriers to education. They offer accessibility features such as closed captions, transcripts, and translations, making content accessible to learners with disabilities or those from diverse linguistic backgrounds. This ensures that education is more inclusive and reaches a wider audience.

In short, OTT platforms have made a significant contribution to modern education by providing access to a wide range of content, offering flexibility and convenience, facilitating interactive and engaging learning experiences, personalizing learning paths, fostering collaboration and global connections, supporting continual learning, integrating multimedia elements, and promoting accessibility and inclusivity. These contributions have transformed education, making it more accessible, engaging, and learner-centered in today's digital age.

7 Advantages and Disadvantages of Educating Students through OTT Platforms

The integration of Over-The-Top (OTT) platforms in education has brought about significant changes in the way students learn and access educational content. While there are numerous advantages to using OTT platforms for education, it is important to also consider the potential disadvantages. This essay aims to explore the advantages and disadvantages of educating students through OTT platforms, providing a balanced perspective on the topic.

Advantages of Educating Students through OTT Platforms

3.1 Access to a Wide Range of Content: OTT material may be accessed via Internet-connected devices such as smart phones, tablets, smart TVs (Roettgers, 2016), set-top boxes, gaming consoles, and desktop and laptop computers. As of 2019, Android and iOS users account for more than 45% of the overall OTT video streaming audience, while 39% access OTT material via the web (Johnson, 2019). OTT platforms offer a vast array of educational content, ranging from subject-specific lectures to skill development courses. This abundance of resources allows students to explore various subjects, access materials beyond the traditional curriculum, and pursue personalized learning paths. The availability of diverse content empowers students to expand their knowledge and cater to their individual interests and learning styles.

3.2 Flexibility and Convenience: One of the key advantages of OTT platforms in education is the flexibility they provide. Students can access educational content at their own pace and convenience, fitting their learning around other commitments. This flexibility allows for selfdirected learning, accommodating different schedules and learning preferences. Students can revisit content, pause, rewind, and review materials as needed, enhancing comprehension and retention.

3.3 Interactive and Engaging Learning Experiences: OTT platforms incorporate interactive features that enhance student engagement and promote active learning. Through quizzes, interactive exercises, and multimedia content, students can actively participate in the learning process. This interactivity helps reinforce understanding, encourages critical thinking, and improves knowledge retention. Gamification elements, such as rewards and progress tracking, further motivate students and make the learning experience enjoyable.

3.4 Personalized Learning: OTT platforms utilize algorithms and data analytics to provide personalized learning experiences. Although the term "personalized learning" has been used since at least the early 1960s (Epstein & Epstein), there is no universal consensus on the concept and components of a personal learning environment (Fiedler & Väljataga, 2011). Even supporters of the notion recognise that personal learning is an emerging concept with no universally accepted definition. By analyzing students' preferences, performance, and learning patterns, these platforms can recommend tailored content and learning resources. This personalized approach allows students to focus on their specific learning needs, explore topics of interest, and progress at their own pace. Personalization promotes individual growth and increases student satisfaction.

8 Disadvantages of Educating Students through OTT Platforms

4.1 Lack of Direct Interaction: One of the primary disadvantages of educating students through OTT platforms is the reduced opportunity for direct interaction with educators and peers. In a traditional classroom setting, face-to-face interactions facilitate immediate feedback, discussions, and collaboration. While some OTT platforms incorporate communication features, they may not fully replicate the depth and quality of in-person interactions. The absence of direct interaction can limit the development of interpersonal and communication skills.

4.2 Limited Practical Application: Certain subjects, such as laboratory-based sciences or hands-on technical skills, require practical application and physical resources. OTT platforms may struggle to provide the necessary hands-on experiences and access to equipment or lab facilities. Students may miss out on essential practical skills and real-world applications, leading to a gap between theoretical knowledge and practical implementation.

4.3 Potential Distractions and Lack of Discipline: Learning through OTT platforms requires self-discipline and self-motivation. Without the structure of a traditional classroom setting, students may face distractions from other online content, social media, or external factors. This lack of discipline can hinder focused learning and lead to reduced academic outcomes. Additionally, students may struggle with time management and procrastination, negatively impacting their educational progress.

4.4 Dependence on Technology and Internet Connectivity: OTT platforms heavily rely on technology and internet connectivity. In areas with limited access to reliable internet or lack of necessary devices, students may face challenges in accessing educational content. Technical issues, such as platform glitches or compatibility problems, can disrupt the learning experience. Dependence on technology also raises concerns regarding data privacy and cyber security.

Educating students through OTT platforms presents both advantages and disadvantages. The advantages include access to a wide range of content, flexibility and convenience, interactive learning experiences,

and personalized learning. However, there are also disadvantages, including the lack of direct interaction, limited practical application, potential distractions, and dependence on technology. It is crucial for educators and institutions to carefully evaluate these pros and cons when integrating OTT platforms into education. By addressing the challenges and maximizing the benefits, educators can harness the potential of OTT platforms to create a more engaging, accessible, and effective learning environment for students.

9 Future Scope of Education through New Technology with OTT Platforms

The field of education is continuously evolving, driven by advancements in technology. One such technology that holds immense potential for shaping the future of education is Over-TheTop (OTT) platforms. OTT platforms have already made significant contributions to education, but their future scope extends far beyond the current landscape. This essay explores the future scope of education through new technology with OTT platforms, highlighting the transformative possibilities and the impact they can have on teaching and learning.

5.1 Personalized Learning Opportunities : The future of education with OTT platforms lies in delivering highly personalized learning experiences. With advancements in artificial intelligence and machine learning, these platforms can analyze vast amounts of data to understand individual students' learning preferences, strengths, and weaknesses. Educational technology as a subject; such courses may be referred to as "computer studies" or "information and communications technology (ICT) (NETP17, 2017).This information can be used to recommend customized learning paths, adaptive assessments, and tailored content, ensuring that each student receives education that caters to their specific needs. Personalized learning promotes greater engagement, mastery of concepts, and increased student satisfaction.

5.2 Immersive and Interactive Content : OTT platforms have the potential to offer immersive and interactive content that goes beyond traditional textbooks and lectures. Virtual reality (VR) and augmented reality (AR) technologies can create simulated environments, allowing students to explore historical sites, conduct virtual experiments, and engage in hands-on learning. AR is an interactive experience that mixes the actual world with computer-generated material. Visual, auditory, haptic, tactile, and olfactory modalities are all possible for the material (Cipresso, Giglioli, Raya, & Riva, 2011). AR is described as a system that combines real and virtual worlds, allows for real-time interaction, and accurately registers virtual and real things in 3D (Wu, Lee, Chang, & Liang, 2013). Recent research has also concentrated on creating AI-enhanced learning tools to assist human teachers in managing classroom activities (Alphen & Bakker, 2016). The instructor can assist kids in ways that AI cannot, but is unable to comprehend the computer system's enormous volume of real-time data analytics. AI, on the other hand, can share the burden and propose the best course of action (for example, by identifying which students need the most assistance), but it can only function in a pre-specified area and cannot manage responsibilities such as giving emotional support or remedial classes to kids in need (Holstein, McLaren, & Aleven, 2018). Interactive simulations and gamified learning experiences can further enhance student engagement and understanding. These technologies provide a more experiential and dynamic approach to education, making learning more captivating and impactful.

5.3 Collaborative Learning and Global Connections : The future of education through OTT platforms embraces collaborative learning and global connections. These platforms can facilitate virtual classrooms, enabling students from different geographical locations to collaborate on projects, exchange ideas, and learn from each other's perspectives. Real-time communication tools, discussion forums, and shared workspaces can foster a sense of community and facilitate meaningful interactions among students and educators. Collaborative learning encourages critical thinking, communication skills, and intercultural understanding.

5.4 Continuous Learning and Lifelong Education : OTT platforms have the potential to become lifelong learning companions, supporting continuous education beyond traditional academic settings. As the job market evolves rapidly, individuals need to upskill and reskill throughout their careers. OTT platforms can offer a wide range of professional development courses, micro-credentials, and certifications, allowing learners to acquire new knowledge and skills at their own pace. The future of education with OTT platforms involves creating a culture of lifelong learning, where individuals can continuously update their skills and stay relevant in a rapidly changing world.

5.5 Data-Driven Insights and Personalized Assessments : OTT platforms can leverage data analytics to provide valuable insights into student performance and learning outcomes. By collecting

and analyzing data on student interactions, progress, and assessments, these platforms can offer actionable feedback to both students and educators. This data-driven approach enables educators to identify areas where students may be struggling, adapt instructional strategies, and provide targeted interventions. Personalized assessments can be designed to gauge individual students' progress accurately, allowing for more accurate evaluation and feedback.

5.6 Enhanced Accessibility and Inclusivity : The future scope of education with OTT platforms includes addressing accessibility and inclusivity challenges. These platforms can offer closed captioning, translation options, and other accessibility features, making educational content accessible to learners with disabilities or those from diverse linguistic backgrounds. OTT platforms can bridge the gap between urban and rural education, reaching underserved areas with limited access to quality education. By ensuring inclusivity, education can become more equitable and provide opportunities for all learners.

The future of education through new technology with OTT platforms is promising. Personalized learning experiences, immersive content, collaborative learning, continuous education, datadriven insights, and enhanced accessibility are some of the key aspects that will shape the future of education. By embracing these advancements and leveraging the potential of OTT platforms, educators can create a learner-centered environment that promotes engagement, fosters critical thinking, and prepares students for the challenges of the future. It is essential for educational institutions and policymakers to adapt to these changes and harness the full potential of OTT platforms to shape the future of education in a meaningful and transformative way.

Conclusion

The use of technology, especially the role of OTT platforms, has significantly transformed the field of education. These platforms have enhanced accessibility, expanded learning resources, provided interactive experiences, personalized learning journeys, and fostered a global learning community. As we move further into the digital age, the impact of OTT platforms on education is only expected to grow. However, it is important to ensure that access to quality education remains equitable and that the integration of technology is done thoughtfully, keeping in mind the diverse needs of learners. By embracing the potential of technology, including the role of OTT platforms, we can create a whole new experience for the next generation that enables them to be intellectual with the technological aspects.

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Embracing Multidisciplinary Approaches in Social Sciences and Education. A Language Centric Perspective

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ABSTRACT

In the Symphony of Knowledge, Multidisciplinary approaches in social sciences and education harmoniously weaves the diverse threads of understanding, Like a Kaleidoscope pf languages, they illuminate the complexities of human interaction and thought. Embracing diversity and interconnectedness, these approaches amplify our collective wisdom, fostering a tapestry of insights that transcends boundaries and enriches the fabric of human understanding

In today's interconnected and globalized world, the acquisition of foreign languages has become increasingly vital. To effectively address the complexities of foreign language education, the educators are adopting multidisciplinary approaches that draw upon diverse fields of knowledge. This abstract explores the significance of multidisciplinary approaches in enhancing foreign language learning and highlights key strategies and benefits associated with their implementation.

Traditionally, foreign language education has primarily focused on linguistic aspects such as grammar, vocabulary and pronunciation. However, multidisciplinary approaches recognise the multifaceted nature of language learning and integrate insights from various disciplines in order to create a holistic educational experience in the students. So by incorporating various elements from fields such as Psychology, Neuroscience, Cultural Studies, Technology and Pedagogy, educators can tailor their instructional methods to meet the diverse needs and learning styles of the learners.

Multidisciplinary approaches promote a learner-centred environment that recognises the importance of individual motivation, cognitive processes and socio- cultural factors in language acquisition. For instance, insights from Psychology can inform the design of motivational strategies, highlighting the role of intrinsic motivation and self-efficacy in fostering language learning success. Neuroscience research can contribute to understanding how the brain processes and retains language information, leading to the development of effective instructional techniques that optimize memory and cognitive functions.

This abstract explores the significance of Multidisciplinary approaches in the realms of social sciences, education and in particular lays emphasis on languages. This work highlights the importance of integrating multiple disciplines to unravel the intricate dynamics of language and their profound impact on social and educational landscapes.

INTRODUCTION

Before we venture into the main topic, let us understand the difference between Interdisciplinary and Intra-disciplinary approaches

The interdisciplinary approach is characterized by the integration and collaboration of multiple disciplines to address complex problems or explore a specific topic comprehensively. In this approach, researchers or practitioners draw from different fields of study, bringing together their unique perspectives, methodologies, and theories. The goal is to synthesize knowledge and create a unified understanding that transcends the boundaries of individual disciplines.

Key features of interdisciplinary approach.

- Collaboration - Researchers from different disciplines work together, sharing insights and expertise to gain a holistic understanding of the subject matter.
- Integration: Instead of treating each discipline as separate component, the interdisciplinary approach seeks to merge diverse concepts, methodologies and theories to create a more comprehensive picture.
- Holistic perspective: By considering various dimensions of a problem, the interdisciplinary approach aims to provide a more complete and nuanced analysis.
- Complex problem-solving: Interdisciplinary teams tackle multifaceted issues that cannot be adequately addressed by a single discipline alone.

Example: In studying climate change, an interdisciplinary team might include experts from environmental science, sociology, economics, and policy studies. They collaboratively analyse the environmental impacts, social implications, economic consequences, and policy recommendations to address the global challenge of climate change.

Intra-disciplinary Approach

The intra-disciplinary approach also known as mono-disciplinary or unidisciplinary focuses on exploring a subject within the boundaries of a single discipline. In this approach, researchers delve deeply into a specific field of study, using the methodologies, theories, and paradigms unique to that discipline

Key features of the intra-disciplinary approach

- Depth of expertise: Researchers gain a profound understanding of a specialized field by concentrating on its intricacies.
- Specialization: Intra-disciplinary research allows for the development of highly specialized knowledge and skills within a particular discipline.
- Narrow focus: The research stays within the confines of the specific discipline, addressing questions and issues that are relevant and pertinent to that field.
- Traditional academic structure: Most academic disciplines have their own established journals, conferences, and research methods, which are typically followed in the intra -disciplinary approach,

Example: A linguist studying the syntax and grammar of a particular language within the field of linguistics is an example of intra-disciplinary research. The linguist may examine the language's phonetics, morphology, and syntactic structures without venturing into other disciplines like anthropology or psychology.

In summary, the interdisciplinary approach involves collaboration and integration of multiple disciplines to gain a holistic understanding of complex issues, while the intra -disciplinary approach focuses on exploring a specialized subject within the boundaries of a single discipline. Both approaches contribute to the advancement of knowledge, but they differ in their scope and level of integration.

The major difference between multidisciplinary and interdisciplinary approaches lies in how they integrate knowledge and methods from different disciplines:

Multidisciplinary Approach:

In the multidisciplinary approach, researchers or practitioners from different disciplines work independently on a common problem or topic. Each discipline brings its own perspectives, methodologies, and theories to address the issue separately

There is little or no interaction or collaboration between the disciplines, and the focus is on presenting findings from each discipline side by side without blending them together.

The goal is to have a comprehensive understanding of the problem by drawing from the expertise of

various disciplines, but the integration of knowledge remains limited

Example: In a multidisciplinary study on the impact of a new drug on patient health, researchers from medicine, psychology, and sociology might independently examine the drug's medical efficacy, psychological effects, and social implications, respectively.

In summary, the main difference between multidisciplinary and interdisciplinary approaches is the level of integration and collaboration between disciplines. Multidisciplinary approaches involve independent work from various disciplines, while interdisciplinary approaches emphasize active collaboration and the synthesis of knowledge from multiple disciplines to provide a more unified understanding of complex issues.-

Multidisciplinary Approaches in Social Sciences and Education. A Language Centric Perspective

In the field of education, embracing a multidisciplinary lens empowers educators to craft inclusive and culturally responsive pedagogies. Understanding the intricacies of language diversity and its connection to cognition enables the development of tailored teaching strategies that cater to diverse learners' needs. Moreover, multidisciplinary perspectives shed light on language policy, curriculum design, and the promotion of linguistic equity within educational institution.

Beyond academia, multidisciplinary approaches in social sciences and education foster collaboration among diverse stakeholders, including policymakers, linguists, educators, community leaders, and language speakers themselves. This collective effort fosters a deeper appreciation for linguistic heritage, leading to the preservation and revitalization of endangered languages, safeguarding the world's linguistic diversity.

The multifaceted nature of languages necessitates a holistic approach, transcending traditional disciplinary boundaries. By amalgamating linguistics, psychology, sociology, anthropology, and other disciplines, researchers gain a more comprehensive understanding of how languages shape and are shaped by the human experience. Multidisciplinary frameworks facilitate nuanced investigations into language acquisition, bilingualism, language preservation, and its role in identity formation

Nevertheless, challenges remain, as multidisciplinary demands open-mindedness, flexibility, and a willingness to bridge gaps between disparate fields. Funding, institutional support, and communication barriers may also pose obstacles. However, as the complexities of language and its connection to social and educational dimensions continue to unravel, the value of multidisciplinary approaches becomes increasingly evident.

It is only advisable to advocate for the integration of multidisciplinary approaches in social sciences and education, particularly focusing on the rich tapestry of languages. By converging insights from diverse disciplines, researchers and educators can unlock new avenues of knowledge and understanding, shaping more inclusive societies and empowering individuals to navigate a globalized world with linguistic proficiency and cultural competence.

Multidisciplinary approaches have emerged as a transformative force in the fields of social sciences, education, and languages. By bridging the gaps between different disciplines, these approaches enable a deeper understanding of complex societal issues, enhance educational practices, and foster cross-cultural communication.

In the realm of social sciences, multidisciplinary approaches facilitate a more comprehensive analysis of intricate social phenomena. Integrating perspectives from sociology, psychology, anthropology, and economics, among others, allows researchers to unravel the multifaceted layers of human behaviour, societal structures, and cultural dynamics. This holistic understanding paves the way for evidence-based policymaking, effective social interventions, and the advancement of social justice.

In education, multidisciplinary approaches offer innovative and inclusive pedagogical strategies. By integrating knowledge from various fields such as psychology, neuroscience, linguistics, and technology, educators can design learning experiences that cater to diverse student needs and learning styles. These approaches foster critical thinking, problem-solving skills, and interdisciplinary understanding, equipping students with the tools to thrive in a rapidly evolving world.

In essence, multidisciplinary approaches in social sciences, education, and languages serve as catalysts for innovation, collaboration, and progress. By breaking down disciplinary silos and embracing diverse perspectives, these approaches empower researchers, educators, and learners to tackle complex challenges, broaden their horizons, and

create inclusive and transformative outcomes. Through the fusion of knowledge and collaboration, we can forge a brighter future where social sciences, education, and languages converge to address the needs of our global society

In conclusion, embracing multidisciplinary approaches in the realms of social sciences and education, with a specific focus on languages, hold tremendous promise for unlocking the vast reservoirs of human knowledge and understanding. By uniting diverse fields such as linguistics, psychology, sociology, anthropology and more, we can weave together a rich tapestry of insights that illuminates the rich impact of languages on human interaction, cognition and cultural identity. Through collaborative efforts and the integration of knowledge, we gain a comprehensive understanding of the complexities of language, enabling us to craft inclusive educational practices, inform language policies and preserve linguistic diversity. As we navigate a globalized world that thrives on communication and cultural exchange, the language-centric multidisciplinary approach paves the way for a more interconnected, enlightened and harmonious future.

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