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‘Homecoming’ and Tourism

Dr. Geeta Budhraja* and Dr. Kartikeya Kohli**

ABSTRACT

Homecoming as a theme has been an inextricable part of most immigrant narratives. The appeal and allure of one’s roots is an undeniable part of the Indian diaspora as well. With a substantive background of statistics and data of the diaspora tourist travelling to India, this article explores the question of how strong a motivation homecoming is for tourism in India. Further, in view of new developments both in the industry and in the socio-cultural sphere in general the possibility of new avenues in the tourist industry is also touched upon.

Keywords: Homecoming, Diaspora, Culture, Food, Spiritual

Even a quick glance at the data, that has been made available by the ministry of tourism, government of India in recent years, is sufficient to unambiguously establish that foreign tourists’ arrivals in India have been going up in the recent years. In the last 2-3 years, these numbers have almost doubled.

The Indian Diaspora constituted a quarter (25.4%) of the tourists who arrived in India in last year. Although the official statistics dis-aggregates the purpose of visit for the non-diaspora foreign tourists (viz. leisure and recreation 46%, medical 7%, business 11%, other reasons 11%), unfortunately, no such dis-aggregated information is available regarding the purpose of the Indian diaspora’s visit to India. Now this is curious. On the face of it, the purpose of their visit could include any or all the reasons that are valid for the non-diaspora tourists but, perhaps, things are not that simple. To take an example, while there is no gainsaying that leisure and recreation is among the most common reasons for visiting a foreign country, could one argue that in this regard the experience of diaspora and non-diaspora are bound to differ.

If data was collected regarding the purpose of visit for the diaspora, many of them are likely to put “visiting friends and family” high on the list. But is diaspora-tourism

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so uni-dimensional, just a visit to friends and family? Or is there more to it? Could one, call diaspora-tourism 'back to the routes' tourism or 'homecoming' tourism, consciously or sometimes even unintentionally?

Britannica defines homecoming as 'the act of returning to your home or a place that is like your home'. In the wake of the increase in recent 'cultural tourism, where the members of the Indian diaspora, young and old alike, have been particularly attracted to the religious and cultural centres of India, including, Varanasi, Tirupati and Ayodhya, this article explores the possibility of employing the allure of 'homecoming' to boost the tourism sector in India.

For the Indian diaspora India is home, but home has connotations beyond that of a physical space as any immigrant will tell you. The aroma of a distantly familiar dish cooking, the tinkle of bells that once acted as an alarm, or the rustle of crisp cotton that hinted at the presence of a loved one long gone, all evoke the sense of 'Home'. One's relationship with one's hometown is commonly complicated, characterized by the push-pull dynamics of being simultaneously put off and yet attracted possibly because of the memories associated with it. Most immigrants move in the hope of a better life, but the nostalgic pull of the homeland is a palpable force despite plausible reasons for the move. While they might have achieved what they set out to, a part of them remains in the *gulleys* and *nukkads* of their place of birth. While they may have recreated, to the best of their ability, a microcosm of that familiar and beloved place, a recreation can never hope to replace the original. Moreover, the finality of the move and the impossibility of returning opens up a lacuna that sensitively devised experiences by the tourism sector might fill.

Typically, food, festivals and environment are the points of nostalgia. Many first-generation immigrants worry that their children will become disconnected with their cultural roots. For these children, Indian languages, religious rituals, and spiritual traditions are often either entirely alien or their connection with them is at best tenuous, if there isn't a robust group of Indians in the area in which they live. Most second and third generation immigrants also harbour a natural fascination for their roots, brought up as they are on nostalgic stories of "how things were back home". It is a rare immigrant that doesn't make the 'homecoming journey' at least once in their lifetime.

For the diaspora, apart from visiting the family, spiritual tourism holds the greatest appeal and is perhaps the ultimate homecoming. If temple towns can be given a makeover on the infrastructure front, making the visit comfortable and promising the

best of local cuisine (*bhog prasad* distribution e.g. as in Anand Bazaar, Jagannath temple, Puri where the prasad cooked in traditional vessels, following ancient recipes is available), the unabashed celebration of popular festivals (Lath maar Holi in Barsana where tourists can join the locals in playing with sticks as per the tradition) or enhancing the local environment (retaining local rituals and practices like the Ganga Arti in Rishikesh) then a riveting experience for the diaspora, addressing their needs might be in place with minimum effort.

Most temple towns, Braj Bhumi, including Govardhan, Mathura and Vrindavan, Kashi, Puri and Ayodhya continue to live in what seems a time warp that could prove beneficial perhaps for spiritual tourism without making too much effort. We will consider the paradigm of Vrindavan on the parameters of cuisine, festivals, and environment as a case in point.

A day in Vrindavan begins with the Mangal arti any time between 4-5:30 am. Temples like Radha Raman, Banke Bihari and Radhavallab offer unique and immersive experiences of music, ritual and the distribution of a delicate makhana-mishri prasad. The first *bhog* of the day is served to the infant Krishna after lovingly cajoling him awake to the sounds of the softly sung Mangala art at daybreak. The temple custodians encourage participation from the onlookers, and this becomes an unforgettable experience of oneness with the divine deepening the sense of belonging.

Most pilgrims follow up the arti with a Parikrama that provides an opportunity to soak in the sights, sounds, aromas and atmosphere of the length and breadth of the town. Usually accompanied by a guide who regales one with stories and anecdotes from the life of Krishna there's no better way to get in touch with one's roots. A trip to the bazaar for a typical and hearty Brajwasi *nashta* of crisp kachoris/bedmis with dubki wale aloo ki sabzi sweetened with jalebi, malpua or dal ka halwa as per the season as per the offering of *shringhar bhog* and the culinary journey is on a roll. The local market stocks hand block cotton fabric, attars from kannauj, pure cow ghee, asafoetida, beautifully crafted puja thalis, flower baskets, diyas and a wide range of incense for the homesick to stock up on and take back to their homes away from home. These purchases ensure the connection with the homeland as they become part of the rituals that continue to be practiced long after the trip back home. The sweet *Brajboli* spoken by every resident of Vrindavan and the sound of Radhe Radhe for everything from being a greeting to a reprimand to asking for passage on the crowded streets makes for a completely immersive experience. Raj bhog the lavish midday meal can be enjoyed at any of the ashram kitchens

followed up with a nap as per the temple practice. An early evening boat ride on the Yamuna to the sound of melodious bhajans before the final *sandhya arti* at Banke Bihari temple or ISCKON temple and turning in after *shayan bhog* is the recreation and lived experience of the intangible heritage of this particular town.

Each such town has a unique routine in place and for the diaspora provides a natural platform to seamlessly blend into fulfilling the desire to reconnect with their roots. A lived experience holds a greater appeal and leaves a long-lasting impression that will linger long after the actual practice ends and therein lies its significance.

In the last eleven months, the country earned around USD 25,000 billion from the foreign tourists as compared to USD 15,000 billion in the previous year. This amounts to a growth in percentage terms of 64.74%. Unfortunately, officially there is no country-wise or category-wise (Diaspora vs Non diaspora) breakup available for this aggregate spending data.

However, fortunately we do have data regarding the countries from which the tourists come. And this may bring us another interesting insight into the issue of homecoming. In the last one year the top 5 source countries from which tourists arrived in India were Bangladesh, USA, UK, Australia and Canada. It is interesting to note that except Bangladesh, all other are developed English speaking countries and their citizens can avail e-visa facility. The surge of tourists from these countries in recent years seems to have a strong link with the availability of the e-visa facility, which was started in 2014 for a limited set of countries. Also clearly, the strength of dollars and pounds makes India a relatively inexpensive tourist destination for tourists from USA, Canada, and UK, both for non-diaspora and diaspora visitors from these countries.

On the other hand, Bangladeshi citizens do not enjoy the e-visa facility nor does the Bangladeshi taka makes India an inexpensive destination for them, but there are other positive factors at play here. Not only has there been an improvement in the political relations between the two countries in recent years, but the relatively better medical facilities in India has also given rise to medical tourism as well. Of course, the geographical proximity of the two countries brings the travelling cost down.

Yet, perhaps, a big factor that plays a role behind this increase in tourist arrivals is cultural affinity between the India state of West Bengal and Bangladesh – the two regions share not just their borders but also the language and some cultural practices. Nor can one deny that before 1947 the two regions were part of the same country, and many Bangladeshis may have left the Indian part of Bengal to move

to Bangladesh as did many Indians in the reverse direction. Does that mean that tourists from Bangladesh (and for that matter Pakistan), may see a visit to India as a journey to their roots - a homecoming? While the children of the Partition may wish to visit India to revisit the places, sounds and sights their childhood memories, the subsequent generations may wish a cultural connect to their routes.

Which brings us to the question, as to how strong a motivation is 'homecoming' for tourism? Can Indian government schemes to enhance cultural tourism attract the foreigners with historical and cultural connection with India lead to an unprecedented upsurge in the inflow of the tourist. Can the government of India schemes that are focused on cultural tourism spur inflow of top dollars to India? Will the diaspora 'homecoming' see unprecedented growth because new tourism avenues, including robust infrastructure, will open up in pilgrimage centres like Badrinath, Kedarnath, Ujjain, Varanasi and Ayodhya, which hitherto evoked only limited interests among tourists. Will the new developments make the diaspora see not just the pilgrimage centres but the country herself in a new light?

Lastly, discussing the cultural connect one can help but wonder that besides the diaspora, can these new developments evoke the curiosity and interest among the countries East of India, due to their historical-cultural connections with India, what one may call a shared-past. Will the countries in Southeast Asia, Indochina and the Far East find the religious-cultural circuit in India more attractive than in the past not just due to better facilities but also due to the new developments on this front in India. Which begs the question - can one stretch the definition of homecoming and include any social-cultural contact in the past between India and other countries an extension of the homecoming emotion? Which also raises the question does a shared past between two or more regions of the world, arouse a feeling of longing, and evoke an emotion that is akin to homecoming? Can one surmise that the very same sounds, sights, people, food, festivals, and places will evoke different but still strong emotions amongst the diaspora, as well as those with the shared past 'to bring them to India and boost its tourism in future.

The adage, home is where the heart is, brings forth another question regarding diaspora-tourism and shared socio-cultural past tourism. The issue under consideration is whether the diaspora tourist see the entire country as his/her home or in a multi-cultural, multi-regional country like India, the diaspora visitor is mainly to their point of origin? Furthermore, are there pan-India cultural centres that attract the diaspora tourists or the diaspora visitor's 'home' is limited to the regions of their origin. Since

there is no official data on the itinerary of the tourists visiting India, one needs to get a little innovative with the available data. As already mentioned, some data is available regarding the tourists' port of arrival. Let us make use of this data to link the source countries with port of arrival to get some insight into this question. Looking at the annual reports for the last few years of the ministries of tourism, most tourists first port of entry to India is the Delhi international airport, given the fact the Delhi is the capital city and is well connected to most other cities in India through, land and air route, this seems like a rational choice. Of course, countries with direct land border with India, as we saw in the case of Bangladesh, would rationally choose the border towns for entry. However, there are some clear exceptions to the rule, for example, data of tourist arrivals from France and Portugal clearly defy this general trend. In both cases the past historical connections (France and Portugal) and presence of substantial Indian diaspora (Portugal), seem to be the explanatory factors, Indian diaspora arrival from Portugal formed around 35% of the tourists arrival and, the port of arrival of all tourists, including both diaspora and non-diaspora were overwhelmingly at the Mumbai airport, which is much closer than Delhi to the Indian state of Goa, which was a former Portuguese colony, in case of France, almost 40% of the arrivals belonged to the diaspora and a close 32% came for business and profession, while the close to 40% tourist from France chose Delhi as the port of entry, which in all likelihood received most of the business travelers a substantial number (29%) chose Chennai as the port of entry, a city which is adjacent to the former French colony of Puducherry.

Thus, it appears that the concept of 'homecoming' does and can have an important link with the fortunes and future of the tourism industry in India, and once we look the idea of homecoming beyond in a liberal way, it may help us untangle many layers of culture, identity, longing, and their link with the tourism industry in general and in particular with the developments in India.

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The Step of Women Employment Through Micro Finance in Independent India

Rajiv Kumar*

ABSTRACT

This study investigates the effect of microfinance on ladies' work in India since freedom. Microfinance, a device intended to offer monetary types of assistance to underserved populaces, plays had a critical impact in engaging ladies and cultivating financial turn of events. This exploration looks at how microfinance drives have worked with ladies' entrance into the labour force, the idea of business made, and the more extensive financial impacts of these projects. By breaking down authentic information, strategy moves, and contextual analyses of different microfinance organizations (MFIs), this study features both the victories and constraints of microfinance in advancing ladies' business. Key discoveries demonstrate that while microfinance has significantly expanded ladies' admittance to pioneering valuable open doors and independent work, difficulties, for example, lacking monetary proficiency and fundamental hindrances endure. The paper finishes up with suggestions for improving microfinance methodologies to more readily uphold ladies' financial cooperation and guarantee reasonable work results with regards to India's developing monetary scene.

Keywords: Microfinance, women entrepreneurs, Self-help group

INTRODUCTION

Since acquiring autonomy in 1947, India has taken critical steps in different parts of financial turn of events. Among these headways, the improvement of ladies' business and financial interest has arisen as a basic area of concentration. In spite of progress, ladies in India have generally confronted obstructions to entering and flourishing in the labour force due to foundational financial difficulties, including restricted admittance to monetary assets. In this specific situation,

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microfinance has arisen as a ground-breaking device pointed toward tending to these obstructions.

Microfinance alludes to the arrangement of monetary administrations like little advances, investment funds, and protection to people who need admittance to customary financial administrations. It has been broadly perceived for its capability to engage underserved populaces, especially ladies, by giving them the necessary resources to begin or grow independent ventures, subsequently working with their entrance into the financial standard.

The presentation of microfinance in India can be followed back to the mid-1970s, with huge development happening in the next a very long time through different government drives and the expansion of microfinance foundations (MFIs). These drives have been instrumental in furnishing ladies with the monetary assets important to beat monetary boundaries and accomplish more prominent monetary autonomy.

This paper investigates the advancement of ladies' work through microfinance in free India, analysing what microfinance has meant for ladies' monetary open doors and business designs. It explores the systems through which microfinance has worked with ladies' cooperation in the labour force, the kinds of business open doors made, and the more extensive financial effects of these mediations.

By examining verifiable information, strategy changes, and contextual investigations of effective microfinance programs, this study plans to give a complete comprehension of the connection among microfinance and ladies' work. It looks to distinguish both the accomplishments and constraints of microfinance in advancing orientation comprehensive monetary development and offers bits of knowledge into how future systems can be enhanced to more readily uphold ladies in their quest for financial strengthening.

Now, women entrepreneurs is also contributing in national economy; and microfinance programs helping the women to achieving their targets. There are number of agencies like government or nongovernment are initiatives. It is most important that women earn money to empower them "and connect their self to the main stream it is also going to help to bring women together to address wider gender issues. A survey on microfinance institution around the world shows that 61% borrowers were women. Microfinance is a key strategy for development across nations. The main objective of microfinance is to help in the movement of empowering the women by developing the working skills in women, it is the only way capable them to generate money for their betterment.

Microfinance is an organization of financing services, including loans, saving and insurances available for poor people or entrepreneurs who otherwise not qualified for standard bank loan. Microfinance providing loans to women with the objective of empower the women for earn money and connect to them main stream, to provide economic help to the women to somehow improve. Their daily life to financial help for improving their children education. But some aspect may create hurdles like Business work increases the work load of women, sometimes it's difficult to handle the work pressure; loan disbursement is also an issue of loans pass-through, because women receive a loan and hand it over to their husbands in some cases also the decision or microfinance handled by women's husband. But I also find that women empowerment boost up only by the economic independency; Many of the financing organization not interested to give loan to the poor because of the default risk but microfinance programs shows that poor can also borrow and repay the loan if they provided a proper earning ideas of empowerment 'self-help groups are helping the microfinance which is also a part of microfinance; only giving the loan is not the women empowerment, using the money in proper manner and generate the maximum with the input of minimum will be call empowerment for this act women also get trained by the self-help group for improving their capacity or ideas for earning money. 'This result will be improve assets of microfinance set Gees can enable the poor to smooth out their consumption, manage their risk, better built their assets, develop their micro enterprises and enhance their earning capacities; The microfinance industries is involving into increases commercial operation to serve a large segment of the potential market; providing to a very poor family with very small loan to help them engage in productive activity, to enable poor entrepreneurs or women in rural areas for :-

- Built their assets
- Develop their micro enterprises
- Enhance their income/earnings
- Enjoy and improved qualities of life
- For securing their next generation a better education

METHODS OF FINANCING LOAN

The microfinance organization create a group of needy women as per their ideas, these groups is also Mown as self-help group (SHG). After that they organize a financial literacy training program, where the women group came to

know the whole procedures of taking to repaying loan. Only after the securities that the training program is successful or all groups of women is now a state in taking loan, they provide loan to the group they created; the amount of loan is decided according to their need. They work of microfinance not ends here they also conduct a survey time-to-time for ensuring that their loan is utilizing in right manner or not and also ensures the certainty of recovering loan amount.

ANALYSIS THROUGH SURVEY

To understand the requirements of women entrepreneurs I surveyed at my location Ara (Bihar). Here are the question that have been asked:-

- Opinion about microfinance services.
- The interest rate of our loans is genuine. (According to you)
- Easy to borrow money from microfinance or not.
- The loan are available according the need.
- The SHG/JLG are helping you properly.
- It helping you to improve your living standards.
- Microfinance is good source of borrowing funds then others.
- Our (Microfinance organizations) scheme are useful or attractive.
- Microfinance requires improvement in financing loan.

Shocking Result from survey: There are only respondent says 'YES', that micro financing bodies are really helping them out. But 60% is still believe that money lenders is better option than MFI organization. No, matter for them, that borrowing from lenders mean so social security

There are only 3.5 lakh women entrepreneurs and according census 2010, there are 35 crore women in the age group of 15-45. It means we empowered only 1% women throughout the India with the help of SHG/JLP and NGO's, which is far behind the target that we will have to be achieved.

SITUATION ANALYSIS

Women in family: We still face impose lot of bonds to women. They don't have freedom to explore financial freedom.

Education: Women education is still a challenge to overcome. They must be educated enough to understand their rights and benefits.

Crimes: Crimes against women is continuously rising which stopping them explore the world of opportunities.

Being judgmental: The male dominant social structure force them to comply with thoughts of their male counterparts.

OUTCOME OF MY STUDY

Established government agencies are still not providing finance to women due to number of reasons. Mostly in account of default risk.

Loan itself is not enough, proper guidance and monitoring is required at every stage of business life cycle of any scale which is absent from ecosystem.

Women are not aware about government schemes and others micro financing options.

SUGGESTIONS

We need to micro financing organization to be sensitive towards women entrepreneurs.

- We should have more if such organization with more budget.
- Loan terms should be more agile.
- Repayment terms has to be more favourable, means more credit time should be given.
- They must get proper assistance at every stage of their business.
- Microfinance should act like investor then of lender.

CONCLUSION

The development of ladies' work in India through microfinance since freedom highlights both the potential and the difficulties innate in utilizing monetary apparatuses for financial strengthening. This study has exhibited that microfinance plays had an essential impact in furnishing ladies with the assets important to beat conventional boundaries to work and business. By working with admittance to little advances, reserve funds, and other monetary administrations, microfinance has enabled ladies to begin and grow organizations, in this manner adding to their financial autonomy and cooperation in the labour force.

In spite of these positive results, the excursion has not been without impediments. Difficulties like restricted monetary education, exorbitant loan fees, and settled in socio-social standards keep on frustrating the full acknowledgment of microfinance's true capacity. Moreover, while microfinance has fundamentally added to independent work and limited scope enterprising exercises, it has frequently battled to resolve further underlying issues that influence ladies' drawn out financial security and development.

To expand on the headway made, tending to these difficulties through designated approach mediations and program improvements is fundamental. Upgrading monetary education programs, modifying loan fee designs, and coordinating microfinance drives with more extensive social emotionally supportive networks can assist with relieving existing boundaries and intensify the positive effects of microfinance. Besides, cultivating organizations between microfinance foundations, government offices, and non-legislative associations can make a more comprehensive encouraging group of people for ladies.

All in all, while microfinance has been a fundamental stage towards working on ladies' work in free India, proceeded with endeavours are expected to guarantee that these drives are comprehensive, practical, and fit for tending to the developing necessities of ladies in the labour force. By refining procedures and tending to fundamental difficulties, India can additionally tackle the force of microfinance to drive orientation comprehensive monetary development and upgrade the financial status of ladies the nation over.

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Understanding Migration: A Conceptual Framework

Radha Jha*

ABSTRACT

The need for a general theory, systematic in its approach and relevant to the concerns of Behavioral scientists, that offers useful guidelines for research dealing with and delving into the complex phenomena of migration, is expressed in various ways by many contemporary scholars. Some, enthusiastically blunt and optimistically direct, call for a multi-disciplinary reorientation in the study of migration. Other scholars somewhat more discreet in their choice of foci of interest, advocate a broadening of theoretical perspectives but within their disciplines. More often, however, the need for a general explanatory system to help organize, i.e., to make sense out of the steadily accumulating mass of migration data and, further, to help orient new research toward problems that are strategically important for the elaboration and verification of knowledge about migration, is manifested in what scholars do and are doing relevant to that goal. Efforts at model-building to study various aspects of migration for example, and the numerous attempts to construct typologies of migration, indicate an existing need for a more general, systematic approach.

Keywords: Migration, Data, inter-discipline, systematic approach

INTRODUCTION

A considerable improvement has been made internal migration as a demographic phenomenon. To some extent, this is a function of the sheer numerical increase of demographically-oriented social scientists. However, one must also give a great deal of credit to the demographer's recognition of migration as fundamental dimension in the study of population and its changes, their respect for and excellent training in the use of statistics, and, of course, the amenability of demographic variables to statistical manipulation. (Mangalamand Schwarzweller 1968:6-7).

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Another development in the study of migration, paralleling that in the social sciences as a whole, is the greater diversity of variables used in researches dealing with this complex phenomenon. This is especially true in studies on the selectivity of migration. In addition to such "traditional" (i.e. demographically-relevant) variables as age, sex, distance travelled, race or ethnic origins, education, occupation, income, and the like, recent studies reveal an expansion of interest in attitudes, aspirations, motivations, values, community identification, institutional influences, and other social and socio psychological factors intrinsic to an adequate explanation of migration. Furthermore, in the attempt to explain the dynamics of migration and their linkages with population and social change, greater effort is being made to explore the complex interrelationships, for example, among sociological and psychological and demographic variables (long after Durkheim's suggestions for charting the morphological structure of society) (Mangalam and Schwarzweller 1968:7-8)

Ravenstein's papers have stood the test of time and remain the starting point for work in migration theory. As found in the first paper and extended or amended in the second, Ravenstein's laws are summarized in his own words below. The first five of these items include the laws as they are usually quoted, while items 6 and 7, though taken from the general conclusions of his second paper, are not ordinarily included. This, however, is due more to Ravenstein's way of numbering the laws and to his somewhat tentative statement of the dominance of the economic motive than to his own estimate of the importance of his conclusions. (Lee 1966).

1. Migration and distance. -(a) "[T]he great body of our migrants only proceed a short distance" and "migrants enumerated in a certain center of absorption will. .. grow less [as distance from the center increases]" (b) "Migrants proceeding long distances generally go by preference to one of the great centers of commerce and industry"
2. Migration by stages. -(a) "[T]here takes place consequently a universal shifting or displacement of the population, which produces 'currents of migration,' setting in the direction of the great centers of commerce and industry which absorb the migrants". (b) "The inhabitants of the country immediately surrounding a town of rapid growth flock into it; the gaps thus left in the rural population are filled up by migrants from more remote districts, until the attractive force of one of our rapidly growing cities makes its influence felt, step by step, to the most remote corner of the kingdom". (c) "The process of dispersion is the inverse of that of absorption, and exhibits similar features".

3. Stream and counterstream.-"Each main current of migration produces a compensating counter-current". In modern terminology, stream and counterstream have been substituted for Ravenstein's current and counter-current.
4. Urban-rural differences in propensity to migrate.-"The natives of towns are less migratory than those of the rural parts of the country".
5. Predominance of females among short distance migrants.-"Females appear to predominate among short-journey migrants".
6. Technology and migration.-"Does migration increase? I believe so! . . . Wherever I was able to make a comparison I found that an increase in the means of locomotion and a development of manufactures and commerce have led to an increase of migration".
7. Dominance of the economic motive. -"Bad or oppressive laws, heavy taxation, an unattractive climate, uncongenial social surroundings, and even compulsion (slave trade, transportation), all have produced and are still producing currents of migration, but none of these currents can compare in volume with that which arises from the desire inherent in most men to 'better' themselves in material respects".

In the three-quarters of a century which have passed, Ravenstein has been much quoted and occasionally challenged. But, while there have been literally thousands of migration studies in the mean time, few additional generalizations have been advanced. True, there have been studies of age and migration, sex and migration, race and migration, distance and migration, education and migration, the labor force and migration, and so forth; but most studies which focused upon the characteristics of migrants have been conducted with little reference to the volume of migration, and few studies have considered the reasons for migration or the assimilation of the migrant at destination. So little developed was the field in the 1930's that Dorothy Thomas and her associates concluded that the only generalization that could be made in regard to differentials in internal migration was that migrants tended to be young adults or persons in their late teens. Bogue and Hagood trenchantly summed up the current state of knowledge under the heading "An Approach to a Theory of Differential Migration,"⁸ and Otis Durant Duncan contributed a valuable essay on "The Theory and Consequences of Mobility of Farm Population,"⁹ but both were restricted to the United States and both were hampered by a lack of data which has since been partially repaired. Most

essays in migration theory have dealt with migration and distance and advanced mathematical formulations of the relationship. Perhaps the best known of recent theories of migration is Stouffer's theory of intervening opportunities.' (Lee 1966) As a basis for reflection one should recall Thomas and Znaniecki's *Polish Peasant in Europe and America* (1927), considered a classic in sociological theory, research, and writing, and undoubtedly one of the most important studies of migration ever published. They argue, in a now famous "Methodological Note," that a fundamental problem in the study of migration? One which should receive high priority in the design of research is how values act upon the pre-existing attitudes of the migrant. Furthermore, through their own research, by actually, studying the conditions and characteristics of the social organizations in which migrants were involved, they demonstrated the need to understand migrants and their problems in terms of both their areas of origin and destination. The latter theme is repeated by Dorothy Thomas in her oft-quoted research memorandum of 1938.

Yet, in spite of the relevance of these recommendations for migration research, there is little evidence explicit in the recent literature that contemporary students have benefited from or built upon those suggested lines of inquiry. (Mangalam and Schwarzweller 1968) The more strictly demographic studies continue to focus, in large measure, on research determining the characteristics of migrants, the reasons for their spatial mobility or the factors responsible for migration, the direction of migration, and the description (in economic or demographic terms) of the areas of destination. Explicitly or implicitly, the "push-pull" hypothesis dominates the mode of thinking about migration.

Behavioral scientists, on the other hand, tend to emphasize the "social problems" aspects of migration, spanning a wide range from the migrants' lack of participation in formal social organizations through the problems of family disorganization in migrant labor camps. Indeed, the one theme on which more researches of general theoretical import have been done is the problem of assimilation of migrants into the host society. Hence, an examination of this area of migration research may be useful to illustrate contemporary advances in general theory-building. (Mangalam and Schwarzweller 1968:8) In the more than a dozen or so of these recent studies that have assimilation as the central focus, there is none that is formulated within an explicitly sociological frame of reference.

Excellent as these studies are within the limits imposed by their problems and data, they have either employed sociopsychological frames of reference, 17 or set

up ad hoc hypotheses on the basis of available knowledge, or attempted to do both in combination.¹⁹ Where sociopsychological frames of reference are used, the emphasis is on migrants as individuals; in the case of ad hoc hypotheses, the concern is with finding immediate solutions to pressing problems. Without taking issue with the relevance and comparative utility of these approaches, we wish to suggest that, in either case, the net result is a highly segmented view of a complex phenomenon and a rather limited perspective of its various dimensions. For example, one would say that Eisenstadt's study of the absorption of which immigrants into the state of Israel comes close to being couched within a framework of what we would call. A general sociological theory of migration.²⁰ Eisenstadt focuses on "the immigrants' basic motivations and role-expectations, as developed throughout the migratory process, and the various demands made upon and facilities offered to them in the country of absorption." This point of view, to be sure, has a great deal to contribute toward a more general theory of migration. Yet, let it be noted that Eisenstadt himself is more concerned about "the socio-psychological nature of the processes of immigration" than in developing a more comprehensive approach to the study of migration phenomena. (Mangalam and Schwarzweller 1968:9)

Jones, in a constructively critical review of Eisenstadt's study, points out the socio-psychological nature inherent in that approach and, in turn, suggests two related sociological approaches for the study of the migrants' adjustment.²³ One suggestion is to treat adjustment within the context of socialization; the other is "to study the significance of new members to a social system with emphasis on the relation of the system's functional requirements to its methods of dealing with new members." (Mangalam and Schwarzweller 1968:9-10) A Relative Deprivation Hypothesis: Stark (1984) and Stark and Taylor (1989) hypothesise that household members undertake migration not necessarily to increase the household's absolute income but rather to improve the household's position (in terms of relative deprivation) with respect to a specific reference group. The case studied in those papers is of individuals who engage in migration to improve the income position of their households relative to that of all other households in the village.

We draw here on an axiomatic foundation for an index of relative deprivation reported in Stark and Yitzhaki (1988) and Stark and Taylor (1989). In a relative deprivation model of migration there is a risk that, through a reference group substitution of the host community for the village community, households may fail to decrease their relative deprivation - even if their relative incomes in terms of the

village income distribution improve. The household's well-being is an increasing function of the well-being of all its members, regardless of their location. Migration may be associated with a rise in a household's relative deprivation if the host community becomes the relevant reference group for either the migrant or, perhaps less likely, the household members who remain in the village. (Stark and Taylor 1991).

INTERNATIONAL MIGRATION: NEOCLASSICAL ECONOMICS: MACRO THEORY

Probably the oldest and best-known theory of international migration was developed originally to explain labor migration in the process of economic development (Lewis, 1954; Ranis and Fei, 1961; Harris and Todaro, 1970; Todaro, 1976). According to this theory and its extensions, international migration, like its internal counterpart, is caused by geographic differences in the supply of and demand for labor. Countries with a large endowment of labor relative to capital have a low equilibrium market wage, while countries with a limited endowment of labor relative to capital are characterized by a high market wage, as depicted graphically by the familiar interaction of labour supply and demand curves.

The resulting differential in wages causes workers from the low wage country to move to the high-wage country. As a result of this movement, the supply of labor decreases and wages rise in the capital-poor country, while the supply of labor increases and wages fall in the capital-rich country, leading, at equilibrium, to an international wage differential that reflects only the costs of international movement, pecuniary and psychic. Mirroring the flow of workers from labor-abundant to labor-scarce countries is a flow of investment capital from capital-rich to capital-poor countries. The relative scarcity of capital in poor countries yields a rate of return that is high by international standards, thereby attracting investment.

The movement of capital also includes human capital, with highly skilled workers moving from capital-rich to capital-poor countries in order to reap high returns on their skills in a human capital-scarce environment, leading to a parallel movement of managers, technicians, and other skilled workers. The international flow of labor, therefore, must be kept conceptually distinct from the associated international flow of human capital. Even in the most aggregated macro-level models, the heterogeneity of immigrants along skill lines must be clearly recognized. (Massey et al. 1993:433-34).

Neoclassical economics: Micro theory: Corresponding to the macroeconomic model is a microeconomic model of individual choice (Sjaastad, 1962; Todaro, 1969, 1976, 1989; Todaro and Maruszko, 1987). In this scheme, individual rational actors decide to migrate because a cost-benefit calculation leads them to expect a positive net return, usually monetary, from movement. International migration is conceptualized as a form of investment in human capital. People choose to move to where they can be most productive, given their skills; but before they can capture the higher wages associated with greater labour productivity they must undertake certain investments, which include the material costs of traveling, the costs of maintenance while moving and looking for work, the effort involved in learning a new language and culture, the difficulty experienced in adapting to a new labour market, and the psychological costs of cutting old ties and forging new ones. Potential migrants estimate the costs and benefits of moving to alternative international locations and migrate to where the expected discounted net returns are greatest over some time horizon (Borjas, 1990). Net returns in each future period are estimated by taking the observed earnings corresponding to the individual's skills in the destination country and multiplying these by the probability of obtaining a job there (and for illegal migrants the likelihood of being able to avoid deportation) to obtain "expected destination earnings."

These expected earnings are then subtracted from those expected in the community of origin (observed earnings there multiplied by the probability of employment) and the difference is summed over a time horizon from 0 to n , discounted by a factor that reflects the greater utility of money earned in the present than in the future. From this integrated difference the estimated costs are subtracted to yield the expected net return to migration. (Massey et al. 1993:435).

The new economics of migration: In recent years, a "new economics of migration" has arisen to challenge many of the assumptions and conclusions of neoclassical theory (Stark and Bloom, 1985). A key insight of this new approach is that migration decisions are not made by isolated individual actors, but by larger units of related people typically families or households-in which people act collectively not only to maximize expected income, but also to minimize risks and to loosen constraints associated with a variety of market failures, apart from those in the labor market (Stark and Levhari, 1982; Stark, 1984; Katz and Stark, 1986; Lauby and Stark, 1988; Taylor, 1986; Stark, 1991). Dual labor market theory: Although neoclassical human capital theory and the new economics of migration lead to divergent conclusions

about the origins and nature of international migration, both are essentially micro-level decision models. What differ are the units assumed to make the decision (the individual or the household), the entity being maximized or minimized (income or risk), assumptions about the economic context of decisionmaking (complete and well-functioning markets versus missing or imperfect markets), and the extent to which the migration decision is socially contextualized (whether income is evaluated in absolute terms or relative to some reference group). Standing distinctly apart from these models of rational choice, however, is dual labor market theory, which sets its sights away from decisions made by individuals and argues that international migration stems from the intrinsic labor demands of modern industrial societies. Piore (1979) has been the most forceful and elegant proponent of this theoretical viewpoint, arguing that international migration is caused by a permanent demand for immigrant labor that is inherent to the economic structure of developed nations.

According to Piore, immigration is not caused by push factors in sending countries (low wages or high unemployment), but by pull factors in receiving countries (a chronic and unavoidable need for foreign workers). This built-in demand for immigrant labor stems from four fundamental characteristics of advanced industrial societies and their economies. (Massey et al. 1993:440-41).

World systems theory: Building on the work of Wallerstein (1974), a variety of sociological theorists have linked the origins of international migration not to the bifurcation of the labour market within particular national economies, but to the structure of the world market that has developed and expanded since the sixteenth century (Portes and Walton, 1981; Petras, 1981; Castells, 1989; Sassen, 1988, 1991; Morawska, 1990). In this scheme, the penetration of capitalist economic relations into peripheral, non-capitalist societies create a mobile population that is prone to migrate abroad. Driven by a desire for higher profits and greater wealth, owners and managers of capitalist firms enter poor countries on the periphery of the world economy in search of land, raw materials, labour, and new consumer markets.

CONCLUSION

Factors Affecting Migration Critical point for the studies of determinants of migration is to organize the most important factors affecting migration. The discussion of major migration determinants include such factors as (1) demographic characteristics

of migrants, (2) socio- economic characteristics of migrants, (3) socio-economic characteristics of places of origin and destination, and (4) factors accompanied by migration

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Client Buying Behavior Towards Web Business During COVID

Shalini Kumari*

ABSTRACT

The work and impact of Online business on Buyer conduct are driving the business wide reception of Customer conduct examination for pulling in additional customers and further developing their shopping experience. There is an important change in purchaser's mindsets and shopping conduct, the majority of them are depended upon to remain post-pandemic. The lockdown has constrained buyers to scrutinize their shopping propensities including cost mindfulness, inclination tendency for neighborhood things and the close to home move towards web business. To what expand the pandemic changed the purchasing conduct of buyer towards online buys. Conventional or online practices, which one is probably going to be followed post pandemic. Is it true that they are happy with the online business locales and their contributions?

Keywords: Consumer buying behavior, E-commerce, Post pandemic, online shopping.

INTRODUCTION

In India, 700 million of web clients in India by 2020 and expected to increment 974 million by 2025 (Keelery, 2020). Indian Internet business exchange is supposed to surpass US Web based business exchange and arrive at world's second biggest market by 2034. In 2018, online customers were 120 million and it might increment 220 million by 2025 (IBEF, 2020). Internet business is around 0.76% of Gross domestic product in 2017 and 0.9% of Gross domestic product in 2018 (Jaganmohan, 2020). Due to this pandemic retail deals are bowl-molded by 5.7% than previously, while online business shopping blast by 2% simply in about fourteen days in the wake of lifting up halfway lockdown rules (Davis and Toney, 2020) (Thakare, 2020).

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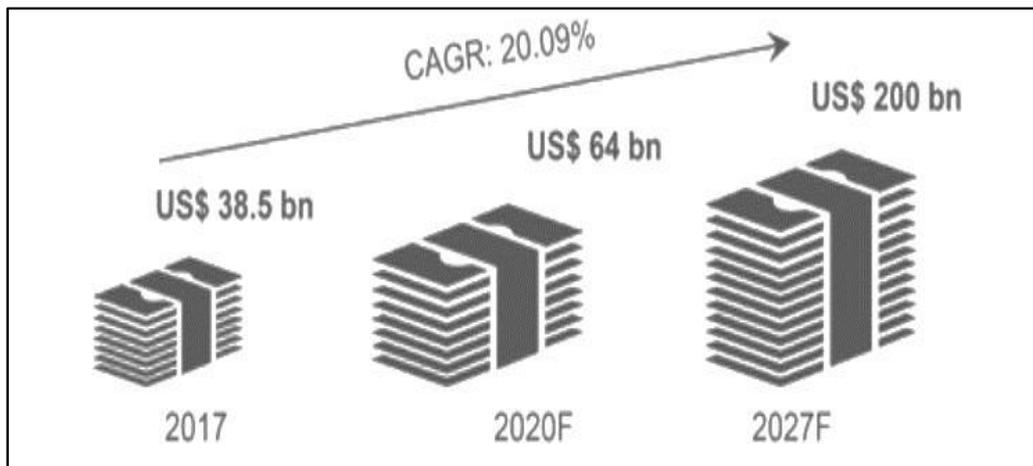


Fig. 1.

Source: E-commerce market size in India and forecasted data (IBEF, 2020)

Client conduct is dynamic in nature. Client inclinations changes on time (age) this is a review which develops hurriedly, and advertisers need to comprehend the purchasers purchasing behaviors, their preferences, and how much the item offers are arriving at customer assumptions, and so forth. This is a continuous interaction. To help advertisers this internet based deals and buys are presented, which assists client with getting the ideal item from everywhere the world whenever according to his simplicity (Dr.M.Vidya and Dr.P.Selvamani, 2019). What made client to purchase and sell on the web, pay or get on the web and so forth is given in the review.

The goal of the review:

- To concentrate on what Coronavirus meant for the purchasing insight towards internet business.
- To concentrate on whether buyers will proceed with web based business destinations Post Pandemic.
- To concentrate on the method for moving sum during the pandemic

Speculation:
H0: There is no relationship between Coronavirus emergency and Buyer purchasing conduct

H1: There is a relationship between Coronavirus emergency and Buyer purchasing conduct

Research technique: As a piece of our review, we have gathered both optional and essential information which assists us with understanding how much the

pandemic changed the impression of purchasers towards web based business. To draw the expected surmising's, we gathered information from papers, diaries, reports, web journals, periodicals, meeting papers and so forth. Essential exploration is done straightforwardly in field, while we don't have a current information. This information can be gathered utilizing the web-based poll for example google structures.

To accomplish the goals of the review. Information is gathered from all the age gatherings and different working experts and understudies. Here we directed research on 223 individuals to whether the Coronavirus changed the purchasing conduct towards Internet business. Coming to the area of study. Study is directed on the web in this way, gathered information from better places yet for the most part from the Andhra Pradesh and Telangana. The length of the review is fourteen days. Here the information is broke down utilizing structured presentations and pie diagrams.

PROFILE OF TARGET BUNCH

The accompanying table shows the quantity of respondents, orientation, occupation, age, and their yearly pay.

Table 1

Particulars	Gender		Grand Total
	Female	Male	
Self -Employed	18	31	49
18 – 25	9	17	26
26 – 35	6	8	14
36 – 45	2	2	4
46 – 55		2	2
More then 55	1	2	3
Service	18	46	64
18 – 25	16	23	39
26 – 35	2	8	10
36 – 45		8	8
46 – 55		5	5
More then 55		2	2
Student	43	67	110
18 – 25	43	60	103
26 – 35		7	7
Grand Total	79	144	223

Table 2

Particulars	Self - Employed	Service	Student	Grand Total
Female	18	16	42	76
10 - 20 lacks		2	1	3
6 to 10 lacks	1		2	3
More than 20 lacks			2	2
Pocket money	4	1	28	33
Up to 6 lacks	13	13	9	35
(blank)				
Male	31	45	61	137
10 - 20 lacks	1	7		8
6 to 10 lacks	6	6	5	17
More than 20 lacks	1	7		8
Pocket money	6	1	34	41
Up to 6 lacks	17	24	22	63
(blank)				
Grand Total	49	61	103	213

LITERATURE REVIEW

As per G.D. Blasio, Online shopping is a strategy web business where clients really buy items or organizations from a vendor over the Web using a web program (Blasio, 2008). Amazon, Flipkart, Snapdeal are among the top web-based retailers in India. Nevertheless, online shopping has progressed throughout a period of 35 years, but in India the speed of affirmation has stimulated in 10 years prior. The journey of online shopping shows, a captivating information, how the improvement of advancement consistently forming the inevitable destiny of electronic shopping.

As per G. Hofstede, client lead is "the manner in which purchasers think and act while making purchase decisions." It is portrayed as "the examination of perceiving how the buyer makes decision about spending his/her confined resources, for instance, time, effort and money for purchasing. This definition is besides important in web-based buyer direct beside the use of advancement in purchase decision. A purchaser decision by and large impacted by his/her own, social, mental, and social variables. (G, 2001).

- Factors influencing purchaser conduct where shopping on the web/ disconnected.
- Mechanical variables of shopping on the web.

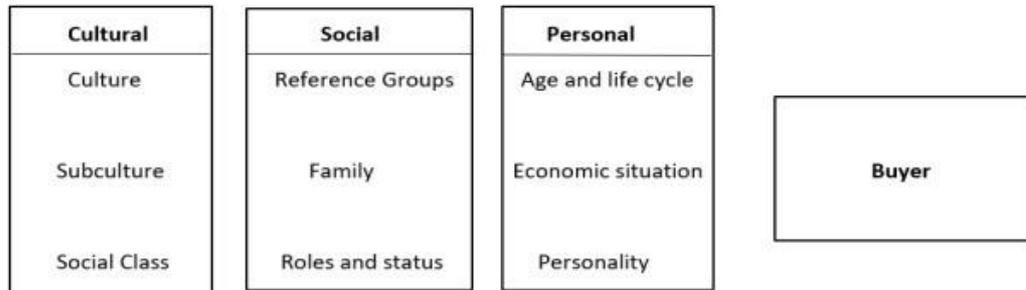


Fig 2.

Source: Factors effecting Consumer Behaviour (G, 2001)

ROLE OF TRUST AND ATTITUDE TOWARDS ONLINE BUYING INTENTION

As per FD, Davis, the maker of this examination reviewed the meaning of trust according to the trade perspective in web business. (FD, 1989) The components that contribute for trade trust were recognized, for instance, basic admittance to portrayal of things and organizations, effortlessness of placing in orders, demand certification, demand following what's more, post-bargains organization.

According to JC. Roca. the core of this assessment was progression of 'Trust Model' considering key parts that were trusted in seals, security and money related associations (JC).

According to S. Chaiken, this assessment is to take a gander at the client shopping shift from detached to online store with a speculative procedure (S., 1980).

As per Chen L and Tan J, the results showed that mindset expected a huge work in on the web purchase objective. The examination of customer direct is a vital perspective for the accomplishment of an e-business (Chen L, 2004).

As indicated by Y. Ganzach, anyway, the lead of clients in the Web market changes as they get e-purchasing experience. The perceptions which incite them to make a hidden e-purchase may influences their subsequent decisions or repurchasing conduct since the use of the information advancement (IT) could change specific observations and viewpoints. (Y., 1993)

As per Muhammad and Awais, despite these qualifications, practically no assessment did in the web business field has driven an alternate examination of the observations related to the determination and to the "post-reception choices. Additionally, scarcely any experts have inspected the lead of e-clients as they gain understanding. Most assessments have contemplated that the low level of progression of this new channel inferred that the differentiations between the two decisions were not yet critical, and their focal objective was, consequently, to choose the acknowledgments which clients to embrace the Web as an elective shopping channel (Muhammad, 2012).

DATA INTERPRETATION

Conduct of the shopper is exceptionally impacted by social elements. Individuals are more into movement and the travel industry, amusement, shopping, and so forth. Indeed, even at the rush hour of pandemic individuals didn't stop their social affairs, relationships, birthday celebrations, and so forth. Halfway lifting of lockdown rules, individuals began racing to shopping centers, and so on. (ETBrandEquity, 2020). This pandemic came about, in excess of 6000 merchants expanded the costs of their items and web based business organizations began to recruit augmentations labor force to satisfy the clients need (Sanjanwala and Issac, 2020).

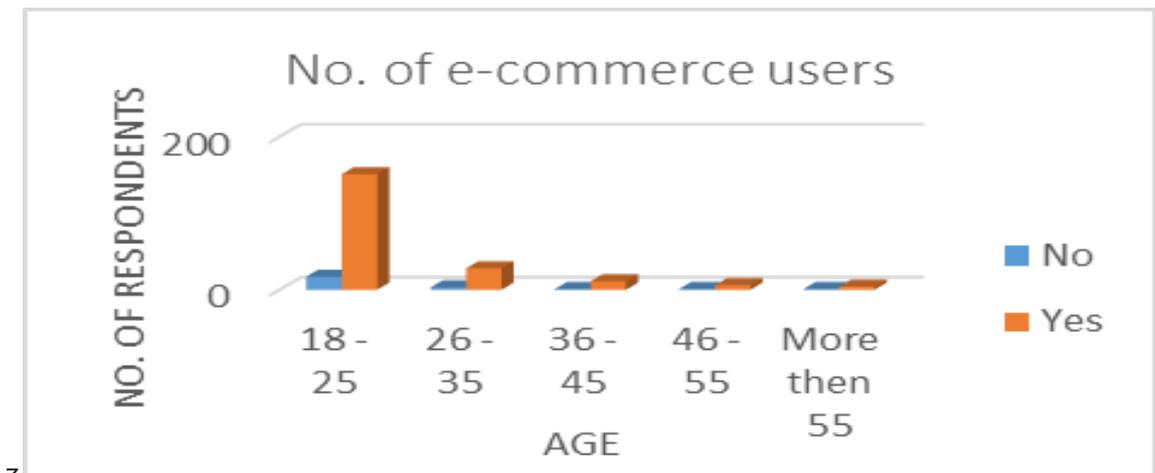


Fig 3: No. of E-Commerce users till date

E-commerce sites are mostly used by 18-25 age group, followed by 26 – 35 age, least purchases were done by people whose age is above 55 years.

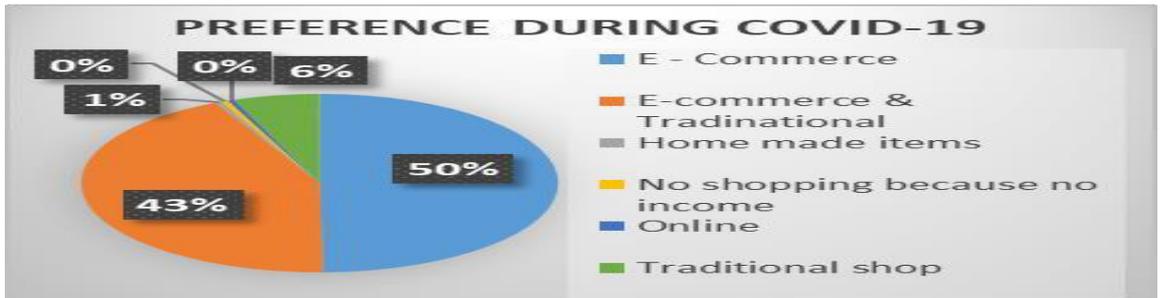


Fig 4: Preferred mode of shopping

Online business destinations has the popularity during Coronavirus, trailed by 43%, where individual actually favor both internet business and conventional.

During the pandemic, 46% of respondents purchasing insight changed towards Web based business locales during the pandemic. Though 25% of individuals were don't know, rest people feel that their discernment continues as before.

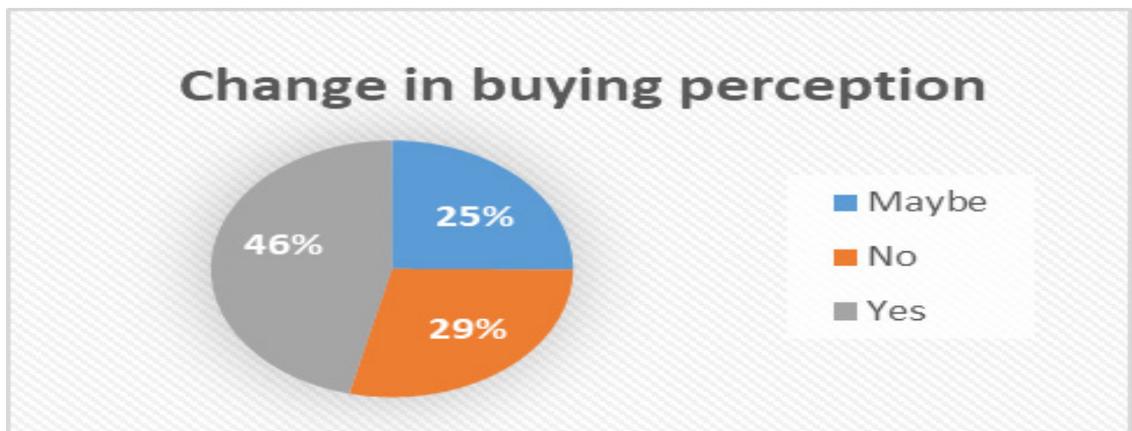


Fig. 5. Change in buying perception

Only 19% of individual purchases goods online frequently, whereas 41% individuals prefer to purchase goods occasionally.

FREQUENCY OF ONLINE PURCHASES

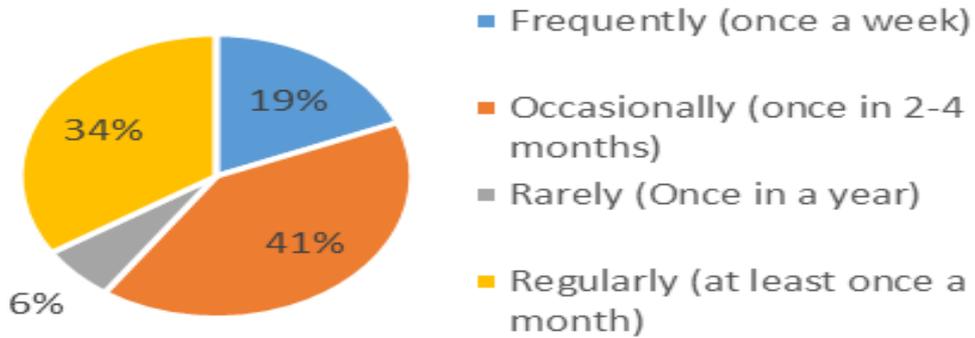


Fig. 6. Frequency of online purchases

MOST PREFERRED SITES



Fig. 7. Most preferred online sites

Most of the individual prefer Amazon and Myntra, followed by Flipkart over the other online sites.

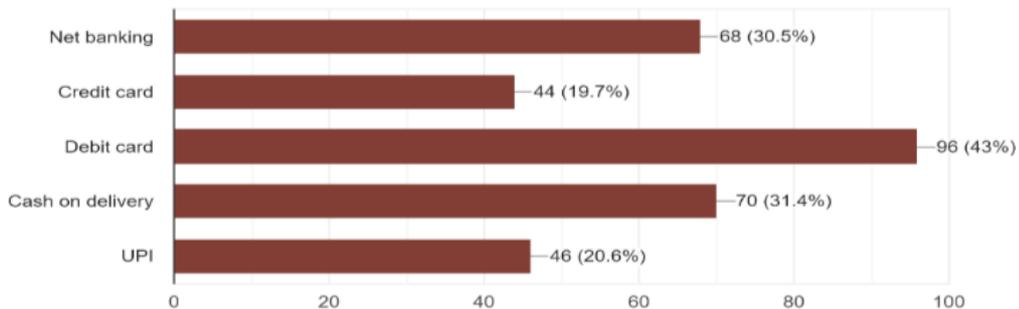


Fig. 8. Mode of payments

43% of individual like to pay sum utilizing obligation card (recorded largest number of exchange). Still 31% of people incline toward cash rather than online installments. UPI move, net banking, MasterCard’s are easing back increments step by step.

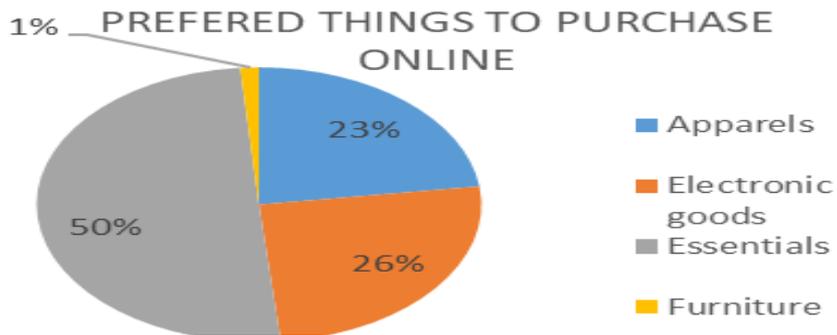


Fig. 9. Most preferred goods (online shopping)

Most of the individuals prefer e-commerce sites to purchase the basic goods (essentials). Electronic goods and apparels were given same importance.



Fig. 10. Recommend online shopping

Most of them expressed that they highly advise others to shop online during pandemic to avoid risk. 21% said that based on the situation they suggest.

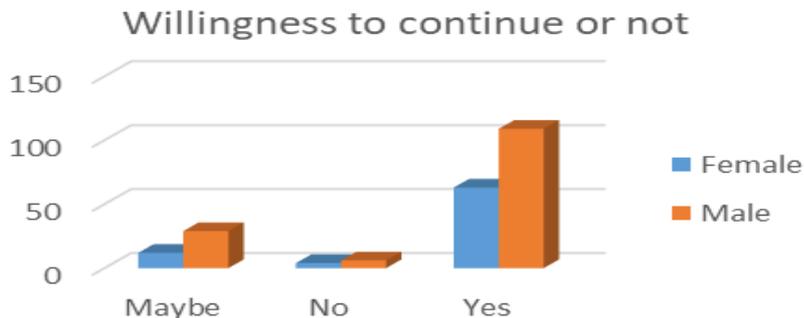


Fig. 11. Willingness to continue e-commerce sites or not

Consumers are more likely to continue online purchases Post COVID also as Online shopping creates hustle free efforts and easy to shop with different offers. Few were not sure about it, while others want to shift to traditional way of purchasing as people still believe in personal touch factor.

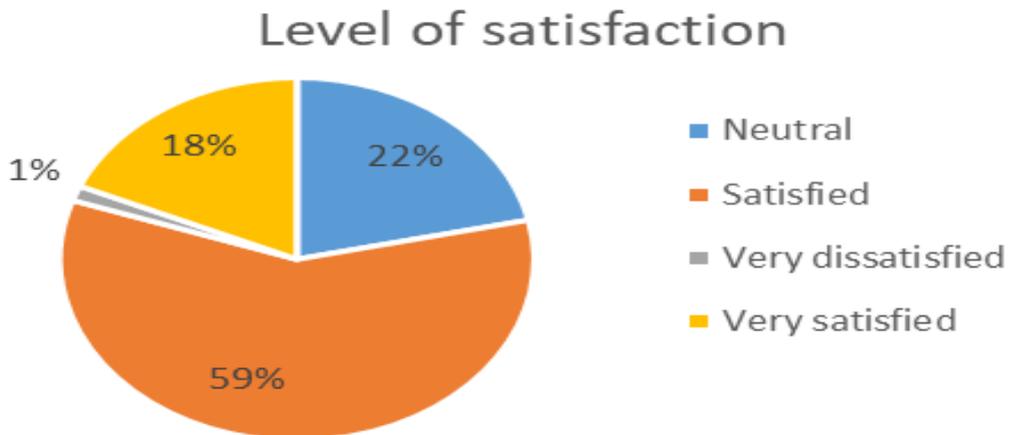


Fig. 12. Level of satisfaction

Great nature of items with sensible cost will fulfillment the purchasers as that makes shopper fulfilled towards shopping experience. During pandemic administrations and items given by online business destinations fulfilled very great number of clients. Just 1% were disappointed. While, particularly fulfilled and nonpartisan nearly share same degree of rate.

CONCLUSION

Online business objections has the allure during Coronavirus situation to avoid the risks. Purchasing insight changed towards online business destinations during the pandemic around 46% during the pandemic. Most normally favored destinations during Coronavirus is Amazon trailed by Flipkart over the other web-based locales as fundamentals are profoundly liked, who has most elevated partakes in basics domain. 43% of individual like to pay sum utilizing obligation card (recorded biggest number of exchange) trailed by COD. Customers are bound to proceed with online buys Post Coronavirus additionally as Internet shopping makes hustle free endeavors and simple to shop with various offers.

Incredible equity of things with reasonable expense will satisfy the clients' necessities. During pandemic administrations and things gave by electronic business regions satisfied exceptionally extraordinary number of clients. Simply 1% were disappointed. However, especially satisfied, and fair-minded almost share same level of rate. At the point when the buildup has settled, a couple of customers might return to their old propensities, but various who have found worth and satisfaction with their internet based experience will go on with their web-based usage. Eventually, this will be articulation point for advanced change across biological system.

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A Study on the Effects of Television Advertisements on Junk Food Intake of Higher Secondary School Students

Anjana B. R.*

INTRODUCTION

The rapid growth of information technology and electronic media has topped up television in the list among the media of advertising. It has the most effective impact as it appeals to both eyes and ears. The glamour and glory of television has attracted all the sectors of the society. Television is an important tool for most people, young or old, as today most information is delivered to the public through this technology. Television advertising in India is one of the fastest growing markets in the Asia Pacific region of the globe. Since the Indian television is on a threshold of a major technological change with new distribution technologies like digital cable, DTH (Direct to Home) and IPTV (Internet Protocol Television), advertising on television is taking on a new role. In highly competitive and globalized market, advertisements are present everywhere. Markets pay special attention to children because they enjoy advertisements to the maximum extent.

Today's children grow up under the influence of television, computers and the Internet where they spend much more time than in the real world or interacting with their parents. According to J. P. Steyer, the media has now become “the other parent” for many of them. During this time, children are exposed to advertising in many different forms (Steyer, 2002). Children are most exposed to advertisements of food, but the main problem is that most of the foods are unhealthy and can affect a child's development and health. Most children under the age of seven do not fully understand what commercials are for, and they cannot tell the difference between advertising and TV shows. When the children get older, they begin to understand the intent of commercials, that brand corporations are trying to increase the attractiveness of their products (John, 1999, p. 188).

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Children do not understand that advertising try to push their products and market in such a way to make them buy the products. They do not understand it to be a marketing strategy. Children with their brand recall capability, remember the advertisements as a sort of entertainment and being influenced by them force their parents to buy the products. Children develop affection with heavily promoted product characters appearing on television. Advertisers use animated characters to grab the attention of children to promote their products. Three- to six-year-old could relate the character to the social taboo products. They may like the character, but dislike the product. Preference in young children is often not related to product recognition because deliberate processing and communication of preference, intention and choice requires cognitive abilities that may not be present in children until they are of school age. The lack of age differences between the two- to three-year-old and the four- to five-year-old supports the notion that these abilities probably do not develop until a later age. The three critical points in the process by which children's television advertising works are

- i. The point at which the child develops a desire for the advertised products
- ii. The point at which the child requests the product
- ii. The point at which the parents purchase the product.

Every purchase decision by parents requires assessment from several point of view: from the perspective of the family budget, other comparable products and the interests and need of various family members. However, when a child initiates a purchase decision by making a request, a new factor is introduced. Children force their parents to buy the products through a number of requests, which they cannot even afford. Apart from advertisements there are other factors involved which could persuade children especially from low-income families to buy the product. However, exposure to commercials do have an impact. Television advertising has some unintended consequences for child viewers. Advertising exposure leads to materialism as they tend to have a desire for the advertised products.

Advertisements are becoming an important segment which no marketer can ignore today. Most of the food advertising shown on television is for fast food, soft drinks, candy, bubble gums and pray sweetened cereals. Fast food chains spend more than 3 billion dollars a year on advertising. Much of it is aimed at children. The positive emotions linked to food consumption and the messages presented in the television food advertising have the power to act as a real-world primes and lead to corresponding eating behaviors. The type of food and consumption benefits typically

promoted in food advertising which is primed are usually snacking on unhealthy food and beverages.

Younger children more often come into conflict with their parents about advertised products than older do. Young children quite often ask, whine and show anger to persuade their parents. Older children, in contrast, tend to use more sophisticated persuasion techniques, such as negotiation, flattery and white lies. In case the parents deny the children's request or the advertised products is not up to the expectation then it may cause unhappiness. Children must acquire at least two key information-processing skills in order to evaluate the advertisement. First, they must be able to distinguish between commercial and non-commercial content. Second, they must be able to recognize advertisement's persuasive intent and use this knowledge to interpret selling messages. Television commercials have become increasingly focused on entertainment and image creation. Critics assert that it is unfair to advertise to children, as they lack the cognitive skills and life experiences needed to resist persuasive claims. Supporters, on the other hand, have argued that children's vulnerabilities are often overstated and that by providing product information, advertising helps parents and children to make choices that are more informed.

NEED AND SIGNIFICANCE OF THE STUDY

Children are becoming an important segment which no marketer can ignore today. Marketers are thus exerting greater and greater influence over what children eat (increasing number of fast foods and sugar filled beverages), how they dress (with little regard for what is age appropriate), and how they behave (increasingly restless and aggressive). They target the children with a steady stream of messages that emphasize self-indulgence, instant gratification and materialism. These attitudes are antithetical to what parents seek to teach their children and also to the attitudes and values that make for healthy living and moral life. Children across the globe are bombarded with promotions for food items. Children's beverage and snack food choices are significantly affected by exposure to meticulously crafted promotions that significantly increases consumption of unhealthy foods and directly affects children's food preferences and behavior. In today's savvy marketers, every child represents a new chance to build cradle-to-grave brand loyalty.

The food advertisements have been shown to influence children's preferences, choices, and requests for advertised products. Television has long been the

predominant medium that advertisers have chosen for marketing products to woo children. Food marketing on television is only one of the influences on the obesity epidemic today, but it is of special concern when it is intentionally targeted to vulnerable children. All these have led to unhealthy dietary habits induced by these advertisements targeting children. Child psychologists are questioning the ethics of targeting children, the reason being that, till the age of eight or nine, children are unable to understand the intention behind advertising, thus it is unethical to target them, unconsciously laying a trap and susceptible to health problems. Thus, the need to study the various problems caused by television advertisements on the health issues physiological and psychological, in children and to suggest measures to overcome these health problems for a society of healthy children in future.

STATEMENT OF THE PROBLEM

The statement of the study is entitled "A STUDY ON THE EFFECTS OF TELEVISION ADVERTISEMENTS ON JUNK FOOD INTAKE OF HIGHER SECONDARY SCHOOL STUDENTS".

HYPOTHESIS

The hypothesis of the study is the following:

- There is a relationship between television advertisements on junk food intake and the preference of junk food by children.

OBJECTIVES

The main objectives of the study are the following:

- To identify the perception of children towards television.
- To find out children's preference for junk foods.
- To identify the factors influencing the preference of junk food.
- To analyse the effects of television advertisements on junk food of children's preference for junk food.

METHODOLOGY ADOPTED FOR THE STUDY

The investigator adopted Survey Method for the study.

Sampling Technique

Simple random sampling is used for the study.

Population of the Study

The population for the present study is the higher secondary school students of Thiruvananthapuram District.

Sample of the Study

The investigator selected 45 students from class XI of St. Johns Model HSS Nalanchira, Thiruvananthapuram.

Tools and Materials

Questionnaire is used for the study.

Statistical Techniques used for the Study

- Graphical methods in statistics
- Percentage analysis.

SCOPE OF THE STUDY

Today most of the cases nuclear family exists, where both the parents are working, their children are left alone at home without any parental supervision. Most of these children have uncensored access to television. To exposure to unhealthy foods through television advertising has been linked to increased preferences for junk food. Increased risk of various health issues due to television food marketing practices are seen in children as their food preferences are formed during early childhood which remain a lifelong preference for junk food and factors in the television advertisements of junk food influencing children. Today's children are the buyers of tomorrow. What children learn in their formative years is very influential on their future lives. The advertisements which influence children at their early age has its influence even in their later ages. So, the study will help to identify the effects of these advertisements and will help to give suggestions.

LIMITATIONS OF THE STUDY

The main limitations of the study are the following

- The study is restricted to 45 students from class XI of St. Johns Model HSS Nalanchira, Thiruvananthapuram. So, the result may not be appropriate for other areas.
- The survey method which is adopted for collecting data has its own limitations.
- The study is limited to 45 higher secondary school students belonging to the age group 15 to 17
- Only television advertisements of junk food were taken for the study.

In spite of these constraints the study has been undertaken with much care and after a serious thought.

ANALYSIS AND INTERPRETATIONS

Data Analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. The interpretation of data assigns a meaning to the information analysed and determines its significance and implications. This chapter mainly deals with the analysis and interpretation of data and statistical analysis., Statistical analysis is the mathematical process of gathering, Organizing and interpretation of numerical data and is one of the basic phases of any research design.

1. Analysis of Perception of Students About Television

Perception of students	No of Students	Percentage
It is Entertaining	5	11.11
Advertised products to be bought by parents	9	20
Information about the products	14	31.11
Filling gap between programmes	17	37.78

Table 1.1 depicts that a maximum of 37.78 per cent of students perceive television advertisements as filling the gap between programmes, 31.11 per cent of the students perceive television advertisements as information about the products, 20 per cent perceive advertised products to be brought by the parents and 11.11 per cent consider it as entertaining.

2. Analysis of Attitude & Interest Towards Television Advertisements of Junk Food.

Children are fascinated by television advertisements. Television advertisements are found to be effective in creating a desire among students to have the advertised products. Among 45 students 35.56 per cent students are interested in watching television advertisements of junk food. 26.66 percent of students are very much interested in watching television advertisements of junk food and 20 per cent of students are little bit interested in watching television advertisements of junk food. Only 17.77 are not interested in watching television advertisements of junk food. Nowadays healthy nutritious food has been replaced by the new food Mantra junk food. So an attempt is made to identify the children's preference for junk foods advertised in the television. The different kinds of junk food taken for the study are snacks candies sweets and chocolates, ice creams, soft drinks, health supplements dates and cakes.

Table 2.1: Student's Preference for Junk Food Items Advertised Intelevisioin

Junk food advertisements	Rank													
	1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Snacks & cakes	12	26.67	14	31.11	7	15.56	10	22.22	2	4.44	0	0	0	0
Candies/sweets/ chocolates	14	31.11	12	26.67	10	22.22	8	17.78	1	2.22	0	0	0	0
Ice creams, milkshakes	18	40	10	22.22	12	26.67	5	11.11	0	0	0	0	0	0
Soft drinks	1	2.22	3	6.67	9	20	12	26.67	15	33.33	4	8.89	1	2.22
Health supplements	0	0	0	0	0	0	0	0	0	0	20	44.44	25	55.56
Dates	0	0	1	2.22	1	2.22	0	0	8	17.78	21	46.67	14	31.11
Instant canned & packed foods	0	0	5	11.11	6	13.33	10	22.22	19	42.22	0	0	5	11.11

From table 2.1, it is observed that for 26.67 per cent of students, snack food is the first preferred junk food, 31.11 percent have assigned second rank, third rank have been assigned for snacks by 15.56 percent of the students, 22.22 per cent of the students have

ranked snacks fourth and 4.44 per cent of the students have ranked fifth. No student has ranked sixth and seventh rank for snacks. Candies sweets or chocolates have been ranked first by 31.11 per cent students, 26.67 per cent of the students have ranked second and 22.22 percent of the student have given third rank. According to 17.78 per cent of students candies sweets and chocolate have been ranked fourth and 2.22 percent of them have assigned 5th rank. No student has ranked sixth and seventh rank for candies sweets or chocolates. The first rank has been assigned for ice creams and milkshake by 40 percent of the students, second has been given by 22.22 percent and third rank by 26.67 percent of the students. Fourth rank has been assigned by 11.11 percent and no student gave fifth, sixth rank or seven rank for ice creams and milk shakes.

Soft drinks have been ranked first by 2.22 per cent of the students, 6.67 per cent of them ranked second and 20 per cent of them have given third rank, 26.67 per cent of them give fourth rank, while they have been ranked fifth by 33.33 percent of the students and 8.89 per cent of them have assigned sixth rank and 2.22 percent of them have given seventh rank. Health supplements have got only sixth and seventh rank. A maximum of 44.44 percent of them have assignment seventh rank and only 55.56 per cent of them assigned sixth rank. No student has given first rank to dates, 2.22 percent of students have given second, third rank. 17.78 percent of students have assigned fifth rank. 46.67 percent of students have assigned sixth rank and 31.11 percent of student have assigned seventh rank. 11.11 per cent of students have assigned second rank for cake, 13.33 per cent of them have assigned third rank. 22.22 per cent of them have assigned the fourth 42.22 per cent of them assigned fifth rank for cake. The frequency of parents buying junk food for the student is grouped as always, very often, often, sometimes and rarely for the purpose of the study.

Table 2.2: Frequency of Asking for Junk Food

Frequency of asking junk food	No. of Students	Percentage
Always	3	6.67
Very often	7	15.55
Often	12	26.67
Sometimes	15	33.33
Rarely	8	17.78

Table 2.2 reveals that out of 45 students, a maximum of 33.33 percent of the students sometimes ask for junk food, 26.67 percent of the students often ask for

junk food, 17.78 per cent ask rarely, 15.55 percent ask very often and only 6.67 percent of students ask always.

Television advertisements encourage children to persuade their parents to purchase the products shown in the advertisements the reaction of the child when the junk food is refused is categorized as getting disappointed or frustrated, angered, arguing a lot and taking it alright.

TABLE 2.3: REACTION WHEN JUNK FOOD IS REFUSED

Reaction of student	No. of Students	Percentage
Getting disappointed and frustrated	10	22.22
Angered	6	13.33
Arguing a lot	12	26.67
Taking it alright	17	37.78

From table 2.3, it is observed that, a maximum of 37.78 percent of the students take it alright when junk food is refused to them, 13.33 percent gets angered when refused, 26.67 percent argues a lot and 22.22 percent get disappointed or frustrated when it is refused to them.

Table 2.4: Factors in Television Advertisements of Junk Food Influencing Students

Advertisement factors influencing Junk food	Rank									
	1		2		3		4		5	
	No	%	No	%	No	%	No	%	No	%
Physical action	7	15.56	4	8.89	7	15.56	14	31.11	13	28.89
Lively music & sound effects	14	31.11	12	26.67	7	15.56	8	17.78	4	8.89
Animation	12	26.67	11	24.44	7	15.56	9	20	6	13.33
Celebrity presence	11	24.44	13	28.89	13	28.89	3	6.67	5	11.11
Stylish messages	1	2.22	5	11.11	11	24.44	11	24.44	17	37.78

From table 2.4, it is observed that physical action has been assigned the first rank by 15.56 percent of the students, 8.89 percent have assigned second rank, 15.56 percent have assigned third rank and 31.11 per cent have assigned fourth rank, 28.89 percent have assigned fifth rank. Lively music and rhythmic sound effects has been assigned the first rank by 31.11 percent of the students, 26.67 per cent of them have assigned the second rank, 15.56 per cent have assigned the third rank, 17.78 have assigned fourth rank and 8.89 percent of the students have assigned fifth rank. First rank has been assigned by 26.67 percent of the students for animation as the influencing factor in the advertisements of junk food shown in the television, second rank by 24.44 percent of the students, third rank has been assigned by 15.56 per cent of the students. According to the opinion of 20 percent of the student’s animation has been assigned fourth rank and 13.33 per cent have assigned fifth rank. Presence of celebrity in the television advertisement of junk food had been ranked first by 24.44 per cent of the children, 28.89 per cent have assigned second rank, 28.89 per cent of the third rank, 6.67 percent have assigned fourth rank and 11.11 percent have assigned fifth rank. First rank has been assigned for stylish imaginary messages by 2.22 per cent of the students, 11.11 per cent of them have assigned Second rank, 24.44 per cent of the students have assigned third rank, 24.44 per cent have assigned fourth rank and 37.78 per cent of the students have assigned 5th rank.

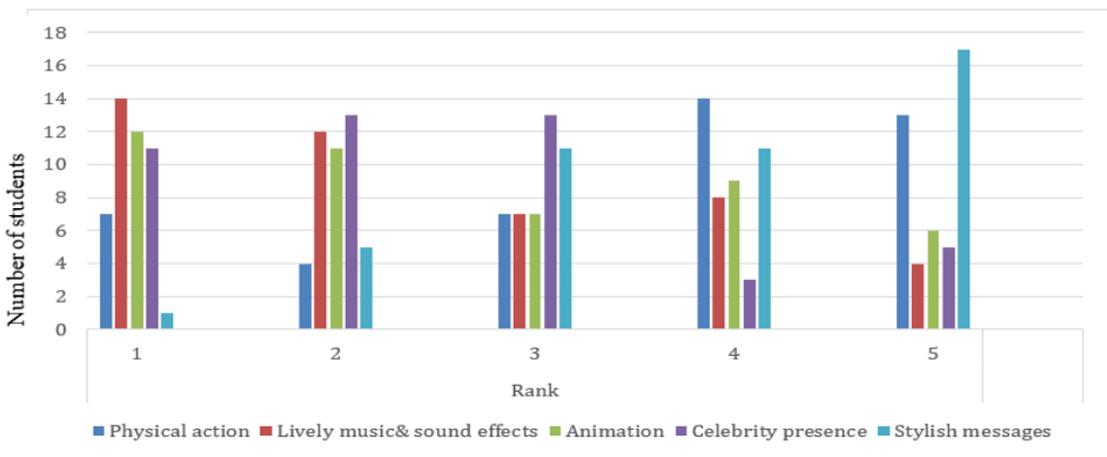


Fig 2.41: factors in television advertisements of junk food influencing students

3. Analysis of Factors Influencing Preference for Junk Food

There are so many factors that influence the preference of junk food. For the purpose of the study 9 statements were given to the students.

Table 3.L: Factors Influencing Preference for Junk Food

Sl. No	Statements	SA%	A%	U%	DA%	SDA%
1	Taste & aroma of junk foods influences you.	31.11	44.44	20	2.22	2.22
2	Different flavors of junk food influence you to eat more	8.89	40	33.33	15.55	2.22
3	Junk food is ready to use	82.22	17.78	0	0	0
4	It can be conveniently used anytime and anywhere.	82.22	15.55	2.22	0	0
5	On-pack games, collectables and movie tie- ins promote your preference of junk food	22.22	53.33	6.67	11.11	6.67
6	Offering toys of well- known cartoon characters makes you consume junk food	40	48.89	2.22	6.67	2.22
7	You are influenced by your peers to have junk food	15.55	33.33	15.55	26.67	8.89
8	Increased level of anxiety makes you eat junk foods	6.67	26.67	31.11	26.67	8.89
9	Packing of junk foods influences you to buy It	6.67	20	17.78	31.11	24.44

From the table 3.1, 31.11 percent of students strongly agree that taste and Aroma of junk food influences them. 44.44 percent agree with the statement and 2.22 percent disagree with the statement. Also 2.22 percent student strongly disagree with the statement and 20 percent are uncertain. 8.89 percent of

students strongly agree that different flavors of junk food influence them to eat more and 40 percent agree with the statement. 33.33 percent students are uncertain and 15.55 percent student disagree with the statement and 2.22 percent strongly disagree. So 82.22 percent of students strongly agree and 17.78 percent of students agree with the statement junk food is ready-to-use. 82.22 percent of student strongly agree and 15.55 per cent agreed that junk food can be conveniently used anytime and anywhere. 2.22 percent of students uncertain about the statement. 22.22 percent of students strongly agree that on pack games collectibles and movie tie in promote preference of junk food. 53.33 percent with the statement agree and 11.11 percent student disagree with the statement. 6.67 percent students strongly disagree with the statement and 6.67 per cent students are uncertain. 40 percent of students strongly agree and 48.89 percent agree with the statement offering toys of well-known cartoon characters makes them consume junk food. 6.67 per cent students disagree and 2.22 percent students strongly disagree with this statement 2.22 per cent students are uncertain.

15.55 percent students strongly agree that they are influenced by their peers to have junk food 33.33 percent students agree and 26.67 percent students disagree with the statement 8.89 percent students strongly disagree and 15.55 percent students are uncertain about the statement. 6.67 per cent students strongly agree and 26.67 students agree with the statement that increases the level of anxiety makes them eat junk foods 31.11 percent students are uncertain and 26.67 student percent student disagree 8.89 percent students strongly disagree with the statement. 6.67 percent students strongly agree that packing of junk food influences them. 20 per cent students agree and 31.11 percent disagree with the statement, 24.44 percent strongly disagree and 17.78 percent are uncertain with the statement.

4. Analysis of Act of Television Advertisement of Junk Food on Students

The study explores the important factors that determine the effects of television advertisements of junk food on students and are deposited in table

Table 4.1: Effects of Television Advertisement of Junk Food on Students.

Sl.No	Statements	SA%	A%	U%	DA%	SDA%
1	Your food preferences are influenced by television advertisements.	17.78	24.44	20	22.22	15.55
2	Television advertisements give information about the various junk food to children.	28.89	44.44	13.33	6.67	6.67
3	Television advertisements influence your knowledge about junk food	31.11	44.44	20	2.22	2.22
4	Usually demand food items seen in television advertisements	13.33	28.89	20	22.22	15.55
5	Television advertisements keep you up to date about the availability of junk food in the market.	26.67	42.22	15.55	13.33	2.22
6	The use of superlatives like "best", "no.1", "tastiest", etc. in the television advertisements makes you to go for it.	2.22	22.22	28.89	26.67	20
7	Television advertisements promote the benefits of consuming the junk food which misleads you	8.89	20	33.33	22.22	15.55
8	Junk food which are usually unhealthy are advertised in television.	11.11	17.78	28.89	24.44	17.78
9	Television advertisements encourage regular consumption of junk food leading to poor eating habits.	11.11	17.78	28.89	22.22	20
10	Flavor of junk food enjoyed by models shown in television advertisements influence you to have it more:	13.33	24.44	15.55	26.67	20

From the table 4.1, 17.78 of students strongly agree that their food preferences are influenced by television advertisements. 24.44 agree with the statement and 22.22 percent disagree with the statement also 15.55 percent student strongly disagree with the statement and 20 percent are uncertain. 28.89 percent of student strongly agree

that Television advertisements give information about the various junk food to them and 44.44 percent agree with the statement. 13.33 percent students are uncertain and 6.67 percent student disagree with the statement and 6.67 percent strongly disagree. 31.11 percent of students strongly agree and 44.44 percent of students agree with the statement Television advertisements influence their knowledge about junk food. 20 percent students are uncertain and 2.22 per cent student disagree with the statement and 2.22 per cent strongly disagree.

13.33 percent of student strongly agree and 28.89 percent agreed that they usually demand food items seen in television advertisements. 20 percent of students uncertain about the statement. And 22.22 percent student disagree with the statement and 15.55 percent strongly disagree. 26.67 percent of students strongly agree that television advertisements keep you up to date about the availability of junk food in the market. 42.22 percent with the statement agree and 15.55 percent of students uncertain and 13.33 per cent student disagree with the statement. 2.22 percent students strongly disagree with the statement. 2.22 percent of students strongly agree and 22.22 per cent agree with the statements use of superlatives like "best", "no.1", "tastiest", etc. in the television advertisements make them to go for it. 26.67 percent students disagree and 20 per cent students strongly disagree with this statement 28.89 per cent students are uncertain.

8.89 percent students strongly agree that Television advertisements promote the benefits of consuming the junk food which misleads them. 20 percent students agree and 22.22 percent students disagree with the statement, 15.55 percent students strongly disagree and 33.33 percent students are uncertain about the statement. 11.11 per cent students strongly agree and 17.78 students agree with the statement that Junk food which are usually unhealthy are advertised in television. 28.89 percent students are uncertain and 24.44 percent student disagree, 17.78 percent students strongly disagree with the statement. 11.11 percent students strongly agree that Television advertisements encourage regular consumption of junk food leading to poor eating habits. 17.78 percent students agree and 22.22 percent disagree with the statement 20 per cent strongly disagree 28.89 percent are uncertain with the statement. 13.33 percent students strongly agree that flavor of junk food enjoyed by models shown in television advertisements influence them to have it more. 24.44 percent students agree and 26.67 percent disagree with the statement. Also 20 percent strongly disagree and 15.55 percent are uncertain with the statement.

IMPLICATIONS OF THE STUDY

From the study it is evident that most of the students are interested in television advertisements, particularly they are interested in television advertisements of junk foods. Majority of the students watch television at night and most of them are accompanied by their parents or siblings. Most of the students ask for junk food some times and only 47 per cent of them take it alright when junk food is refused. Main factors influence the students to junk food advertisements are lively music and sound effects, animation and celebrity presence. Taste and aroma of junk foods and different flavors of junk food influence the students. Also offering toys of well-known cartoon characters makes them consume junk food. Influence of peer is also an important factor in the preference of junk food. Majority of the students agree that their food preferences are influenced by television advertisements. They believe that television gives up to date information's about various junk food available in the market. Most of the students are unaware of the ill effects of television advertisements of junk food. Also from the survey, it is revealed that there is a relationship between television advertisements on junk food intake and the preference of junk food by children. Hence the hypothesis formulated in the context is accepted.

MAJOR FINDINGS OF THE STUDY

Majority of the students are interested in television advertisements, particularly they are interested in television advertisements on junk foods intake. And majority of them watch television at night and most of them are accompanied by their parents or siblings. Most of the students ask for junk food some times and only 44 percent of them take it alright when junk food is refused. Main factors influence the students to junk food advertisements are lively music and sound effects, animation and celebrity presence. Taste and aroma of junk foods and different flavours of junk food influence the students. Also offering toys of well-known cartoon characters makes them consume junk food. Influence of peer is also an important factor in the preference of junk food. Majority of the students agree that their food preferences are influenced by television advertisements. They believe that television gives up to date information's about various junk food available in the market. Most of the students are unaware of the effects of television advertisements on junk food intake.

RECOMMENDATIONS OF THE STUDY

Students watch entertainment channel frequency. So, it is the duty of the advertisers to reduce junk food advertisement in this channels which are regularly watched by students to protect them from disastrous effect of consuming junk food. They should also make advertisements insisting children to consume healthy food. Family members should restrict themselves from watching television programs in front of students. They should spend time with children by asking them about their experience on the school. They can also share their interesting past memories so that children may know about their ancestors, family culture and tradition in such cases the average time of watching television by children is reduced. Various health complications in children arise due to the consumption of junk food. Parents should discuss with their children the difference between the healthy food and unhealthy food. They must explain to them with examples which they can understand easily. Efforts should be made by the parents to encourage their children to take part in educational and sports activities, so that their growing dependence on television can be reduced resulting in their reduce exposure to television advertisements.

- Parents should prepare healthy food diet according to the nutritional levels of food. Also, it is the duty of the parents to plan carefully and choose snacks wisely, ensuring that the food or drink chosen are nutritious and would not take away appetite for the next meal.
- The product features given by the advertisers in the television advertisements of junk food stimulates and reasonable expectations about the product on the part of children. So, advertisers keeping in mind that children develop food preferences from the advertisements, they should give accurate and truthful information about the product avoiding the false claim about the product.
- Parents should follow diet for children according to healthy food pyramid.

SUGGESTION FOR FURTHER RESEARCH

- The study was conduct among only higher secondary school students it should be extended to college level students.
- Awareness of mothers about the nutritional status for her children to prevent from obesity and other diseases due to over consumption of Fast Food and junk food can be focused.

- Further research is needed by inclusion of our popular mass media and more comprehensive studies can be conducted.
- A comparison of influence of television advertisement on children in rural vs Urban population can be conducted.

CONCLUSION

The study reveals that junk food craze among children is due to marketing of these products through television advertisements. Advertisements of junk food to children is a sensitive and emotionally charged issue because children are easily influenced and like to experiment with new things. The proliferation of the food products, advertising, promotions and media targeted to children is of great concern to parents. Children motivated by the television advertisements of junk food demand their parents to buy it for them and parents in order to please them and keep them happy to purchase these products. Junk food advertising is under attack because it is perceived as making children want what they do not need and put pressure on parents and respond to more needs. Thus, it is very important that parents should encourage their children to make better food choices.

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व्यक्तित्व

श्रीमती रजनी महावर*

प्रस्तावना

व्यक्तित्व एक जटिल और गूढ़ प्रत्यय है। व्यक्तित्व के संबंध में जिज्ञासा तो हजारों वर्षों से रही है, लेकिन 20वीं शताब्दी से मनोविज्ञान का अध्ययन प्रारम्भ हुआ है। जिस प्रकार बुद्धि एक संज्ञानात्मक पक्ष है उसी प्रकार व्यक्तित्व भी महत्वपूर्ण गैर संज्ञानात्मक (Cognitive) पक्ष है। व्यक्तित्व को जानकर व्यक्ति के व्यवहार को समझा जा सकता है। व्यक्तित्व को जानने के बाद व्यक्तित्व के अनुसार शिक्षा देना सरल हो जाता है।

व्यक्तित्व का अर्थ

साधारण व्यक्ति व्यक्तित्व शब्द का अर्थ किसी व्यक्ति के बाहरी आकार, रंग-रूप तथा शारीरिक रचना का दूसरे व्यक्तियों पर पड़ने वाले प्रभाव से लगाते हैं।

आज से लगभग 200 वर्ष पूर्व व्यक्तित्व के लिए Persona शब्द का उपयोग किया जाता था। जो लैटिन भाषा का है। Persona शब्द का अर्थ है - नकाब (Mask) या मुखौटा।

प्राचीनकाल से जब यूनान में नाटक मंचित किया जाता था तो मुखौटा पहन कर नाटक के पात्र रंगमंच पर उपस्थित होते थे। इस मुखौटा का प्रयोग वे अपने पात्र को प्रभावशाली बनाने के लिए किया करते थे।

इस प्रकार व्यक्तित्व द्वारा अपनी भाषा, वेशभूषा, रंग-रूप और व्यवहार के द्वारा दूसरों को प्रभावित करना ही व्यक्तित्व है। व्यक्तित्व के दो पक्ष हैं - आंतरिक एवं बाहरी। बाह्य व्यक्तित्व का प्रत्यक्ष रूप से निरीक्षण संभव है जबकि आंतरिक व्यक्तित्व के विषय में व्यक्ति द्वारा किए गए व्यवहार से पता चलता है।

व्यक्तित्व की परिभाषाएँ

आलपोर्ट (1937) के अनुसार - "व्यक्तित्व व्यक्ति के मनोदैहिक गुणों का वह गत्यात्मक संगठन है जो व्यक्ति के वातावरण के प्रति अपूर्व समायोजन को निर्धारित करता है।"

(Personality is the dynamic organization with in the individual of those psychophysical system that determine his unique adjustment to his environment.)

*सहायक आचार्य (हिन्दी) (अतिथि संकाय), राजकीय आचार्य संस्कृत महाविद्यालय, कोटकासिम (खैरथल-तिजारा)।

मन के (1953) अनुसार - "व्यक्तित्व की परिभाषा उस अति विशेषतापूर्ण संगठन के रूप में की जा सकती है जिसमें व्यक्ति की संरचना, व्यवहार के ढंग, रुचियों, अभिवृत्तिया, क्षमताएँ और अभिक्षमताएँ सम्मिलित हैं।"

(Personality may be defined as the most characteristic integration of an individual's structures modes of behaviour, interest, attitudes, capacities, abilities and aptitudes.)

आइजनेक (1950) के अनुसार - "व्यक्तित्व व्यक्ति के चरित्र, चित्त, प्रकृति, ज्ञान-शक्ति एवं शारीरिक गठन का लगभग एक स्थायी और टिकाऊ संगठन है जो वातावरण में उसके अपूर्व समायोजन को निर्धारित करता है।"

(Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique adjustment to his environment.)

वाल्टर मिशेल (1981) के अनुसार - व्यक्तित्व का अर्थ व्यवहार के उस विशिष्ट पैटर्न जिसमें चिन्तन और संवेग भी है से होता है जो प्रत्येक व्यक्ति के जीवन की परिस्थितियों के साथ होने वाले समायोजन को निर्धारित करता है।"

(Personality usually refers to the distinctive pattern of behaviour (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life.)

बेरेन (1993) के अनुसार - "सामान्यतः व्यक्तित्व की परिभाषा उसके विशिष्ट संवेगों, चिन्तनों और व्यवहार में सापेक्ष रूप से स्थिर नमूने पैटर्न के रूप में की जाती है।"

(Personality is generally defined as individual's unique and relatively stable patterns of behaviour, thoughts and emotions.)

परविन (1996) के अनुसार - व्यक्तित्व किसी व्यक्ति या व्यक्तियों के उन संरचनात्मक और गत्यात्मक गुणों का प्रतिनिधित्व करते हैं जो किसी परिस्थितियों के प्रति विशिष्ट प्रत्युत्तरों द्वारा परिलक्षित होते हैं।"

(Personality represent those structural and dynamic properties of an individual or individuals as they reflect themselves in characteristic response to situations.)

वारेन - "व्यक्तित्व व्यक्ति का सम्पूर्ण मानसिक संगठन है, जो उसके विकास की किसी भी अवस्था में होता है।"

- **रैक्स रॉक** - "व्यक्तित्व समाज द्वारा मान्य तथा अमान्य गुणों का संतुलन है।"
- **गिलफोर्ड** - "व्यक्तित्व गुणों का समन्वित रूप है।"
- **बुडवर्थ** - "व्यक्तित्व व्यक्ति के व्यवहार की एक समग्र विशेषता है।"
- **मॉर्टन** - "व्यक्तित्व व्यक्ति के जन्मजात तथा अर्जित स्वभाव, मूल प्रवृत्तियों भावनाओं तथा इच्छाओं आदि का संग्रह है।"

श्रीवास्तव, डी. एन (2000) के अनुसार - "व्यक्तित्व शीलगुणों (चिन्तन, भाव, सवेग, ज्ञानशक्ति) अभिप्रेरणात्मक व्यवस्थाओं और व्यवहार का सापेक्ष रूप से स्थायी गतिशील विशिष्ट नमूना (pattern) है जो वातावरण की परिस्थितियों के साथ व्यक्ति के समायोजन को निर्धारित करता है।"

मनोवैज्ञानिकों की उपर्युक्त परिभाषाएं यद्यपि अलग-अलग ढंग से कहीं गई है। हर परिभाषा में कुछ न कुछ व्यक्तित्व की नई विशेषताएँ कही गई हैं। अतः संक्षेप में कहा जा सकता है व्यक्तित्व शीलगुणों का एक समन्वित पैटर्न है।

व्यक्तित्व के प्रकार

विभिन्न मनोवैज्ञानिकों और दार्शनिकों ने व्यक्तित्व के अलग-अलग प्रकार बताए हैं जिनका संक्षिप्त वर्णन निम्न प्रकार से है -

1. **चरक संहिता के अनुसार** - चरक संहिता आयुर्वेद का अपार ग्रंथ है। इसमें तीन तत्वों के आधार पर 3 प्रकार का व्यक्तित्व बताया गया है-

नाम	कारण	गुण
वात	आकाश एवं वायु की अन्तःक्रिया से	चंचल एवं स्फूर्तिवान
पित्त	वायु एवं अग्नि की अन्तःक्रिया से	आनन्द युक्त एवं सुस्त
कफ	जल एवं पृथ्वी की अन्तःक्रिया से	सुस्त एवं शान्त

2. **हेप्पोक्रेटीज के अनुसार** - हेप्पोक्रेटीज एक ग्रीक चिकित्साशास्त्री थे इन्होंने अपनी पुस्तक 'Nature of man' में चार प्रकार के द्रव के आधार पर 4 प्रकार के व्यक्तित्व बताए हैं, जो निम्न प्रकार से हैं-

द्रव का नाम	व्यक्तित्व का प्रकार	व्यक्तित्व के गुण
रक्त (Blood)	रक्त वर्णक (Sanguine)	उत्साही, खुशमिजाज एवं सक्रिय
कफ (Phlegm)	शलैग्मिक (Phlegmatic)	आलस्य एवं तामस्य की अधिकता
पीला पित्त (Yellow bile)	दोषशील (Choleric)	चिडचिडे एवं क्रोधित
काला पित्त (Black bile)	विषादी (Melancholic)	चिन्ताग्रस्त एवं निराशावादी

3. **क्रेचमर (केशमर) के अनुसार** - क्रेचमर अपनी पुस्तक Physique and character में शारीरिक रचना के आधार पर 4 प्रकार के व्यक्तित्व बताता है जो निम्न प्रकार से है-

व्यक्तित्व के प्रकार	व्यक्तित्व की विशेषताएं
गोलाकाय (Pyknic Type)	ऐसे लोग मजबूत तथा कद में छोटे सामाजिक मिलनसार भोजन प्रेमी होते हैं।
लम्बाकाय (Asthenic Type)	ऐसे लोग लम्बे एवं दुबले पतले होते हैं, दूसरों की निंदा करते हैं।
सुडौलकाय (Athletic Type)	ऐसे लोग हृष्ट-पुष्ट मांसपेशियों वाले, स्वभाव से साहसी निर्भिक होते हैं।
मिश्रितकाय (Dysplastic Type)	इस प्रकार के व्यक्तित्व में ऊपर बताए गए प्रकारों का मिश्रण होता है।

4. **जुंग / युंग के अनुसार** - फ्रायड के शिष्य जुंग ने सामाजिक दृष्टिकोण से 2 प्रकार का व्यक्तित्व बताया है - लेकिन कुछ समय पश्चात एक अन्य प्रकार और प्रचलित हुआ। इस प्रकार वर्तमान में 3 प्रकार प्रचलित हैं- जुंग का वर्गीकरण व्यक्तित्व माना जाता है।

व्यक्तित्व के प्रकार	व्यक्तित्व की विशेषताएं
अन्तर्मुखी (Introvert)	संकोची, लज्जाशील, एकांतप्रिय, अल्पभाषी, आत्मकेन्द्रित, असामाजिक प्रकृति वाले।
बहिर्मुखी (Extrovert)	सामाजिक प्रकृति वाले, चिंता मुक्त, आशावादी, साहसी, लोकप्रिया।
उभयोमुखी	इस प्रकार के व्यक्तित्व में वे लोग आते हैं जो उपरोक्त वर्णित दोनों प्रकार के गुण रखते हैं।

इस प्रकार जुंग ने व्यक्तित्व की 4 मनोवैज्ञानिक क्रियाओं का उपयोग किया है- संवेदना, चिन्तन, भावना और अन्तर्दृष्टि।

स्प्रेन्गर के अनुसार - जर्मन दार्शनिक स्प्रेन्गर ने मूल्यों के आधार पर अपनी पुस्तक "Type of men " में व्यक्तित्व का निम्न प्रकार से वर्गीकरण है-

1. **सैद्धान्तिक** - ये लोग अत्यधिक सिद्धान्तवादी होते हैं। सामाजिक सहभागिता के प्रति उदासीन रहते हैं। दार्शनिक, वैज्ञानिक, लेखक, कवि आदि इस प्रकार के व्यक्तित्व में आते हैं।
2. **आर्थिक** - ऐसे व्यक्तित्व के लोग धन संचय एवं भौतिक सुख की कामना रखते हैं जैसे - व्यापारी, दुकानदार, उद्योगपति होते हैं।
3. **सामाजिक** - ये लोग सामाजिक कार्यों में श्रेष्ठ होते हैं। सामाजिक हित को सर्वोपरि मानते हैं एवं समाज सेवा के कार्यों में विशेष रूचि रखते हैं। जैसे - सामाजिक कार्यकर्ता, समाजसेवी आदि।

4. **राजनीतिक** - इस प्रकार के व्यक्तित्व के लोग सत्ता एवं स्तर प्राप्त करने की लालसा रखते हैं। इनमें राजनीतिक विचारों की अधिकता होती है। जैसे - राजनेता, कूटनीतिज्ञ आदि।
5. **धार्मिक** - ऐसे व्यक्तित्व ईश्वर की सत्ता में विश्वास रखते हुए, दैवीय विपदाओं से डरने वाले और आध्यात्मिक विचारों वाले होते हैं। जैसे- संत, पुजारी, पादरी, मुल्ला, मौलवी आदि।
6. **सौन्दर्यात्मक कलात्मक** - ये सौन्दर्य प्रेमी, कला और सौन्दर्य में संबंध स्थापित करने की प्रबल इच्छा वाले होते हैं। जैसे कलाकार, मूर्तिकार, प्रकृति-प्रेमी, साहित्यकार आदि।

भारतीय दृष्टिकोण - श्रीमद्भागवत गीता में सत्व, रज और तम के आधार पर तीन प्रकार का व्यक्तित्व बताया गया है। व्यक्तित्व के इन 3 प्रकार की पुष्टि कपिल मुनि के द्वारा की गई है-

1. **सतोगुणी व्यक्तित्व** - ऐसे व्यक्तित्व के लोगो में सत्व गुण की प्रधानता होती है। ये लोग ज्ञानी, शांत, निर्मल, धार्मिक एवं क्रोध पर नियंत्रण रखने वाले होते हैं।
2. **रजोगुणी व्यक्तित्व** - ऐसे व्यक्तित्व वालों में रज गुण की प्रधानता होती है। ये लोग वीर, साहसी, दबंग तथा कामना एवं आसक्ति वाले होते हैं।
3. **तमोगुणी व्यक्तित्व** - तम गुण की प्रधानता वाले व्यक्तियों का व्यक्तित्व तमोगुणी कहलाता है। ये लोग कामी, क्रोधी, आलसी तथा लड़ाई-झगड़ा करने वाले होते हैं।

आधुनिक दृष्टिकोण

1. भावशील - अत्यधिक भावुक प्रकृति वाला।
2. कर्मशील - अत्यधिक कर्मठ प्रकृति वाला।
3. विचारशील - अत्यधिक वैचारिक प्रकृति वाला।

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सिद्धान्तरत्नाकरदिशा अधिकरणकारकम्

प्रियंका मीना*

आधारोऽधिकरणम् हि अधिकरणसंज्ञा सूत्रं 'सप्तमीविधायकं सूत्रम्। अधिकरणसंज्ञा सूत्रे सर्वत्र कारके च 'कारके' इत्यधिकारसूत्रस्य अधिकृतत्वात् तस्य च क्रियापरत्वाद् आधारः क्रियाया एव ग्राह्यः तथापि इप्सितमस्वतन्त्रपदाभ्यां साक्षात्क्रियाधारयोः कर्तृकर्मसंज्ञाभ्यां बाधात् परम्परया कर्तृकर्मद्वारा तन्निष्ठक्रियाश्रयस्य अत्र ग्रहणम्।

विभक्त्यर्थम् आश्रित्य भूषणसारे उक्तम् -

आश्रयोऽवधिरुद्देश्यः सम्बन्धः शक्तिरेव वा

यथायथं विभक्त्यर्थः सुपां कर्मति भाष्यतः॥

तत्र द्वितीया तृतीया-सप्तमीनाम् आश्रयो अर्थः। व्यापाराश्रय कर्ता, फलाश्रयः कर्म, कर्तृकर्मद्वारा तन्निष्ठक्रियाया आधारः कारकम् अधिकरणसंज्ञं स्यादिति तदर्थः। अर्थात् कर्तृकर्मन्यद् व्यवधानेन क्रियाश्रयः कारकम् अधिकरणसंज्ञं तेन कर्तृकर्माधिकरणेषु न पर्यायतापत्तिः। तदुक्तं भर्तृहरिणा वाक्यपदीये -

कर्तृकर्मव्यवहितामसाक्षात् धारयत् क्रियाम्

उपकुर्वत् क्रियासिद्धौ शास्त्रेऽधिकरणं स्मृतम् इति।

यद्यपि कालस्य साक्षात्क्रियापरिच्छेदकत्वम् तथापि तदधिकरणं कर्तृकर्मद्वारैव, तथैवानुभवात्। तस्मात्तदाधारत्वेऽपि आधारपदे स्वरितत्वप्रतिज्ञानात् परम्पराधारस्य ग्रहणम्। किञ्च क्रियान्वयोऽप्यस्य कर्त्राद्यन्वयद्वारैव। यस्य यद्द्वारा कारकत्वं तस्य तद्द्वारैव क्रियान्वय इति व्युत्पत्तेः। मूले वृक्षः कपिसंयोगी इत्यादौ अस्ति क्रियाम् अध्याहृत्य तस्याः स्वकर्तृकपिसंयोगिवृक्षद्वारा मूलवृत्तित्वाद् आधारत्वम्। प्रसिद्धम् -

देवदत्तः पाकशालायां स्थाल्याम् ओदनं पचति इति वाक्यम्। अत्र विकल्पानुकूलो हि पच् धात्वर्थः। वर्तमानत्वं कर्तृत्वं च लडर्थः कालस्य क्रियायामन्वयः, लडर्थकर्तृः देवदत्तः पदेनाभेदेन अन्वयः। तेन देवदत्तकर्तृवृत्तिवर्तमानकालिको यः फूलकारादिरूपो व्यापारः तस्य साक्षात् आधाराश्रयो वा देवदत्तः, परम्परया च पाकशाला अतः तस्याः अधिकरणसंज्ञा किञ्च तण्डुलनिष्ठविकलितरूपफलस्य साक्षाद् आश्रयः तण्डुलः। तद्द्वारा परम्परया च आधारः स्थाली। अतः स्थाल्या अधिकरणसंज्ञा। सत्या च तस्यां तत्र सप्तमीविभक्तिः। तत्र सप्तम्याः आश्रयः अर्थः कल्पितो वर्तते।

अयं हि आधारः त्रिधा -

*शोधछात्र (व्याकरण विभाग), जगद्गुरु रामानंदाचार्य राजस्थान संस्कृत विश्वविद्यालय जयपुर।

औपश्लेषिकः वैषयिको अभिव्यापकश्च। उपश्लेषः संयोगादिसम्बन्धस्तत्र प्रयोज्यः आधारः औपश्लेषिकः। यथा देवदत्तः कटे आस्ते इत्यादौ। साक्षात् देवदत्तात्मककर्तृगतासनक्रियां प्रति कटस्य संयोगसंबन्धं पुरस्कृत्य देवदत्तद्वारा तदाधारत्वादधिकरणत्वम्। स्थाल्यां पचति इत्युदाहरणे साक्षात् तण्डुलात्मककर्मगतां पाकक्रियां प्रति स्थाल्याः संयोगसंबन्धं पुरस्कृत्य तण्डुलद्वारा आधारत्वादधिकरणत्वम्। रूपे रूपत्वम् अस्ति। शरीरे चेष्टा अस्ति इत्यादौ समवायसम्बन्धेन औपश्लेषिकम् आधारत्वं ज्ञेयम्। मोक्षे इच्छा अस्ति। इत्यादौ कर्तृभूतेच्छागतां सत्ताक्रियां प्रति मोक्षस्य विषयतासम्बन्धपुरस्कारेण इच्छाद्वाराधारत्वाद् अधिकरणत्वम्। सर्वस्मिन् आत्मा अस्ति इत्यादौ आत्मरूपकर्तृगतां सत्ताक्रियां प्रति कृत्स्नव्याप्तिं पुरस्कृत्य आत्मद्वारा सत्ताधारत्वात् सर्वस्याधिकरणत्वम्।

वस्तुतस्तु उप समीपे श्लेषः सम्बन्धः तत्कृतम् औपश्लेषिकम् इति भाष्योक्त्या गङ्गायां घोषः इत्यादौ अधिकरणत्वसिद्धेऽपि कटे आसते इत्यादौ अधिकरणत्वस्य अनुपत्तिरेव स्यात्। तदुक्तं संयोगसमवायान्तासंबन्धः इह औपश्लेषिको ग्राह्यः। तेन उभयत्रापि सुसङ्गतं स्यात्। एकदेशावच्छेदेन श्लेषेऽपि श्लेषस्य समीपम् उपश्लेषम्। तत्कृतम् औपश्लेषिकः इत्यभिप्रायेण तदुदाहरणम्। अत एव 'इको यणचि' इत्यादौ 'अचि' इत्यत्र औपश्लेषिकम् अधिकरणं तत्र सप्तमी इति संहितायाम् इति सूत्र भाष्ये। तत्र हि-

शब्दस्य तु शब्देन कोऽन्योऽभिसंबन्धो भवितुमर्हति अन्यद् अत उपश्लेषात्। अच्युपश्लिष्टस्य अक्षसमीपोच्चरितस्य इति तदर्थः। गङ्गायां गावः, वटे गावः शेरते। कूपे गर्गकूलम्। गङ्गायां घोषः। एतत् सर्वं गौणम् अधिकरणम्। स्वरितेनाधिकारः इत्यनेन संगृहीतम्। करणम् अतिरिच्य कारकाधिकारणे मुख्यगौणन्यायेन न प्रवर्तते इति साधकतमं करणम् इति सूत्र भाष्ये उक्तम्।

Study on Employees Welfare Scheme at Work Place

Mr. Suresh S. Dunde*

ABSTRACT

Industrialization is the important for economic and agricultural development of nation. Industrialization creates employment, national income, per capita income. In industrialization process the employee's role is important therefore welfare facility motivate their work and the condition of working class. Hence employees are the best kind of investment for promoting industrial efficiency beside employee's welfare has tremendous potential for festering good industrial relation. The organization are made up of people without organization cannot exist the resource of man money material and machines are collected co-ordinate and utilized through people by themselves cannot fulfill the objectives of the organization.

Keyword: Employees, welfare Facilities , Industries

INTRODUCTION

Employee welfare comprehensive terms in including various services facilities amenities provided to employees for the betterment. The basic purpose of employee welfare is to improve the lot of working class and thereby make a worker a good employee and a happy citizen. In the era of globalization, privatization the best employee is valuable asset of the company. No organization can serve without good manpower in any organization lies with its manpower. Manpower is the most vital asset for any organization unless this manpower is not skilled, disciplined, committed therefore welfare scheme is an important part of the company. Proper implement welfare facilities that benefit to increase production enjoyed their work and also achieve organization goal and objectives.

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OBJECTIVE OF STUDY

1. To Known the Importance of Employees welfare facilities
2. To study the statutory and non-statutory Facilities

IMPORTANCE OF THE EMPLOYEE'S WELFARE SCHEME

Welfare measure was accepted in 1931 when the royal commission on labour stated the benefits are of great importance to the worker which he is able to secure by him. The scheme of labour welfare may be regarded as wise investment because these would bring a profitable return in the form of greater efficiency. The working environmental in the factory adversely affected on health of employees because of exercise heat, could, noise, dust and lack of sanitation such create health problem for worker. Second reason in favors of welfare work is called the social invasion of factory worker face lots of adjustment problem in their work-life, workers have to put in long hours of work in unhealthy surroundings un available of facilities . The high rate of Employees absenteeism in Indian industries is indicative of the lack of commitment on the part of workers, for they want to escape from their environment whenever possible. This absenteeism can be reduced by the providing of good housing, of health and family care, canteens where healthy balanced diet is made available in congenial surroundings. Good educational and training facilities for workers are also very necessary in industries. In these and many other ways, Employees welfare has an important, positive and dynamic part to play in the industrial economy, particularly in developing countries.

SCOPE OF EMPLOYEES WELFARE SCHEME

The need for labour welfare was strongly felt by the Committee of the Royal Commission on Labour as far back as in 1931, primarily because of a lack of commitment to industrial work among factory workers and also the harassment they received from employers. This need was emphasized by the Constitution of India in the Chapter on the Directive Principles of State Policy, particularly in the following Articles

Article 411 The State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and

to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases, of undeserved want.

Article 42: The State shall make provision for securing just and humane conditions of work and for maternity relief.

Article 43: The State shall endeavor to secure, by suitable legislation or economic organization or in any other way, to all workers, agricultural, industrial or otherwise, work, a living wage, conditions of work ensuring a decent standard of life and full enjoyment.

CLASSIFICATION OF EMPLOYEES WELFARE SCHEMES

The classification of Welfare Facilities into two categories statutory, voluntary facilities..

STATUTORY WELFARE SCHEMES

Statutory welfare is the minimum standards of health, safety, light, ventilation sanitation etc

Provisions of Factories Act Regarding Labour Welfare facilities: Sections 42 to 49 of the Factories Act, 1948 contain specific provisions relating to welfare of Labour. Sec.42 to 45 applies to all factories of the number of workers employed. Sections 46 to 49 are applicable to factories employing more than a specified number of workers. The statutory facilities are as follow.

Drinking water

In every organization all the working place provides safe hygienic drinking water

Washing Facility

In every organization sufficient adequate facilities for washing are made available so that the workers may use of them. Separate and adequately facilities be provides for male and female workers conveniently accessible and be kept clean.

Facilities for Sitting

The Factories Act requires that the employer of every industry, suitable and comfort sitting arrangements provides and maintain for all workers.

First Aid Appliances

Every industries be provides first aid appliances proper place to readily accessible during all working hours. the number of such boxes to be provides and maintain not be less than one for every 150 workers ordinarily employed at any one time in the factory.

Canteens facilities

Canteen facilities require in the factory which ordinarily employing more than 250 employed in organization to provide and maintain a canteen.

Shelters, Rest Rooms and Lunch Rooms

Every industries which ordinarily employs more than 150 workers is required to make provision for adequate and suitable shelters, rest rooms and lunch room, with available drinking water, where workers can take their meals.

Crèches

In every industry need in which ordinarily employs more than 30 ladies workers, shall be provides and maintain suitable room for the use of children.

Welfare Officers

The Factories Act, 1948, The Plantations Act, 1951 and Indian Mines Act, 1952 in every industries need wherein 500 or more workers are employed to appoint welfare officers.

NON-STATUTORY WELFARE SCHEMES

Non Statutory welfare services, facilities those activities provides by industries to motivate or encourages for their workers .

Education Facilities

Many industries encourage their employees to pursue further studies such as skill development through training programs. many Industries usually provide reading room facilities, libraries, news bulletins, and literary discussion facilities to

their employees. Education facilities are provided to the children of the employees also in different forms either by setting up their own educational institute.

Housing facilities

The purpose of provides housing facilities to the employees to improve the standard of living. Providing houses near the workplace enable the employers to get the services of their employees quickly and reliably.

Transport facilities:

Transport facilities provided by industries to travel its employees to and from their homes in time, for this purpose industries may use its own transport facilities. These facilities are made available to the employees either free of cost or nominal rate.

Recreation Recreational facilities:

Recreational entertainment including indoor and outdoor games, music art, gymnasium and club membership, may also be provides to the employees for keep them physically and mentally strong.

Insurance Facilities

Some Industries provides insurance facilities to their employees to cover their medical expenses and to compensate for the loss arising incident of the insured employees.

Personnel Counseling

Personnel counseling means the service, workers are able to receive advice and counsel on some of the personnel and also on personal issue, inside and outside of their place of work the personnel counseling often help a worker to overcome his anxiety and troubles.

Distress Relief and Cash Benefits

This service is related to ex-gratia payments which fall under distress relief and cash benefits. There is reasons cash payments should be encouraged in serious

illness or injury due to an accident to a worker, daughter's marriage, and natural calamities like floods, drought, famine, and cyclone etc.

CONCLUSION

In industrialization process the employee's role is important therefore welfare facility motivate their work and the condition of working class. Employees are the best kind of investment for promoting industrial efficiency beside employee's welfare has tremendous potential for festering good industrial relation. Employee's welfare facilities contribute to the development of the health and safety of the employees and increase more productive work force. Proper implementation of these schemes enable workers to enjoy a richer life as well as improve the productivity and efficiency of workers promote healthy industrial relations also make more active interest in their jobs and to help increase the standard of living.

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Effectiveness of Stress Management Programme on Post COVID-19

Dr. K. Devisri*

INTRODUCTION

In today's educational set up where teachers are more appropriately referred as facilitators rather than teachers. It is because the teachers are not only accountable for the marks or the grades that the students' scores but also for the overall well-being of the learner. Hence it is clearly evident that wise teachers are one who looks into the well-being of the learner from both inside and outside the classroom. Now a days a good amount of research is been targeted towards the stress which arises out of teaching and learning. This is been triggered vigorously due to various sources especially from media where it is seen that everyday some kind of ill-fated news is been aired from the classrooms across India and the source of the news are to the extent is due to the fact called stress. To this close call research is been undertaken at various degrees to find out the root cause of the stress and to bring out a workable remedy to the same. But in this instance many of the research that takes the term 'stress' as a construct, fail to see that not all the programmes or the remedies can be applied to students as whole. Since every individual is unique and different, these worthy efforts out of tiring research may sometimes seem to be ineffective. As we know that humans are quite different from one another owing to their variations in their personalities. This study concentrates on developing a stress management programme so as to bring out the maximum efficiency among student teachers.

STRESS

According to Webster dictionary the term stress is referred as a pressure due to some kind of continuous work. And it is different from the term burn-out. The source of stress may be both intrinsic and extrinsic but in either way the outcome of stress is dangerous. Beatrach (2009) Stress is penultimate a state of mind where the individual seems to have no way until he vents out in some way. Stress Management is a kind of education where one finds out easy in managing his works of both personal and professional, without being stuck.

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NEED AND SIGNIFICANCE OF THE STUDY

Background: As we all know that lockdown has been announced in the county due to corona virus which has obstructed students in their studies. Therefore, the Education institutes had decided to take online classes which had affected the student's life and their thoughts towards studies. This study is focused on knowing the student's mental condition and their problems. Not only the students but their family condition is not good this may cause stress in students.

The study on stress management programme has drawn the attention of researchers very recently. Previous studies have provided useful results that was generalized and applied to the larger scale. But at times it fails to provide full efficiency at large scale. But large scale may not be appropriate for distinguishing ethnic cultural factors. Therefore, the present study attempts to take previous research on this topic by investigating the effect of stress management programme on stress level of student teachers. To the researcher's knowledge, currently there are few studies focusing on the personality specific remedies for research and this research may provide additional dialog and development for future teachers within Educational settings.

STRATEGIES FOR STRESS MANAGEMENT

- Identify stressors
- Develop Coping Mechanisms
- Seek Support
- Time Management
- Healthy Lifestyle
- Practice Self-Care

OBJECTIVES

1. To find out the significance of difference in the pre and post test scores of the control group and experimental group student teachers.
2. To find out the significance of difference between Control group Male and Female student teacher of in their stress level after pre-test and post-test.
3. To find out the significance of difference between Experimental group Male and Female student teacher of in their stress level after pre-test and post-test.
4. To find out the significant relationship between stress level of the student teachers with healthy diet and relaxation techniques.

HYPOTHESES

1. There is no significant difference in the pre and post test scores of the control group and experimental group student teachers.
2. There is no significant difference between Control group Male and Female student teacher of in their stress level after pre-test and post-test.

METHODOLOGY

In this research, the investigator used pre- and post- test experimental study to assess the level of stress among the student teachers. This research involves two groups, both of which were selected based on the scores of the pre-test. Low score achievers were considered as experimental groups and others as control group consists of 30 each. The sample consists of 60 student teachers who are studying B.Ed., in colleges of Education were used for the present study to collect the data and the collected data were statistically analysed using Mean, Standard Deviation, 't' test and 'r' test.

Hypotheses Testing

1. There is no significant difference in the pre and post test scores of the control group and experimental group student teachers

The above hypothesis was tested by using 't' –test. The significance of difference in the pre and post test scores of the control group and experimental group student teachers is shown in table 1.

Table 1: showing the difference in the pre and post test scores of the control group and experimental group student teachers.

Group	Test	N	Mean	SD	't' – Value	0.01% Level of Significance
Control Group	Pre test	30	62.57	5.25	6.16	S**
	Post test	30	66.73	4.81		
Experimental group	Pre test	30	68.47	9.83	11.53	S**
	Post test	30	89.47	3.93		

** - Significant at 0.01 level

The above table 1 shows that the calculated t-value is significant at 0.01 level of significance. Hence the null hypothesis is rejected. This implies that there is a significant difference in the pre and post test scores of the control group and experimental group student teachers. The experimental group student teachers are at a higher level than the control group student teachers.

2. There is no significant difference between Control group Male and Female student teacher of in their stress level after pre-test and post-test.

The above hypothesis was tested by using 't' test.

The significance of difference in the pre and post test scores of the control group Male and Female student teachers is shown in table 2.

Table 2: showing the difference in the pre and post test scores of the control group Male and Female student teachers.

Control Group	Variable	N	Mean	SD	't' – Value	0.01% Level of Significance
Pre test	Male	15	62.60	6.02	0.04	NS
	Female	15	62.53	4.57		
Post test	Male	15	65.33	5.25	1.62	NS
	Female	15	68.13	4.02		

NS-Not Significant at 0.01 level

The above table 2 shows that the calculated t-value is not significant at 0.01 level of significance. Hence the null hypothesis is accepted. This implies that there is no significant difference in the pre and post test scores of the control group Male and Female student teachers. The control group female student teachers are at a higher level than the control group male student teachers in their post- test.

FINDINGS OF THE STUDY

1. It was found out that there is a significant difference in the pre and post test scores of the control group and experimental group student teachers. The experimental group student teachers are at a higher level than the control group student teachers.

2. It was found out that there is no significant difference in the pre and post test scores of the control group Male and Female student teachers. The control group female student teachers are at a higher level than the control group male student teachers in their post - test.

CONCLUSION

Stress management is crucial for maintaining overall well-being, as chronic stress can lead to severe physical and mental health problems, impacting quality of life. Stress reappraisal and mindset interventions have high potential to assist in stress management during the covid-19. Effective stress management is crucial for overall well-being, promoting both physical and mental health and mental health, and enhancing productivity and relationships. The Long term benefits found from this study is the stress management not only prevents mental and physical health issues but fosters a positive study culture and productivity. The relaxation techniques like deep breathing and mediation, prioritize self-care, maintain a healthy lifestyle and seek social support.

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A Study on Technopedagogical Skills of Teacher Educators

Dr. C. E. Jayanthi*

ABSTRACT

Students are exposed by lot of technology in their day to day life such as computers, mobile apps, tablets and many other electronic devices. They learn many things apart from classroom atmosphere. They expect more knowledge in the classroom atmosphere. Teachers should be aware of all the technical skills in the field of Education. The main objective of this study was to find out the significant difference between male and female teacher educators in their techno pedagogical skills and to find out the significant difference between rural and urban teacher educators in their techno pedagogical skills. The samples of the study were two hundred teacher educators from thirty B.Ed colleges in Tamil Nadu. Samples were collected through Simple Random Technique. Research instrument for the present study was standardized by the investigator to collect the data. The collected data will be analyzed by differential analysis and co-relational analysis. Based on the analysis, interpretations and implications were given by the investigators on the techno pedagogical skills of Teacher Educators.

Keywords: Pedagogical skills, Teacher Educator, Teacher Education, etc.

INTRODUCTION

In this twenty first century teachers are in need of technical skill to impart knowledge to their students. Technical skills need to be inculcated in their teaching learning process. Students are exposed by lot of technology in their day to day life such as computers, mobile apps, tablets and many other electronic devices. They learn many things apart from classroom atmosphere. They expect more knowledge in the classroom atmosphere. Teachers should be aware of all the technical skills

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in the field of Education. Technology should be adopted in the instructional process which is said to be techno pedagogical skills. This techno pedagogical skill need to be imparted to the student teacher in their training period for the future career. Training for the student teachers should be given by the teacher educators working in the Colleges of Education. Teacher Educators should be well versed in all the techno pedagogical skills to train up the student teachers. This student teacher in future will reflect in the classroom and in turn students will get benefitted and have greater achievements in their life. And hence the investigator wants to study the techno pedagogical skills of teacher educators.

OBJECTIVES

1. To find out the significant difference between male and female teacher educators in their techno pedagogical skills.
2. To find out the significant difference between rural and urban teacher educators in their techno pedagogical skills.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female teacher educators in their techno pedagogical skills.
2. There is no significant difference between rural and urban teacher educators in their techno pedagogical skills.

REVIEW OF RELATED LITERATURE

Neufeld, Philip G.; Delcore, Henry D.(2018) studied the “Situatdness” and Variations in Student Adoption of Technology Practices towards a Critical Techno-Pedagogy. The aim of this study is to show methods to explain variations in perceptions with the help of a technology. This study was an involved case study of the occurrence of ICT adoption. This study points to ways to better understand and support segments of students based upon variations in ICT perceptions and practices, differences in ICT assemblages, and dissimilar “situatedness.” The findings from this study included (1) variations among students in perceptions, meanings, and practices associated with the adoption of a specific technology; (2)

segments of students, based upon sociodemographic variables, for whom there were similar perceptions, meanings, and practices; (3) “situatedness” affecting students’ adoption of a given technology based upon students’ available ICT assemblage, instructional context, settings of student work, and social and cultural contexts; and, finally, (4) technology adoption as a practice, shared from teacher to students and promulgated within an educational institution, may compel some students to adopt a given technology rather than promote the critical practice of effective selection and use of ICT.

Lawrence, Geoff et al. (2020) discussed government-funded research documenting the largely undefined use of technologies in post-secondary North American EAP programmes. This study surveyed EAP teachers and administrators in over 40 universities and colleges across North America using qualitative and quantitative approaches. Site visits involving classroom observations, interviews with teachers and administrators, student focus groups and student surveys were then conducted to deepen understanding of the affordances of technology-mediated EAP approaches from stakeholder perspectives in situated post-secondary contexts. Findings reveal widespread enthusiasm about emerging technologies to engage learners, develop autonomous learning, instructional pathways and transferable 21st century skills.

METHODOLOGY

The present study is to find out the techno pedagogical skills of Teacher Educators. The samples of the study were two hundred teacher educators from thirty B.Ed colleges in Tamil Nadu. Samples were collected through Simple Random Technique. Research instrument for the present study was standardized by the investigator to collect the data. The collected data will be analyzed by differential analysis and co-relational analysis. Based on the analysis, interpretations and implications were given by the investigators on the techno pedagogical skills of Teacher Educators.

HYPOTHESES TESTING

Hypothesis 1: There is no significant difference between male and female teacher educators in their techno pedagogical skills.

Table 1:

Variable	Male (N = 55)		Female (N = 145)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Gender	29.13	3.28	28.08	3.11	0.65	Not Significant

From the above table.1, the 't' value of male and female pedagogical skills was found to be 0.65. The calculated 't' value is lesser than the table value 1.96 at 0.05 level. This shows that there exists no significant difference between male and female teacher educators in their techno pedagogical skills. And therefore the null hypothesis is accepted.

Hypothesis 2: There is no significant difference between rural and urban teacher educators in their techno pedagogical skills.

Table 2:

Variable	Rural (N = 67)		Urban (N = 133)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Location	19.17	2.27	24.05	2.54	2.67	Significant

From the above table.2, the 't' value of rural and urban teacher educators was found to be 2.67. The calculated 't' value is greater than the table value 1.96 at 0.05 level. This shows that there exists significant difference between rural and urban teacher educators in their techno pedagogical skills. And therefore the null hypothesis is rejected.

MAJOR FINDINGS

1. There is no significant difference between male and female teacher educators in their techno pedagogical skills.
2. There is significant difference between rural and urban teacher educators in their techno pedagogical skills.

EDUCATIONAL IMPLICATIONS

The study's findings shows that there exists no significant difference between the male and female teacher educators in their techno pedagogical skills. But the average means score need to be increased for both the genders. ICT training skills and computer literacy programme need to be provided by the colleges of Education for their student teachers. Further, result revealed that that there exists significant difference between rural and urban teacher educators in their techno pedagogical skills. The mean scores of urban teachers are greater than the rural teachers. This can be improved by providing quality enhancement programmes, skill development programmes to the teacher educators. They are the backbone of the society since they are creating teachers for the future generation. So the Teacher Education Programme should equip the teacher educators for the better society and future nation.

CONCLUSION

From the analysis, it has been concluded that the teacher educators need to enhance their techno pedagogical skills in order to impart education to the student teachers. Therefore, there is an urgent need to provide proper technological facilities in all the colleges of education. The university has to take necessary step to enhance the quality of teacher education programme.

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सोशल मीडिया से सामाजिक जीवन पर होने वाले प्रभावों का सामाजिक विश्लेषण

डॉ. राजीव कुमार पोद्दार*

सारांश

आधुनिक युग में सोशल मीडिया ने सामाजिक संरचना और संवाद के तरीकों को बदल दिया है। जिस प्रकार आम लोगों पर आज सोशल मीडिया के सकारात्मक और नकारात्मक प्रभाव पड़ने लगा है। इसके साथ ही किस प्रकार सोशल मीडिया सामाजिक मूल्यों, संबंधों, और संचार प्रक्रियाओं को प्रभावित कर रहा है। आज सोशल मीडिया के कारण ही देश और दुनिया में युवाओं के साथ-साथ आम लोगों को अभिव्यक्ति की स्वतंत्रता मिली है। इतना ही नहीं लोग संचार के दूसरे अन्य माध्यमों को अपनाकर सभी प्रकार के समाचार, सूचनाएं एवं अन्य जानकारियां प्राप्त कर पाते हैं। आज लोग सोशल मीडिया के द्वारा देश-विदेश में कहीं और किसी भी व्यक्ति से कभी भी किसी समय प्रत्यक्ष या अप्रत्यक्ष रूप से सम्पर्क कर बातचीत एवं महत्वपूर्ण सूचनाएं प्राप्त कर लेते हैं। इस प्रकार हम यह कह सकते कि सोशल मीडिया एवं संचार के अन्य साधनों के कारण दुनियां आज छोटी हो गई है, वहीं इससे जुड़ी बहुत सारी सामाजिक समस्या, आनलाइन अपराध एवं भ्रामक दुष्प्रचार जैसी कई अन्य समस्याएं भी उत्पन्न हुई है। जिससे समाज में जागरूकता एवं बचाव करने की आवश्यकता है।

कीवर्ड्स : सोशल मीडिया, सामाजिक परिवर्तन, डिजिटल संचार, सांस्कृतिक प्रभाव, सामुदायिक सहभागिता, अभिव्यक्ति की स्वतंत्रता, सूचनाएं, देश-विदेश, प्रत्यक्ष, अप्रत्यक्ष, दुष्प्रभाव।

परिचय

सोशल मीडिया ने समाज के सभी वर्गों को व्यापक रूप से प्रभावित किया है। डिजिटल संचार के माध्यम से लोग अधिक जुड़े हुए हैं, लेकिन इसके कई नकारात्मक प्रभाव भी सामने आए हैं। बीते वर्षों में सोशल मीडिया का उपयोग तेजी से बढ़ा है, जिसके कारण सामाजिक संबंधों, संस्कृति, राजनीति, और मानसिक स्वास्थ्य पर इसके प्रभाव स्पष्ट रूप से देखे जा सकते हैं।

*अतिथि व्याख्याता, समाजशास्त्र विभाग, सबौर कॉलेज, सबौर, भागलपुर, तिलकामांझी भागलपुर विश्वविद्यालय, भागलपुर, बिहार।

“ आज के डिजिटल युग में सोशल मीडिया ने न केवल लोगों के संवाद करने के तरीके को बदला है, बल्कि सूचनाओं के आदान-प्रदान की प्रक्रिया को भी सरल बना दिया है। ”¹ “ फेसबुक, ट्विटर, इंस्टाग्राम, व्हाट्सएप जैसे प्लेटफार्मों ने दुनिया को करीब लाने में महत्वपूर्ण भूमिका निभाई है। ”² “ हालाँकि इन प्लेटफार्मों के अत्यधिक उपयोग से सामाजिक अलगाव, साइबर अपराध, गोपनीयता हनन जैसी समस्याएँ भी बढ़ी हैं। ”³

सोशल मीडिया की आवश्यकता

यह आवश्यक है कि “ सोशल मीडिया ने युवाओं की सोचने और प्रतिक्रिया देने की शैली को गहराई से प्रभावित किया है। इसके माध्यम से जहाँ लोगों को अभिव्यक्ति की स्वतंत्रता मिली है, वहीं गलत सूचनाओं और अफवाहों के प्रसार की समस्या भी उत्पन्न हुई है। ”⁴

शोध के उद्देश्य

- सोशल मीडिया के सकारात्मक और नकारात्मक प्रभावों का अध्ययन करना।
- यह समझना कि सोशल मीडिया के कारण समाज में किस प्रकार के सामाजिक बदलाव आ रहे हैं।
- मानसिक स्वास्थ्य, सामाजिक संबंध और राजनीतिक भागीदारी पर सोशल मीडिया के प्रभावों का विश्लेषण करना।

समीक्षा साहित्य

सोशल मीडिया के सामाजिक प्रभावों पर विभिन्न विद्वानों द्वारा कई अध्ययन किए गए हैं। इस डिजिटल युग में सोशल मीडिया की भूमिका को लेकर कई अध्ययनों में इसकी सामाजिक संरचना में परिवर्तनकारी भूमिका को उजागर किया गया है।

“सोशल मीडिया ने पारंपरिक सामाजिक संबंधों को प्रभावित किया है और लोगों के संवाद के तरीकों में परिवर्तन लाया है।”⁵ “सोशल मीडिया के उपयोग से युवाओं में मानसिक तनाव और अवसाद की समस्या बढ़ी है।”⁶

“सोशल मीडिया ने राजनीतिक संवाद में नई दिशा दी है और लोगों की राजनीतिक भागीदारी में वृद्धि की है।”⁷ “सोशल मीडिया के अत्यधिक उपयोग से सामाजिक अलगाव और अकेलापन बढ़ा है। अतः विभिन्न अध्ययनों से यह स्पष्ट होता है कि सोशल मीडिया का समाज पर बहुआयामी प्रभाव पड़ रहा है, जो सकारात्मक और नकारात्मक दोनों हो सकता है।”⁸

अनुसंधान पद्धति

इस अध्ययन के लिए प्राथमिक और द्वितीयक डेटा का उपयोग किया गया।

- प्राथमिक डेटा: ऑनलाइन सर्वेक्षण।
- द्वितीयक डेटा: शोध पत्र, सरकारी रिपोर्ट और समाचार पत्र।

डेटा का विश्लेषण सांख्यिकीय तकनीकों और तुलनात्मक पद्धतियों से किया गया।

परिणाम

सामाजिक परिवर्तन के क्षेत्र	सोशल मीडिया का प्रभाव
संचार शैली	तेज और त्वरित संवाद, लेकिन गलत सूचना का प्रसार
सामाजिक संबंध	नए संबंध स्थापित, लेकिन व्यक्तिगत संपर्क में कमी
राजनीतिक भागीदारी	डिजिटल अभियानों में वृद्धि, लेकिन पक्षपातपूर्ण सूचना बढ़ी
मानसिक स्वास्थ्य	सोशल मीडिया की लत और तनाव में वृद्धि

सामाजिक परिवर्तन के परिणाम

सोशल मीडिया ने सामाजिक संरचना में महत्वपूर्ण बदलाव लाए हैं। यह देखा गया कि लोगों की बातचीत के तरीके बदले हैं, और पारंपरिक सामाजिक मेलजोल की प्रवृत्ति कम हो गई है। हालाँकि, यह उन लोगों के लिए वरदान साबित हुआ है जो विभिन्न कारणों से शारीरिक रूप से मिलने में असमर्थ होते हैं। सोशल मीडिया ने सामाजिक सक्रियता बढ़ाई है, लेकिन साथ ही सामाजिक अलगाव (Social Isolation) की समस्या को भी जन्म दिया है।

सांस्कृतिक बदलावों के परिणाम

सोशल मीडिया के माध्यम से विभिन्न संस्कृतियों का आदान-प्रदान हुआ है, जिससे सांस्कृतिक विविधता बढ़ी है। पारंपरिक संस्कृति के कुछ तत्व विलुप्त होने लगे हैं, जबकि आधुनिक डिजिटल संस्कृति का प्रभाव बढ़ा है। सोशल मीडिया ने भाषा, कला, संगीत और मनोरंजन उद्योग को बढ़ावा दिया है।

आर्थिक प्रभाव के परिणाम

डिजिटल मार्केटिंग और ऑनलाइन व्यापार के कारण नए अवसर सृजित हुए हैं। स्टार्टअप्स और छोटे व्यवसायों को वैश्विक स्तर पर अपने उत्पाद बेचने का मंच मिला है। हालाँकि, स्थानीय व्यापारों पर नकारात्मक प्रभाव भी पड़ा है, क्योंकि उपभोक्ताओं की प्राथमिकताएँ ऑनलाइन खरीदारी की ओर बढ़ गई हैं।

राजनीतिक और सामाजिक जागरूकता

राजनीतिक जागरूकता और नागरिक भागीदारी बढ़ी है। ऑनलाइन याचिकाएँ, अभियान और आंदोलन तेजी से लोकप्रिय हुए हैं। लेकिन फेक न्यूज़ और दुष्प्रचार के कारण समाज में गलतफहमियाँ भी बढ़ी हैं।

सामाजिक प्रभाव के विस्तृत परिणाम

सोशल मीडिया के प्रभाव से युवा पीढ़ी का झुकाव डिजिटल कनेक्शन की ओर अधिक हुआ है, जिससे पारंपरिक सामाजिक मेलजोल की प्रवृत्ति घटी है। इसका प्रभाव सामाजिक मूल्यों पर पड़ा है, जहाँ अब लोग अधिकतर आभासी दुनिया में संलग्न रहते हैं।

शैक्षिक प्रभाव

ऑनलाइन शिक्षा और डिजिटल लर्निंग प्लेटफॉर्म ने शिक्षा के क्षेत्र में क्रांति ला दी है। लेकिन इसका नकारात्मक पहलू भी देखने को मिला है, जहाँ छात्र कक्षा आधारित पारस्परिक संवाद से कटने लगे हैं, जिससे उनकी सामाजिक कुशलताओं में गिरावट आई है।

उपभोक्ता व्यवहार में बदलाव

ई-कॉमर्स वेबसाइटों के माध्यम से उपभोक्ताओं की खरीदारी की आदतें बदली हैं। सोशल मीडिया पर ब्रांडिंग और मार्केटिंग के प्रभाव से उपभोक्ता जागरूकता तो बढ़ी है, लेकिन साथ ही अनियंत्रित उपभोग और फिजूलखर्ची में भी बढ़ोतरी हुई है।

साइबर अपराध और नैतिकता

सोशल मीडिया पर साइबर अपराध जैसे हैकिंग, डेटा चोरी, साइबर बुलिंग और फेक न्यूज़ के मामलों में वृद्धि हुई है। इसने लोगों को सतर्क बनाया है, लेकिन डिजिटल नैतिकता और साइबर सुरक्षा को लेकर जागरूकता की भी आवश्यकता बढ़ी है।

मानसिक स्वास्थ्य पर प्रभाव

सोशल मीडिया पर अत्यधिक समय व्यतीत करने से लोगों के मानसिक स्वास्थ्य पर प्रभाव पड़ा है। डिप्रेशन, एंजायटी और सोशल मीडिया एडिक्शन जैसी समस्याएँ बढ़ी हैं। हालाँकि, इसके माध्यम से मानसिक स्वास्थ्य जागरूकता अभियानों को भी बढ़ावा मिला है।

चर्चा

सोशल मीडिया का प्रभाव समाज के प्रत्येक पहलू पर स्पष्ट रूप से देखा जा सकता है। इसके माध्यम से लोगों को सूचना और ज्ञान की प्राप्ति तेजी से होती है, लेकिन गलत सूचना के प्रसार का खतरा भी बढ़ गया है। सामाजिक संबंधों में डिजिटल माध्यमों की भूमिका महत्वपूर्ण हो गई है, लेकिन व्यक्तिगत संपर्क घटने के कारण संबंधों की गहराई प्रभावित हो रही है।

संचार प्रणाली पर प्रभाव

सोशल मीडिया ने संवाद को अधिक सुविधाजनक बनाया है, लेकिन इसके साथ ही साइबर बुलिंग और गलत सूचनाओं की चुनौतियाँ भी उत्पन्न हुई हैं।

सामाजिक संबंधों पर प्रभाव

सोशल मीडिया पर जुड़ाव बढ़ा है, लेकिन वास्तविक जीवन में सामाजिकता कम हो गई है। डिजिटल संबंध अधिक बन रहे हैं, लेकिन वे सतही होते हैं।

मानसिक स्वास्थ्य पर प्रभाव

“सोशल मीडिया का अधिक उपयोग तनाव, अवसाद और आत्मसम्मान की समस्याओं को जन्म दे सकता है।”⁹ इस प्रकार अत्यधिक सोशल मीडिया उपयोग के कारण लोग मानसिक रूप से अस्थिर हो सकते हैं।

राजनीतिक और सांस्कृतिक प्रभाव

“सोशल मीडिया राजनीतिक विचारों को बढ़ावा देने का एक मंच बन चुका है। हालाँकि, इसके माध्यम से गलत सूचनाओं का प्रचार भी तेजी से हो रहा है, जिससे समाज में ध्रुवीकरण की स्थिति उत्पन्न हो सकती है।”¹⁰

सोशल मीडिया ने समाज में लाया व्यापक परिवर्तन

सोशल मीडिया ने समाज में व्यापक परिवर्तन लाने में महत्वपूर्ण भूमिका निभाई है। यह न केवल संवाद और सूचना के आदान-प्रदान का माध्यम बना, बल्कि सामाजिक संरचनाओं, सांस्कृतिक आदतों और व्यक्तिगत संबंधों पर भी गहरा प्रभाव डाला।

सामाजिक परिवर्तन

संचार शैली में बदलाव

“सोशल मीडिया के आगमन के बाद, संचार शैली में भारी परिवर्तन देखा गया है। पहले के पारंपरिक पत्र, फोन कॉल और प्रत्यक्ष वार्तालाप की जगह अब इंस्टेंट मैसेजिंग, वीडियो कॉल और वॉयस नोट्स ने ले ली है। व्हाट्सएप, फेसबुक, इंस्टाग्राम और ट्विटर जैसी प्लेटफॉर्म पर संवाद करना अधिक प्रचलित हो गया है, जिससे पारस्परिक संचार तेज़ और सुविधाजनक हो गया है।”¹¹

पारिवारिक और सामाजिक संबंधों पर प्रभाव :

सोशल मीडिया ने परिवारों और सामाजिक संबंधों पर मिश्रित प्रभाव डाला है। एक ओर, यह दूरस्थ परिवारों और मित्रों के बीच संपर्क बनाए रखने में सहायक हुआ है, वहीं दूसरी ओर, अत्यधिक सोशल मीडिया उपयोग के कारण व्यक्तिगत बातचीत में कमी देखी गई है।¹² इसके परिणामस्वरूप, वास्तविक जीवन में संवाद कौशल और सामाजिक मेलजोल में कमी आ रही है।

सांस्कृतिक परिवर्तन

वैश्वीकरण और सांस्कृतिक समावेशन

“सोशल मीडिया के माध्यम से विभिन्न संस्कृतियों के बीच संपर्क बढ़ा है। वैश्विक स्तर पर सूचना और विचारों का आदान-प्रदान तेज़ हुआ है, जिससे विभिन्न संस्कृतियाँ आपस में घुलने-मिलने लगी हैं।”¹³ हालाँकि, इससे कुछ मामलों में पारंपरिक सांस्कृतिक मूल्यों के क्षरण की स्थिति भी उत्पन्न हुई है।

भाषा पर प्रभाव

“सोशल मीडिया ने भाषा और संचार शैली को प्रभावित किया है। हिंदी, अंग्रेजी और अन्य भाषाओं का मिश्रित प्रयोग बढ़ा है, जिससे नई संचार शैलियाँ विकसित हुई हैं। शॉर्ट फॉर्म, इमोजी और GIF का उपयोग बढ़ने से पारंपरिक भाषा कौशल में कमी देखी गई है।”¹⁴

आर्थिक प्रभाव

डिजिटल मार्केटिंग और ऑनलाइन व्यापार

सोशल मीडिया ने व्यापार क्षेत्र में क्रांतिकारी बदलाव लाए हैं। कम्पनीयों के द्वारा फेसबुक, इंस्टाग्राम और यूट्यूब का उपयोग कर अपने उत्पादों का प्रचार-प्रसार कर रही हैं, जिससे डिजिटल मार्केटिंग का विस्तार हुआ है।¹⁵

स्वरोज्जगर और प्रभावशाली विपणन (Influencer Marketing)

“सोशल मीडिया ने नए अवसर सृजित किए हैं, जिससे लोग यूट्यूब, इंस्टाग्राम और फेसबुक जैसी प्लेटफार्मों पर कंटेंट क्रिएटर बनकर कमाई कर रहे हैं। प्रभावशाली विपणन (Influencer Marketing) एक उभरता हुआ क्षेत्र है, जहाँ ब्रांड्स सोशल मीडिया सेलिब्रिटीज़ को अपने उत्पादों के प्रचार के लिए नियुक्त कर रहे हैं।”¹⁶

राजनीतिक परिवर्तन

राजनीतिक जागरूकता और भागीदारी

“सोशल मीडिया राजनीतिक जागरूकता बढ़ाने और लोकतांत्रिक प्रक्रियाओं में भागीदारी को प्रोत्साहित करने में सहायक रहा है। ट्विटर और फेसबुक पर राजनीतिक चर्चाओं के माध्यम से नागरिक अधिक जागरूक हो रहे हैं।”¹⁷ हालाँकि, इसके कारण झूठी खबरों और राजनीतिक ध्रुवीकरण की समस्या भी उत्पन्न हुई है।

फेक न्यूज़ और दुष्प्रचार

“सोशल मीडिया पर झूठी खबरों (Fake News) और दुष्प्रचार की समस्या बढ़ी है। राजनीतिक दल और अन्य संस्थाएँ अपने पक्ष में माहौल बनाने के लिए सोशल मीडिया का उपयोग कर रही हैं, जिससे समाज में भ्रम और विभाजन की स्थिति उत्पन्न हो रही है।”¹⁸

निष्कर्ष

सोशल मीडिया ने सामाजिक संरचना में परिवर्तन लाने में महत्वपूर्ण भूमिका निभाई है। इसके माध्यम से लोग अधिक जुड़े हुए हैं, लेकिन इसके दुष्प्रभावों की अनदेखी नहीं की जा सकती। यह आवश्यक है कि लोग डिजिटल जागरूकता को अपनाएँ और सोशल मीडिया का उपयोग सतर्कता से करें। सोशल मीडिया ने समाज में संचार, संस्कृति, अर्थव्यवस्था और राजनीति पर गहरा प्रभाव डाला है। यह सकारात्मक और नकारात्मक दोनों प्रकार के प्रभावों का मिश्रण है। हालाँकि, यदि इसे संतुलित रूप से उपयोग किया जाए और गलत सूचनाओं को नियंत्रित किया जाए, तो सोशल मीडिया समाज के लिए एक शक्तिशाली और लाभकारी उपकरण सिद्ध हो सकता है।

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How to Develop and Enhance the Employment Ability Skills among B.Ed. Students

Mr. Sushil Kumar*

ABSTRACT

Technological advancements have significantly reshaped the educational landscape, revolutionizing established pedagogical approaches and fostering novel avenues for learning, communication, and collaborative endeavours. The incorporation of digital literacy into B.Ed. is becoming more and more necessary as technology develops because it enables students to broaden their perspectives and improve their communication abilities in the digital world. It is imperative to integrate technology into education to improve learning outcomes and prepare B.Ed. students for the demands of the digital age. This involves reevaluating existing curricula to identify opportunities for integrating digital literacy skills, promoting critical thinking skills, and fostering creativity and innovation. The implementation of digital technologies in B.Ed. is essential for encouraging active involvement, improving learning results, and providing students with the skills they need to succeed in the modern, technology-driven society.

Keywords: Digital Literacy, Technology Integration and Employability Skills etc.

INTRODUCTION

Employability skills are critical for graduates to successfully transition from academia to the professional world, encompassing a range of competencies that enable individuals to secure and maintain employment, as well as advance in their careers. These skills go beyond technical knowledge and include attributes such as communication, teamwork, problem-solving, adaptability, and commercial awareness. Possessing these skills allows graduates to make significant contributions in the workplace, both immediately and in the long term. Educators, employers, and policymakers must work collaboratively to equip young individuals with the skills

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necessary to meet the evolving demands of the modern workplace. The concept of employability extends beyond the mere possession of technical expertise; it embodies a holistic set of attributes that enable individuals to thrive in dynamic professional environments. These attributes include communicating effectively, collaborating with others, solving complex problems, adapting to changing circumstances, and demonstrating an understanding of the business world. The development of these skills is vital for ensuring that graduates are well-prepared to enter the workforce and contribute to organizational success.

EMPLOYABILITY SKILLS FOR B.ED. GRADUATE

A comprehensive system of higher education is essential for cultivating human resources, enabling graduates to possess the professional abilities and skills necessary for success in a competitive, technology-driven global economy (Devi et al., 2019). Employers often look for candidates with hard and soft skills, reflecting the multifaceted nature of contemporary job roles. To enhance employability, educational institutions should prioritize practical training, industry exposure, and the development of soft skills (Rao, 2014). It involves developing and improving particular soft skills and entrepreneurial career assistance to improve the competitiveness of vocational graduates (Dardiri, 2016).

Communication skills, including written and verbal communication, are consistently highlighted as essential for employability (Bhatnagar, 2020; Mishra & Mishra, 2020). These skills enable individuals to articulate ideas effectively, collaborate with colleagues, and convey information to diverse audiences. Effective communication is essential across various settings, including the workplace, home, and broader society. Problem-solving skills are also highly valued, as they enable individuals to analyze complex issues, identify solutions, and make informed decisions (Wats & Wats, 2009). Teamwork and collaboration skills are crucial in today's work environment, where projects often require cross-functional collaboration and diverse perspectives. Adaptability and flexibility are increasingly important, as the workplace is constantly evolving due to technological advancements, changing market conditions, and globalization.

Graduates who are adaptable and willing to learn new skills are better equipped to navigate these changes and remain competitive in the job market. Critical thinking and analytical skills enable individuals to evaluate information objectively, identify patterns, and draw logical conclusions. Additionally, commercial awareness, which

encompasses an understanding of business principles, market dynamics, and organizational strategy, is increasingly sought after by employers. The ability to synthesize discipline-specific skills with communication skills is highly valued in today's job market. Employers increasingly seek candidates who can integrate technical expertise with soft skills to drive innovation and solve complex problems (Villiers, 2010). Moreover, personal attributes such as professionalism, work ethic, and resilience contribute significantly to employability. Individuals who demonstrate these qualities are more likely to succeed in their careers and make a positive impact in the workplace.

Many claim that the growing effects of globalization and the knowledge society have led to the belief that twenty-first-century skills are crucial for workplace success and that ICT is essential to their advancement. Among the essential abilities of the twenty-first century are problem-solving, critical thinking, and creativity. These abilities enable people to assess data objectively and come to well-reasoned judgments. In addition to technical expertise, employers increasingly prioritize candidates with soft skills, such as communication, teamwork, and adaptability. These skills enable individuals to collaborate effectively, resolve conflicts, and thrive in diverse professional environments. Employers highly value a combination of technical and soft skills in today's workforce.

THE IMPORTANCE OF A MULTIFACETED APPROACH

To effectively enhance employability, a multifaceted approach is essential, involving collaboration between educators, employers, and policymakers. Educational institutions should prioritize experiential learning opportunities, such as internships, cooperative education programs, and industry-sponsored projects. These experiences provide students with real-world exposure, allowing them to apply their knowledge and skills in practical settings. Furthermore, educators should integrate soft skills development into the curriculum, providing students with opportunities to practice communication, teamwork, and problem-solving skills. Employers can also play a vital role in enhancing employability by providing internships, mentorship programs, and professional development opportunities.

These initiatives enable students to gain practical experience, network with industry professionals, and develop the skills and knowledge needed to succeed in their careers. Twenty-first-century skills are regarded as crucial for success in

the workplace, and ICT is seen as vital to their advancement in the increasingly globalized and digitalized world. The ability to think critically and solve problems are two of the most important abilities for the twenty-first century. These abilities enable people to assess data objectively and come to well-reasoned judgments. Employers are looking for a combination of hard and soft skills, which reflects how complicated modern work roles are. The cultivation of twenty-first-century skills requires pedagogical approaches that emphasize active learning, problem-solving, and collaboration. Twenty-first-century skills enable students to be active, develop trust, and take action, while avoiding misunderstandings.

In an ever-evolving world, problem-solving skills remain a cornerstone of adaptability and innovation. To navigate uncertainty and complexity, individuals must possess the ability to analyze situations, identify root causes, and generate effective solutions. In addition to creative thinking, ethical considerations are also essential to success and can be fostered in both formal and informal educational settings.

Furthermore, digital literacy skills are essential for navigating the digital landscape and effectively utilizing technology for learning, communication, and collaboration. Educators need to cultivate critical thinking skills to help students make informed decisions about digital information, evaluate sources for credibility, and avoid the spread of misinformation. It is essential to have digital literacy skills to effectively navigate the digital world and use technology for learning, communication, and collaboration. It is also important to cultivate these skills in educational environments in order to enhance students' ability to learn and thrive in the digital.

EXPERIENTIAL LEARNING OPPORTUNITIES

To ensure education is practical, experiential learning opportunities like internships and industry-sponsored projects are vital. These allow students to apply classroom knowledge in real-world scenarios, enhancing problem-solving, critical thinking, and teamwork skills. Educators should integrate skill development into curricula, fostering communication, collaboration, and problem-solving abilities.

Educational institutions should prioritize comprehensive support systems, offering academic, career, and wellness guidance to address challenges like stress and time management. In today's digital age, understanding and interacting with the digital environment is crucial (Reichert et al., 2022). Integrating media literacy into

education encourages critical thinking and active participation in the digital society (Buckingham, 2007).

Educators require analytical skills to manage online information and foster learning. Digital literacy encompasses efficient technology use, source evaluation, and online safety (2023). As technology integrates into daily life, promoting digital literacy across all demographics becomes increasingly essential (Fakhrudin & Haryanto, 2023).

INTEGRATING TECHNOLOGY AND DIGITAL LITERACY

Integrating technology into education is crucial for better learning and preparing students for the digital age (-, 2023). It boosts engagement, personalizes learning, and builds vital digital literacy skills (Buckingham, 2007).

Digital transformation impacts stakeholders, requiring businesses to adopt it for competitiveness and efficiency. It is more than tech, it is a way for businesses to meet their social obligations, and improve resource allocation efficiency. Successful digital transformation requires investing in employee training, flexibility, and strong digital literacy (Fakhrudin & Haryanto, 2023). As technology advances, incorporating digital literacy into education becomes essential, enabling students to broaden their perspectives and improve communication skills (2023). Digital transformation also offers resources beyond traditional textbooks, changing teaching and learning methods (“OECD Digital Education Outlook 2023,” 2023). Furthermore, schools need to incorporate key learning opportunities into their digital transformation plan (Bhattacharya, 2023).

EVOLVING ASSESSMENT STRATEGIES

To effectively evaluate students' learning in the digital age, it is imperative to adapt and evolve assessment strategies to keep pace with the rapid changes in technology. Traditional assessment methods may not adequately capture the full range of skills and knowledge that students acquire through technology-enhanced learning experiences. Embracing innovative assessment techniques, such as e-portfolios, multimedia projects, and online simulations, can provide a more comprehensive and authentic evaluation of student learning outcomes.

The use of technology in education has spurred innovation in assessment methods, allowing for a wider array of approaches to evaluate and support student

learning in higher education. For example, technology enables the use of multimedia and simulations in assessments, offering authentic and engaging ways for students to demonstrate their understanding and skills.

Additionally, real-time data on student progress can be gathered using digital assessment tools, which enables teachers to offer individualized support and make well-informed instructional choices. Digital transformation also makes it possible to track and assess CSR initiatives, increasing accountability and openness.

CREATING A SUPPORTIVE LEARNING ENVIRONMENT

Creating a supportive learning environment is key to student success in the digital age (Tips for Supporting a Positive Learning Environment, 2025). This involves building a culture of collaboration, innovation, and inclusivity where students feel safe to take risks and learn from mistakes. Educators are central to this, offering personalized feedback, scaffolding instruction, and promoting student autonomy.

Addressing equity and access ensures all students have the resources needed for digital learning. Digital assessment is increasingly common, offering opportunities and challenges. Prioritizing self-reflection, resilience, and a growth mindset helps students become lifelong learners (Tips for Supporting a Positive Learning Environment, 2025). Self-reflection allows students to assess their learning and set goals. Resilience enables them to overcome setbacks, while a growth mindset encourages a love of learning and continuous improvement. Social awareness and relationship skills are also vital for a supportive environment.

Educational institutions must support teachers with training in new technologies and innovative strategies like design thinking, preparing students for a tech-driven world (Kalyani, 2024; Mhlongo et al., 2023). Integrating digital technologies encourages active involvement, improves learning results, and equips students with necessary skills. Decentralization can empower schools to address their unique issues, while distributed leadership increases participation and ownership

CURRICULUM ALIGNMENT AND LEARNING OUTCOMES

To effectively use digital technologies in education, align curriculum objectives with the digital age by integrating digital literacy skills, critical thinking, and innovation. Collaborate with industry, policymakers, and educators to develop relevant curricula and establish clear learning outcomes (Raymond, 2016).

Technology integration requires educators to reflect on their practices and collaborate to improve learning outcomes. Meaningful integration involves aligning activities with learning outcomes and can improve academic performance. As technology evolves, its role in education expands, creating new learning opportunities. Effective use requires teachers to have technological knowledge and combine it with pedagogy and content (2025). Technology should seamlessly integrate into the curriculum.

Integrating technology requires investment to become an active and fully integrated tool. Educators need a clear understanding of technology integration and its applications, requiring sufficient knowledge of pedagogy, technology, and content. A comprehensive strategy encompassing curriculum design, teacher development, infrastructure, and support is essential. Teachers' willingness to embrace change impacts successful implementation (Gilbertson, 2007). Strategic integration, considering the needs of teachers and students, is crucial. Adequate training and support are necessary for educators to effectively integrate technology into their teaching, focusing on pedagogical content knowledge. Strong leadership is needed to handle new powers and accountability that come with autonomy.

THE ROLE OF SOFT SKILLS

There are several cognitive and non-cognitive skills fostered through technology integration, notably enhanced communication proficiency, improved collaborative teamwork abilities, refined problem-solving capabilities, more nuanced critical thinking, and enhanced creativity (Tomei, 2013).

Leadership Skill- Technology integration enhances leadership capabilities by providing opportunities to coordinate and manage digital projects, communicate effectively across platforms, and promote digital citizenship. It is important to encourage student leadership by providing them with opportunities to lead technology-based projects and initiatives.

Work Ethics- Integrating technology promotes ethical behavior, responsibility, and professionalism among students. Students should learn digital ethics, online etiquette, and responsible technology use (Kalyani, 2024). Project-based learning and real-world scenarios effectively foster critical thinking (Mhlongo et al., 2023). Encouraging students to explore new technologies and learn from failure promotes innovation.

Besides technological proficiency, cultivating a strong work ethic that emphasizes integrity and responsibility is crucial. Instructors can empower students by providing opportunities to take responsibility for their learning and contribute to a collaborative environment. Discussions on digital citizenship and online safety can promote ethical behavior (Bagon et al., 2018).

Digital technologies influence teaching and learning, opening avenues for new skills and improving critical thinking (Mhlongo et al., 2023). Embracing these technologies can enhance language acquisition, promote cross-cultural cooperation, and develop digital literacy skills. Effective use of technology also depends on teachers having adequate technological knowledge, pedagogical approaches and appropriate course content (Raymond, 2016).

Problem Solving Skill - Technology integration provides students with access to online resources, simulations, and virtual labs that allow them to explore complex problems and develop innovative solutions. With the use of technology students are encouraged to use critical-thinking and problem-solving skills and also learn to find creative solutions to overcome challenges. To improve problem-solving skills, teachers should use technology in the classroom, and make sure that students are ready to solve problems in the real world. Furthermore, technology-rich learning environments equip students with the skills and knowledge necessary to thrive in the digital age, promoting lifelong learning and preparing them for success in higher education and the workforce (Rahayu et al., 2022; Ramaila & Molwele, 2022). -

Interpersonal Skill - By giving students chances to collaborate on group projects, offer feedback to one another, and engage in online conversations, technology integration can help students develop their interpersonal skills. When students work together to solve problems, make decisions, and accomplish shared goals, they are able to enhance their communication, teamwork, and conflict resolution abilities.

Students develop empathy, respect, and cross-cultural understanding when engaging in online discussions and collaborative projects with peers from varied backgrounds, which also promotes a more inclusive and interconnected learning environment.

Communication Skill - The integration of technology gives students several chances to communicate effectively in a variety of formats, including presentations, multimedia projects, and digital storytelling. Students learn how to communicate their thoughts and ideas effectively through visuals, audio, and interactive components when they use multimedia tools to construct compelling presentations and digital

narratives. Technology integration improves communication skills by giving students chances to communicate in a number of forms, work together on projects, and receive feedback from peers and teachers.

Technology integration enhances communication skills by offering various avenues for expression and collaboration (Kumar, 2023). In the 21st century, an individual needs to have communication skills which are important skills that must be possessed by an educator.

Time Management - The integration of technology makes it easier to teach students time management strategies, such as digital calendars, project management software, and productivity apps. Students can learn how to plan tasks, manage deadlines, and prioritize responsibilities when they use digital tools to schedule assignments, track progress, and set reminders. Technology enhances students' capacity to manage their time, establish priorities, and meet deadlines through features like digital calendars and project management software. Collaborative Online International Learning projects, which involve students from different countries working together on joint assignments via social media platforms, can enhance students' international perspective, cultural awareness, and tolerance (Liu, 2023).

Presentation Skill - By giving students access to multimedia tools, presentation software, and virtual presentation platforms, technology integration improves their presentation abilities and enables them to create interesting and impactful presentations. To effectively convey their message, students learn how to arrange information, use visual aids, and engage their audience when they use technology to design and deliver presentations. Moreover, by giving students chances to practice and improve their presentation abilities in a supportive learning environment, technology integration helps them gain confidence and competence as presenters. American teachers acknowledge the importance of using digital tools in teaching but feel ill-equipped to incorporate new technology into existing curricula and daily classroom practices (Strause & Wilson, 2018).

Decision Making Skill- By giving students access to data analytics tools, simulation software, and virtual decision-making scenarios, technology integration improves their capacity to make decisions and enables them to analyze complex issues, evaluate options, and make well-informed judgments. To assess data, model scenarios, and weigh the advantages and disadvantages of various possibilities, students learn how to use technology.

Professional Development- To effectively incorporate technology into teaching, training and professional development programs on technology integration, along with defined curricula standards, are seen as essential elements (Pappa et al., 2023). CPD enables teachers to explore educational technology tools and integrate them into dynamic learning experiences.

To successfully incorporate technology into teaching, training and professional development programs on technology integration, along with defined curricula standards, are seen as essential elements.

ICT Skill- In numerous subject areas, including mathematics, science, languages, arts, humanities, and other significant fields, technology-based tools and equipment can improve learning effectiveness. ICT skills enable teachers to use digital resources, design interesting learning experiences, and assess student progress in order to improve teaching and learning outcomes (Lawrence, 2018). Furthermore, in light of the growing use of technology in education, it is essential to highlight the significance of technology among mathematics teachers and students in schools, as this represents the latest trend in recommended teaching methods (Atteh et al., 2020). Integrating technology into the classroom can spark greater student interest in the subject matter and is essential to the field of education as society gets more and more complex and reliant on technology (Terra et al., 2020). Educators must prioritize ICT proficiency because technology has a substantial impact on education, as it is used for learning resources and learning activity management (Prabawa, 2017).

CONCLUSION

We can say that ICT promises considerable gains in the quality of teaching and learning (Morara et al., 2020). To achieve these benefits, investments in digital devices and internet connectivity must be accompanied by appropriate content, teacher training and on-going support (Titus, 2020). Teachers should be encouraged to embrace technology so as to become lifelong learners.

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