

ONE DAY NATIONAL LEVEL CONFERENCE :

TECHNOLOGICAL TRANSFORMATION IN HIGHER EDUCATION: PERSPECTIVES AND CHALLENGES

17th June, 2023



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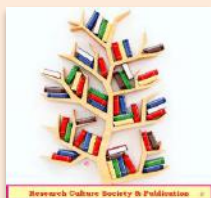
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17th June 2023

The Managing Editor:

Dr. C. M. Patel

(Research Culture Society and Publication)

Editor:

Dr. S. MariGowda M.Com, Ph.D

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About Conference

The world has realized that the economic success of the states is directly determined by their education system and it is a Nation's Strength. The world today is characterized by rapidly changing economies as well as societal and environmental challenges that have direct impact on higher education. This unprecedented transformation is due to new modes of work, technological developments, demographic trends, mass consumption as well as increasing mobility and migration. The digital revolution – includes the emergence of artificial intelligence, the rise of web-based education, training and big data developments are disrupting the way of life. Hence implementation of N.E.P in Higher education plays a major role on revolutionary digitalization by giving an opportunity to study the electives across the faculties. In this juncture to discuss the digital and technological importance and their impact on teachers and learners, the college is organizing A National Level Multidisciplinary Conference On, “Technological Transformation In Higher Education - Perspective And Challenges”

Objectives of the Conference

- To understand the importance of education and technology in the contemporary world.
- To have discussion on the pervasiveness and immense of transformation in Higher Education.
- To acquaint the knowledge on the prominent revolutionary changes due to technological interruptions in Higher Education.
- To throw light on the effectiveness of implementation technological tools and techniques in the teaching and learning process.
- To understand the recent technological changes in teaching in Commerce and Management education.

About College

Starting from one Commerce teacher with a scratch of 37 students in 1978 it has now grown in to a huge & reputed institution offering B.Com, B.B.A, B.A and B.C.A courses with more than 1200 students and 50 faculty members. The college is regularly bagging number of distinctions in all the courses. The college is affiliated to University of Mysore and also covers under Sec 12(B) & Sec 2(F) of UGC & is recognized by the Government of Karnataka. VVFGC PG center was started in the year 2011 with M.Com course and affiliated to University Of Mysore and is housed in Vidyavardhaka First Grade college campus. The department is attached to Vidyavardhaka Research Foundation which is facilitating research work leading to Ph.D. degrees in Commerce and Management.

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Students' Perception towards Quality of Higher Education: A Case Study at Chamarajanagar Town

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Abstract : Higher education is a vital key to empowering human resource of every country. Improvement in Quality of education leads to empowerment of human resource. Improving the quality of education in India leads to establishment of universities and adoption of various technologies. NEP is also an initiative aimed at improving the quality of the Indian educational system. Higher education institutions/universities are adopting e-learning, e-library and e-admin to improve their quality of service.

Students are an integral part of the education institution and the quality of education is the gateway to success in the empowerment of society. In this study concentrate Perception of Students about quality of higher education in Chamarajanagar town.

Key words: Students' perception, Higher education, Quality of education.

1. Introduction

India has one of the biggest higher education system and network. In India the term higher education denotes after twelve years of schooling, that is tertiary level of education. The entire Higher education system consists of universities and colleges are under the preview of 'Ministry of Education'.

Today's Modern world is based on the quality of higher education and it is important for development of human beings. Higher education helps to empower human being by acquiring analytical as well as intellectual knowledge. It leads students to select the career goal and make them professionals. So that higher education qualifies the students being economical, physical as well as social wellbeing.

Quality of higher education is massive change from knowledge- based to technological driven modern world. Students focus on employability so today's world become 'world of work'. The quality education not only focuses with knowledge but also with skills required for choice of their career field.

In India main governing and regulatory body in higher education is University Grant Commission (UGC). It enforces standards in higher education and co-ordinate between the centre and state. Along with UGC, National Assessment and Accreditation Council (NAAC), All India for Technical Education (AICTE) and other autonomous institution helps to overview and maintain quality in higher education. Government also focuses on education sector as priority. To improve quality, they introduce various scheme and policies time to time. Government focuses more on skills and technological based education system. So that government introduces New Education Policy (NEP). Students' perceptions help to predict the quality of higher education.

Chamarajanagar is one of the districts of Karnataka; basically it is a backward district. Literacy level and enrollment in higher education is one of the parameter to measure the development of district. So the study helps to understand the quality of higher education in Chamarajanagar town on students' perception view point.

2. Review of Literature

Numerous studies is concentrated on Quality of higher education system, some of the studies are discussed below:

Struyven et.al, (2005) studies that Student's perception about evolution and assessment in higher education. Authors reviewed that student's perceptions about assessment and their approach to learning are strongly related. The study found that learning environment is important variable in students learning. Authors stated that students are more favor towards multiple choice question method of assessment and fair assessment is encouraging students learning capacity.

Nadiri et.al, (2009) analyzed student's perception of service quality in higher education, the study concentrated at Eastern Mediterranean University (EMU) located in Famagusta, North Cyprus. Sample was collected convenience sampling methods. The study focused at service quality based on expectation and service received by the students. The study list out the quality services like administrative units, library, faculty, sports, health centre are important in higher education sector.

Pavlina et.al,(2011) focused students perception of teaching quality in higher education, the survey conducted by the university of Zagreb with one line questionnaire on one hundred and four students from humanities in December 2010. The study reveals that students gave more importance on gaining theoretical knowledge than application possibilities of newly acquired knowledge. Study suggests that assess the teaching by quality management cycle and improve in quality of teaching to students.

Acharya et. al, (2019) studied student's perception of quality education. Authors reviewed on the basis two electronic data base, Educational Resource Information Centre (ERIC) and Google scholar. The authors reviewed factor impact on perception of quality education elements like country of belongings, the discipline of study, the nature of Institution, culture, language and academic background. Authors stated that these factors impact on student's perception.

Raghavendran V and Jegadeswari S (2019) examined quality of higher education in the state of Karnataka. The study concentrate towards analyze quality higher education and competence level of qualified teachers. The study found that teacher should have essential good theoretical, practical and research knowledge. Students must have option of choice the course from various programs and flexibility of knowledge with in the program. The state that effective teaching and fairness in examination is a quality factors in higher education.

3. Statement of the Problem

From last three decades higher education in India witnessed growth and increase in the number of institution. Still quality of higher education is downfall, because of lack of finance, poor quality of faculty, poor infrastructure facilities, lack of motivation among students and lack in meet the industrial requirements. Government takes several measures in improving quality in higher education but still the progress is slow in selected study area. So there is a requirement to study student's perception towards quality of higher education.

4. Objective of the study

To analyze the students' perception towards quality of higher education.



5. Scope of the study:

The study concentrates on student's perception towards higher education in Chamarajanagar town. And this study focuses quality of higher education on the basis competency of academic staff, content quality curriculum and delivery skill and infrastructure facility.

6. Limitation of the study

- The study restricted only Chamarajanagar town students.
- The study concentrated only analyze quality of higher education on students' perception
- The study is limited to only 50 respondents.

7. Research Methodology

The present study based on primary as well as secondary data. The primary data was collected from structured questionnaire to elicit the opinion of students of Chamarajanagar town. The secondary data from websites and publishes research papers.

Sampling design:

The study used simple random technique to collect primary data. The sample size is 50 respondents i.e. respondents belong to under graduate and post graduate level.

8. Results and Discussion:

Table-1
Showing Demographic details of the respondents

Demographic variables		Frequency	Percentage (%)
Gender	Male	12	24
	Female	38	76
	Total	50	100
Age	18-21 Years	23	46
	22-25 years	27	54
	Total	50	100
Program of Study	Under Graduate	19	38
	Post Graduate	31	62
	Total	50	100
Year of Study	First Year	18	36
	Second Year	24	48
	Final Year	08	16
	Total	50	100

Source: Primary data

Interpretation: The above table states that most of the respondents i.e. 76% are female, 54% of the respondents are aged between 22-25 years old, 62% of the respondents perceive Post graduation and 48% of the respondents belong to second year of the course.

Table-2
Showing Perception of students related to Tangible tools used in Higher Education Institutions

Tangible Tool		Frequency	Percentage (%)
Infrastructure Facility	Highly satisfied	11	22
	Satisfied	29	58
	Neutral	07	14

	Dissatisfied	02	04
	Highly Dissatisfied	01	02
	Total	50	100
Equipments and Lab Facility	Highly satisfied	14	28
	Satisfied	23	46
	Neutral	08	16
	Dissatisfied	02	04
	Highly Dissatisfied	03	06
	Total	50	100
Transport Facility	Highly satisfied	04	08
	Satisfied	20	40
	Neutral	11	22
	Dissatisfied	11	22
	Highly Dissatisfied	04	08
	Total	50	100
Technology Usage in Campus	Highly satisfied	13	26
	Satisfied	24	48
	Neutral	09	18
	Dissatisfied	02	04
	Highly Dissatisfied	02	04
	Total	50	100

Source: Primary data

Interpretation: The above table found that most of the respondents i.e.58% of the respondents are satisfied about infrastructure facilities provided by institutions, 46% of the respondents are satisfied towards Equipment and lab facility provided by the institutions, 40% of the respondents are satisfy about transport facility provided by Higher education institution and 48% of the respondents are satisfy towards technology usage in campus.

Table-3

Showing Students opinion towards Competency of Teaching Staff of Higher Education Institution

Competency of academic staff		Frequency	Percentage (%)
Sufficient academic staff	Highly satisfied	20	04
	Satisfied	24	48
	Neutral	04	08
	Dissatisfied	01	02
	Highly Dissatisfied	01	02
	Total	50	100
Theoretical and Practical Knowledge	Highly satisfied	23	46
	Satisfied	20	40
	Neutral	05	10
	Dissatisfied	00	00
	Highly Dissatisfied	02	04
	Total	50	100
Qualification and communication skill	Highly satisfied	23	46
	Satisfied	20	40
	Neutral	04	08



Update of Knowledge	Dissatisfied	01	02
	Highly Dissatisfied	02	04
	Total	50	100
	Highly satisfied	14	28
	Satisfied	25	50
	Neutral	08	16
	Dissatisfied	00	00
	Highly Dissatisfied	03	06
Total	50	100	

Source: Primary data

Interpretation: The above table clears that most of the respondents i.e.48% of respondents are satisfy about sufficient staffs for academic in their institution, 46% of respondents are highly satisfied towards teachers had good theoretical and practical knowledge, 46% of the respondents states that teachers are qualified and good in communication skill and 50% of respondents are state teacher had update of knowledge.

Table-4
Showing Students opinion about Delivery Skill of academic staff

Delivery Skill of academic staff		Frequency	Percentage (%)
Presentation Skill	Highly satisfied	15	30
	Satisfied	27	54
	Neutral	05	10
	Dissatisfied	02	04
	Highly Dissatisfied	01	02
	Total	50	100
Sequencing and timeliness	Highly satisfied	09	18
	Satisfied	30	60
	Neutral	07	14
	Dissatisfied	02	04
	Highly Dissatisfied	02	04
	Total	50	100
Encouraging Students	Highly satisfied	22	44
	Satisfied	21	42
	Neutral	03	06
	Dissatisfied	02	04
	Highly Dissatisfied	02	04
	Total	50	100
Providing examples Live	Highly satisfied	22	44
	Satisfied	20	40
	Neutral	04	08
	Dissatisfied	01	02
	Highly Dissatisfied	03	06
	Total	50	100
Availability for guidance	Highly satisfied	20	40
	Satisfied	22	44
	Neutral	05	10
	Dissatisfied	02	04
	Highly Dissatisfied	01	02
	Total	50	100



Technology Use	Highly satisfied	14	28
	Satisfied	20	40
	Neutral	11	22
	Dissatisfied	03	06
	Highly Dissatisfied	02	04
	Total	50	100

Source: Primary data

Interpretation: The above tables clears that most of the student's opinion i.e. 54% are satisfied about presentation skill of academic staffs, 60% of the respondents are state satisfy towards faculties timeliness and sequencing skills, 44% of the student's highly satisfy about encouragement from academic staff, 44% of students highly satisfy about providing lively examples for understanding new concepts by academic teacher, 44% of respondents states satisfy towards availability and guidance from staff and 40% of the students states satisfaction about usage of technology by staffs.

Table-5

Showing Students opinion about content of course and Quality of course structure

Content quality in course structure		Frequency	Percentage (%)
Relevance of curriculum for future	Highly satisfied	11	22
	Satisfied	33	66
	Neutral	03	06
	Dissatisfied	02	04
	Highly Dissatisfied	01	02
	Total	50	100
Containing Primary Knowledge/ skill	Highly satisfied	11	22
	Satisfied	33	66
	Neutral	03	06
	Dissatisfied	02	04
	Highly Dissatisfied	01	02
	Total	50	100
Fairness in examination	Highly satisfied	10	20
	Satisfied	34	68
	Neutral	03	06
	Dissatisfied	03	06
	Highly Dissatisfied	00	00
	Total	50	100
Use of Technology	Highly satisfied	12	24
	Satisfied	32	64
	Neutral	05	10
	Dissatisfied	01	02
	Highly Dissatisfied	00	00
	Total	50	100
Flexibility of knowledge & being cross disciplinary	Highly satisfied	12	24
	Satisfied	31	62
	Neutral	04	08
	Dissatisfied	03	06
	Highly Dissatisfied	00	00
	Total	50	100

Source: Primary data

Interpretation: The above table found that majority of the respondents i.e. 66% are satisfy about relevance of course for future, 66% of the respondents state satisfy about course containing primary skills and knowledge, 68% of the respondents satisfy fairness of examination conducted by institution, 64 % of the respondents satisfy towards use of technology in course and 62% of the respondents satisfy about course flexibility and being cross disciplinary.

9. Findings

- Majority of the respondents are female and their ages between 22-25 years.
- Most of the respondents perceiving post graduation and they are in second years.
- Most of the respondents satisfy about infrastructure facility, equipment and lab facility, transport facility and technology used in higher education institution.
- More number of respondents satisfies towards sufficient academic staff, staff theoretical as well as practice knowledge, qualification and communication skill and update knowledge skill acquired by the academic staff.
- Majority number of the respondent's satisfies about presentation skill, sequencing and timeliness, student's encouragement, providing live examples to understand new concepts, availability to students for guidance and use of technology usage by academic staff.
- Most of the respondents are states satisfy about course is relevant for future and it contacting primary skill/ knowledge, fairness in examination, use of technology in administration and flexibility in course.

10. Conclusion

Higher education is playing important role in student's life and it empowers the human resource for the country. Chamajanagar town students' are satisfied opinion about quality of higher education. However it is a backward district so that government needs attention towards improvement in number of higher education institution, encouraging students, technology adoption in institutions and adopt professional course in their curriculum.

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Women Entrepreneurs in India: Approaches to Education and Empowerment

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Abstract : *Entrepreneurship is the future of the modern society. Entrepreneurs are people who come out with new ideas and innovations which is the significant for the growth of any business. Empowerment of women entrepreneur is an innovative success mantra for development of the economy like India. Entrepreneurship among women's has led to their empowerment in the country like India. India's higher education system is the third largest in the world, next to the United States and China. The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. There is a possibility of revolutionary change in India's higher education system and this is women participation. In some elite institutions we find that number of female students is more than male students and there is a possibility to increase this trend. It is true that number of males is outnumbered in comparison with female. However, India may fail to obtain benefits without the participation of women, who form a significant mass of society. Active participation of women in economic activity and decision making is very much needed to increase GDP growth. Skill, knowledge-based education enables to change the role of women from homemaker to job maker. When a woman gets an education, a whole generation is educated. Education enhances knowledge which enables access to resources and opportunities. This paper focuses on the role of education in patterning and promoting women entrepreneurship and to examine challenges faced by women entrepreneurs.*

Keywords: Higher Education, Entrepreneurship, Women Empowerment, GDP Growth.

1. Introduction

According to Late Dr.APJ Abdul Kalam, empowering women is a prerequisite for creating a good nation. When women are empowered, a stable society is assured. Empowerment of women is essential as their thoughts and their value systems lead to the development of a good family, good society and ultimately a good nation.

Entrepreneurship is a multi-dimensional task, and it is also an essential component in initiating and sustaining of economic development. Women entrepreneurship is one of the emerging concepts which has a positive impact on women's economic empowerment. Women's participation in economic activity will enhance productivity and thereby increase the pace of growth. Also, it will help reduce the gender-based inequalities and social pressures that restrain female employment and entrepreneurial activities. In India involvement of women in economic activity is familiar from several decades as women are natural entrepreneurs. Entrepreneurship outline the economic destiny of nations contributing to the development of the economy by creating wealth and

employment opportunities. Entrepreneurs are influential in initiating and sustaining socio-economic development. Entrepreneurship in general and women entrepreneurship, in particular, are imperative to the economy. Entrepreneurship is the appropriate profession for women as women outlive in multitasking. Educated contributes to the social transformation of women leading to an increase in the contribution of women in the economic activities. Increase in women's participation in the business arena as entrepreneurs has transformed the demographic physiognomies of business and economic growth of the economy. The contribution from women-maintained enterprises is playing a dynamic role in the economy. However, efforts are needed to improve quantitative and qualitative changes. This paper focuses on the role of education in patterning and promoting women entrepreneurship and to examine problems and challenges faced by women entrepreneurs in India.

2. Review of Literature

This part of the paper carries out the results of review of literature made on the chosen topic based on few important studies conducted in the past:

Afza & Rashid (2009) opined that social and gender discrimination, lack of access and control over resources, limited educational opportunities, weaker family support, absence of self-actualization, and little entrepreneurial orientation are few impediments classified as barriers to the growth of remote women entrepreneurs in Pakistan.

Sinha et al., (2008) tries to identify the influence of interventions, viz. education and training on women entrepreneurship development in the state of Jharkhand. The sample for the study comprises 62 women entrepreneurs in Dhanbad district of Jharkhand state. A survey, using questionnaire method, has been conducted to obtain data on the nature of enterprise, socio-economic profile of the entrepreneurs and importance of training and education interventions in entrepreneurship development.

Shiralashetti (2013) revealed that economic empowerment increases women access to economic resources and opportunities, including jobs, financial services, property and other productive assets, skills development and market information. Empowering women entrepreneurs are essential for achieving the goals of sustainable development and the bottlenecks hindering their growth must be eradicated to enable full participation in business.

Raghavulu (2013) explained the role of institutional agencies for the development of women entrepreneurs in Karnataka. The women and child development department, since its inception of the five year plan has been implementing special programmes designed to improve the socio-economic status of women.

Hina Shah and Punit Saurabh (2015) in their study on Women entrepreneurship in developing countries conclude that even though there have been some successful strategies towards the development of women entrepreneurship, there needs to be done more towards this so that such ventures can help in poverty alleviation of South Asian region.

Truong (2018) reported that even though it is a promising job option for several poor people, they face numerous challenges at street vending places. The major challenges encountered by women street vendors include harassment from police, eviction by local authorities, confiscation of goods, property rights, limited access to infrastructure and services, inadequate sanitation facilities, poor drinking water and food security, limited facilities for childcare, limited workplace safety and security, physical abuse, and violence.

Khalid & Sekiguchi (2018) found that the global financial crisis, policymakers have been increasingly striving to support female entrepreneurship as a possible growth driver. Yet in the field of entrepreneurship, scholars continue to be criticized for ignoring poverty (Sutter, Bruton,

Chen, 2019). Women micro-entrepreneurship is motivated by a variety of “voluntary” and “opportunity” driven factors (Shelton & Lugo, 2021).

3. Women education in India

Women comprise approximately half of the population in the world. But the hegemonic masculine ideology made them bear a lot as they were denied equivalent opportunities in different parts of the world. The augment of feminist ideas has, however, led to the marvelous development of women's condition in the society throughout the world in recent times. Access to education has been one of the most urgent and important demands of these women's rights movements. Women education in India has also been a chief preoccupation of both the government and social or civil society as educated women can play a very important role in the development of the country. In the present era, the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immense help and are concerned with the development of women. In the modern society, women in India have come a long way. Indian women is at par with men in all kinds of tasks like reaching the moon, conquering Mount Everest, and participating in all fields. All this is possible just because of education and the profound impact it has had on women.

A. Women Education in Ancient period: Indian Women during the ancient times was said to be superior to men. The women in ancient India were given significance and they held a prominent position in the Indian society during that time. Access to education was easy for the women in ancient times. Through the massive Women Education in Ancient India several women seers and thinkers originated in ancient times such as Gargi and Maitreyi. Women enjoyed the tremendous right to education and teaching. The women intellectuals in ancient India gathered eminence by participating in educational debates and discussions in the assemblies of erudite persons. Gargi was a prominent participant in the ancient society beside men such as Uddalaka Arni. In Vedic period, educational system was very developed and the main subject taught was the Veda. The Veda or the six Vedangas were taught including the performance of sacrifice, correct pronunciation, knowledge of prosody, etymology, grammar, and jyotisha or the science of calendar. Women Education in Ancient India produced women with significant authority. Ancient Indian texts describe the influence of the women in the society. Mahabharata by Veda Vyasa sketch the persuasion of Draupadi on the husbands to overthrow the Kauravas. Valmiki's Ramayana also depict the influence of Sita that resulted in the wiping away of Ravana.

B. Women's Education in Medieval India: Women education in medieval India further weakened and declined with the introduction of Purdah system . Different customs and conventions of diverse religions like Hinduism, Islam, and Christianity further deteriorated and depreciated the state of women in the country. A range of socio religious movements contributed to the development of women literacy in the country. Many leaders took several initiatives to make education available to the women of India. The ordered form of women education in India was incorporated in the early centuries of the Christian era.

C. Women's Education in Colonial India: The position of the women education in India revived with the invasion of the British in the country and with the advent of Bhakti movement. The colonial period also introduced the institutional form of imparting learning. Women education in Colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. Furthermore, this progress journeyed through the years and influenced the modern Indian education system.

D. Women Education in Modern India: Modern age was the time of reformation in India as well as in the whole world. After the Mughals invaded India, the British entered the country with an aim to spread their statute in the whole subcontinent. The British brought with them many new ideas and enlightened the Indians. The status of women in modern India is subjected to inconsistency. The Indian women in modern period outshine in certain areas whereas on the other

hand she has to suffer the violence of the men dominated society. The condition of Indian women developed in the colonial period. After independence the scope for women increased and Women Education in Modern India widened.

At present, Women Education in Modern India has achieved a new height. Currently, entrance of women in engineering, medical and other professional colleges is overwhelmingly elevated. Most of the professional colleges in the country keep thirty percent of the seats reserved for females. In urban India, girls are opened to a far wider scope than the rural girls. "Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process."

Higher Education is important for everyone, but it is especially significant for girls and women. This is true not only because Higher education is an entry point to other opportunities, but also because the higher educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty.

4. Women Empowerment and Need of Higher Education

Women in the Vedic age got most honored positions in the society. They had the right to education and were free to remain unmarried and devote their whole life to the pursuit of knowledge and self-realization (Seth, 2001). But during the course of civilization women lost her prominence and accepted secondary status to men. Though, women constitute about 48% of total population, they lost their status due to socio-cultural discrimination. At present women are playing many role in the society in decision making and developmental processes but still their participation is less. Since women can play a very important role in the development of society and country therefore identification of skills and occupations suitable for women are required. For woman empowerment means able to take decisions, can fight for her rights and become self-dependent. An empowered woman has been able to develop ability for critical thinking, decision-making and action through collective processes; Ensuring equal participation in developmental processes; Enhancing self-esteem and self-confidence. According to Sen and Batliwala (2000) empowerment leads to a growing intrinsic capability greater self-confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier. Higher Education is one of the most important means of empowering women with the knowledge, skills and self-confidence. It brings a reduction in inequalities and helps in improving their status within the family. Higher educational achievements of women can have ripple effects within the family and across generations. The year 2001 was celebrated as women's empowerment year, which recognized women as agents of socio-economic change and development in the country. Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education through scholarships and by constructing women hostels and by capacity building for women managers in higher education. Women Leader Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology (Nits). For the first time in the history of IITs, two women scientist nominated on the IIT council (Packianathan et al.,2016).

The Indian National Policy on Education (NPE) is a landmark in empowering the women through education. For better outcomes Higher Education needs to take responsibility for:

- Cultivation of positive self-image and self-confidence, Developing capacity for critical thinking and decision-making.
- Providing Continuing Education and Correspondence Centers for organizing vocational and literary skills, Efficiency in Agricultural and Home Science Colleges.

- Industrial Training Institutes with diverse courses, keeping in view the job potential, facilities for vocational counseling.
- Imparting information about credit, banking, entrepreneurial development and access to women's technical education.
- Providing Women's Studies Research centers and organize seminars and workshops to discuss women-related issues and
- Disseminate information and encourage interaction with students and the general public through the media. Providing classes on legal literacy, programmes for women's socio-economic development via media, adult education and information and training support.
- A more relevant and responsive curriculum catering to the cultural and occupational needs of women.

5. Challenges

Over the years, many challenges have been faced by Higher Education such as: How to introduce more disciplines and diversity, satisfy the social demands for new options and remove gender barriers and role stereotyping. There are many hindrances also in the path of women empowerment and in higher education. Some of them are as: Lack of education, financial constraints, family responsibility and social status etc. Inadequate school facilities serve as a deterrent for the girl child's participation in formal schooling reported by the International Programs Centre for the U.S. Department of Commerce (Velkoff, 1998). Gender discrimination has been a major obstacle in granting equal opportunity for women in Higher Education. Negative cultural and societal attitudes, different standards- roles for boys and girls, competing demands on the girls time. Studies conducted by the National Committee on the Status of Women in India (1974), reveal that women were restricted to a few limited types of occupation because of prevailing social attitudes regarding their aptitude, resistance of employers, denial of training opportunities in higher skills and their ignorance regarding the opportunities.

Women entrepreneurs have faced constraints in aspects of financial, marketing, patriarchal family, health and education. Lack of education, technological know-how and cultural bias coupled with stringent business regulations are some of the critical impediments undermining women's ability to rise to the position of leadership and reap the benefit of entrepreneurial opportunities. Some constraints in respect of education in India are also possible/visible –

- The supply-demand gap
- An out-dated, rigid curriculum
 - An absence of employer engagement in course content and skills development
- Less access to entrepreneurial opportunity
- Constraints on research capacity and innovation
- Fewer opportunities for interdisciplinary learning

Women entrepreneurship in India is mainly involved in micro, small and medium enterprises since they start the venture with low budget to ensure low risk. Consequently, the participation of women in entrepreneurial activity as per revenue is less (Annual report of MSME 2020) Entrepreneurship amongst women has been a recent concern. Women have become aware of their constitutional rights and their work situation. However, women of they are not too eager to alter

their role in fear of social backlash. A direct link between literacy and women's empowerment is visible.

6. Future Prospective

Presently women are participating not only in traditional courses but also in various areas of men's territory. But lack of educational and training facilities for studying science and the type of employment available for women holds them back. Thus one of the thrust areas of Higher Education is to include technology studies to help women's development in research and employment. In future it is necessary to widen the scope and opening up new fields catering women's needs. Universities and colleges have to offer add-on courses together with degree courses. The target of Higher Education is to provide women's access to vocational, technical and professional education. There are many policies and programmes for the betterment of women. In the emerging global environment, women are required to develop a more skilled approach to cope with the rapid multiple changing environments. In India, career guidance and counselling courses in women's colleges are needed to social and market demands. Courses such as Computer Science, Electronics, Information Technology, Home Science, Law and Governance, Molecular Medicine should be included in the curriculum. Courses in Fashion Designing, Clinical Nutrients and Dietetics, Nursing and Business Administration, Personality development and spoken English classes, commercial and secretarial practice, Media careers, Public Relations, Advertising, Garment Technology, Hotel and Catering studies can be offered as certified courses. We have to focus on some unconventional course like event management, puppetry workshops, television script writing, MBA management degree and aviation law for women students. The Life Insurance Corporation of India already conducting crash course to train those women who need financial assistance for healthy survival.

7. Conclusion

There is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. The education has brought a lot of advantages to women. It has made them better wives and mothers. There are women politicians, doctors, administrators, scientists, educationists, and so on. There are equally many skilled women engineers to design and install new and improved equipment and technically skilled personnel to plan and manage production, etc and women are as hard working as men and there are qualified women in various fields, who can compete successfully with men in developing the nation. There is no doubt about the essential need of empowering women through higher education. Now it is cleared that only literacy is not the ultimate solution but women should be highly educated to know their rights and duties. And should be able to use their rights as per the need, but it is also mandatory that there should proper implementations what policies are made and what government of India has made different programmes regarding women empowerment. Reasons for the empowerment of women today we have noticed different Acts and Schemes of the central government as well as state government to empower the women of India. The higher education increases the women to take independent decisions, to reduce violence, women's ability to claim legal rights, participation in civic society, economic independence and many more.

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Effects of UPI Usage among Working Women: A Study With Reference to Mangaluru City

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Abstract : *In this digital era use of electronic payment system is growing at a pace that makes people being vulnerable to such payment system. If digital payments are growing at this pace people tend to spend more cashless. The convenience and the ease of using UPI payment system makes people switch to cashless transaction than the cash transaction. However, people started to use UPI without knowing its effects on usage. Recent era shows that people tend to spend more and such payment system makes them being vulnerable to reckless spending habits in the long run. Tracking the payments made through UPI should be mandatory to reduce the side effects of its usage among the users. The effective usage of it, is in the hands of the individual after careful analysis over it. In the light of the above, to find out the level of UPI usage among working women and to study the factors affecting and effects of UPI usage among the respondents, study has been conducted. The present study is made on the basis of primary and secondary data collected in which primary data is collected by distributing questionnaire and face to face interaction with the working women of Mangaluru city and secondary data is collected through Internet.*

Keywords: UPI, working women, effects.

1. Introduction

In this digital era the use of UPI payment system is growing at a pace that people tend to depend on it for their day-to-day payments. UPI payment has made working women easier for financial transactions. They need to balance their household work life. In this case UPI payment system makes easier and convenient payments for them. They can also rely on it for prompt payments. They can also track their expenses and analyse the payments over anytime. The effective usage of UPI payment system helps working women by reducing their burden by notifying the regular payments. They need not depend on physical banks for their regular payments. It also relieves them from taking leaves for banking transactions. No need to carry cash, easy and fast payment, 24x7 transfer, secure, rewards and cashback, convenience, and acceptance etc. are the benefits the UPI payment system offers to the working women.

Unified Payments Interface (UPI) is a system that powers multiple bank accounts into a single mobile application (of any participating bank), merging several banking features, seamless fund routing & merchant payments into one hood. It also caters to the “Peer to Peer” collect request which can be scheduled and paid as per requirement and convenience. It is used on Mobile devices to instantly transfer funds between two bank Accounts. The mobile number on the device is required to be registered with the bank. The UPI ID of the recipient can be used to transfer money. Any UPI app can be used to transfer funds from and to UPI enabled banks. Apart from various

third-party apps such as Google Pay, PhonePe, Paytm, Amazon Pay, Airtel Payments Bank, MobiKwik, Samsung Pay, WhatsApp Pay, NPCI manages its own app, BHIM.

2. Objectives of The Study

- To study the effect of UPI usage among working women
- To study the factors affecting the usage of UPI payment among the respondents.
- To study the impact of UPI payment usage on financial inclusion and empowerment of the respondents.
- To give suggestions based on the findings of the study.

3. Study Design and Methodology

The universe of the study is Mangaluru city of Dakshina Kannada district. The study area comprises of working women in Mangaluru city. The sampling size of the respondents is 150. The respondents were randomly selected from Mangaluru city. The study has been conducted using the primary data. To get broad knowledge about the study, survey method has been adopted. Information has been gathered by interview schedule specially designed for the purpose. Accordingly, the spot observations and discussions were also used for verifying the information. The primary data collected on various aspects has been organized in the tabular form. Such organized data has been analyzed with the help of different statistical tools like percentage, average, etc. for drawing meaningful conclusion. Along with the primary data, secondary data has been collected from newspapers, books, and internet.

4. Limitations

- Due to time constraint, only 150 respondents are selected.
- The present study is done taking into consideration of the working women in Mangaluru city only.

5. Data Analysis and Interpretation

Table 1: Showing the Age of Respondents

Age	Frequency	Percentage
25 years and below.	15	10.0
25-35 years.	75	50.0
35-45 years.	51	34.0
Above 45 years.	9	6.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are in the age group of 25-35 years (50%). 34% are in the age group of 35-45 years, 10% are in the age group of 25 years and below and only 6% are in the age group of above 45 years.

Table 2: Showing Educational Qualification of the respondents

Educational Qualification	Frequency	Percentage
SSLC	21	14.0
PUC	12	8.0
Graduation	60	40.0
Post-graduation	36	24.0
Diploma	6	4.0



Other	15	10.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are graduated (40%). 24% of them are post-graduated, 14% of them are having SSLC as qualification, 10% are of them are below SSLC and certificate course as their qualification, 8% of them are PUC qualified and only 4% are diploma qualified.

Table 3: Showing the Marital Status of the respondents

Marital Status	Frequency	Percentage
Married	117	78.0
Unmarried	12	8.0
Divorced	12	8.0
Widowed	3	2.0
Separated	6	4.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are are married (78%). 8% each of them is unmarried and divorced, 4% of them are separated and only 2% of them are widow.

Table 4: Showing Occupation Of the respondents

Occupation	Frequency	Percentage
Private sector employee	69	46.0
public sector employee	21	14.0
Self employed	15	10.0
Others	45	30.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are private sector employees (46%). 30% of them are from others like on contract basis, 14% of them are public sector employees and only 10% of them are self-employed.

Table 5: Showing annual income of the respondents

Annual income	Frequency	Percentage
Less than 2 lakhs	33	22.0
2-4 lakhs	15	10.0
4-6 lakhs	81	54.0
6 lakhs and above	21	14.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are having annual income of 4-6 lakhs (54%). 22% of them are having less than 2 lakhs, 14% of them are having 6 lakhs and above and only 10% of them are having 2-4 lakhs.

Table 6: Showing how respondents came to know about UPI payment system

Awareness	Frequency	Percentage
Through advertisement	18	12.0

Through friends and family	120	80.0
Through financial institutions	9	6.0
Other	3	2.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents came to know about UPI payment system through their friends and family (80%). 12% of them came to know through advertisement, 6% of them came to know through financial institutions and only 2% came to know through other source like through merchants and referrals. Majority of the respondents came to know about UPI payment system through their friends and family as they tend to learn more from friends and family.

Table 7: Showing the mode of UPI payment system used by the respondents

Mode	Frequency	Percentage
Google Pay	130	86.67
PhonePe	90	60.0
Paytm	60	40.0
Amazon Pay	15	10.0
WhatsApp Pay	3	2.0
Other	70	46.67
Total	-	-

N= 150

MRR = 2.45

Source of data: Survey

Note: 1. Percentage is not equal to 100 because of multiple responses.

2. Multiple Response Rate is equal to total number of responses divided by the number of respondents.

Interpretation: In the above table majority of the respondents use Google Pay UPI payment system (86.67%). 60% of them use PhonePe, 46.67% of them use other like BHIM and Airtel Payments Bank, 40% of them use Paytm, 10% of them use Amazon Pay and only 2% of them use WhatsApp Pay. Majority of the respondents are use Google Pay UPI payment system as it is very popular among customers and merchants.

Table 8: Showing the frequency of UPI payment system used by the respondents

Usage	Frequency	Percentage
Frequently	90	60.0
Sometimes	30	20.0
Rarely	18	12.0
Very rarely	12	8.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents frequently use UPI payment system (60%). 20% of them use sometimes, 12% of them use rarely and only 8% of them use very rarely. Majority of the respondents frequently use UPI payment system as they are convenient of using it.



Table 9: Showing the reason for using the UPI payment system by the respondents

Reason	Frequency	Percentage
Peer to peer transfer	140	93.33
Bill payments	130	86.67
Online shopping	60	40.0
Merchant payments	90	60.0
Recharge	45	30.0
Other	25	16.67
Total	-	-

N= 150

MRR =3.27

Source of data: Survey

Note: 1. Percentage is not equal to 100 because of multiple responses.

2. Multiple Response Rate is equal to total number of responses divided by the number of respondents.

Interpretation: In the above table majority of the respondents use UPI payment for Peer-to-peer transfer (93.33%). 86.67% of them use it for bill payments, 60% of them use it for merchant payments, 40% of them use it for online shopping, 30% of them use it for recharge and only 16.67% of them use it for other reason like bank transfer. Majority of the respondents use UPI payment for Peer-to-peer transfer as they are frequently using it.

Table 10: Showing the factors affecting the UPI payment usage among the respondents

Factors	Frequency	Percentage
No need to carry cash	150	100.0
Easy and fast payment	140	93.33
24x7 transfer	120	80.0
Secure	75	50.0
Rewards and cashback	45	30.0
Other	60	40.0
Total	150	100.0

N= 150

MRR = 3.93

Source of data: Survey

Note: 1. Percentage is not equal to 100 because of multiple responses.

2. Multiple Response Rate is equal to total number of responses divided by the number of respondents.

Interpretation: In the above table majority of the respondents feel no need to carry cash is the factor affecting their UPI payment usage (100%). 93.33% of them feel as Easy and fast payment, 80% of them feel as 24x7 transfer, 50% of them feel as Secure, 40% of them feel as other like convenience and acceptance and only 30% of them feel as Rewards and cashback. Majority of the respondents feel no need to carry cash is the factor affecting their UPI payment usage as they are making easier financial transaction using it.

Table 11: Showing the opinion of the respondents on payment convenience of UPI payment system

Opinion	Frequency	Percentage
Strongly disagree	3	2.0
Disagree	6	4.0

Neither agree or disagree	6	4.0
Agree	30	20.0
Strongly agree	105	70.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents strongly agree that UPI payment made them convenient while using it (70%). 20% of them agree, 4% each of them neither agree nor disagree and disagree and only 2% of them strongly disagree. Majority of the respondents strongly agree that UPI payment made them convenient while using it as they are frequently using it.

Table 12: Showing the frequency of reliability of the UPI payment by the respondents

Reliability	Frequency	Percentage
Always	3	2.0
Very Often	105	70.0
Sometimes	36	24.0
Rarely	6	4.0
Never	0	0.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents very often rely on UPI payment system (70%). 24% of them rely on it sometimes, 4% of them rely on it rarely only 2% of them rely on it always and none of them never rely on it. The most of the respondents very often rely on UPI payment system as it is convenient and frequently using it.

Table 13: Showing the opinion of the respondents about UPI payment system which made financial transactions easier

Opinion	Frequency	Percentage
Strongly disagree	3	2.0
Disagree	6	4.0
Neither agree or disagree	6	4.0
Agree	30	20.0
Strongly agree	105	70.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents strongly agree that UPI payment system made financial transactions easier (70%). 20% of them agree, 4% each of them neither agree nor disagree and disagree and only 2% of them strongly disagree. Majority of the respondents strongly agree that UPI payment system made financial transactions easier as they often rely on it for payment.

Table 14: Showing the opinion about secureness while using the UPI payment system by the respondents

Opinion	Frequency	Percentage
Extremely secure	15	10.0
Secure	90	60.0
Neutral	6	4.0
Insecure	27	18.0
Extremely insecure	12	8.0

Total	150	100.0
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N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents feel secure while using UPI payment system (60%). 18% of them feel insecure, 10% of them feel extremely secure, 8% of them feel extremely insecure and only 4% feel neutral. Majority of the respondents feel secure while using UPI payment system as they didn't face many problems with secureness while using it.

Table 15: Showing the effects of UPI payment usage on the respondents

Effects	Frequency	Percentage
Convenience	120	80.0
Easy payment	130	86.67
Easy money transfer	75	50.0
Over spending habits	55	36.67
Self-empowerment	65	43.33
Financial inclusion	40	26.67
Other	30	20.0
Total	-	-

N= 150

MRR = 3.43

Source of data: Survey

Note: 1. Percentage is not equal to 100 because of multiple responses.

2. Multiple Response Rate is equal to total number of responses divided by the number of respondents.

Interpretation: In the above table majority of the respondents feel that easy payment is the effect of UPI payment usage (86.67%). 80% of them feel as convenience, 50% of them feel as easy money transfer, 43.33% of them feel as self-empowerment, 36.67% of them feel as overspending habit, 26.67% of them feel as financial inclusion and only 20% of them feel that other like for getting rewards and cashback. Majority of the respondents feel that easy payment is the effect of UPI payment usage as they feel that they can easily and conveniently make payment any time.

Table 16: Showing the respondents response towards UPI payment system which made them self-empowered

Agreement	Frequency	Percentage
Strongly disagree	3	2.0
Disagree	6	4.0
Neither agree or disagree	6	4.0
Agree	30	20.0
Strongly agree	105	70.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents agree that UPI payment system made them self-empowered (70%). 20% of them strongly agree, 4% each of them neither agree nor disagree and disagree. Only 2% of them strongly disagree. Majority of the respondents agree that UPI payment system made them self-empowered as they feel using UPI payment system makes them financially independent.

Table 17: Showing the satisfaction level of the respondents on the UPI payment usage

Satisfaction	Frequency	Percentage
Very dissatisfied	3	2.0

Dissatisfied	6	4.0
Unsure	6	4.0
Satisfied	105	70.0
Very satisfied	30	20.0
Total	150	100.0

N= 150

Source of data: Survey

Interpretation: In the above table majority of the respondents are satisfied with UPI payment usage (70%). 20% are very satisfied, 4% each are unsure and dissatisfied and only 2% are very dissatisfied. Majority of the respondents are satisfied with UPI payment usage as it makes them transact easily and rely on it for prompt payment.

6. Findings

- The study shows that majority of the respondents are between the age group of 25-35 years.
- The study shows that majority of the respondents are graduated.
- It is clear that majority of the respondents are married.
- The study shows that majority of the respondents are private sector employees.
- The study shows that majority of the respondents are annual income range between 4-6 lakhs.
- It is clear that majority of the respondents came to know about UPI payment system through their friends and family.
- The study shows that majority of the respondents use Google Pay UPI payment system.
- The study reveals that most of the respondents frequently use UPI payment system.
- The study shows that majority of the respondents use UPI payment for Peer-to-peer transfer.
- The study shows that majority of the respondents feel no need to carry cash is the factor affecting their UPI payment usage.
- The study shows that majority of the respondents strongly agree that UPI payment made them convenient while using it.
- The study reveals that most of the respondents very often rely on UPI payment system.
- It is clear that majority of the respondents strongly agree that UPI payment system made financial transactions easier.
- The study reflects that majority of the respondents feel secure while using UPI payment system.
- The study shows that majority of the respondents feel that easy payment is the effect of UPI payment usage.
- The study shows that most of the respondents agree that UPI payment system made them self-empowered.
- It is clear that majority of the respondents are satisfied with UPI payment usage

7. Suggestions

- The security is the biggest concern among the consumer's and can be considered as a key factor for the adoption the UPI payments.
- In India there is lack of internet connectivity in rural areas and some parts of urban areas. Government should invest in providing high speed internet and accessibility in low cost. If internet connectivity will increase, then online fund transfer will also increase.
- E-literacy campaigns should be implemented for removing the problems faced by customers while using such services.

- The important aspects which affect online payment application are non-credit of money and Payment delay due to network issues and some other issues related to bank infrastructure and due to the Smartphone.
- Government should conduct more awareness programs for online and banking
- customers regarding various services offered by NPIC such as UPI, Bharat bill
- payment system etc.

8. Conclusion

In conclusion, the digital payments ecosystem in India has grown significantly in recent years, driven by government initiatives, an increase in internet and smartphone penetration, and the rise of e-commerce. The digital payment ecosystem is supported by private players who offer a range of digital payment services helps working women by reducing their burden to rely on traditional payment methods.

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Digital Finance Services in India in 21st Century

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Abstract : *Digital finance is the term used to describe the impact of new technologies on the financial services industry. It includes a variety of products, applications processes and business models that have transformed the traditional way of providing banking and financial services. Today digital finance manifests through internet finance, Fintech finance, embedded finance, artificial intelligence finance, blockchain finance, decentralized finance. Banks understand that digital channels are how customers interact with them, and consequently, digital investment priorities are starting to shift from customer experience to customer engagement. While enhancing customer experience is important, developing digital channels as customer engagement platforms are now seen as critical to the success of banks. Distributed ledger technology (more commonly known as blockchain technology) has started to alter the landscape of digital payments in India, and cross-border payments, securities and digital currency issuance are all being impacted. This paper present a concise review of the existing digital finance research in the literature, and highlight some of the challenges and services in digital finance.*

1. Introduction

New financial technologies can facilitate access to financial services and improved the efficiency of the financial system. Technological innovation in finance is not new investment in new technologies has substantially increased in recent years and the pace of innovation is exponential. We make payments transfer money and make investments using a variety of new tools that were not there few years ago. Beside industry trends, customers expect the best in terms of simplicity, choice, and 24x7 instant services. About 22% of customers prefer and frequently use net Banking and mobile apps.

Digital financial services and the digital economy is not a new thing and has been around for over a decade or so. But in the past few years, we have seen accelerated growth in this field as new favouring regulation regarding customers and service providers came to ease out the use of digital financial services and increase the reach to the underserved population. Much of the things have been done but even much more is there on the plate which is needed to be done regarding the digital finance and to popularise it in the common masses. With the government taking an interest, easing down the regulation and new and innovative service providers coming in the field it is safe to say that the future of digital finance is there in India. Banks understand that digital channels are how customers interact with them, and consequently, digital investment priorities are starting to shift from customer experience to customer engagement. While enhancing customer experience is important, developing digital channels as customer engagement platforms are now seen as critical to the success of banks. Distributed ledger technology (more commonly known as Blockchain technology) has started to alter the landscape of digital payments in India, and cross-border payments, securities and digital currency issuance are all being impacted.

Objectives and methodology of the study: The present study focuses on understanding the trends of digital finance performance in India since last 10 years along with challenges to implement value addition to digital finance activities. This paper belongs to conceptual understanding and reviews of different scholars regarding digital finance. This research paper constructing based on secondary data such as financial institutions report, journals, and project reports.

2. Literature review

Banerjee et. al. (2017) suggests that awareness can facilitate financial inclusion by increasing the usage level of all financial products and services. The underlining theory used by the researcher is the Theory of Cognitive Dissonance by Leon Festinger (1957) which suggests that there is an inconsistency between action and belief and that causes dissonance and can help in a change in behaviour action and attitude. The Theory of Cognitive Dissonance, when applied in the case of Digital Financial Literacy and Digital Financial Inclusion, suggests that there is an inconsistency between awareness and usage level of digital products and services which creates a dissonance. If the dissonance is addressed in the right manner change can be seen in both awareness and usage. Therefore this theory mainly contributes towards the basis of the problem addressed. Most researches contributed to the impact of financial literacy on financial inclusion. Banerjee et. al. (2017) the main findings of those researches suggests that financial literacy and financial inclusion has a mediating variable of awareness.

Prasad et. al. (2017) contributes towards literacy and usage contributes towards inclusion and has been proven. A structured questionnaire was framed by compiling questionnaires in the same area by introducing digital concepts. The model framed by the researcher has been proven to be true i.e. Digital Financial Literacy has an impact on Digital Financial Inclusion. A sample of 200 respondents was drawn and Smart PLS Version 3 was used to analyse the data. The results show that the hypothesis framed by the researcher is statistically significant. Also, the percentage of digital financial literacy stands at 76.42% and that of digital financial inclusion stands at 62.2 % which suggests that digital financial literacy contributes towards the increase in the inclusion rate which can be said as awareness facilitates usage level.

3. Challenges and services of digital finance

All financial transaction done using a digital device are called digital financial services. There is a range of such services offered by banks and other institutions. The most common service that has become highly popular is shopping.

3.1. Legacy systems:

Shift from legacy to new technological infrastructure and digital expertise requires huge investments and transition costs.

3.2. Security and compliance:

Unlike fintechs and other new financial players, banks and traditional FIs are subject to high security risks due to voluminous personal data and transaction records, which make it harder to execute changes while meeting compliance requirements.

3.3. Customer expectation on user experience

The purpose of digital transformation is to offer customers improved efficiency and consistent user experience across platforms. Traditional banks and enterprises find this hard to achieve because it requires extensive research, time, strategy, and marketing to offer the right choices to customers.

3.4. Workplace culture and re-skilling workforce:

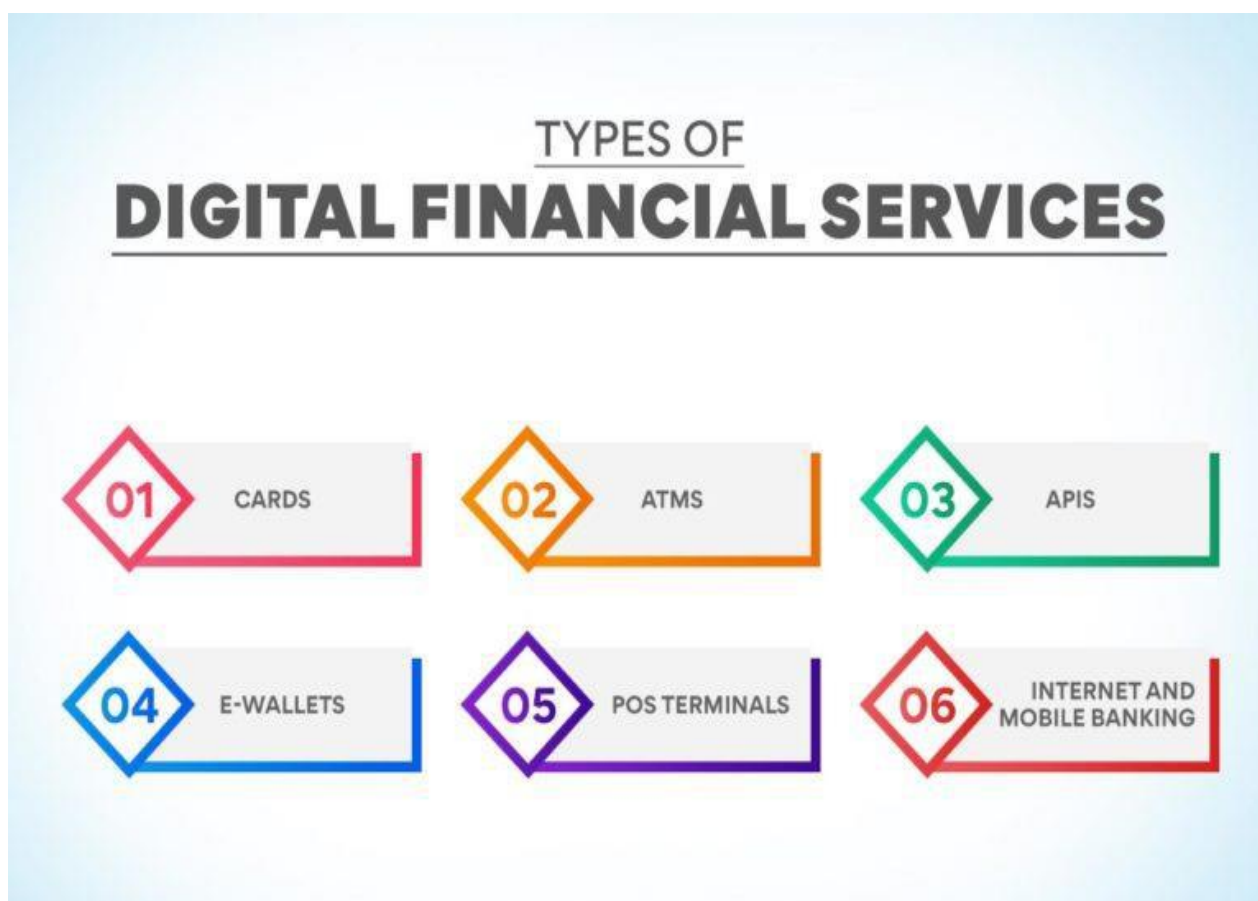
Changes in workforce and workplace culture are significant as the talent model switches and focuses on data scientists and analysts, thereby mandating up skilling among employees. Efforts here require time, strategy, and clear objectives and communication.

3.5. Competition:

Competition with fintechs and new online finance players like Amazon, Google, or Face book leaves banks out of the process as customers transact directly. However, banks are more secure and regulated, giving them the edge if they go digital.

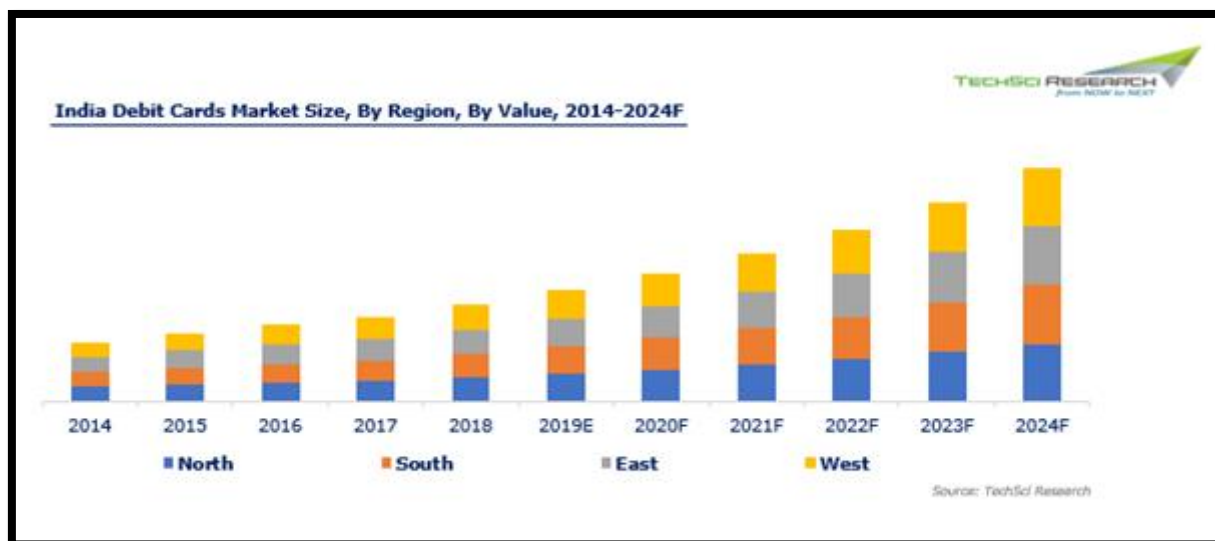
4. Digital finance Services

There are numerous types of financial services that help people manage money. Individuals can use banks to save their money and earn interest from them. Keeping a lot of cash at home can be dangerous, whereas banks are secure. The other service that people use a lot is making payments for things they buy. They can either give cash or use an instrument like a cheque. Banks also provide other facilities like making payments for utilities like electricity charges. The other important function of banks is to provide loans for various purposes.



Cards

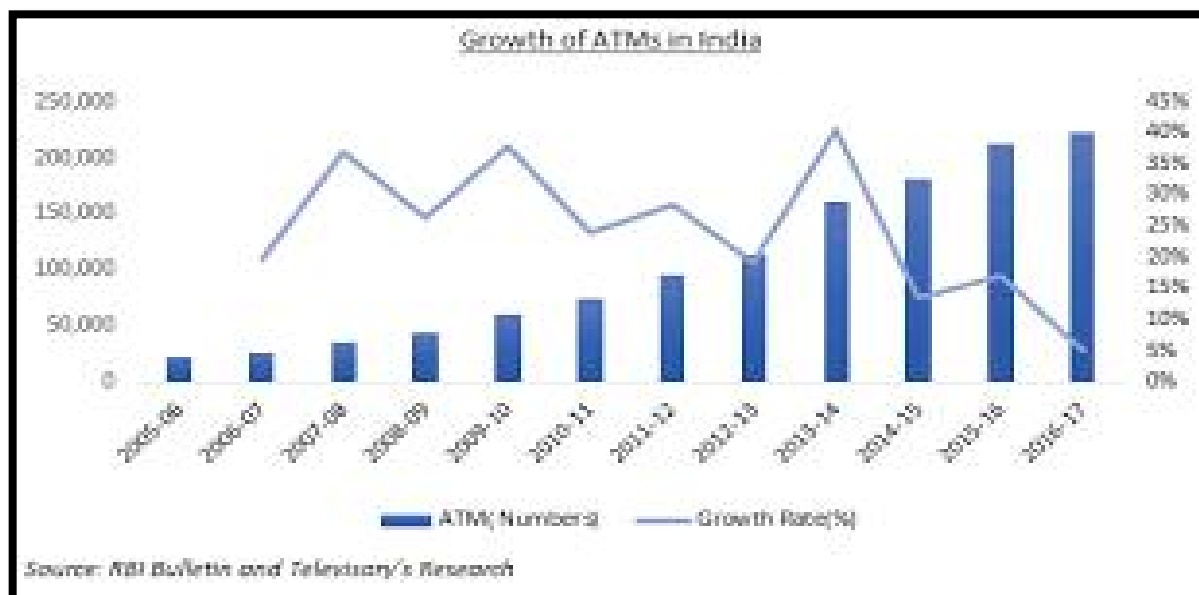
Cards are the most popular type of digital financial service that is used by a maximum number of people. There are debit, credit and prepaid cards. The bank where the customer has account issues a debit card. This card helps the person to transact for various purposes.



The above graph shows remarkable increase of debit cards users in India. the users are very much preferring cards for banking transactions as the ATMs are increasing in India.

ATMs

ATMs are kiosks that help people to do financial transactions. They are specific for different banks, though most of these machines allow the use of any debit or credit card to withdraw money. ATMs make it unnecessary for people to travel to the banks.

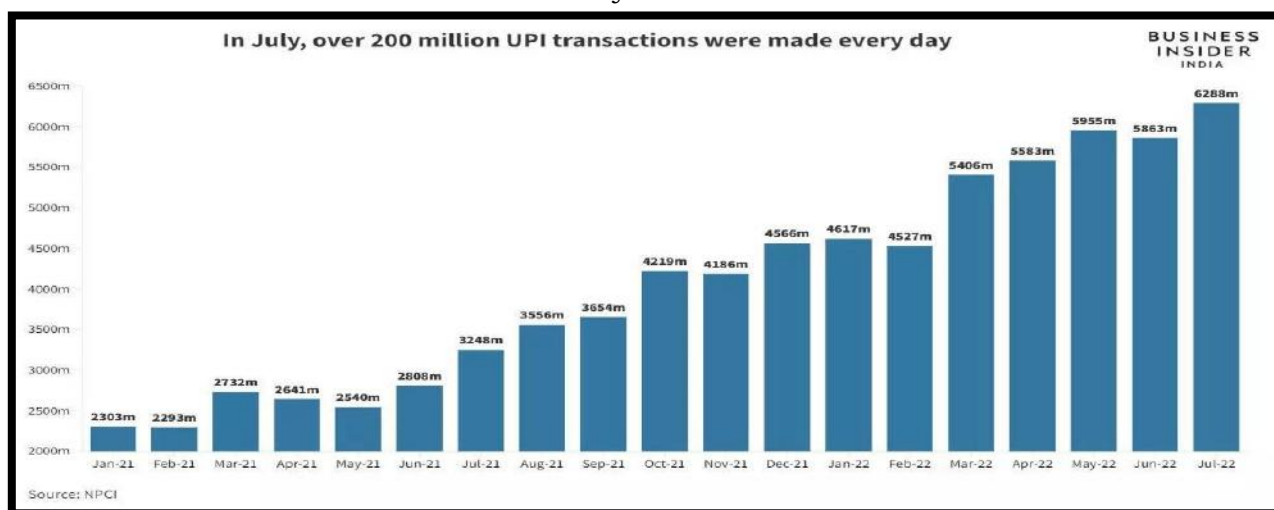


(Source – RBI bulletin)

Customers can get various other services at ATMs. They can deposit money into bank accounts using a debit card or registered mobile number. Knowing the account balance and getting a mini-statement of the transactions is also possible. Customers can use these machines to transfer funds and deposit money into other people’s accounts.

APIs

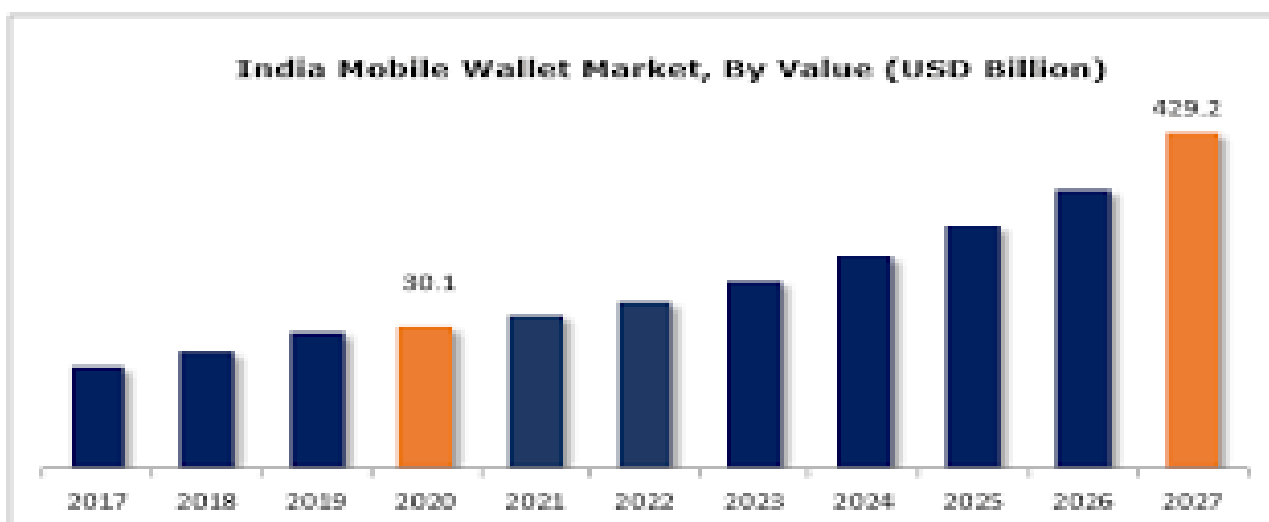
UPI, or Unified Payments Interface, is a platform that includes many banking services. You can send and receive money using the UPI ID and a PIN. One doesn't have to know the receiver's bank details to send money. The UPI ID is enough. It is not necessary to feed the bank account details or IFSC code to transfer money to another person. The UPI ID is created on the platform and is specific to the bank account. The PIN can be set by the user. Many apps support the UPI system.



(Source – NPCI)

E-Wallets

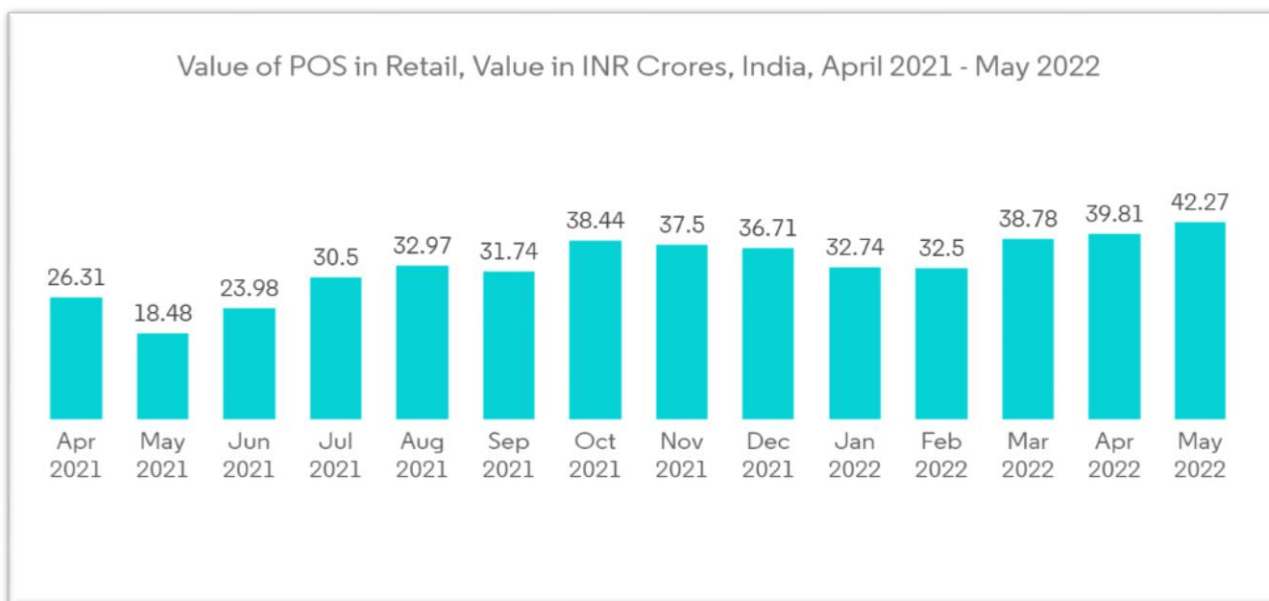
E-Wallets are applications that help you pay for shopping, transfer funds and track your payment history. It helps store all financial information. One doesn't need to carry a wallet. You can use the wireless capabilities of the mobile device to make financial transactions. It is also possible to store card information in e-wallets to make purchases.



(Source- <https://www.globenewswire.com/en/news-release>)

PoS Terminals

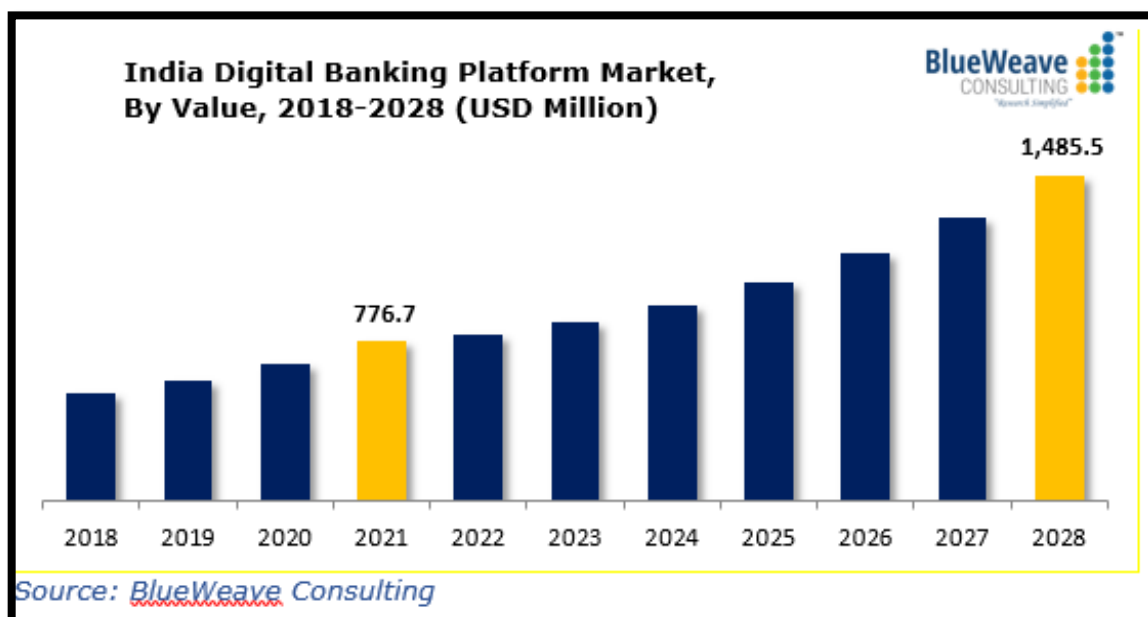
These are devices that we commonly see at supermarkets and petrol bunks. Though we may not know them by this name, almost all of us use them regularly. These are the machines that you swipe credit or debit cards in. These devices were manual ones with card details imprinted on receipts and the customer’s signature taken on them. Over the years, these have been digitised and using them has become very simple.



(Source- Merodor intelligence)

Internet And Mobile Banking:-

Most banks today allow you to log in to your account on a desktop, laptop or mobile phone. There are dedicated apps for these banks where you perform a variety of transactions. Most mobile banking apps also boast a UPI. Customers of the bank can make payments for shopping using the mobile app. One can also pay for various services from the banking portal.



5. Findings

- Digital financial inclusion involves utilizing the cost-saving digital means to reach currently financially excluded and underserved populations with a range of formal financial services suited to their needs.
- Awareness of all the digital products, services is very important, and it increases the usage level which ultimately contributes towards economic growth.
- If people have good knowledge about different products and services available in the market, it contributes towards growth in their own individualistic monetary benefits.
- Bringing financially excluded population, under the banking ambit, results in not only individual welfare and results in social welfare too.

6. Conclusion

Financial Inclusion has been a priority of the government agencies and regulators from the past decade or so to achieve Universal Financial Access goal set by the World Bank. But with the new government in the past three and a half year is investing heavily in the digital financial services and digital infrastructure. With all said and done, digital financial services is a great tool to provide the underserved with the basic financial services and bring them under the umbrella of financial inclusion. With the recent advancement in the field of technology, a huge endowment in the digital infrastructure sector, and substantial regulatory push, people can now access basic financial services at a lower cost and to an unparalleled level. We all can agree that still, a lot to do in the field of the digital economy and digital financial services but with the rate things are accelerating, we can expect that till 2025, we can achieve the goal of universal financial access

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Plagiarism: Concepts, Effects and Solution

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Abstract: *The primary goals of the research are to find fresh information and a solution to the issue. But today, plagiarism is a significant issue for research, and it has been found that some conclusions and facts have been revealed that have been duplicated, copied, or imitated. It is unethical for one author to use another's ideas and thoughts without giving due credit, which is known as plagiarism. Plagiarism is an immoral conduct that harms both the author's and the publisher's reputations. Therefore, a smart researcher should be aware of plagiarism, its implications, and how to prevent it in future research. The purpose of this essay is to define plagiarism, describe its several forms, and discuss its negative effects. The essay also addresses the topic of research plagiarism.*

Keywords: *Plagiarism, Definition of plagiarism, Effects, Solutions.*

1. Introduction:

Any research endeavor seeks to add new knowledge and establish new facts. The research advances human welfare and helps construct nations. However, plagiarism is a significant issue for research nowadays. It has been determined that some of the discoveries and facts have been copied, duplicated, or imitated. In the academic realm, plagiarism is a well-known and expanding problem. Plagiarism is illegal since it is regarded as a form of theft, whether it be of text or ideas. Plagiarism is the act of using someone else's labour of love and claiming it as your own. Plagiarism is a serious crime and is strongly denounced in every business when it is done unethically. Because of ignorance, plagiarism happens frequently in India. People frequently plagiarise, sometimes purposefully and frequently unknowingly. A skilled researcher should be always aware of plagiarism, its impacts, and strategies to prevent it in their work.

2. Plagiarism: Meaning & Definition:

The Middle Georgia State University, The MGA English Department's Definitions of Plagiarism as under;

2.1 It is plagiarism to use someone else's words verbatim and claim them as your own without using quotation marks or making clear whose words you are using. Quote marks and proper attribution, including the page number(s) of printed texts, are required for any major phrases, sentences, and passages that are taken verbatim from another source.

2.2 It is plagiarism to use another writer's words in a paraphrase that communicates the same important ideas as the original author without giving due credit. Even if paraphrase does not require quote marks, the original source must still be clearly cited.

2.3 Presenting someone else's theories or scientific findings as your own is considered plagiarism. Even if your work is totally written in your own words, you still need to mention the author if you

adopt their broad framework or method for tackling a subject and pass off their original ideas or precise conclusions as your own.

2.4 You must also cite the source when using statistics, definitions, or factual assertions from another person in your own work.

2.5 Allowing a friend or another person to prepare work that you then submit as your own is considered plagiarism.

2.6 In addition to traditional written texts, plagiarism can also occur in other forms of expression, such as oral presentations, artwork, video and audio creations, PowerPoint presentations, web pages, and comments made in online forums.

3. Types of Plagiarism:

The types of plagiarism are;

3.1 Direct Plagiarism

The easiest way to spot plagiarism is when a student directly duplicates the work of another author. Complete sentences or phrases from the original author are not surrounded by quote marks in these cases. When the name of the original author is left out of the reference, this also constitutes direct plagiarism. Plagiarism occurs when someone copies and pastes text from an online source or types an exact excerpt from a book.

3.2 Paraphrasing Other Works

When someone paraphrases another author's work, they are engaging in a form of plagiarism that is less frequently recognised as idea theft. When you read another material and rewrite it in your own words, you are paraphrasing. However, when this is done without giving credit to the original author, it is plagiarism. Even though you did not use the author's exact words, you still need to give the author credit by including the author's name and the page number of the original text in parentheses in an in-text reference and in your list of sources.

3.3 Substituting and Re-arranging

When you use the majority of the author's original writing but substitute some of your own words or phrases, you are committing two related types of plagiarism. One approach to accomplish this is to replace a couple of the words in a sentence with your preferred synonyms. Rearranging the sentence's original structure is another form of plagiarism.

3.4 Self-Plagiarism

Repurposing your own work also constitutes a plagiarism offence. For instance, submitting a work that was written for a previous class is plagiarism. Plagiarism also includes stealing passages from papers you've already submitted. When you blend numerous pieces of writing you've previously submitted to produce a new paper, this is also a form of self-plagiarism.

4. Effects of Plagiarism:

The followings are the effects of plagiarism;

4.1 The plagiarism destroy the student's reputation

4.2 The plagiarism destroy the professional reputation

4.4 The plagiarism leads to legal action because of violation of copy right act.

4.5 The plagiarism effects in cancelation of research work

4.6 The plagiarism effects in monitory benefits

4.7 The plagiarism destroy the publisher reputation also

5. Solution to avoid plagiarism:

5.1 The greatest way to prevent plagiarism is to cite the source that was used.

5.2 As an ethical writer always acknowledge the contributors of others

5.3 Give bibliography / references at end of the paper / work

5.4 Any writing that is not your own should be surrounded by quote marks, and a reference should include the author's name.

5.5 When you attempt to pass off the original author's work as your own by merely disguising the original writing, you are engaging in plagiarism. Use a direct quote and the author's name in a citation to avoid this kind of plagiarism, or paraphrase the original language and give the author credit.

5.6 When you blend various pieces of writing you've already submitted to produce a new paper, this is also considered plagiarism. Get approval from all of the teachers involved in order to prevent this kind of plagiarism.

5.7 How to use the library and its services to the general public. It ought to inform students of any initiative or programme that falls under his purview in the college's operations.

5.8 Use own words while summarizing other works and it must be synthetically structure

5.9 Check your work or writings with plagiarism software to know the percentage of plagiarism.

6. Conclusion:

Plagiarism ought to be avoided when conducting research. Because it is a serious violation, no researcher should engage in it. When using sources, the researcher must provide a reference or citation. An honest writer should always credit other people's work. To determine the degree of plagiarism in a person's work, there are numerous software programmes available. Regularly checking for plagiarism aids in editing or rewriting the work, and it is advisable to adopt sound writing approaches that are simple to implement after some first practise. In addition to demonstrating hard work, this skillful writing will gain respect from academics and professionals and raise the H index.

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Prospects of Online Learning in Higher Education in India

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Abstract : Higher education has its long past from pre independent India to post independent India. After the independence it had very less expansion i.e. less availability of higher education institutions. Time to time expansion and up gradation of higher education institutions were recommended by several committees. But the most remarkable recommendation was from the National Policy on Education in 1986. Its recommendations were to increase the access of higher education institutions and quality of education. Due to which the Open University model was established for distance learning, IGNOU was established. In recent times, open and distance learning (ODL) has gained more emphasis due to the development of digital technologies. And it plays a crucial role in increasing access and quality education to students who want to pursue their higher education through distance education mode. Open and Distance education mode itself is a revolution which broke the traditional formal system education which was imparted within the four walls of the classroom. In the digital era, with support of advanced technologies, online learning techniques have created a greater revolution to greater access to higher education as well as quality education. This paper focuses on the futuristic prospects of online learning in higher education which only increase the access as well the quality and also in context with NEP 2020 is emphasising on skill development individuals through vocational training programmes integrated with academics. This paper further focuses on Covid-19 pandemic forcing the adoption and adaptation of online learning even at all stages of education in India and all over the World. And also discusses how online learning will enable the development of self-determined individuals who are constructivist and lifelong learners and concludes with the futuristic prospects of online learning in higher education in India.

Keywords: Online learning, hybrid learning, digital learning, higher education, Self-determined learning.

1. Introduction

Higher education has its long past from pre independent India to post independent India. After the independence it had very less expansion i.e. less availability of higher education institutions. Time to time expansion and up gradation of higher education institutions were recommended by several committees. But the most remarkable recommendation was from the National Policy on Education in 1986. Its recommendations were to increase the access of higher education institutions and quality of education. Due to which the Open University model was established for distance learning, IGNOU was established. In recent times, open and distance learning (ODL) has gained more emphasis due to the development of digital technologies. And it plays a crucial role in increasing access and quality education to students who want to pursue their higher education through distance education mode. Open and Distance education mode itself is a revolution which broke the traditional formal system education which was imparted within the four walls of the classroom. In the digital era, with support of advanced technologies, online learning techniques have created a greater revolution to greater access to higher education as well

as quality education. This paper focuses on the futuristic prospects of online learning in higher education which only increase the access as well the quality and also in context with NEP 2020 is emphasising on skill development individuals through vocational training programmes integrated with academics. This paper further focuses on Covid-19 pandemic forcing the adoption and adaptation of online learning even at all stages of education in India and all over the World. And also discusses how online learning will enable the development of self-determined individuals who are constructivist and lifelong learners and concludes with the futuristic prospects of online learning in higher education in India.

2. Conception of Online Learning

Online learning consists of learning online in real time interaction with the instructors and peers, learning using online learning e-resources, or else blending both the real time interaction on e-resources with help of digital technologies called as online learning platforms. Online learning platforms are virtual learning environments designed using collaborative software technologies to create and deliver online courses. Based on the access of learning through online mode there are different forms of online learning discussed in brief as follows:

2.1. Synchronous online learning: This form is actual collaborative learning where students and instructors interact at the same time in real time using virtual collaborative tools for video conferencing, chats, interactive boards etc.

2.2. Asynchronous online learning: This form is learning using the already prepared material or module which the teacher may share through emails, chats etc. Here students go through the content and discuss with the teacher using the emails, chats etc. In this online learning the teacher and students do not come at the same specified time and space. This is similar to that of students completing the given assignment using the modules or materials provided by the teachers online. Ex. MOOCs is a free web based /E - learning Program. In India , SWAYAM is a MOOC platform with more than 2600 courses for school students, undergraduate students, postgraduates students etc.

2.3. Blended online learning: This form of learning includes both synchronous and asynchronous online learning technologies. For example, Online Manipal is an online learning initiative taken by Manipal University in Karnataka, offers hybrid learning courses in Master of Business Administration Master of science in Business Analytics, Logistics and supply chain. Their aim is to promote self-paced learning where the learner has access to e-libraries, online learning materials at anytime and anywhere. They are also provided with live and recorder lectures and talks on the flexible schedule and also have a chance of engaging in discussion using online discussion platforms. Another special feature is that they can access study materials even on low bandwidth internet on an advanced digital platform.

Another example of blended learning with synchronous and asynchronous learning material is online Amity is an expansion of Amity university is a private university in Noida, offers five bachelors and four masters online learning courses in Business Administration, Computer application, Arts, Commerce and

Journalism and mass communication. The features of online learning of these courses are

1. Live application to exercise and solve assignments and manage projects.
2. Regular Industry –oriented webinars where students can interact with the industry experts.
3. Online submission facilities for finished assignments and projects.
4. Recorded lectures by eminent faculty
5. Interactive learning content
6. Video lectures on demand made by students for further understanding.

2.4. Flipped learning: Learning materials or resources are shared to students through online modes and then students and teachers meet in the real classroom for discussion. IITBombayX is the best example of MOOCs. It uses a blend of flipped classrooms, online lectures, and live interactions which is one form of hybrid learning. IIT Bombay offers Massive Open Online Courses (MOOCs) for individuals from varying backgrounds with the establishment of an online learning platform called IITBombayX. This platform is designed to offer a whole new learning experience for Indian learners across the country through online mode to help them have an 'extra-edge' in today's competitive world. IITBombayX specialises in Hybrid MOOCs which captures the benefits of flipped classrooms, online lectures, and live interactions with the IITBombayX course instructors. In order to help the students learn effectively during this pandemic, IITBombayX offers four different types of MOOCs courses, from the faculty members of IIT Bombay such as EduMOOCs, Skill MOOCs, Tech MOOCs and Life MOOCs. The Indian Institute of Technology Bombay (IIT Bombay) was the first higher education institute in India to offer hybrid learning from the academic year 2020-2021.

2.5. Hybrid learning: This form of learning which is more flexible as it includes all the above four learning according to the students convenience. One of the best model higher education institutes/ colleges for Hybrid learning is Maratha Mandal Engineering College (MMEC), Belgavi, Karnataka became the first AICTE-approved college that adopted Hybrid Learning in its fullest form in partnership with Tech Avant-Garde. The college has implemented the following facilities for hybrid learning: Lycee is a Connected Learning Community System which comprises Campus Management, Communication and Collaboration, Learning Management Solution, Content Management, E-Commerce and E-Governance. Digital College which is created on Microsoft office 365, accompanied by the teaching and learning Apps. Hybrid learning infrastructure consists of all classrooms fitted with flat panel displays, cameras, sound system, modern network and cutting-edge Hybrid Learning Software. Every student and educator will be trained and certified in Digital Literacy; for teachers: educators are trained on Gen Extra Muros Pedagogy. Students, educators, and parents will be trained on Microsoft O365 to enable the teaching learning process. Every educator and student is given the latest personal device. Students use these devices in classrooms, at their homes and for accessing Virtual Labs. Educators use these devices for teaching from anywhere, anyplace. The Digital Environment in MMEC follows strict digital policies to keep the environment safe for students and educators. They have also done Hybrid accreditation for every class. The entire implementation was carried out by Tech Avant-Garde, in partnership with Microsoft. Currently AICTE is allowing all technical education to adopt hybrid or blended learning with fully digital facility and literacy through training to head of the institution(www.educationworld.in , 2022).

3. Collaborative soft wares that in support of Synchronous online learning

Without the advanced software applications these above-mentioned forms of online learning would have been just an imagination. Synchronous online learning is advantageous over asynchronous learning as it happens in the real-time through the collaborative software such as

1. Google classroom,
2. Zoom,
3. Microsoft teams,
4. Nearpod,
5. Blackboard,
6. Canva,
7. Blackboard,
8. Teachmint,
9. WebEx,
10. Schoology,
11. Edmodo,
12. Classcraft,

- 13. Brainpop,
- 14. Kami, etc.

4. Virtual Science labs for Synchronous online learning

- PhET Interactive Simulations - A library of interactive science simulations developed by the University of Colorado Boulder.
- Labster - A virtual lab platform that provides engaging 3D simulations of real labs.
- Virtual Science Lab - An online laboratory simulator developed by the National Science Foundation.
- ChemCollective - A collection of online virtual lab activities, tools, and resources for chemistry educators.
- LabXchange - A virtual science lab platform developed by Harvard University and the Massachusetts Institute of Technology (MIT).
- Virtual Science Labs - A suite of online science lab activities developed by the American Chemical Society.
- Labster Simulator - A virtual lab platform that enables students to conduct experiments in multiple disciplines.
- iLabber - An online virtual lab platform with a library of virtual experiments.
- ScienceSim - An online virtual lab platform for teaching science.
- LabXchange Virtual Lab - A virtual lab platform developed by the American Association for the Advancement of Science (AAAS).
- .National Virtual Observatory: A research-based collaboration platform for astronomy research, the National Virtual Observatory provides students with access to the world's largest collection of astronomical data.
- MyScienceWork: An online platform created by scientists to provide research resources, MyScienceWork features virtual laboratories, tutorials, and more.
- MyLabBox: MyLabBox is an online science learning platform that offers virtual chemistry, biology, and physics labs, as well as interactive tutorials and other activities.
- Open Labware: Open Labware is an open source project that provides students with access to virtual laboratory experiments and simulations in a variety of science disciplines.
- Quanser: Quanser is an online platform that offers interactive simulations and experiments in a variety of scientific disciplines.

5. Virtual libraries for online learning

An Initiative of Ministry of Education Under the National Mission on Education through ICT Virtual libraries also plays an essential role in online learning such as Electronics and communication lab by IIT Roorkee, Gauhati, Bombay, kharagpur

1. Library of Congress
2. JSTOR
3. EBSCOhost
4. OAIster
5. HathiTrust Digital Library
6. ARTstor
7. Academic Search Premier
8. ProQuest
9. WorldCat
10. Google Scholar

6. Virtual Reality (VR) to Augmented Reality (AR):

Virtual Reality (VR) is a computer-generated simulated environment with events and objects that is similar to reality, making you feel immersed in your surroundings. AR can be defined as a digital technology which integrates the real world settings and virtual objects come together simultaneously in an interactive learning environment. It enhances an individual's perception of reality through the use of digital technology. In other words, it consists of multimedia content i.e. audio, text, graphics, video, GPS location information, and 3D models are simultaneously integrated into real world images which cannot be perceived in normal conditions. Using AR technology can give the sense of seeing, hearing, feeling, smelling, and even tasting as virtual experiences in the real world. At present, augmented reality is actively used in industry, engineering, aviation, entertainment, tourism and medicine. It is also observed that AR is used in science education such as physics, chemistry, and biology, in social sciences such as history and health sciences, and in mathematics and language education (Batdi & Talan,2019).

7. Emergence of online learning as absolute necessity during Covid 19 pandemic

Online learning is not completely new, as Covid 19 removed options of real face to face interaction in the real classrooms it became an absolute necessity to promote education and a new normal for most of the teaching professionals in designing and implementing their instructions. Yet, lack of readiness was quite challenging in the implementation of online learning from all the ends of the education fraternity. The readiness of teachers and students regarding awareness of online learning platforms and their usage, institutional facilities to access online learning i.e. provision of internet, software and digital gadgets and same with students too i.e. lack proper internet connections, gadgets etc. At that time there was a policy to use your own gadget as none was prepared to face the situation of pandemic.

8. Benefits of online learning in higher education

Online learning is advantageous for those who have difficulty to access higher education institutions due to physical and socio-economic barriers as it is convenient and flexible. Online learning brings in inclusion of social groups of diverse nature to access education without any discrimination. It expands continuous learning opportunities at any cost. Particularly students who aspire to pursue higher education but due to family responsibilities, employment it becomes difficult for them. Such students find online learning to be more conducive as it is at their own space and time. Students with certain disabilities can also conveniently access online learning. The Department of Economics and Business in the City College of City University of New York conducted a survey of students in online courses taught synchronously that shows more than 40% of students found it easier to participate in online classes rather than offline classes. A majority of students found it easier to interact with the instructor online than in person (Shankar, Arora and Binz-Scharf, 2021).



Earlier open and distance learning courses used asynchronous online learning courses which were less advantageous when compared with synchronous online learning courses. Synchronous online learning courses in hybrid mode are advantageous as it enables students to collaborate with teachers/professors and with peers. It especially supports women who want to pursue higher education but still due to varied reasons like maternity, motherhood etc. find it difficult to have regular physical access to higher education institutions and can conveniently access online learning.

Barriers of economically unprivileged students who cannot afford for transportation and need to be employed in jobs, online makes it easy as they are more flexible and convenient. It is also noticed that as students are learning from their space, there is less influence of peer pressure for those who are reserved to talk in front of the class. Thus online discussion forums increase students' interaction and everyone gets an equal opportunity to voice out their opinion either through oral dialogue or through writing. It is supportive to develop democratic attitudes among students. Online learning is advantageous when the content is delivered in a blend with technological tools along cooperative and collaborative strategies. It offers a more engaging experience for students by developing interactive tools such as video, podcast and webinars which can be accessed anytime and anywhere. This gives a real time experience to the student's as well as better support for learning.

Ann Van Wig et. al (2022) investigated how graduate literacy students perceive coursework in an online learning environment. And it was found that an initial perception of online learning among students was subjected to change positively after engagement in online learning coursework.

9. Challenges of online learning in higher education

Online learning would be challenging for students and teaching faculties of higher education if they are not able to have proper internet connections and good internet devices. Poor internet connection and weak internet devices were the major issues faced by students and teaching faculties during the pandemic Covid 19. Everyone would be in a state of affording good devices. It was observed during pandemic Covid 19 that students were learning with mobile devices like cell phones known as micro learning was difficult as they cannot afford and found it difficult to learn due small screen size and low battery life. It was risky to use it for prolonged hours.

On the other hand whether it is micro learning or macro learning through online mode using digital gadgets has adverse effects on the physical health of the students as well the teaching faculties. Increased screen time which may affect their eyesight as they are exposed to blue light. Studies show that the retinal cells in the human eyes could be damaged and may cause vision problems due to constant exposure to blue light over time. It is too difficult in case the students and faculties have vision problems already. Every one may not have the devices which have blue light filter software or hardware and also blue ray filter glasses. In that way it is challenging to insist on online learning using digital gadgets. When addressing physical health it's not only the eye gets affected even the body gets affected due to sitting long hours in front of the devices. This was quite changeling for students and more for the teaching faculties who had to constantly take up the online live sessions and correction of assignments online etc. The flexibility of one's body is dependent on various conditions like age etc.

Getting alone space for online learning would be the biggest challenge for students and teaching faculties. It was constantly reported by the students and teaching faculties during pandemic Covid 19 as online learning and teaching was happening at their own space that is mostly from their residence. Even in colleges for teaching faculties with all facilities for online learning to find alone space was difficult. This would cause a disturbance in the flow of the teaching - learning process.

In higher education, students and faculties need a lot of resources for their reference and in online mode very few free open access are available particularly resource books. At the time of pandemic Covid 19, there was no chance to access the physical library.

Effective online teaching-learning would be challenging if students are not familiar with the technology as well teaching faculties are not well trained to use the technology which may result in ill-designed online learning practices.

In case of learning through concrete performance where students perform the given task to develop their skills as a continuum of knowledge acquired. Performance tasks vary according to the discipline of study. For example: arts and humanities students practice presenting a play while science students perform practical laboratory activities etc. They are heavily dependent upon practice-based face-to-face support, which is difficult to replicate in an online learning environment.

10. Futuristic possibilities of online learning in higher education in India

In regards to the benefits and challenges of online learning discussed above in this article we may deduce the futuristic possibilities of online learning in higher education in India. In future higher education institutions may adopt hybrid learning which is one form of online learning. Hybrid learning gives scope for students to access class sessions online and offline according to the objective of the course. The teaching faculties may have the facility to conduct class sessions simultaneously for students face-to-face as well for students in remote learning through the online learning technology. The instructor lectures and facilitates class discussion in the face-to-face classes, students complete online assignments based on these classroom activities, then these online assignments are posted to asynchronous discussion forums for online discussion; An instructor places lectures online using voice over. PowerPoint or streaming media for students to review, then subsequently in class students use these preliminary online materials to engage in face-to-face small group activities and discussions; Students prepare small group projects online, post them to discussion forums for debate and revision, then present them in the face-to-face class for final discussion and assessment. By the same token, hybrid schedules can be quite diverse: A typical practice is for an instructor to meet with the class face-to-face for a couple of weeks, then go online for a week; Alternatively, the first few weeks of the course may be face-to-face preparation, followed by an extended period (such as a month or more) of online work; Or a night class that would ordinarily meet face-to-face for three hours once a week reduces each class meeting by 45 minutes and requires the students to complete assignments online in lieu of maintaining the full three hours of face-to-face class time. The hardest part of teaching hybrid is figuring out how to integrate the two experiences so that they capitalize on and amplify each other”(www.codlearningtech.com).

Hybrid learning gives scope for students to acquire knowledge using simulations through virtual labs and video recordings or using collaborative software application (ex. zoom) breakthrough classrooms into groups to perform certain practices among the peers purely on online mode and then they approach higher education institutes physically for performance tasks. Emphasising on performance tasks is essential as it contributes to students' skill development which is the utmost aim of education as recommended by NEP2020.

There will be change in pedagogical approaches in higher education. Most of the higher education classes are lectures which are one way communication and it is a passive mode of learning for students. In future, there will be a shift to student centered pedagogies. On such practices gaining importance is flipped classrooms. The flipped classroom model is one of the models reflecting the self-determined learning theory in which attributes self-regulation and self-learning in students (Dogan, Batdi & Yasar, 2021). As even at school level, the concept of online learning and flipped classroom model are being emphasised it would not be difficult to implement

for higher education students. Project based learning model will be more effective using the advance digital technologies among higher education students as they may come with imagery models and augmented reality models using software. At school Atal Tinkering Labs are enabling students with advanced digital technologies for solutions. Hence the use of digital technologies is not going to be a barrier for higher education students in near future. The pedagogical approaches should be a continuum from school to higher education level as these strategies are employed to bring up individuals who are self-determined and lifelong learners.

The higher education institution while drafting the institute policy should consider hybrid learning so that they can be prepared in a sense to provide financial support for hybrid learning infrastructure and facilities for teachers and students. Some state governments in India are already providing laptops for free for secondary as well higher education students and teachers. Even some of the private higher education institutions are also providing laptops for students. (Hafeez, Naureen and Sultan, 2022) have listed the Quality Indicators for Online Learning Quality Assurance in Higher Education :Learners perspectives, Learner-Instructor interaction, Prompt feedback, Learner support services, Evaluation and Assessment Programmes, Clear analysis of audience, Quality assurance is ensured by a documented technology strategy, Institutional infrastructure and institutional support, Active Learning Strategies, Respect for various modes of learning, A compelling case for online learning that is related to the institution's mission, Tools and media that are Appropriate for Learning, Reliability of Technology, Guidelines for course development are being implemented, and instructional materials are being reviewed.

11. Conclusion

Online learning is the new normal which needs to be quickly adopted and adapted to increase the access of higher education among learners. Although the transition process for many educational institutions may be challenging in proper planning, design and development of online instructional programs etc. (Batdi, Doğan & Talan.2021), the impact that it is going to create will be huge. Considering the increase access of higher education necessary policy must be written for hybrid mode and facilities must be provided to higher education institutions by support of funding agencies and collaboration digital and technology industries and companies.

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A Study on Role and Impact of Technology in Auditing

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Abstract: *Technology has revolutionized our life in different ways. The whole information technology revolution has changed the way we live, work, communicate, and everything else we do. Every profession now uses technology to bring in efficiency and deliver improved quality to retain customer, enhance profitability and expand business. The profession of auditing is not to be left behind. The last few years and especially post-Covid era has only accelerated the auditors to adopt technology in various tasks. As they say, 'necessity is mother of invention' when auditors faced challenge with large amount of data to be verified, validated and reported on within a given timeframe, technology had to be roped in.*

The role of auditor has been changing over a period of time in response to the business, industry, regulation, compliance, etc. There is now lot of emphasis on ensuring that the technology prevents or detects control failures and auditors rely upon such controls in their engagement including evaluating the control environment. Technology will help the auditor to verify the transactions in a pre-defined manner and bring out a report on any outliers instantly. The purpose of this paper is to explain that the sprouting digital transformation will automatically affect the role of IT audit.

Key Words: *Information Technology, Auditing.*

1. Introduction

In the past few decades, technology has advanced rapidly, forever changing how organizations do business. Because of this development, auditors had to change their approach when auditing financial statements. Information technology is increasingly being used to digitize existing business processes or create entirely new business models. Most of the business organizations have in common is that they either are required to, or voluntarily, publish their financial statements. Auditors are required to verify the reliability of these statements, by performing procedures as prescribed by laws and regulations. While there have been great innovations in the way these audit procedures are performed, these were mostly focused on efficiency or convenience. Audit procedures are automated or outsourced to minimize the effort required to comply with these laws and regulations. Technology is still underutilized in increasing the insights provided by an audit or enriching the client experience. Recently, this began to change. Businesses are expecting more from their auditors, which is leading to changes in the way audits are performed, and the way the results of the audit are presented. In this article, we will study the role and impact of technology in auditing the accounts of the business and future developments for further digitizing the audit.

2. Literature Review

Fitrawansyah (2015) States that IT auditing is an integral part of the audit function because it supports the auditor's judgment on the quality of the information processed by computer systems. Auditors with IT audit skills are viewed as the technological resource for the audit staff.

Omer Ali Kamil and Nashat Majeed Nashat (2017) is of the opinion that contribution of information technology in the development of the audit profession reduce the expectations gap of audit and processing the negative effects and reduce the risk of audit and make it more effective and efficient.

B R Aditya R Hartanto and L E Nugroho (2018) opined that digital transformation is a good opportunity for IT audit to play a more positive role and contribute to the development and increased efficiency of business and organizations.

Riley Carpenter Dale McGregor (2020) opined that incorporating emerging technologies into the audit process contributes to increase in audit effectiveness and efficiency by reducing the time spent on tasks, allowing auditors to spend more time auditing high-risk areas by automating routine, humdrum tasks which would previously have had to be performed by auditors, thereby reducing errors, improving fraud detection and equipping auditors with the ability to audit large datasets.

Thottoli, M.M., Ahmed, E.R. and Thomas, K.V. (2022) states that the advancement of technology has shown that the traditional way of auditing is becoming more obsolete. Emerging technology tools-enabled audit software acts as a complement of added value to enable auditors to carry out audits in a more timely, efficient and effective way. Emerging technology tools-enabled auditing also helps practicing auditors to accumulate sufficient and appropriate audit evidence through vouching, tracing, verification, recalculation, re-performance and electronic confirmation by third parties, and can be used to analyze procedures through the use of audit software.

3. Objective of the Study

This research paper is prepared for the purpose to come across with the following objectives:

1. To study of the role of technology in auditing function.
2. To study the impact of technology in auditing methods
3. To study the applications of various technologies in auditing methods.

4. Methodology

This study is mainly based on secondary data and information has been extracted from data in websites, various publications of central and state level, other sources like books, magazines, trade journals, newspapers, reports, articles, seminar papers published by universities and research institutions and research is descriptive in nature.

5. Scope of It Auditing

The scope of IT auditing can be studied as under:

5.1. Checks susceptibility to threat

Much of the accounting is done through cloud accounts or other online systems. All the information from the details of the financial transactions to the sensitive data of the customers and employees are vulnerable through the IT system. The risk is always there but with an IT audit, companies will be assured that the operation is taking place at the lowest possible risk.

5.2. Evaluating the System

Conducting an IT audit will let companies know whether they are investing in the right system or not. This will ensure that the system is functioning efficiently and is meeting all the objectives and goals that it was meant to.

5.3. Data Security

An IT auditing instills the confidentiality, availability, and integrity of the data. It ensures the safety of the sensitive data from any kinds of threat.

5.4. Strengthens Controls

An IT audit will not only access risks but also identify and evaluate controls. Ineffective or inadequately laid out controls can be restructured or reinforced.

5.5. Develops IT Governance

IT Governance constitutes leadership, the framework of the entity, and practices that will make certain that the IT of an entity supports and continues the plan of action and goals of the organization.

6. Role of Technology in Auditing Function

The auditing function is an important activity in any organization, which is designed to ensure the accuracy of financial statements and the need to provide a service in a controlled and sustained environment. The current widespread use of emerging technology tools in an organization has made a critical impact on the auditing profession. This adoption of technology will have the effect of guaranteeing that accounting data exist within a safe, regulated, monitored and supported environment. This can be considered to be a key challenge for practicing auditors. Emerging technology tools enabled environments, practicing auditors will start by applying business intelligence tools, which are considered to be a key factor in making business decisions. Professional auditor's IT auditing skills are becoming increasingly important for maintaining the integrity of automated systems. Manual auditing has transformed noticeably among auditors as a result of the latest advances in technology. Current innovative enterprise resource planning (ERP) systems are increasing the usage of online business transactions by stakeholders, as well as the usage of the cloud and the fast communication and availability of e-data for use by auditors and boards of directors.

In modern audits, technology is becoming more incorporated into the way of working. These innovations are mainly focused on increasing the efficiency of the work performed by the auditor. They add little value to the audit client, who might be completely unaware that these innovative solutions are being used during their audit. With increasing competition between audit firms, a shift is happening from applying technology to internal processes, to including the audit client in the technological journey of innovating on the audit. This shift in approach means that audit firms need to change around the types of innovations being developed, and the way they are used in collaboration with the client.

A few critical points which help to understand the role played by technology in modern auditing functions are:

(i) It helps external financial statement auditors to improve audits by testing complete sets of data, rather than just testing samples.

(ii) Supporting risk assessment through the identification of irregularities and trends. It also helps in the comparison of industry data with company data which helps to identify areas to examine further.

(iii) Increased efficiency through the use of computer programmes to perform large volumes of data and provide analysis to auditors on which they form their conclusion.

(iv) Automations of manual working (vouching, depreciation re-computation, interest re-computation, investment valuation, IRR computation etc.) one time investment in development, henceforth only data is to be replaced.

(v) Helps in meeting the Regulator's expectations along with client deadlines

7. Impact of Technology on the Audit

There are other technological developments worth noting due to their potential impact on the audit are:

A. BLOCKCHAIN TECHNOLOGY

Blockchain is an open, distributed ledger where transactions are recorded and verified by the parties involved. The verification of the transaction by parties purportedly assures the integrity of the financial records, and, some believe, may reduce or even eliminate the need for audits in the future. A blockchain is a digital ledger created to capture transactions conducted among various parties in a network. It is a peer-to-peer, internet-based distributed ledger which includes all transactions since its creation. All participants (i.e., individuals or businesses) using the shared database are "nodes" connected to the blockchain, each maintaining an identical copy of the ledger. Every entry into a blockchain is a transaction that represents an exchange of value between participants (i.e., a digital asset that represents rights, obligations or ownership). In practice, many different types of blockchain are being developed and tested.

1. Blockchain technology has the potential to impact all recordkeeping processes, including the way transactions are initiated, processed, authorized, recorded, and reported.

2. Changes in business models and business processes may impact back-office activities such as financial reporting and tax preparation.

3. Both the role and skill sets of CPA auditors may change as new blockchain-based techniques and procedures emerge. For example, methods for obtaining sufficient appropriate audit evidence will need to consider both traditional separate general ledgers as well as blockchain ledgers. Additionally, there is potential for greater standardization and transparency in reporting and accounting, which could enable more efficient data extraction and analysis.

4. Independent auditors will need to understand blockchain technology as it is implemented at client sites, whether clients are pursuing blockchain business opportunities, implementing blockchain business applications, or applying blockchain in accounting.

B. DATA ANALYTICS

In the current scenarios of the corporate world, training and development are essential functions and it is very crucial for audit firms to focus on training to develop expertise in data analytics. Data analytics enable auditors to move away from auditing small samples of data to auditing large samples, or even entire datasets. Another powerful use case for data analytics is fraud detection. With data analytics, an auditor can identify risk very easily and tailor the testing to do a recalculation of higher-risk areas.

Data analytics can also be used to facilitate more edible, impactful reports. In particular, using audit analytics software can help the audit function to create data visualizations, such as charts and graphs, that clearly communicate audit findings and without data analytics, auditors might have to communicate via lengthy tables and wordy explanations which will not devastate the audience. But with data analytics, it is possible to create clear reports for senior management, the audit committee or other stakeholders which could help them understand the entity in a better manner.

From an auditor's perspective, the main use of data analytics is to improve the overall audit quality, along with adding value to their client's business. Data analytics allow auditors to extract and analyze large volumes of data that assist in understanding the client, but it also helps to

identify audit and business risks. So, accordingly, the audit firm should focus on training for developing expertise in the use of big data and performing deeper analytics which can help them better understand their clients' environment and use exception reporting to improve audit quality and detect fraud.

C. ARTIFICIAL INTELLIGENCE

Artificial intelligence, which clouts algorithms to identify and understand patterns and irregularities within data sets, can help internal auditors more efficiently identify areas of risk and execute many other tasks at warp speed. CPAs are using the latest technology to improve audits and risk assessments and analyze larger volumes of data.

Technology is helping CPAs provide improved quality in almost every area of the audit. Bowling is at the forefront of a trend that has seen CPAs increasingly turn toward the use of AI in various aspects of the audit. Even smaller firms such as Garbelman Winslow, which employs fewer than 20 people, are discovering tremendous advantages as they incorporate AI into their work. The auditors focus more attention and perform more audit procedures on those areas of greatest risk. CPAs rely on their experience and professional judgment to identify the riskiest areas of the audit. The AI software enables auditors to make judgments about which areas need the most scrutiny, based on a sophisticated, thorough analysis of the client's data and financial statements. This helps practitioners make the best use of their time in the audit.

8. Application of AI in Auditing

AI is applied by the Auditors to:

- a. Analyze complete groups of data and transactions rather than relying on sampling. This leads to a more complete audit and helps auditors identify anomalies that can be flagged for additional scrutiny. It also ensures that smaller transactions get a level of scrutiny where they previously would have been overlooked because of materiality constraints.
- b. Automate tasks that once were performed manually, permitting the auditor to focus more on tasks that require their judgment.
- c. Converge financial statement auditing with forensic auditing in circumstances where fraud is discovered.

9. Impact of AI in Auditing Process

- a. AI is also enabling company finance departments to create more efficient processes and better controls for their accounts payable, accounts receivable, enterprise risk management, and financial planning and analysis functions. Company internal audit departments are using AI for their own risk assessments and procedures. And CPAs who perform tax preparation services are using optical character recognition software to scan documents and import relevant information into their tax preparation software.
- b. Artificial intelligence solutions can consider information both internal and external to an organization, and thus can help organization recognize emerging risks and threats they haven't yet considered. For instance, say a government agency wanted to audit the benefits payments issued due to COVID-19. Rather than starting from scratch, AI would enable the agency to inhabit a risk register using results from past audits of benefit payments.
- c. A study recently published in the Review of Accounting Studies demonstrates that the impact of artificial intelligence is significantly improving the quality and efficiency of financial statement audits, as well as displacing audit professionals. In a study titled "Is Artificial Intelligence Improving the Audit Process?" researchers analyzed more than 3,10,000 employee resumes to

measure AI investments for the 36 largest U.S. audit firms. The period examined by the study was from 2010 to 2019. To guide their analyses, the researchers first interviewed audit partners about how their firms used AI on their audits. The study then used detailed resume data to measure audit firms' investments in AI. Specifically, AI investments were measured by how many AI workers the audit firm was hiring as a percentage of their total workforce. AI investment levels were subsequently linked to measures of audit quality, audit fees, and the extent to which the audit firms were reducing their human workforce. Overall, the AI workers tended to be male, were relatively young, and held non-accounting degrees like engineering and computer science. Also, the AI employees were clustered in the states of New York, California, and to a lesser degree Washington D.C., Illinois, and Texas.

Main result of the study was that when audit firms invest in AI, their audit quality goes up. The researchers also find that greater levels of AI adoption were followed by reductions in the audit firms' workforces. This effect was most prominent with audit professionals at the more junior levels of the firms.

d. Recently Deloitte Omnia won the top award in the "Service and Solution" category from Enterprise Asia's 2022 International Innovation Awards (IIA) for the implementation of best technology in their audit work. Deloitte Omnia was designed, built, and hosted in the cloud. This approach provides their audit and assurance professionals with a cutting-edge technology platform that creates more space for a seamless exchange of information, giving clients time to focus on what matters. Deloitte Omnia's ESG Module is a comprehensive and structured framework, powered by artificial intelligence (AI) and machine learning (ML), to help address multiple standards, dueling disclosure frameworks, and rising regulator expectations.

10. Summary of Findings and Suggestions

From the study it was found that the technology has created a revolution in the field of audit profession thereby contributing for the increased efficiency and performance of the audit work. It has also resulted in improving the auditor-client relationship.

Even though application of IT in auditing has increased efficiency in auditing methods, there are some challenges like cyber security, ever changing technology and availability of qualified and skilled staff to be taken care of.

11. Conclusion

To conclude, for all of technology's benefits, it is not intended to replace humans in the audit. The human qualities of evaluation, analysis, and judgment remain an irreplaceable part of the audit process, and the use of technology can give the people on an audit the ability to focus on those higher-level skills rather than getting bogged down by routine processes. In the same way that a calculator enables maths students to solve more complex problems by allowing them to forgo long division or multiplication computations, technology helps auditors focus their time where it's needed the most to improve their efficiency in their audit work.

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Higher Education in India: Challenges and Opportunities

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Abstract : *The higher education system of any country holds immense significance as it serves as a catalyst for progress and achievement. In India, the education system has a rich historical background, where teachers were revered akin to gods. This paper aims to explore the status of higher education in India, delving into the evolution of policies and committees that have shaped it over time. By reviewing numerous papers, this article provides a comprehensive overview of the history of higher education in India, highlighting the challenges it faces and proposing potential solutions. Through an in-depth analysis, we examine how higher education has developed, shed light on the contributions of various committees, and explore the timing and methodology behind these advancements. The article also addresses the prevalent issues within higher education in India, offering insights into their nature and impact. Ultimately, this paper endeavours to shed light on the path towards overcoming these challenges and paving the way for a stronger higher education system in the country.*

Keyword: *Education, Learning, Higher Education, Challenges, Dynamic, Scholars, vocational training.*

1. Introduction

India has a rich history of education, dating back to ancient times when the focus was on holistic learning and living in Gurukuls. Upanayana, a rite of passage, marked the beginning of education for children at the age of five in the Vedic education system. In the Gurukuls, students not only received education but also performed various tasks without the issuance of degrees or diplomas. During ancient times, India witnessed the flourishing of the Buddhist Education System and the establishment of renowned universities like Nalanda. Nalanda University, located in Bihar, offered a wide range of subjects such as logic and economics. While there is a popular anecdote suggesting Aludin Khilji's visit to Nalanda for a cure, it is important to note that the story lacks factual evidence. According to the story, when Aludin Khilji arrived at Nalanda University seeking a remedy for his illness, the scholars there suggested that he read the Quran. The scholars provided him with a Quran and advised him to touch and turn one page every day as a part of the treatment.

He used to place his hand inside his mouth, but after a few days, he experienced complete recovery. The king summoned him once again and inquired about the remedy that had cured him. In response, he revealed that he had applied medicine to every page of the book he had given to the king, leading to his healing. When the king discovered this, he became furious and ordered the entire university library to be set on fire. Legend has it that the fire continued to burn for an entire year, thus marking a significant event in the history of higher education in India. During the Muslim era in India, there was a lack of substantial educational initiatives, with education being primarily provided in madrassas. Although there was some emphasis on education during the reign of Akbar, this period did not leave a lasting impact in the field of education. The arrival of the British in India following the Muslim period brought about a new era in education. The



education system we have today is largely influenced by English education. The intention of the British was not merely to educate the people of India, but rather to create Indians who resembled their countrymen in appearance, while surpassing them in intellect. This was the underlying policy of Lord Macaulay, which proved to be successful, as its influence continues to be evident in our society.

Following the British period, India entered its post-independence era, during which a new committee called the UGC (University Grants Commission) was established. This committee undertook significant efforts in the field of education, resulting in the establishment of numerous new universities and educational institutions across the country. As a result, higher education in India is now expanding and reaching unprecedented heights.

The advent of the global pandemic, COVID-19, had a profound influence on the education system in India, triggering a swift transition to online platforms. Initially, during the nationwide lockdown, all schools, colleges, and universities had to shut down completely. However, remarkably, the education sector swiftly adapted to the situation and implemented online systems. This marked a significant transformation in our education system, as higher education became entirely digitalized. Students were able to take exams from the comfort of their own homes, and a wealth of resources and materials became readily accessible online. Our research article perceives the era of Corona as an opportunity, recognizing the positive impact it had on our education system, making it more intelligent and technology-driven.

India's historical education system was predominantly structured around caste and social status, leading to unequal access among its people. Traditional Hindu education primarily catered to the needs of Brahmin families, where Brahmin teachers imparted literacy skills to boys. During the Mughal era, education remained elitist, favouring the wealthy and those from high-caste backgrounds. These elitist tendencies persisted under British colonial rule, which introduced a modern education system aligned with the concept of a modern state and economy. The colonial rule linked academic education with government service, perpetuating privileges for the privileged class. In the early 1900s, the first Prime Minister of Independent India emphasized the importance of technical and vocational training, envisioning a secular democracy with state-led economic development. Post-independence, India focused on inclusive education and national pride in school curricula. The first five-year plan in 1950-51 initiated the transformation of the elitist school system into a mass education program, aiming to provide free and compulsory education for all children. The Indian Constitution emphasized the provision of quality education for all, leading to the establishment of different educational categories such as elementary, secondary, higher, adult, technical, and vocational education. Institutions of excellence in higher education were established to offer subsidized, high-quality education, contributing to India's progress as a self-reliant and modern nation. These institutions continue to be recognized among the world's best.

2. Literature Review

JD Singh The recent calls for reform in higher education could potentially lead to a more significant shift due to the opportunity to examine the importance of higher education, the role of modern colleges and universities, and scientific research on human development, rather than being directly caused by increased accountability and openness. There has been no correlation identified between these various literary works that could analyze the impact of fundamental change on institutional and policy levels, as well as on the daily operations of university administrators, faculty, and students. Consequently, it is now imperative to establish the second wave of institutions.

K.Kamar Jha The aim of higher education in India is to harness the full potential of the nation's human resources in an inclusive manner. Over the past few decades, the higher education sector has witnessed significant growth in various aspects such as institutional capacity, enrolment, and

teacher-student ratio. However, this expansion has also brought forth several critical challenges related to equity, efficiency, excellence, and accessibility in higher education. This paper intends to highlight these pressing concerns, emphasizing the need for all stakeholders at national and international levels to address them. Moreover, the study contributes to a better understanding of the current scenario.

YA Sheikh The correlation between a nation's educational system and its economic performance is now widely recognized worldwide, as education forms the bedrock of a country's strength. India, ranking third globally in terms of the size of its higher education system, has made significant progress in the field of education since gaining independence. While the higher education system in India has encountered numerous challenges, there exist ample opportunities to address these difficulties and enhance the overall quality of education. This necessitates a focus on increased accountability, transparency, and the incorporation of new scientific research on individual learning, alongside the evolving role of colleges and universities in the modern era.

Dr. Jyotisharma Recognizing the pivotal role of education in a nation's strength, it is widely acknowledged that educational institutions directly influence a country's economic performance. Developing nations aspire to have a well-educated population, and India stands as the world's third-largest higher education sector after the United States and China. Since gaining independence, India has made remarkable strides in education, propelling its status as a developed country. Despite the challenges faced by India's higher education system, there are abundant opportunities for surmounting these hurdles and enhancing the overall quality of education. This research aims to identify both the issues and possibilities within India's higher education sector, advocating for increased openness, accountability, and a comprehensive exploration of the role of universities and colleges in the twenty-first century, as well as the significance of scientific studies on learning methodologies. The development of highly skilled and trained individuals is crucial for India's economic progress, enabling the country's smooth transition from a developing to a developed nation.

3. Objectives

- To analyse the Indian education system
- To briefly understand the history of India's higher education system
- To analyse the limitation and problems faced by higher education in India

4. Higher Education Challenges

4.1 Teaching excellence

The first challenge faced by higher education in India is the decline in teaching standards, primarily due to the hiring of inexperienced and inadequately trained recent graduates as instructors. This issue is particularly problematic as it affects English instruction in a multilingual environment. While language plays a crucial role in expressing thoughts, storing experiences, and forming social bonds, the teaching of languages, especially instructional languages, is often taken for granted, which is unacceptable in today's globalized world with its diverse linguistic landscape.

4.2 Lack of education value education

Schools and colleges lack adequate provision for value education, with instances of religion and hostility being promoted under the guise of such education. Professionals who are supposed to uphold societal well-being, including doctors, lawyers, CPAs, politicians, and government employees, are frequently implicated in significant corruption scandals. The elderly population's needs and services are expanding, while suicide rates continue to climb. The definition of love is undergoing constant evolution. Furthermore, the advancements in

technology, inventions, and innovations that were initially inspired by education are now being misused.

4.3 Women's low literacy rate

The literacy rate among women is significantly lower compared to men, primarily due to conservative cultural beliefs that hinder girls' access to education. Despite the government's efforts to encourage attendance through initiatives like midday meals, free books, and uniforms, girls' participation in schooling remains low. Moreover, despite the legal minimum marriage age being set at eighteen, many girls still marry at a much younger age. Consequently, there is a high dropout rate among females at the secondary level.

4.4 Political issues

Political interference in higher education is a significant and detrimental issue. Educational governing bodies strongly oppose any external political influence in their internal affairs. Unfortunately, the most influential political figures currently hold key positions on the governing boards of universities, as they own a majority of these educational institutions, both aided and non-aided. These politicians have established their own youth cells and provide support to political student organizations, exploiting the enthusiasm of young students for their own political gains. Consequently, students are driven to set their own objectives and begin advancing their political careers.

4.5 Moral problems

The younger generation's priorities have shifted towards pursuing lucrative employment rather than actively contributing to their country. The rapid progress of science and technology, accompanied by industrialization, has posed a serious threat to our traditional morals and values. The erosion of our value system has resulted in dissatisfaction and a growing rebellion among the younger generation.

4.6 Corruption

Corruption has been a major contributor to the declining quality of education within India's educational system, serving as a significant source of undisclosed funds within the country. The practice of under-the-table payments to management during admission processes is on the rise, occurring behind closed doors. Additionally, certain private schools implement a policy of receiving the entire salary in employees' accounts, only to require a portion to be returned to the management through blank signed checks

4.7 Economic challenges

Is this one of the most concerning developments stemming from the current higher education system that communities are facing? A significant portion of students hail from lower socioeconomic backgrounds, many of whom struggle to fulfil their basic needs. Economic difficulties have intensified due to rising prices, extravagant spending habits, population growth, diminishing food supplies, corruption, and self-centeredness. Students who work part-time jobs to support their education must divide their attention between work and their college or university studies. As a collective, today's students are grappling with various degrees of financial hardship. Unfortunately, "earn while you learn" programs are falling short in effectively addressing these financial challenges faced by students.

4.8 Curriculum problems

Students aiming to achieve a common objective can face confusion due to the existence of multiple distinct curriculum systems, such as those in engineering, medicine, and business administration. Even within the same program at the higher education level, the taught curricula can vary significantly. Syllabus revisions often occur without considering the current demands of the industry. Furthermore, the range of subjects available for study in colleges is

limited, and the lack of flexibility makes it challenging to transition across different fields of study.

4.9 Wrong Socio-cultural perspective

Government success is often measured by the number of points achieved. The significance of English as an intelligence benchmark has grown, leading to a reduced interest from contemporary parents in local language-based education. Many now perceive government schools as the least favourable choice due to presumed lower quality. Migration for higher education has become a matter of pride for numerous families. A major portion of school students' study time is devoted to preparing for competitive exams, fuelling the growth of coaching classes and creating a class divide driven by this unjustified competition.

4.10 Our system of education is not homogeneous

The geographical division between rural and urban areas, as well as the gap between the wealthy and the poorest, has posed a major challenge for educational institutions. Various colleges, universities, and technical institutes have offered education with varying standards and quality. While some have excelled in providing high-quality education, others have been operating in questionable circumstances. We commend the UGC for sharing a list of these fraudulent universities and institutions involved in academic dishonesty.

4.11 Financing

India's higher education sector grapples with financial challenges, as the country already allocates a substantial amount of funds towards it and cannot sustain such levels indefinitely. Nonetheless, further investment is necessary to enhance the quality of higher education.

4.12 Limit system

While the issue of quota systems is deeply divisive, it is important to express an honest viewpoint that quotas have a negative impact on the quality of higher education. The emphasis on talent and merit is considered more crucial than one's personal attributes. However, it should be noted that implementing an alternative to the quota system remains a complex challenge.

4.13 Project-based learning and strategy and absent

Insufficient availability of projects in higher education leaves young graduates lacking in new skills, particularly vocational ones essential for securing employment. As a result, project-based learning is not prioritized, and there is a pressing need for practical understanding alongside theoretical knowledge. Additionally, India lacks a comprehensive higher education strategy, leading to a dearth of international students choosing to study in the country, which presents a significant issue for which the government has yet to devise a strategy.

4.14 Privatization and commercialization of higher education

The privatization and commercialization of higher education pose significant challenges for developing countries like India, as unchecked growth in this sector could potentially engulf the entire education system. The country has witnessed a proliferation of private higher educational institutions, and influential individuals are advocating for the privatization of government-run institutions for personal gains. This trend, coupled with the establishment of private institutions, increases the risk of commercializing the higher education system. If higher education becomes fully commercialized, it will result in the exclusion of many deserving students, limiting the benefits of higher education to only a few.

4.15 Lack of Infrastructure

The availability of adequate physical infrastructure is crucial for meeting the needs of students and faculty in higher education institutions. However, in India, this remains one of

the most challenging aspects of the higher education system. Numerous institutions across the country suffer from a lack of basic infrastructure, which ultimately hinders the academic progress of students. Furthermore, it exacerbates the disparity in academic development among institutions managed by various authorities, including private, semi-private, and government institutions.

4.16 Faculty shortage

Higher education institutions are grappling with a scarcity of faculty members, as qualified teachers often seek opportunities in different institutions for improved facilities. Additionally, these well-qualified teachers sometimes find themselves burdened with non-teaching responsibilities within the institution, which can be demotivating. The presence of numerous teaching vacancies in many higher educational institutions, coupled with the indifferent attitude of authorities in filling these positions, adversely impacts the quality of education provided by these institutions.

5. Suggestion

- Give the knowledge about technology in higher education is important
- Encourage the innovations and creative of the students
- Bring unique method to learning
- Make changes in the method of teaching
- Educate with character, discipline and quality
- Have best method of training and best trainers

6. Conclusion

The new policy implemented to enhance the higher education system in our country proved to be successful, ultimately leading to significant improvements. Consequently, it is evident that several deficiencies exist within the current state of higher education in India, necessitating their rectification.

The future prospects and current scenario of any country are reflected in the quality of its higher education. India has witnessed a rapid expansion of its higher education system since gaining independence, yet it is undeniable that numerous deserving students in the country are still deprived of this opportunity. As one of the fastest developing nations globally, it becomes the responsibility of the Indian government to ensure access to higher education for deserving students. The recent introduction of the National Education Policy 2020 has generated significant expectations for the prosperous development of the education system in India upon its full implementation. Although challenges persist in higher education, the country possesses tremendous potential to overcome them in the future.

The unexplored realms of higher education in India hold the capacity to create abundant opportunities for the younger generations. Notably, the government has undertaken various interventions aimed at enhancing equity, quality, and accessibility in higher education, which are visibly implemented.

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Impact of Social Media on Student Perception towards Higher Education

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1. Introduction

Social media is playing an important role in daily communication among people all over the world. Basically we use it for interact & socialize among people. Social networking site is a wonderful revolution in the Internet. A large percentage of the people in the world are connected by social networks through the internet. It has a great affect people's life as well as a lot of students are spending more time on social networking sites.

Social media cannot be underestimated and discarded because no other communication medium has given an international and global perception. The number of Social networking sites is used as a channel for transforming multiple areas of Knowledge, interact with others, raise discussions about new topics, exchange information about their benefits, follows news about specific topics, etc. The young generation uses the media for updating daily activities & gathering information which is opposite to older generations who used only television & newspaper as resources. It acts as a communication channel as well as an educational interface where every student can learn through their peers.

The paper highlights the use of social media tools towards the higher education. Some of the top social media sites are face book, twitter, email, Wikipedia, WhatsApp, snap chat, YouTube etc. what are all sources of sharing information in the form of text, photos, documents, videos etc.,. Like these educational sites is college navigator, Purdue OWL, blackboard blog, Intern queen, Google scholar, interactive white board, etc.

Social networks sites can become blessing if used properly, because they are fastest knowledge sharing sources just on one click through computers and smart phones. The age of smart phones is incomplete without internet connection and its uses. Our day starts with the alarm on phone, good morning wishes on WhatsApp and face book. It also ends with good night wishes on different sites or apps. It is an online platform that facilitates the Sharing information. It has become an integral part of our student's life. It is useful tool to collaborate share information. These provide a space for students to connect and share information with each other. This can be incredibly beneficial for group projects & class discussions. It can also be used important medium for students to Connect with their teachers & students within the class room environment. It has the ability to access educational resources from anywhere in the world. This is especially beneficial for urban and rural students who are living in remote controlled areas.

Social media is a new platform to try new things, getting out from comfort zone and learning about new matters. Students can able to read, write and modify the errors. They can take printout without any effort what the information they needed. The 21st Century student needs not to go to

library and search for books to make notes from it. So they can gather information from various sources, process the information and store the information. No doubt the fast commuting apps or sites help a lot in sharing information and also helps a lot to today's students in learning process. There are so many children in India who are not having access to higher education facilities, but thank to social media sites that it has broken the four walls of classroom into a mobile phone screen.

Social sites are utilizing for pedagogical purposes and enable students to contact with other colleagues with regard to their teaching works. Not only teachers are teaching education for students learning, the smart world of sites and apps can help to learn anything just it requires the willingness to learn more and more. Gone are the days of heavy school bags with lot of books and notes. It is surrounded with e-books with cost and time efficiency, notes forwarded at just click to many, Schools bags are replaced through mobile phone storage space. The smart world has not only given convenience to students, but teachers or parents have also modeled their strategies with more interesting and strong base of learning. These social media sites have changed the perspective that knowledge or education can be imparted in classroom. These sites or apps have opened a new room of learning. These websites or sources are best way to share your ideas and learning with whole world. It has covered the whole world in small hand.

2. Positive views of Social Sites on Higher Education

Social media is largely initiated by students and teachers. Facebook groups are preferable social media for communication with colleagues and content sharing with students. Motivation and learning opportunities are created for students. It can motivate students to enhance skills. It builds online collaboration. Teaching is more attractive and easy by using social media to explain the summary with video clips. It helps to develop their ideas & invite feedback within a minute. Social networking helps teachers promote reflective analysis & the emergence of learning. So Communication goes beyond the school walls.

“Social Media” is an effective teaching-learning process. It is very helpful for students' future growth and development of higher education. Even Teachers have posted content for students to view or read outside the classroom. The curriculum now requires pupils to become **“DIGITALLY LITERATE”**. ICTs allows for the creation of digital resources like digital libraries where the students, teachers and professionals can access research material and course material from any place at any time. Social Media can allow us to gather information, post our thoughts, create discussions and get a varied response from people all over the world.

Social networking supports Research & Development. Researchers create new knowledge while existing knowledge. Their activities take place in a social context made up of informal exchanges, innovations, brainstorming & idea exploration. Library has a major role for higher education. Social sites are the learning tools in Libraries. Social networking can be used by librarians to raise their visibility or eliminate stereotypical images of librarians. Digital learning is new social process that is beginning to act as a complete substitute for both distance learning and the traditional face to face class. The face to face courses are blended with online learning technologies & methodologies. These are generally rated by students as significant improvements over face to face classes.

Social media also provides a medium for students to learn and apply digital literacy in academic environments. It influences the students learning through computers nothing but educational technology tools. Through internet conductivity and social sharing sites, students can access video clips for learning. Twitter improves Student Learning in College Classrooms. They are using Twitter very actively and engaging happily with their peers and instructors. It brings out new opportunities in education. Additionally, students can gain and share personal learning goals through social media. This can benefit institutions to prepare their students for better E-Learning. Social media might have the potential for great impact on education. E-learning helps students to

have easier chance to accessing information and resources. Instructors and other school faculty can use social media sites to communicate and provide interactive opportunities to encourage learning.

3. Govt. has conducted so many educational sites. For example

- ❖ Indira Gandhi National Open University (IGNOU) uses radio, television and internet technologies.
- ❖ National Programme on Technology Enhanced Learning: a concept similar to the open courseware initiative of MIT. It uses internet and television technologies.
- ❖ Eklavya initiative: Uses internet and television to promote distance learning.
- ❖ UGC initiated scheme called “ICT for teaching-learning process” for achieving quality and excellence in higher education, etc.

4. Negative views of Social Sites on Higher Education

Addiction of anything always spoils. This is what is reflected while using these sites or apps by students. They get so much involved and addicted to these virtual relationships that gone are days when whole family sit together and have a dinner together. Now all the family members sit together but busy with their own mobile phones and chatting with these virtual relationships. The true essence of friendship and family is faded away.

Most of the teachers and parents are always complaining that their students or children are so addicted to social sites so that they forgotten the true flavor of life. The students or children of smart world surrounded with social media sites and apps have forgotten the essence of soil of playgrounds because game of cricket, hockey are now played on smart phones rather than on playgrounds. These habits have affected drastically the health of today’s youth. Emotions like happiness, Joy, sorrow are shared on WhatsApp chats through emojis. They have forgotten the bond of love and togetherness.

Technology is invented to make life simple, but the fast sharing websites have made it complex and busy. These social media influence the academic performance of students negatively, because they distract from the students studies. Using social media requires spending money and wastage of time which affect the students’ academic life. Addiction to social media is problematic issue. Students can play online games and visit these sites just by logging into them. It can affect the bonding process between the teacher and the student. It invites the transactional distance. We see the lack of technological knowledge so all the teachers are not experts with ICT.

5. Conclusion

Education provides a strong base for upliftment of a country. Imparting of education in India has witnessed a lot of changes from days of education under a tree in gurukuls to the classrooms in schools to education through social media sites.

In today scenario learning is not limited to four walls of classroom, with a blackboard chalk and teacher as instructor. The whole process is entering into the growth phase where now anyone from anywhere at any time and at any age. They can learn or make others learn with the help of technology by using these fast communicating social media sites. The paper is highlighted to enlighten the impact of social media and internet on higher education.

Addiction to anything is always bad and the cause of depression. No doubt social media sites are becoming backbone of learning. But sometimes knowledge should be disclosed according to age. Social media sites have opened the room of knowledge to everyone in such a manner that some age restricted videos or photos etc., are being running children. The two sided coin of social websites or apps have clarified that it can enlighten or destroy the student life. It is important for

students, teachers and parents to be aware of the effects of social media on education to use it responsibly. By doing so, social media can be a valuable tool for learning. It all depends on the users in which direction they want to use them. This fast moving world cannot live without social media and no doubt they are necessary part of development but it does not mean running towards growth, lag behind the memories of playground, friends, family, and values. These websites are becoming very important aspects of learning and education but all depends on its usage. If used properly it can fill a student life with golden color of knowledge and if only used as wastage of time than it can ruin the whole life with black paint of failure.

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A Study on the Role of Open and Distance Education in India

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Abstract : Distance Education is an outstanding way of learning for the adult learners because of its instructor's and student's flexible learning approach in terms of time and location. This is an unusual opportunity for those who missed the regular education due to various causes, and wish to pursue further studies. Although there is a incredible demand and growth of Distance Education, still there are certain concerns which require attention. The distance education programme plays an important role in facilitating alternative, flexible opportunities to pursue the education for every age group. ODL has to play an important supplementing role in increasing the Gross Enrolment Ratio in higher education from 23.6 percent in 2014-15 to 25.2 per cent in 2017-18 and further to 30 per cent in 2020-21. Currently, massive ODL programme delivery is being provided to nearly 4 million students mainly by Indira Gandhi National Open University (IGNOU) and other fourteen State Open Universities. Beside several beneficial prospects, the distance education programme in India need to augment its services in various aspects. Issues comprise lack of motivation, lack of face-to-face contact, faculty support, and inexperience with the mode of learning and so on. This paper is conceptual paper in which the various issues are discussed and throw light on as to how to make Distance Education effective for the learners. Finally the paper also suggests the remedial measures to make Distance Learning effective and interesting.

Key Words: Distance Learning, Rural Population, Online Class, Contact Class, Quality Control, Technology.

1. Introduction

Distance Education is playing a significant role in India in achieving the objective of higher Education of the Government of India. Distance Education ensures higher education for socio-economically and geographically disadvantaged group of population and for in service people. Giving an equal weightage for courses under Distance Mode with Regular Mode courses our country further ensured identical prospect to the students under Distance Mode. Evidence clearly reveals that Distance Education has changed the life of many people in order to getting good job especially in the public sector including Higher Learning Institutions. This is a good instance before women, working people and socially-economically disadvantaged people to utilize the opportunity of distance mode of education to improve the quality of life.

Degrees acquired through Distance Mode of Education have got equivalent status with regular mode of education in case of recruitment as per the Government of India circular. But still a large number of common people possess wrong impression about the value of distance education. The popularity of distance mode of education is increasing crosswise the world since the amenities for higher education under regular mode is limited compared to the need. Distance mode of education is an alternate or second possible alternative for a huge number of students to opt for higher education, especially those who did not get the opportunity for higher education straight away after completion of bachelor degree for various causes. It is also an opportunity for working people

to acquire additional qualification for career growth. Therefore, this is a good opportunity for a large number of students to take up higher education. This opportunity helps an individual in life in fulfilling their thirst and desire for higher education. Thus it leads to higher self-esteem and self-respect and finally shapes their future and enables them to gain and enjoy better quality of life.

Some of the advantages of distance mode of education are flexible admission process, no age bar like regular educational programs, flexibility in terms of course completion, timings of class, and less cost. Thus distance education gives an alternative both for study and gaining the desirable employment for their qualifications. However, evidence clearly reveals that some constraints and challenges exist in the course of running courses in distance mode. First, obtaining periodic approval from the DEB (UGC) on time. Second, developing quality educational materials. Thirdly, distribution of study materials on time and maintaining overall quality of the programs or courses. Also, updating the curricula from time to time, lack of direct contact with the students, conducting examinations on time, evaluation of answer scripts and declaration of results on time, answering queries of the students and maintaining contact with partner organizations for ensuring smooth and effective implementation of the programs.

2. Objective of the Study

The following objectives have been considered for the study:

1. To study the term 'Distance Education' and 'Open Education'.
2. To discuss the role of Open and Distance Education in India
3. To find out the challenges and remedial measures of Distance and Open Education.

3. Distance Education: Conceptual Meaning

Today two terms that are being used almost interchangeably are 'Open Learning' and 'Distance Education' and they are often combined to be known as Open and Distance Learning (ODL). Open learning is a philosophy and Distance Education is the mode used for translating it into reality as the two are complementary to each other.

Distance Education (DE) is an umbrella term which describes all the teaching learning arrangements in which the learner and the teacher are separated by space and time. In fact it is a mode of delivering education and instruction to learners who are not physically present in a traditional setting of a classroom. Transaction of the curriculum is effected by means of specially prepared materials (self-study learning materials) which are delivered to the learners at their doorstep through various media such as print, television, radio, satellite, audio or video tapes, CD-ROMs, Internet and World Wide Web etc. Also a technological medium replaces the inter-personal communication of conventional classroom based education that takes place between the teacher and the learners. Communication between the institution, teacher and learners is mainly through electronic media (telephone, interactive radio counseling, teleconferencing, videoconferencing, chat sessions, email, website etc) and also through postal correspondence and limited face to face contact sessions held at Study Centers that are set up by the DE institutions as close to the learners' homes as possible.

Open Learning: Conceptual Meaning

Open learning, which covers a broad range of innovations and reforms in the educational sector that advocates flexibility to the learner with regard to entry and exit; pace and place of study; method of study and also the choice and combination of courses; assessment and course completion. The lesser the restrictions, the higher the degree of openness. The Open learning system aims to redress social or educational inequality and to offer opportunities not provided by conventional colleges or universities. Educational opportunities are planned purposely so that access to education is available to larger sections of the society. Thus, ODL is a term which accepts the philosophy of "openness" and uses the "distance mode" of learning.

Definitions of Distance Education

Distance Education or distance learning is the education of students who may not always be physically present at a school. Courses that are conducted (51 percent or more) are either hybrid, blended or 100 percent whole instruction, wherein students can study in their own time, at the place of their choice (home, work place or Study centers or learning centre), and without face-to-face contact with a teacher.

Moore (1991) defined Distance Education as a learning system where the teaching behaviors are separate from learning behaviors. In this, the learner works alone or in the group, guided by study materials. These students do have an opportunity to communicate with a tutor with the aid of one or two more media – such as correspondence, telephone, TV, Radio etc. Teaching role is shared and different study situations are possible for the learner.

Moore's definition of Distance Education highlights 3 elements:

1. Separation of teaching behaviours from learning behaviours
2. The use of technical media and
3. The possibility of two-way communication.

While in normal face to face teaching, the teacher's preparation is done apart from the students whom he teaches; in Distance Education both preparation and teaching are done apart from students.

Holmberg (1995) stated the following in regard to distance education:

- All learning concerned with the acquisition of cognitive knowledge and cognitive skills, as well as affective learning and some psychomotor learning, is effectively provided for by distance education.
- Distance education is based on learning as an individual activity. Learning is guided and supported by noncontiguous means.
- Distance education is open to behaviorist, cognitive, constructivist, and other modes of learning.
- Personal relations, study pleasure, and empathy between students and those supporting them (tutors, counselors) are central to learning in distance education. Feelings of empathy and a sense of belongingness promote students' motivation to learn, influencing learning favorably.
- While it is an effective mode of training, distance education runs the risk of leading to mere fact learning and reproduction of accepted 'truths'. However, it can be organized and carried out in such a way that students are encouraged to search, criticize, and identify positions of their own.

Distance Education is a form of indirect instruction which is imparted by technical media, as for example, printed material, Teaching and Learning Aids, Audio-Visual aids, Radio, TV and computer. Mathews (2002) pointed out that technology based distance education is emerging as an important feature of post-secondary education in the United States. The increasing growth of ITC could bring about some of the very profound changes to the ways in which people learn and this is highly applicable to distance education. Distance education is a growth field with the development and spread of the internet. (Bailey, 2007).

4. Features of Open and Distance Education

The important features of Open and Distance Education are as follows:

1. Learner centeredness rather than teacher centeredness.
2. Easy to access.
3. Flexibility or open entry.
4. Use of modern information and communication technologies/multimedia approach to education.

5. Resource sharing.
6. Socially relevant education.
7. Education for a learning society.
8. Course prepared by team of experts and academics.
9. Spatial separation of the teacher from learner.
10. Heterogeneous learner group.
11. Diversity in the nature of programmes offered.

5. Role of Open and Distance Education in India

As we know, world is getting small and we are living in a global village. A person sitting in one corner of the world can talk to a person sitting on the other side of the globe. Technology has really shrunk the world. Technology has affected every aspect of our daily life. No one has remained untouched with this revolution. However, technology has really made a big change in distance education as well. Now we can sit in a remote area of a country and learn everything as if you are sitting in a college classroom. Distance education has really changed the way we see higher education. It is a growing phenomenon around the world and people are interested to know more about it. Before you make a decision to join distance education you should know what are advantages and disadvantages of distance learning.

6. Advantages of Open and Distance Education

Fast emerging new paradigm shift in Higher Education: The draft Education Policy 2016 recognizes the strength of Open and Distance Learning and accepts it as an important mode for achieving enhanced access for massive delivery of:

- Skill development Programmes,
- Capacity building Programmes,
- Training Programmes,
- Programmes with Employability potential, and
- Life-long learning Programmes

Starting with Interactive Radio Sessions from 1990s, to Extensive Satellite Communication, and ever fast growing Information Communication and Technology capabilities ODL in our country has a long tradition of successfully employing emerging dimensions of Technology. This is going to obtain a major boost and support by following new initiatives of MHRD, Government of India.

- Setting up of open learning platforms for access of online courses,
- Massive Open Online Courses (MOOCs) providing free access to cutting edge courses,
- Launch of Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM).

Mobile connectivity in our country is growing very speedy and under Digital India Project of Government of India online connectivity will have extensive arrival to remote and less developed areas at low costs. ODL systems have to develop devices for mobile learning to enhance access.

Credit Based System with limited choice offerings of programmes has been in existence in the ODL system in our country for the last few decades. The UGC has now made it mandatory to introduce Choice Based Credit Systems with Ability Enhancement Compulsory Courses and Skill Enhancement Courses which are likely to be common with minor deviations for all Institutions. ODL could accept the challenge of content development and delivery systems for these courses on the lines indicated in the UGC Guide Lines. The present assignment of value to a credit in ODL differs from that prescribed for Conventional System. It is therefore necessary to transform the credit value of ODL system to match it with that for Conventional system so as to facilitate movement of students from one system to the other. The important advantages of distance education are as follows,

➤ **Study from Anywhere, Anytime**

The best thing about the distance education is you could learn it from anywhere and at any time. It does not matter in part of the country you are living you can join the course and start learning. Even if your course is offered by an international institution you could easily get access to course material if you are a citizen of a different country. Get all the knowledge and training anywhere you reside on the planet.

➤ **Flexibility of Time**

Normally, distance education proposes flexibility of time. It provides complete freedom to choose your own time for taking up the course. If you do not have time in day then you can study at night or some other time because only thing that you need is a computer with an internet connection. You do not need to go in person and submit anything. Time is the most significant thing and you could save it through joining distance learning.

➤ **No Commuting**

I hate commuting. If you are opting for a distance education then you do not have to travel in crowded buses or local trains. As I supposed earlier, you need a computer with an internet connection in your home. Entire college would be in your bedroom and you do not have to go to college. Travelling is the most difficult part because you waste a lot of time, money and more importantly the energy. No one likes commuting for long hours.

➤ **Plethora of Schools and Colleges to Choose**

There are many schools and colleges now that propose distance education. Therefore you will not find any problem in finding a college. You could choose a college which is best for you. In India, IGNOU is an immense university for offering distance education. Although you do have to attend few classes in a week but it gives you real flexibility. Similarly there are many other colleges and universities like IGNOU and KSOU where you can join and get your education distantly.

➤ **Lower Costs**

This is another huge advantage of distance education. The total cost that you acquire for joining Distance College is very less compared to joining a regular college. If you are from a deprived background then you could easily afford the distance college. Moreover, the fees for certain courses are in distance learning are very less compared to learning in a full time normal college. Hence, if you feel you have scarcity of money then you could get quality education at low price.

➤ **Learn While Working**

You can learn or pursue your college while you are working. As I said earlier distance education proposes complete flexibility of choosing time. The distance learning is not going to conflict with timings of your day job. You could work all day and study at night or vice-versa. Therefore if you are a working professional then you could decide distance education without affecting your 9 to 5 job. Moreover, it is really good for the housewives who can learn sitting in their home. So these were advantages of distance education.

➤ **Solution of Problem of Drop-out**

The students who could not complete their education in formal style due to some hindrance or barrier, they can get an easy opportunity to continue their education through distance mode. It proposes facilities for continuing education to those who need to out of the formal system in various stages. It both broadens the access to and helps the drop outs to get back to the main stream.

➤ **Girls and Women Education**

Due to the conservative attitude of parents girls and women cannot get easy access to formal education, especially in remote areas of this country. So the distance education can please their educational needs. It widens women's opportunities to learn. This system of education is suitable for those who want to enhance their qualifications but are not in a position to attend classes on a regular basis. Such distance courses confirmed a boon for the girls and women, especially housewives for pursuing higher education.

7. Disadvantages of Open and Distance Education

However, with advantages there are some serious shortcomings of distance education. Here are they.

➤ **No More Interaction with Teachers and Professors**

The worst thing about distance education is you cannot interact with your college professor or teachers. In fact, you cannot even talk to friends and other colleagues that you do in a normal college course. You seriously overlook the human aspect because you are only engaging with the technology and machines. You will not be able to socially mingle with your friends and enjoy a normal college life. Moreover, if you have any doubt then you have to clear yourself without taking help from your teacher or friends.

➤ **Lack of Seriousness, Competition and Learning Environment**

Sometimes you cannot replace a real college environment with a virtual college environment on your computer. In distance education you lack a seriousness that is present in a classroom when lecture is given by the professor. Moreover, here you are alone and you do not have anybody to contend because you are alone. Without any competition you tend to learn less. Therefore the overall learning environment in a distance education is lot different than a regular college.

➤ **Job Markets Do Not Accept Online Degrees**

This is could be quite dangerous if you are totally relying on distance education for a degree. You might obtain a degree but that is not going to be recognized by privates companies in the job market and the same problem in government jobs. Still employers prefer a degree from a regular college over online or distance education. They think that distance education is still not a serious form of education. Therefore, if you think you will get a job with an online degree then you might be wrong.

➤ **Not All Courses Are Available and Can be Learned through Distance Education**

Moreover, online courses or distance education has some serious restraints when it comes to offering courses. You want to do specialization or major in a particular subject then it might not

be available for you. Moreover, there are definite courses in which practical demonstration is more important than lectures on videos. So you cannot learn such courses.

➤ **Format of Courses Not Suitable for Everyone**

Format of online courses are not suitable for everyone. Sometimes you will not understand anything what is taught through an online video. Certain students could never understand what they are trying to teach you. So this is another limitation of distance education.

➤ **Internet Availability and Affordability**

Finally, this is depressing reality that everyone cannot afford a computer and an Internet connection because you need these things for distant learning. All the lectures and conferences that would be given would through a webinar and you need a high speed internet connection. Many people cannot afford it. So they cannot join a distance education college because of their financial condition.

So there were advantages and disadvantages of distance education. There are advantages and some disadvantages but the bottom line is if you want to learn something new then you could take up a distance learning course. However, you cannot rely on it imagining that it is going to give you a job one day because employers still do not prefer distance education. So don't think of getting a degree through distance education but you can use it to learn something new.

8. Few Pertinent Questions Regarding Open and Distance Education

- Are courses under distance mode equally beneficial in imparting knowledge and skills like regular mode education?
- Do students face any challenge in getting the study materials and understanding the contents without personal contact support?
- Does on-line mode of education facilitate education for socioeconomically backward students from rural areas?
- Are study materials developed by different institutes up-dated and student friendly?
- Are common people aware of the government circular about equal weightage of distance mode education?
- Are students from rural background benefitted by distance mode of education?
- How to motivate the students under distance mode in taking their studies seriously?
- Is there any social stigma attached with courses under distance mode?
- Do examination and evaluation of answer scripts of courses under distance mode carried out with equal seriousness like regular mode education?
- Do students with distance educational background enjoy equal opportunity in job selection and career growth both in public and private sectors?
- Is it necessary to monitor and evaluate courses under distance mode periodically?

9. Suggestions to Improve the Open and Distance Education in India

The system of ODL has been extremely flexible and dynamic to suit the convenience of learners. The technology of designing and developing Self Instructional Material (SIM), which is very different than writing a Text Book is based on a well-researched area taking into account self-learners' competence level and understanding, availability of time and similar such factors. In essence the purpose is to ensure that the learner feels encouraged to go through SIM in print or Interactive Multimedia mode without feeling deprived of the availability of teachers on a regular

basis. The programme delivery of course provides condensed contact sessions and field experience or practices as per requirement of the type of programmes.

General undergraduate and postgraduate courses are being covered by both the conventional and ODL systems, with differing quality of delivery depending on the individual institutions. ODL has to play an important supplementing function in increasing the Gross Enrolment Ratio in higher education from 23.6 percent in 2014-15 to 25.2 per cent in 2017-18 and further to 30 per cent in 2020-21. Currently, massive ODL programme delivery is being provided to nearly 4 million students mainly by Indira Gandhi National Open University (IGNOU) and fourteen State Open Universities. These initiatives need to be scaled up. However, in the absence of a National ODL Quality Assessment and Accreditation Agency, one has to be very particular about quality assurance on the following suggestive broad parameters.

1. High quality Design and Development of SLM well before commencement of a programme both in print and interactive multimedia content
2. Effective Choice Based Credit System on lines alike to the Guidelines of UGC for the Conventional system to facilitate student mobility, expectation and requirements
3. Management of Student Support Services with 24x7 availability of online resources
4. Periodic Review of SLM for improvement
5. Making available appropriate infrastructure with a firm schedule of all activities and operations at the Study Centers
6. Creditable Assessment and Evaluation Processes
7. Effective and Responsive Grievances Redressal System

10. Conclusion

India lives in villages. There is vast scope for expanding the market for Distance and Open Education. The scattered villages experience from inadequate infrastructural facilities including means of rapid communication. The rural youth is to benefit a lot from distance education because they are deprived of urban facilities. Distance Education programme is very beneficial to rural India. The course curriculum should be dynamic in character to provide to the changing needs of the various sectors of the economy. Care should be taken to overcome the problems. Regular feedback on the performance of the learners who work in various organizations and institutions should be taken from the employers. The course curricula should keep pace with the changing time and environment. Both the delivery and receiving ends should be more responsive. Therefore, there is a need for holistic approach requires improving Open and distancing education in India.

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Insights into Online Education: Exploring Students' and Teacher's Perceptions

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Abstract: *This study examines the perceptions of students and teachers in the teaching-learning process, specifically focusing on their views regarding online classes. The research aims to explore the opinions of both students and teachers regarding the impact of online courses, their level of comfort in using online platforms for learning and teaching, the support provided by teachers to students in online classes, and reciprocally, the support students offer to teachers. Furthermore, the study investigates their perspectives on the effectiveness of online education, the teaching practices implemented, and the training received for conducting online classes.*

1. Introduction

The COVID-19 pandemic has had a profound impact on governments and stakeholders in the educational sector worldwide, leading to the adoption of online teaching as a strategy in the teaching-learning process through various technological tools. This global crisis has affected numerous aspects of human activities, including education, entertainment, economy, social gatherings, social interactions, businesses, sports, and research.

The COVID-19 pandemic has resulted in the closure of schools, colleges, and universities, disrupting the education of students for a certain period of time. To mitigate the adverse effects of shutting down the education sector on both the present and future of society, the government devised a plan for teaching and learning without physical interaction between teachers and learners, employing e-learning methods. E-learning encompasses a wide range of technology-based learning tools such as learning portals, video conferencing, YouTube, mobile apps, and more.

2. Literature Review

Raja Sambandam, Asst. Professor-SRM-VEC, and Ganesan Alias Kanagaraj Mariappan (2022) conducted research titled "Perception of Post-Graduation Students on Online Classes during the COVID-19 Pandemic Situation." The study highlights the efforts made by the government to control the spread of the coronavirus and the struggles faced by the education system due to lockdown and the pandemic. Many students express dissatisfaction with online classes for various reasons.

Nurul Amirah Siregar and Deasy Yunita Siregar (2021) conducted research on "An Analysis of Students' and Teachers' Perception of English Online Learning." Their study aimed to explore perceptions of English online learning and found that students had a positive perception, considering it an easier process that fosters independent learning attitudes.

L. Lavanya (2022) conducted a study titled "A Study on the Perception of Students towards Online Classes in India." The study was conducted during the COVID-19 pandemic when the education sector had to suddenly shift to online teaching.

Natasa Simic, Kristina Mojovica Zdravkovic, and Natalija Ignjatovic (2022) conducted research on "Student Engagement in Online and Face-to-Face Classes in Times of Pandemic." The study aimed to determine and compare levels of school engagement in synchronous online classes and face-to-face classes.

K. Banumathy and K. Anuradha (2022) conducted a study titled "Students' Perception about Online Classes during the COVID-19 Pandemic: A Study with Reference to College Students of Puducherry." The study aimed to explore the perception of college students, both undergraduate (UG) and postgraduate (PG), regarding online classes conducted during the pandemic.

Marina Machiya Deori and Sampreety Gogoi (2022) conducted research on "Students' Perception towards Online School." The study explores the impact of the shift from traditional classrooms to online classrooms, which disrupted the close interaction between teachers and students, causing a paradigm shift in the teaching-learning process.

Ismia Yufhita, Yohanes Gatot Sutapa Yuliana, Wardah Rahayu Apriliawati, Eka Fajar Rahmani (2023) conducted a study titled "Students perception toward the Process of Online English Language Teaching and Learning" the study determines implementation of online learning, it indicates the increased scientific empowerment in education.

Bhavna Sharma, Renu Bala, Megha Aggarwal, Akhil Agnihotri (2022) conducted research on "Students perceptions towards Online Classes during Covid-19" the study determines that the online learning became popular during the pandemic period as it helps to reduce the spread of Covid-19 and maintain social distance.

Deependra Rijal, (2022) conducted a study titled "Students perception on the effectiveness of online classes during pandemic" the study aimed at finding out students perception on the effectiveness of online classes conducted during the pandemic situations of Covid-19.

Medha, (2023) conducted research on "Students perceptions of online education quality" this study aimed to investigate person perception of students from the university regarding the quality of online education, on the basis of their own experiences.

Dr. Uzma Shahzadi, Dr. Fazeelat Noreen Dr. Muhammad Nisar Ul Haq (2022) conducted study titled "Exploring the view of students about academic engagement in online classes of under graduation" the study refers that academic engagement is known to boost students success in online classes by enhancing retention, desire to learn students satisfaction.

Abhinandan Kulal, (2022) conducted research on "A study on perception of teachers and students towards online classes in Dakshina Kannada and Udupi district" the study aimed at analysing the perception of the teachers and the students about online classes. The work tries to explain the opinions of students as regards the impact of online courses.

Septian resky, Yanti sri rezeki, wardah wardah, (2023) conducted study titled "Students perception towards English online learning during Covid-19" the study aimed to be considered for helping teachers as an evaluation in the classroom.

Sona Vikas, Ashish Mathur, (2022) conducted research on "An empirical study of students perception towards pedagogy, teaching style and effectiveness of online classes" the study determined the online education taking centre stage in recent times, the primary objective of this study is to find out the student perception of online classes from teachers who had no past

experience of online teaching, with respect to their teaching effectiveness, teaching style and pedagogy in an online classroom.

Many studies have been done with regard to the student perception needs and problems. No detailed study has been done with regard to student and teachers perception towards online classes. This research is focusing on the problems which faced by the teachers and learners in the pandemic period.

3. Objectives of the study

- The main objectives of this study are to analyse the perception between teachers and students regarding online classes.
- The study aims to understand and explain about the opinions of the student and teacher regarding the impact of comfort, effectiveness, understanding, and present.
- It also investigates the support provided by students and teachers to each other, views on teaching and training for online classes.
- Additionally, the study aims to examine the factors that affects students perception, determining whether it leads to satisfaction or dissatisfaction.

4. Statement of the problem

The main problems faced by teachers and students include a lack of electronic devices, technical issues, abundant distractions, and a lack of discipline. Many students find online classes boring and lack motivation due to the absence of face-to-face interaction. The study also revealed that the adoption of Learning Management Systems (LMS) became a necessity due to the outbreak of COVID-19 in less developed countries. Teachers have encountered numerous challenges during the transition to online teaching, including managing class size, assessing student learning, time management, increased workloads, and professional stress. These challenges can be addressed by making online classes more interactive, improving lecture recordings, incorporating face-to-face elements, and keeping videos short.

Scope of the study: The research primarily focuses on the perception of students and teachers and the main problems and prospects encountered in online classes.

Sources of data:

Secondary data: Secondary data was collected from the internet, books, journals, and newspapers.

5. Findings

The study reveals that students show interest in online classes but are more comfortable in traditional classes due to face-to-face interaction and greater motivation. The research also indicates that teachers lack sufficient training for online classes and face difficulties conducting classes online when students do not attend regularly. The main problems faced by teachers and learners in online classes include:

- Lack of motivation
- Technical issues
- .Effects of radiation
- Lack of training for teachers
- Lack of in-person communication
- Distractions
- General problems faced by teachers during online classes, such as adopting new technology and keeping track of progress.

6. Suggestions

- Make virtual classes more interactive by showing the faces of teachers and learners.
- Keep the classes short.
- Prefer recorded lectures over live streaming.
- Engage in fun conversations with students.
- Set aside time each week for students to connect and chat.
- Start class a bit earlier to allow students to socialize.

7. Conclusion

The study found that scholarly students were more independent, proactive, and responsible for their learning. Students who were more dependent on teachers found it more challenging to study independently. Students from rural areas often lack the necessary facilities (laptops, computers, smartphones, etc.) to join online classes. Online education is more commonly preferred for higher education. Furthermore, it is concluded that face-to-face and online classes can lead to similar levels of academic performance.

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Emerging Trends in Teaching Language and Literature

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Abstract : *We live and thrive in the society presently known as 'GEN Z'. Education has been one unavoidable ingredient to this form of life in the present generation. Teaching is a profession which reaches its fullness only when an artistic touch has been supplemented. Communication is the root cause for the existence as well as development of language and as we all know, language is the most essential factor in the profession of teaching. Infact, language is the playground for expressing and conveying our various ideas, opinions and most essentially Literature. Literature is indeed the appreciation, comprehension and artistic application of thoughts and opinions by means of language. We in our day-to-day lives use language and literature to such an extent which no previous civilization has achieved. There is evident fact that many of the great philosophers and thinkers were greatly inspired by the contemporary literary works and studies. The modern day attitude towards the study of language and literature has developed with the help of technology. This article deals with that part of society wherein the utilization of technology is pivotal in the development of language and literature and also emphasizes on the various emerging trends in the field. We discuss the numerous technological advancements and how we can utilize them effectively for the benefit and growth of the profession of teaching language and literature.*

1. Introduction

Teaching is a profession which is considered as the 'Master' to all studies and professions without which all other professions in the world would not exist as we see them today. It is through teaching only that the knowledge and skill regarding the subjects be it science or language has been imparted. Teaching literally means the occupation or the profession through which ideas and principles are taught. No professional can become what they are now without a teacher, a master or a Guru. Language as we all know is the means by which communication between two or more persons occurs. It is one of the defining as well as distinguishing character of human beings. Language is the common communicative tool used by humans to convey their ideas, thought, & opinions to their fellow human beings. Language exists today because of the need to Communicate. In my opinion the teaching of Language is the foremost of all professions. Teaching a language requires an in-depth knowledge about it and a teacher should know how language is used either in the literature or in the daily life. Be it sign language or spoken language, the ultimate aim learning any language is to reach out to the society and express ourselves. The realm of realistic and applicative knowledge can be obtained through first-hand experience and learning which is provided through teacher-student interactions.

Speaking of literature, it is simply the artistic and improvised approach, the appreciation and its application as far as it is concerned with any language. As I mentioned earlier, is the playground of literature through which our artistic as well as realistic ideas, thoughts and opinions can be expressed. Language is the root of all education. Literature is the innovative approach to the usage of language. Literature paves the way for the cultivation of ideas. When an individual feels the presence of language in all aspects of life, they start appreciating and expressing it in an artistic way – the outcome of which is nothing but Literature. It is specifically the "out-of-the-box" thinking

capacity of any individual. Poets, thinkers, writers, philosophers and many more celebrated personalities like Kalidasa, Kuvempu, Adikavi Pampa, William Shakespeare, Ruskin Bond, Oscar Wilde, Leo Tolstoy, Khalil Gibran, Rabindranath Tagore have all generously provided us with enough treasures which are the most worthy of being preserved. Language and its learning becomes null and void without Literature. I would say that language and its respective literary contents are the two sides of the same body since when one is present, there is always the presence of the other, even though it is as little as a shadow.

Modern day language linguistic approach has improved a lot. The perceptions, perspectives and the performance of literary works have grown and matured with the passage of time. In the modern times, we get to see a lot of new techniques and methods of teaching. The widely known and used offline mode where the teachers have direct approach to the students and their students assessment. However, after the advent of COVID-19, the usage of online or the audio-visual mode of teaching with the help of online media platforms has also increased and also has replaced the offline mode in most regions across the world. Other known and used methods include the activity-based and arts and craft-based approaches. In the current society, the modern techno-influenced society, where the youth and the students rely more on digital media, the effective and accurate serving of the linguistic as well as literary knowledge and education is more feasible through online mode and the digital or electronic devices. Speaking of the present conditions of the methods of learning, we can term this as the BLENDED LEARNING. This experience or method of approach is the combination or the 'blend' of both the traditional teacher-to-student lessons and the use of technology based instructions and planning, i.e., application of computer programs, internet based data collection, provision of notes through print media (PDF, PPT formats) and various other similar techniques.

2. Emerging Trends

Language and literature teaching is one specific profession which requires a lot of knowledge and application level experience in the particular language which is to be taught. It asks for detailed comprehension of the theme as well as the content given so as to provide an effective learning experience to the students. Teaching, apart from being a mere occupation or profession, it emphasizes itself as an art which becomes complete and fulfils its duty only when the message of the art reaches to the far and near sections of the community called students. Students who learn languages and the literatures in those specific languages must and should have a researching attitude towards the subject and must also gain the ability to express their opinions and ideas in the same form at least to an ample extent.

The newly emerging trends can be classified for the convenience of understanding as --

- Natural, self-learning, independent.
- Blended learning techniques.
- Technological and media usage techniques.

Let's now see the various in-use and the newly emerging trends and approaches seen as effective in the present day education system across the globe :-

- a) NATURALISTIC APPROACH.
- b) COMMUNICATIVE LANGUAGE TEACHING (CLT).
- c) TASK BASED LANGUAGE TEACHING (TBLT).
- d) CONTENT & LANGUAGE INTEGRATED LEARNING (CLIL).
- e) COOPERATIVE & COLLABORATIVE LANGUAGE LEARNING (CCLL).

- f) DIRECT METHOD APPROACH.
- g) V-A-K TEACHING APPROACH.
- h) TOTAL PHYSICAL RESPONSE (TPR).
- i) FLIPPED CLASSROOM.
- j) THOUGHT & PROCESS BASED TEACHING.

1. Naturalistic approach

- This method is implemented by teachers across the globe to impart the ideas of literature to their students. In this method, the teachers use Nature itself as the tutor for the purpose of indicating and comprehending the author-given thought or statement. This is known to give a first-hand experience as to what the student has to learn and the reason for which they learn it.
- In the fast growing technological world. this approach is effective in reaching the younger generation and helps. Them to connect with the Mother Nature.
- Literature, particularly the ones which rely on nature and its appreciation can be understood through this.

For example: In the prescribed syllabus of English (lang. & lit) for 2nd PU students in the Karnataka state board, there is a poem penned by Kuvempu named “Heaven, if you are not here on earth” , the poet announces the nature's beauty and compares it to the imaginary world of Heaven. For analyzing the said descriptions, the teacher can take the students on for a short time field trip to show and explain what the poet points out to.

2. Communication Language teaching

- This is one of the most popular approaches seen in teaching English and widely used languages like Hindi, Kannada, Malayalam, Tamil, French, German , etc.
- It is an approach in which students are put into real life situations so that they learn by themselves, of course with the guiding hand of a teacher, but independent enough hence learning to communicate through the language.

For example: A group of students are taken to a public park and are asked to clean the surroundings, but there are commuters who are native to the place and speak the regional language. So for the purpose of the completion of their work, they will be required to communicate and thus learn languages.

3. Task based language teaching

- It is the most widely used method to teach language and literature to students.
- This is carried out by providing tasks to students like presentation topics, project based work and the like for which students will be required develop their language skills by reading to & listening to source materials. They must conduct research as well as the presentation itself.
- This gives plenty of exposure to the use of language and also learning it.

4. Content and language integrated learning

- This is an emerging or upcoming approach of education especially in the field the teaching of languages and core subjects like sciences.
- This process is carried out by first learning a language, the grammatical aspects as well as the literary ideas which are in relation to the particular subject like in science.

- It opens up the concept of language learning to a wider context and provides significant opportunity for cross-curricular working.

For example: In some literary works, the authors may include certain aspects of science for the explanation of the theme in a logical way. When we study the language as well as the other subject it becomes an integrated learning method.

5. Cooperative and Collaborative Language Learning

- As the name itself suggests, this is a community effort or the combined effort of a group for the study of literature and language in some cases which require the action and activities of the individuals in a particular conditional sets.
- Usually carried out in pairs but also can be done in groups of more than two or three.
- It gives a student centred approach rather than a teacher centred approach to the learning process.
- This approach is effective in maximizing the comprehension of language and literature.

6. Direct method

- Learning or teaching happens in the target language or the language which is to be taught or learnt.
- That is the explanation of English Literature in the English language itself therefore forcing the student to try learning and comprehending what is being taught.
- The teaching occurs in no language other than the target language.
- This helps the student develop autonomy in the process of learning.
- Grammar Translation: it is a type of direct method particularly pertaining to the Grammar.
- It is a traditional approach but new trends can be mixed up to enhance the effectiveness.
- Upcoming or emerging trends in which the grammatical information can be taught using the languages known to the students (either regional or their mother tongue).
- Usually accompanied with vocabulary memorizing.

For example: if the grammar to be taught in English, then, for the convenience of students, the grammar can be explained into their language of choice. Similarly, in literature, if a student doesn't understand the meaning of a particular word or phrase that can be explained in the language which the student is comfortable and fluent.

7. V A K - teaching approach

- V A K are the three major different but combined method of teaching of language and literature as well as other subjects.
- V stands for visual aid application in the process of teaching by means of which information can be grasped or absorbed completely and accurately.
- A is the audio input and its application in the process of identification and also to get a realistic experience of the sounds and voices as expressed by the author.
- K or Kinesthetics is among the most new concepts in this field that is teaching and conveying the ideas of literature as well as a language using actions and activities. These forms of teaching are more efficient in all students irrespective of their age, gender or mental and intellectual quotient.
- Various examples: portrayal of dramas, craft works, showing video visuals and providing the auditory aids (tactile learning) which enhance the understanding capability of the student.

8. Total Physical Response

- This is a method of teaching languages in particular where the teacher presents language objects as instructions and students have to follow those instructions and complete the same.
- This can be mentioned as a part of the Kinesthetic method but in a unique way. This particular approach can be done both individually and in groups, while learning for the self and also learning to support and survive as a team.
- This helps to accurately point out the way in which a particular usage of language and the literature is directed.
- Gamification is another criteria or embedded concept in the physical response approach.
- It is the creation of a distraction by oneself which is positive in nature and thus making the learning environment more entertaining and therefore enhances the memorizing capacity of the individuals.

Though these activities are majorly applied in the educational system of school going students, it can be implemented in the field of work as well .

Its foremost importance is that it revives and refreshes the individuals by giving the break they need.

9. Flipped classroom

- In this method, the students first learn the language , the grammar & the literature on their own.
- Later they approach the classroom environment for the comprehension, clarification of doubts and also to present their ideas and opinions in their own words that inturn enhances their speaking ability as well.
- It also helps the students to have an autonomy in the the field of learning and to become independent.

10. Thought challenging and research based teaching

- Combination of all teaching styles left to the student to inculcate in the process of reflecting on a topic and challenging the thoughts, reviewing and examining the given topic and by facing the challenges presented in their own and innovative ways.
- This method is usually entitled to the process of critical analysis of the given topic or prose. When there is a difference in opinion regarding the ideas or thoughts of the author, this method comes into play and it is said to be more effective than to that of merely thinking of a concept.
- Brainstorming is one such emerging concept under this banner. It is the group creativity technique that was designed to generate a large number of ideas for the solution of one problem, question or a challenge that has been posed.
- There is a requirement of scientific knowledge , reflective thinking, decision taking and examining.

In addition to the above specified and explained methods, the concept of Micro Teaching Techniques also arises. It is the “Media involved Learning” approach with the help of all available source materials like

- audio and visual aids,
- Interactive Electronic White Board .
- M - learning. (multiple concept learning)
- E - learning

We use the modern and emerging techniques to improve the following

- Participation in the usage and critical thought of technology.
- Ways of learning.
- Discovery and development of abilities and skills.
- Cooperative and collaborative working in groups and communities.
- Learning along with the teacher.
- Developing inquiry and research habits.
- To utilize the right information at the right time / place to the right objective.
- Discovery and exploration of new Data.
- Exchange of learning experience and hence enhancing both knowledge and interactive behaviour.

For the purpose of preparing students to use these upcoming trends and technologies effectively and for the benefit of the human society certain measures have to be taken – We should encourage students to use E – Database , E- Mail, for the procuring of knowledge as well as exchange of the same.

There needs to be awareness on what are the pros and cons of usage of technology to such extent. The students must know how to access and find knowledgeable facts and information.

The students must be taught on how to use the computers, programs, smart phones etc., for the purpose of preparing notes, presentations, and many more which would be required in the process of learning.

11. CONCLUSION

Thus, we through this article have discussed and analyzed the various upcoming trends in the field of teaching language and literature. There can still be many more changes in the present as well as emerging systems, but we need to make sure that all these changes are for the good of the global society in itself. The usage and application of these techniques , if not done properly or if carried out for unwanted deeds can as a result adversely affect the structure and system established in the society. There needs to be an organizing body for these changes to come into positive effect as various methods and approaches can only be implemented through a systematic procedure.

I certainly pray and hope that the language and literary field improves as time flies by and as a result bring out a positive effect in the modern society.

Role of Nutrition in Maintaining Good Health

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Abstract : Nutrition is all about how food affects the body, nutrition provides the vital nutrients for living being. It promotes the whole physical system function and stays healthy. Many micronutrients including proteins, fats, carbohydrates these macro nutrients provides essential nutrients to fuel body and give it energy to play specific roles in maintaining health. Nutrition is one which meets all of body's macro and micro nutrient demands on a daily basis. The concept health refers to complete emotional and physical wellbeing. So good nutrition is a key to healthy life. An individual can maintain optimal health. Nutrition is vital component to overall wellness. Nutrition is taken based on persons genetic predisposition. Decent nutrition promoted not only better physical health and reduced susceptibility to disease, but also promotes cognitive development and overall success.

Keywords : Nutrition, Physical Health, Cognitive Development, Emotional wellbeing, Genetics.

1. INTRODUCTION

Nutrition is the science that deals with food and its uses by the body. We like all other living things, need food to live. Food supplies the energy for every action we undertake from eating banana to running a race. Food also provides material that our body needs to buildup and repair its tissues and to regulate the functions of its organs and systems. To keep our body cells running properly they must be supplied with correct amount of food having required chemicals in ratio of the food. The chemicals in the food which our body needs are called nutrition. Nutrition is the process where an entity takes food and utilizes it for energy. It is a pivotal biological process that helps living beings to obtain their energy from various sources. A sustainable growth is required through all stages of life, lack of nutrition leads to functional changes in organs, it is imperative that the role of nutritional intake is necessary for physical activity and all aspects of health is fully addressed. Optimum nutrition provides all nutrients is the cornerstone of good health and the cutting edge of prevention. Adequate nutrition is the key to sustainable growth through all stages of life. The role of nutrition begins from the embryo stage, where cellular formation occurs. This is the reason why doctors suggest pregnant women consume fresh fruits and vegetables rich in micronutrients. Lack of a nutritious diet can lead to fatal death or functional changes in neonatal organs. This issue is widely known as malnutrition. Moreover, the baby born has a higher risk of cardiovascular disease and poor organ function. Nutrient deficiency in adults can cause severe issues like mental imbalance, stress, poor eyesight, higher risk of infectious disease and lower lifespan. Hence, the choice of the right food and proportional quantity becomes crucial. The attainment of good nutrition depends on encompasses the entire food supply, plant and animal foods and their various components are the primary vehicles that provide nourishment to human beings. There is a interrelation between nutrition and non communicable diseases, nutrient component and nutrition monitoring represents the underpinnings of healthy populations and robust economies. The importance of nutrition as an integral part of the solution to many societal, environmental and economic changes. Here is an explanation of the importance of nutrition in health up keeping.

2. The Role of 7 Nutrition on Human Health

As discussed above, the seven nutrients work together to maintain the overall development of cells and muscles in the human body. Take a look at the role of nutrition in the health and prevention of diseases discussed below. Having a brief idea about their functions would aid an individual to plan a diet chart that combines the benefits of these elements together.

a. Protein

Proteins are small groups of molecules that form amino acids in the body. These molecules support muscle and enzyme formation. Proteins are also crucial for hormonal balance in the body. Scientifically, there are nearly twenty amino acids in the body where ten are absorbed from the diet.

These amino acids generate new proteins, which repair muscle, skin and other tissues. Proteins also help balance body fluids, fight infection and carry oxygen through the blood. Food items like red meat, eggs, dairy, beans and nuts are rich sources of protein.

b. Carbohydrate

Carbohydrates, also known as carbs or saccharides, perform six major functions. They regulate blood glucose and offer energy to the body. Carbs prevent ketosis by breaking down the fatty acids. Moreover, they build macromolecules like RNA, DNA and ATP in the body.

Food items like rice, noodles, bread, grain-based products, etc., are rich sources of carbs. Consuming complex carbohydrates can keep an individual fuller for a long time and help an individual in managing body weight.

c. Fats

Fats store the converted energy and supply it to the body. Typically, the fats store far greater amounts of energy in a reduced space. The body uses fat to absorb vitamins and protects organs from damage. Fats are known to keep the body warm and energetic.

Food items containing low saturated fat include butter, seafood, cheese, coconut oil, chocolate, etc. Including these items in a diet would support healthy living.

d. Minerals

Minerals are micronutrients that help in the composition of bone, tissues, teeth, muscles and nerves. They help in the formation of vital body fluids, including blood, for bodily function. Minerals also play a significant role in maintaining a healthy cardiovascular system, supporting healthy nerve function, and regulating muscle tone. Sodium, chloride, magnesium, sulfur, phosphorus and calcium are examples of minerals needed in one's body.

e. Fibers

Dietary fibers are a form of carbohydrates that help in digestion. It helps in removing the toxic waste from the digestive system and regulates bowel movement. Soluble fibers lower the low-density lipoprotein, thereby reducing the blood cholesterol levels. It can also slow the absorption of sugar and prevent diabetes.

Scientifically, high fiber foods are more filling, which aids in weight management as well. Wheat, nuts, beans, peas, legumes, vegetables, whole meal bread, etc., are examples of fibre-rich foods.

f. Vitamins

Vitamins are essential nutrients that the body needs in small amounts. They are grouped as water-soluble and fat-soluble. Fat-soluble vitamins D, A, E and K easily travel through the kidneys and get excreted.

On the other hand, vitamin C, vitamin B12, vitamin B6, niacin and thiamin are water-soluble vitamins stored in the body's cells. The body needs vitamins to support metabolic function and nerve functioning.

They work as antioxidants to remove the free radicals that damage cells. Some vitamins also take care of the immune system, bone and teeth growth, mucous membrane and skin health management.

g. Water

Every human being needs 2 liters of water per day. It helps in the formation of digestive juices, acts as the basis of blood, urine and sweat. In addition, water is required to regulate body temperature, reduce the risk of cystitis, maintain cell health, lubricate cushion joints, and keep the bladder clean from bacteria. Water keeps the body hydrated and supports healthy skin.

The stated information explains the role of nutrition in health management. However, with the availability of instant food, the demand for nutritious food has significantly reduced.

Following this practice can lead to serious health issues. Some of them are discussed below.

3. What Are the Health Issues Related to Malnutrition?

Here is a list of health problems related to nutrition absence that needs immediate attention. Individuals should consult a doctor to begin the treatment if any of the following diseases are diagnosed.

a. Sleep Depravity

Avoiding a nutritious diet can contribute to stress, poor gut health, lower stamina, inflammation, anxiety, skin irritations and more. These problems can give rise to serious issues like insomnia or sleep depravity.

b. Loss of muscles and body weight

Lack of protein and calories in the diet can lead to Marasmus. The common symptoms include wasted muscles, loss of body weight, body fat depletion.

c. Anemia

It is caused due to deficiency of iron in the diet. Anemia is a common issue in women and girls. It can lead to menstrual and pregnancy issues.

d. Obesity

Consuming junk and oily food can increase body weight. Obesity is the primary source of major health issues like diabetes, cardiac diseases, high cholesterol, etc. According to WHO, nearly 1.9 billion adults are overweight or obese.

e. Kwashiorkor

Lower level of protein intake can lead to Kwashiorkor disease. It causes swelling in the body, especially in the feet, hands, and face. Individuals can also suffer from dry skin and chipping.

4. Conclusion

Hence, it is essential to follow a fitness regime, systematic sleep routine and a balanced diet. This would reduce the chances of long-term health issues and promote overall well-being.

In this regard, understanding the role of nutrition becomes a priority. This would help an individual to plan a proper diet that includes a balanced proportion of nutrients. So, eat healthily and promote overall well-being. The contemporary scenario demands more nutrition for sound physical and mental wellbeing. The key to this aspect is maintaining good regime of fitness combined with balanced nutritional aspects. In order to achieve sound socio-economic status balanced nutrition plays a vital role. There is a immediate need for the people to know the dynamics of good nutrition since it decides the demographical values for the coming generations. The lack of the same creates unbalanced nutrition that is the result of consumerism, craving for junk foods, unhealthy lifestyle, also contributing to the unhealthy youth generation. Hence nutrition is a critical part of health and development.

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A Study on Awareness of Customers towards Financial Services of Non-Banking Financial Companies

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Abstract : *The Indian financial system is one of the most important components of the economy which mainly concentrates taking decisions pertaining to both savings and investments fields. In this context, Non-Banking Financial Companies (NBFCs) are also contributing in providing financial services to individuals and firms. Non-Banking Financial Companies which are registered as per companies act of 1956. NBFCs are involved in Insurance, Investment business etc., These NBFCs are acting as supplements to banks. The non-banking financial companies are important constituent components of India's financial system. The operations of these private sector institutions have been there since the 1940s, even though formally recognised by the Reserve Bank of India. This sector has grown substantially over the years, with the size of assets becoming almost 13% of India's gross domestic product (GDP). The study attempted to know the level of awareness about various products offered by Non-Banking financial Companies. The questionnaire method was used to gather the data and data has been analysed using one sample t-test. The analysis of the study revealed that there is a high level of awareness among the customers about products of NBFCs.*

Keywords: NBFCs, Economy, Financial services, GDP and Reserve Bank of India.

1. Introduction

The Indian financial system is one of the most important components of the economy which mainly concentrates taking decisions pertaining to both savings and investments fields. In this context, Non-Banking Financial Companies (NBFCs) are also contributing in providing financial services to individuals and firms. Non-Banking Financial Companies which are registered as per companies act of 1956. NBFCs are involved in Insurance, Investment business etc., These NBFCs are acting as supplements to banks. The non-banking financial companies are important constituent components of India's financial system. The operations of these private sector institutions have been there since the 1940s, even though formally recognised by the Reserve Bank of India. This sector has grown substantially over the years, with the size of assets becoming almost 13% of India's gross domestic product (GDP). As per the report of Financial; Stability Board, NBFCs are considered as shadow banking entities and their activities largely fall outside the realm of traditional regulated banking. Though these are regarded as shadow banking entities the NBFCs are playing an important role in credit intermediation in India, with an active participation in credit lending to the segments that are largely left out by the formal banking channels. At present there are 9443 NBFCs and there are 28 Asset Reconstruction Companies are registered with RBI as on 31st March 2023. NBFCs provides loan to unbanked segment of population including micro, small and medium enterprises, agriculture sector, and other unbanked sectors. Hence, it is agreed that these institutions are playing pivotal role in financial inclusion of the Indian financial system by contributing to Indian economy through the satisfies the needs of people of rural and urban in fact it is reducing credit gap as it has operation flexibility as compared to normal banks.

2. List of NBFCs in India as on 2023

- Aditya Birla Capital
- Bajaj Finserv
- L&T Finance Holding Limited
- Cholamandalam Investment and Finance Company Limited
- MuthootFincorp
- Reliance Capital
- Shriram Finance Ltd
- PoonawallaFincorp
- Edelweiss Financial Services
- Mahindra & Mahindra Financial Services Limited

3. Review of Literature

Sharma et.al., (2020) measured the technical efficiency of Micro Finance Companies listed in RBI. The research studied efficiency and productivity of six companies. Srivastava and Tiwari(2019)analysed the evolution, growth and development of NBFCs in India. The study revealed that total outstanding borrowing of the NBFCs sectors increased as a CAGR of 14.1% during Financial year. The study also revealed that the overall NBFC sector credit growth has been significantly faster in FY18 than the bank credit growth. Singh(2014) attempted to analyse evolution, growth and development of Non-Banking Financial Companies in India. Thilakam and Saravanan(2014) examined the soundness of the selected NBFCs in Tamil Nadu by using CAMEL model. The authors have chosen 30 NBFCs in Tamilnadu. Son and Vardhan (2022) attempted to understand the advantages and disadvantages of the business model of NBFCs, and the drivers of their rapid rise and subsequent challenges in recent years and study also highlighted the potential impact of the Covid-19 pandemic on the NBFC sector.

4. Objectives

- To know the concept of NBFCs in India
- To know the awareness level of customers about financial services offered by NBFCs.

5. Hypothesis of the study

H0: “The customers are not aware about financial services”

H1: “The customers are aware about financial services”

6. Research Methodology

This study is based on descriptive research design. The study is based on both primary and secondary data. The primary data has collected through structured questionnaires. The study could collect only 80 responses from Mandya city. The secondary data comprising various sources like journals, newspaper and websites. Non-random sampling technique i.e., convenient sampling technique was used and One Sample t test has been used to analyse the data.

7. Analysis and Interpretation

Awareness about financial services offered by NBFCs

Variables	N	Mean	SD	t-value	p-value
Personal loans	80	1.4750	0.952	16.967	0.000
Housing Loans	80	1.6500	0.478	37.737	0.000
Vehicle loans	80	1.3917	0.569	26.770	0.000
Gold Loans	80	1.7333	0.644	29.450	0.000

Microfinance	80	1.0000	0.388	51.216	0.000
Insurance services	80	1.8167	0.388	26.159	0.000
Money Transfer Services	80	1.2750	0.533	22.024	0.000
Retirement Planning	80	1.3417	0.667	32.024	0.000

(Source: Primary Data)

The above table reveals that the customers are much aware about the various financial services are offered by NBFCs. Since the calculated mean value of the variables stood between 1 and 2 which indicates customers are highly aware about financial services offered by NBFCs. The calculated Standard deviation is less than 1 indicating less deviation in the opinion of the customers of NBFCs. The calculated p-value is less than 0.05 at 5% level of significance which is indicating the customers are aware about NBFCs financial services like Personal loans, Housing loans, Vehicle loans, Gold loans, Microfinance, Insurance services, Money Transfer services and Retirement planning. **The Null Hypothesis “The customers are not aware about financial services” is rejected and Alternative hypothesis “The customers are aware about financial services” is accepted.**

8. Findings of the study

- From the research it is revealed that, majority of the customers are from the age group of 30-40.
- The majority of the respondents are having an income of 25,000-35,000.
- Most of the respondents are post-graduated.
- The calculated mean value shows that customers are highly aware about financial products.
- There is a less deviation in the opinion of the customers of NBFCs.
- “The customers are not aware about financial services” is rejected and Alternative hypothesis “The customers are aware about financial services” is accepted.

9. Conclusion

The NBFC industry in India is growing at an exponential rate with its impact becoming more visible across different sectors. As on 2023, the size of the NBFC sector is estimated to be around USD 326 billion. The NBFCs have been growing tremendously as a result of raising a demand for loan by the Micro, Small and Medium sectors as they found difficult to borrow loan from banks. The same kind of performance is continued in coming years also.

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Impact of Internet on Student's Perception towards Higher Education

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Abstract : *Technology has done wonders for the physical, social and cultural health of society. One of its latest contributions has been the internet and the new media through it. New media is unique owing to the fact that it gives on-demand access to content anytime, anywhere, on any digital device. It also provides an interactive user feedback and allows creative participation. It allow real-time generation of new and unregulated content. Another salient feature of the new media is that its users are also its participants. The New Media incorporates in itself the various Social media like Face book, Twitter, YouTube etc. These social media provide advantages to Higher Education Students by not just being a way of entertainment but are also being used as a social watchdog as they have added the element of connectivity to the users. This has added a new dimension to its existence. Social media is gaining immense popularity with the younger Higher Education Students and informed seniors also. It is providing a platform for discussions and debates in which the participants can share their thoughts from the comfort of their Colleges and homes.*

The Higher Education Students considered the emergence of Internet as a technological marvel of the 20th century which surpassed all communication related innovations. The uses and gratifications of Internet research need to be documented and analyzed on the basis of well-defined parameters and tested techniques of scientific communication evaluation. The review of literature clearly reveals that there is not even a single study conducted by any researcher about the present topic. Hence, constant and continued research on the uses and gratifications of Internet with special reference to the Higher Education Students in a model state like Karnataka is imperative. The present study approached the problem through a systematic survey method which suits nature of the present investigation. The present investigation reveals that it is imperative to formulate a national media policy with special reference to application of new media including social media for education and developmental endeavours in a developing country like India. The data analysis clearly revealed that the tendency of using Internet for constructive educational and developmental purposes should be encouraged among the Higher Education Students in the study areas. The Internet affinity of the college students needs to be examined systematically in terms of uses and gratifications. The new media have grown considerably in India. The new media have been rightly considered as the instruments of development by the Higher Education Students all over the world. The Government of India has formulated the new media policy in order to facilitate expansion, decentralization and democratization of new media in the Indian Republic.

1. Introduction

The Internet is a new and innovative medium that can completely change the lives of people much as television did in the 1950s and 1960s. The Internet changes people's lives in terms of reaching, disseminating, creating, and evaluating a huge amount of information easily and quickly, communicating with many different kinds of people separated by space and time, and reallocating time for their daily activities. Through various types of Internet uses, such as newsgroups, e-mail and chatting, the way people communicate is changed. Since the Internet has changed the lives of the Higher Education people in a revolutionary way, scholars have made attempts to evaluate the influence of Internet on the lives of the people all over the world. Many

students in various fields, such as education, psychology and sociology, have studied the impact of the Internet on Higher Education Students and society. The present study evaluates the uses and gratifications of Internet among the higher education students with special reference to Karnataka.

2. Internet Research

Internet emerged as a prominent medium of communication during the last decade of 20th century. It brought about a new age of globalization of communication and generated lot of interest among the researchers. The Internet research has assumed significance since researchers sought to fathom the multi-dimensional parameters of Internet as an influential medium of communication. The focus of Internet research has changed over a period of time. Scholars have identified the three Stages of Internet research namely ten, five and zero years ago. According to him, the first age of Internet studies saw Internet as a bright light shining above everyday concerns of people.

The second Stage of systematic documentation of the uses and gratifications of Internet began around 1998 when the realization dawned about the need for systematic accounts of the Internet which was based on objective description of the characteristics, capabilities and limitations. The documentation of the proliferation of Internet users and uses was based primarily on large-scale surveys, initially done by marketing firms (and with some bias towards hyping use) and later by governments, academics, and long-term enterprises such as the Pew Internet and American Life Study. Chen and Wellman (2003:06) consider that these studies were basically quantitative since the researchers compared demographic differences and learned certain basic advantages people derived from the use of Internet.

The third age of Internet research reflected the transition from documentation to analysis of the uses and gratifications of Internet. The third stage of Internet research was carried out in the new millennium which demonstrated the more focused, theoretically driven and operationally relevant in letter and spirit. In a developing country like India, Internet research is in its infancy. There is a great need to examine the strengths, opportunities, weaknesses and threats of Internet with due respect to the ground realities.

3. Review of Literature

Our state is well known in the country for overall development including the information science and technological progress. Few researchers have assessed the growth, development, role, problems and prospects of Internet based information resources and services in India and abroad. However, quite a few studies are distantly related with the main theme of the present study are briefly presented in this chapter. Prominent among them include – Wilson (1994:18), Kim (1997:11), Bowden et.al. (2001:04), Bhat (2001:03), Mesch (2001:14), Gross et.al. (2002:08), Bryant (2004:05), Doreswamy (2004:07), Kumar and Kaur (2006:12), Allen (2007:01), Hanson-Baldauf et.al (2009:10), Marshall (2013:13) and so on. The review of literature clearly reveals that there is not even a single study conducted by any researcher in Karnataka State on the uses and gratifications of Internet with reference to Higher Education students. Hence, the present investigation assumes profound academic significance.

4. Social Significance of the Study

Students' access to Internet is encouraged by students and Lecturers. One may even wonder, looking at the varied nature of the content, whether it is right to encourage Higher education students to spend more time on Internet. Nevertheless it is on the rise. For effective learning, Internet browsing should be guided in the right manner. Internet could be misused dangerously if its power is manipulated otherwise. Internet is a live medium. The power of

convergence of various information technologies is realized through Internet. More research is needed in this field to get positive impact of this powerful tool in the hands of students.

The past studies have reported both positive and negative impact of the Internet on the daily lives of users in modern society. As the numbers of college students who use the Internet grow, the impact of the Internet on students' daily lives as well as how and why students use the Internet should be examined. The scholars are required to examine the displacement effect of the Internet for college students. Particularly, research showing the relationship between Internet use and displacement effect for various daily activities including physical activity and social involvement is still a debatable issue. A perusal of available literature on the impact of Internet on users clearly reveals that not even a single investigation is conducted on the access and utility of Internet to the Higher education students in Karnataka state. Hence, the present study was carried out in the state of Karnataka.

5. Objectives of the Study

With uses and gratifications of Internet among the college students of Karnataka state being the thrust area, the research proposes to:

1. To understand the Internet exposure among the Higher education students in Karnataka
2. To examine the level of utilization of information services through Internet among the Higher education students of Karnataka.
3. To explore the possibilities of safeguarding and promoting the personal and academic interests of the Higher education students of Karnataka.

6. Research Design

New media researchers have made use of a number of methodologies independently or in combination to gather information on the uses and gratifications of with reference to the mankind including the students' community. The present study approached the problem through a systematic survey method which suits nature of the present investigation. A structured and pre-tested interview schedule was administered to the Higher education students in four revenue divisions of Karnataka in order to gather primary data on the uses and gratifications of Internet among college students in the study area. Primary data were gathered through face to face surveys with self-administered questionnaires which is the most appropriate data collection method. The structured questionnaire was designed to explore the understanding of the respondents have about the uses and gratifications of Internet among the study sample. The attitude of parents towards Internet and influence of Internet on parents were also analyzed by the researcher.

Distribution of Study Area and Sample

Revenue Divisions	Name of the Districts	Number of Parents	Number of Students
Hassan	Hassan city and semi-urban areas	90	300
Chikkamanglore	Chikkamanglore cities and semi-urban areas	90	300
Shimoga	Shimoga city and semi-urban areas	90	300
Davanagere	Davanagere city and semi-urban areas	90	300
Total		360	1200

Statistical Analysis

The primary data were analyzed on the basis of certain standardized statistical tests which include – percentage analysis, graphical representation, Chi-square test and cross tabulation. All the statistical methods were carried out through the SPSS for Windows (version 16.0).



7. Findings of the Study

Attitude of Parents towards Internet Browsing

The parents have stated that Internet is an informal university to the mankind (100%), Internet provides the benefit of information to the Higher education students (91.22%), Internet browsing is a positive academic activity for Higher education students (87.67%), Internet exposure facilitates cognitive development of Higher education students (89.89%), Internet exposure facilitates socialization among Higher education students (87.89%), parental intervention for Internet exposure ensures disciplined learning and development of Higher education students (74.33%), parents should monitor the Internet exposure by their children (79.0%), Internet browsing by the students in the company of parents and siblings improves the academic status of students (67.67%), students should be guided by their parents regarding the Internet exposure (90.11%) and parents should restrict the students to browse adult specific information services in the Internet (100%).

Internet Browsing Habits of Students

The Higher education students have stated that Internet browsing facilitates certain advantages and gratifications (100%), used desktop computer for Internet browsing (70.67%), browsed the Internet at home (46.33%), they browsed the Internet alone either at browsing centre or at homes (79.67%), they browsed the Internet on working days (63.0%), they browsed the Internet for about 28 hours in a week (59.67%), they browsed the Internet according to individual convenience (66.33%), parental instruction (13.0%), friends' instruction (9.67%), teachers' instruction (5.0%), classmates' instruction (5.33%) and siblings' instruction (3.67%), they discussed about the Internet browsing with fellow students (52.33%), friends (22.33%), parents (14.33%) and siblings (6.0%) and preferred search engines (74.67%), email (69.67%), downloads (62.0%), online gaming (59.67%), audio-video chatting (32.0%), blogging (27.33%) and social networking (31.67%) respectively.

Uses of Internet Services among the Higher education Students

The college students have recognized that Internet browsing was useful academically (63.67%), enhanced their knowledge (51.0%), enabled to gain entertainment (56.0%), obtained commercial messages through advertisements (56.0%), facilitated personality development (80.0%), brought about leadership development (52.67%), enriched academic competence (53.33%), enhanced social network development (65.33%), facilitated emulation of good role models (60.33%), created career development opportunities (53.0%), enabled adoption of healthy lifestyles (64.33%), improved communication skill (57.0%), enhanced problem solving ability (73.67%), increased development of rational mindset (71.67%), brought about sensitization (74.34%), increased competitive spirit (54.33%), facilitated understanding adults' welfare opportunities (81.0%), improved creativity (56.33%), brought about adventurous personality (62.33%) and created understanding social obligations (78.33%).

Gratifications of Internet

The college students have stated that they derived certain gratifications through Internet exposure such as entertainment (88.0%), fun (85.33%), enjoyment (86.67%), habit cultivation (82.0%), daily routine habit (84.67%), spending time (80.33%), interpersonal relations (78.67%), sense of belongingness (84.67%), sense of caring about others (84.67%), interaction with others (82.67%), meeting new people online (85.67%), passing time (74.67%), doing something (77.0%), occupying time (83.33%), escaping from day-to-day pressures (82.67%), understanding worldly affairs (81.0%), obtaining necessary information (77.67%), understanding day-to-day lives (89.33%), fulfilling educational requirements (88.33%), preparing for academic activities (87.67%), practicing online tests (84.0%), control over information technology (88.33%), familiarity in computer use (83.0%), familiarity with web applications (84.33%), saving money (86.67%), understanding of products and services (86.67%) and online job hunting (88.67%).

Implications of the Study

The analyses revealed the nature and extent of uses and gratifications of Internet among the Higher education students in Karnataka. The implications of the study are presented as follows.

- The Internet access, contents, uses and gratifications should be subjected to healthy norms and guidelines in order to develop the human resources in the right direction by providing healthy and constructive services.
- The Higher students should be protected from exposure to adult programs and other unsolicited material which adversely affect their health and progress.
- The media should launch series of campaigns in order to educate and sensitize the policy makers, bureaucrats, scientists, technocrats and other stakeholders of new media management and popularize the beneficial effects of new media resources and services in the age of communication technological revolution.
- The non-government organizations are also equally responsible for promoting information literacy, computer literacy, media literacy and development literacy among the young generation of students in the schools, colleges and universities.

8. Conclusion

Kumar (2007:06) examined the impact of commercialization on Internet in the age of globalization. He observes: "This fatal attraction of the market and the consequent alienation from the civil society has serious implications for the future of the Internet themselves, although in India the freedom of and for the Internet are not specifically stipulated in the constitution. They are derivative right by Article 19 in the fundamental rights guaranteeing freedom of speech and expression. Quotes have repeatedly reconfirmed this right and civil society has stood shoulder to shoulder with the media whenever they were under threat whether from the executive, legislature or judiciary".

The use of Internet for educational use and gratification needs to be emphasized by the various stakeholders of educational progress in modern society. The young generation of higher students needs proper orientation on the judicious access, uses and gratifications of Internet on the basis of meaningful research, extension and developmental activities. The data analysis clearly revealed that the tendency of using Internet for constructive educational and developmental purposes should be encouraged among the higher students in the study areas. The young generation of students should be properly motivated to use the Internet for meaningful social interactions and network development purposes. The stakeholders of higher education should also specifically understand the needs of students in specific age groups and deliver students –specific information services in order to promote healthy personality in Higher education students through constructive Internet uses and gratifications.

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Shifting Paradigm in Higher Education; a Sociological Perspective

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Abstract : *India has witnessed a rapid growth in Higher education in recent years, there is a steady increase in number of institutions but over expansion is the major issue with higher education. Because many of them lack quality, enrolment issues, and lack of motivation among students. The inability of government agencies to fund also resulted in rise of private institutions in higher education. The enrolments of female students have a steady rise for last five years, may be market and entrepreneurial opportunities have given the new horizons for the youth. But on contrary students of rural and semi-urban areas lag behind, the reasons may be socio- economic inability, caste-based quotas and socio-political nature of higher education may have made it difficult to implement popular education reforms this hinders the quality of higher education. So there is a immediate need for transparency and professionalization with radical reforms. There is also importance of knowledge, innovation and research which are changing the roles of higher education. It is in this regard is expected to play various knowledge discourses. In this paper we analyze how changes in higher education are related to challenges and expectations generated within these higher educations and its implications on social system. It should be noted that geographical and socio-cultural influence on dynamics of higher education.*

Key Words: *socio-economic instability, caste based quotes, professionalization, Innovation.*

1. Introduction

India is a growing hub of higher education with ever expanding institutions especially private educational institutions the number of students enrolling to higher education is increasing. However central to both quality improvement and increased access is funding, Higher education in India is underfunded. The last budget allocated is only 37,461 crores for higher education sector. Inadequate funding is evident at all levels state governments have also failed in this regard to support students and institutions. Even funding for basic research lags behind, so India requires a substantial additional resources for higher education to improve quality. A key goals of NEP [National educational policy] and EQUIP [Education quality up gradation and inclusion programme] an official reports and programs aimed at improving higher education in India. A key goal of EQUIP and NEP is that India must expand the percentage of young people enrolled in post-secondary education significantly. It is interesting to note that draft NEP aims at increasing the gross enrolment ratio to at least 50% by 2035, EQUIP targets doubling the gross enrolment ratio by 52% by 2024. At present gross enrolment ratio in India is 25.8%, behind china, Europe and North America where 80% or more young people enrol in higher education. The challenge is not only to enroll students, but to ensure they are graduated. Non-completion is a serious problem in the sector. Improving graduation rates with reasonable qualities also important. India needs a differentiated academic system institution with new missions to serve range of individual and

societal needs. Some world class research intensive universities are needed. Colleges and universities that focus on quality teaching and serve large number of students are crucial. The draft NEP's recommendations for a differentiated system of research universities, teaching universities and colleges are in tune with this. But the ways suggested to achieve these objectives are impractical. India has the largest number of private higher education in the world, but much of private higher education is of poor quality and commercially oriented. A robust quality assurance is needed for higher education, structure and governance of the higher education system needs major reform. There is too much of bureaucracy at all levels even political pressures are immense. At the same time, accountability for performance is lacking. Globalization and privatization has become a reckoning force for change in Indian higher education sector. Quality assurance, income generation, cultural promotion, and integration at global level, curriculum development and development of research technology are also important factors of higher education sector in India. It is essential that India need to embrace aggressive result oriented approach for being consistent with the global developments in the higher education.

2. Review of Literature

1] Chanana [2004] in his book Transformation links between higher and basic education states higher as " Tertiary education" which includes all institutions which impart post-secondary education. Higher education system in India consists of colleges, universities institutions of National importance [IIT's, IIM's and IISC's etc.]. Higher education institutions impart general education in humanities and sciences as well as professional education, viz , engineering, Agriculture, management and computer education.

2] Indian Planning [1950-51] well perceived by planners and academics in India Jawaharlal Nehru says the crucial role of higher education is the development and modernization. He quotes " If all is well with universities, it will be well with nations".

3] Tilak [2003] in his article entitled " Higher education and development in Asia " studied importance of role of higher education in development of societies in terms of Economic, social, human development in health, life expectancy. Teaching and research helps in absorption creation and dissemination of knowledge.

4] Gupta [2004] in his article "Higher education in India in the new millennium " reveal that higher education has special value in the emerging knowledge of society.

5] Tiwari and Kumar [2011] in their article " Higher education and economic development in India in the backdrop of globalization" found that higher education improves quality of labor as a factor of production and permits technological development, further it enhances productivity, quality of jobs, economic growth, life standards of individuals.

6] 12thfive-yearplan [2012-2017] also states the importance of higher education that, it is critical for developing a modern economy, a just society and vibrant polity. It equips young people with skills relevant for the labor market and opportunity for social mobility.

3. Objectives of the study

- To examine challenges in higher education services in India.
- To analyze the government policies towards privatization of higher education.
- To study the impact of socio-cultural patterns on higher education.
- To study the influence of globalization and privatization on higher education system in India.

a] Challenges in Higher education services

1]Sociology has a major role to play in making sense of contemporary educational transformation

Changes affecting women's lives and relating these to the process of social, economic and cultural changes in the wider societies. There is a changing and increasing emphasis on the criticality of higher education and the socio-economic transformations due to globalization and liberalization with the accompanying shifts in the educational system. It refers to the contexts and policies that have shaped the educational change over recent decades. Through sociological perspectives we study educational processes and outcomes within economic and social transformations, it revisits issues of quality, inequality, and social justice and engages contemporary educational policies and its role in contemporary India. The role of education has been transformed and is constantly reviewed in the light of social development, human development, and gender development. Indian society too has witnessed rapid social and institutional changes along with emergent rhetoric of economic efficiency, globalization and liberalization. Under these circumstances, the role of higher education has also been challenged and it has assumed renewed and increased importance. The reforms of higher education in the post-liberalisation and globalization phase are part of a response to wider concerns about role of higher education driven by post-globalisation imperatives.

2] Miss-match in supply and demand

India's gross enrollment rate [GER] is 19% that is 6% below the global average and at least 50% lesser than countries like USA, Australia. GER means percentage of students enrolling into higher education institutes each year. The government apparently has a vision to increase this to 30% by the year 2020. India has the largest population of teens with close to 100 million in number between the age of 18-20. But each year only 19% enroll for higher education, which translates to 20 million according to joint survey by NASSCOM in 2013. That leaves a whopping 81% or 80 million who do not have even opportunity to study. And to think only 3.5 million graduates join the workforce each year among 20 million. Such massive gap should be bridged by higher education institutes which are a daunting task. We have prolonged panel discussions and solutions from experts of education industry. But the real and scientific solutions for adopting new techniques are not brought to practicality fully.

3] Low quality and profit making institutions galore.

Due to the huge lacunae in the field of higher education, people who have no reason to be in the field of education want to capitalize this situation. Due to this education industry has long lost its sheen and noble cause and is more of a business. Realtors, businessmen, politicians who intend for profit making mint money open educational institutions. The infrastructure facilities and faculties quality are being compromised. These farces exist everywhere many have zero intentions to churning out quality graduates. Formal education increases critical thinking skills but quality of educational institutions differ the real puzzle lies in the fact that quality of educational programs in many institutions are of lower quality providing inferior educational experiences.

4] Cost cutting initiatives

One of the reason for low quality in higher education institutions still exist because of cost-cutting initiatives like on-line classes. By offering MOOC's [Massive on-line courses] for introductory college courses, universities can save a substantial amount of money. A single MOOC has a high teacher-student ratio, and not most of the colleges are supportive of this cause. But there are few signs that India's higher education sector can be rescued from its dismal depths, the onus is on government to rescue India's young population from a hopeless future.

5] Fragmentation of higher education

India has over 800 universities and 40,000 colleges, reflecting the overall severe fragmentation and small size of higher education institutions currently in the country. But over 40% of colleges run single programme, far from multidisciplinary style of higher education which is the need of 21st century. Also 20% of the colleges have enrolment below 100, while only 4% of college have

more than 3000 enrolments. Many smaller colleges hardly have full time faculties this fragmentation of the system leads directly to severe sub optimality on resource utilization faculty.

6] Lack of teacher and Institutional autonomy.

This leads to severe demotivation, and lacks innovation too in order to explore their teaching, service, and research they should have individual autonomy. Teachers require to follow syllabus, curriculum, pedagogy and prescribed text books make them very difficult to provide teachers with such autonomy. The true autonomy means freedom to innovate, compete, cooperate, govern locally, and optimize resources to excel.

7] Indian youth's obsession to service industry

The open-market caused many changes in our country's economy. India saw a gradual shift from manufacturing to service provider which was fueled by IT and BPO industries. Many of these companies have their own training programme which has no relation to student's field of study. These companies are giving false notions to youngsters to enroll to only such courses that cater them. Due to this trend the traditional courses and basic disciplines are neglected due to which research activities are affected at college and university level. So emphasis on liberal education and multidisciplinary courses will help enable creative combinations of disciplines for students.

8] Ineffective Foreign education bill

In September 2013 Government of India passed an executive order to allow 400 top universities in world to setup campuses in India, Without local partners. Only Duke University and Georgia Tech university started to show interest, many are not lining up because they are not allowed to take surplus profits out of the country with compulsion of 5 million dollars buy in and maintenance of escrow account. Secondly they have to deal with U.G.C. regulations which is very lengthy procedure.

B] Government policy towards privatization

The government claims that autonomy gives greater academic freedom and allows universities to innovate, start courses on self-funding mode. This NITI aayog prompted policy is decisive move towards privatization of higher education will mean the exclusion of the socially and economically disadvantaged sections. The word privatisation suggests academic liberty, the government prepared a script to ensure that entire process is guided through bureaucrats and financial advisors. This script is the U.G.C. graded autonomy regulation notified through union gazette, 12 feb 2018. It asks institutions to fund their own study programs, establish their own variable emoluments and incentive structures for faculty and office staff and to collaborate with high-ranked institutions, both national and foreign. This regulation introduces a three tier system of graded autonomy for universities and colleges, based on their NAAC score and ranks.

The finance minister announced a new funding authority, Higher education financing agency[HEFA] in collaboration with canara bank has been tasked with the authority of raising funds through public equity and investing them as loans given to higher educational institutions for infrastructural maintenance / upgradation and research facilities. Hence in order to access additional funding for infrastructure from the government universities and colleges will now have to mortgage their assets to ESCROW accounts operated by the canara bank under HEFA. The NITI aayog has also charted out a course of privatization for higher education in its NITI aayog action agenda. It advocates graded autonomy, loan funding, self-financing, MOOC based assessments of institutions. Graded autonomy combines with loan-funding and other NITI aayog recommendations to introduce privatisation in all its four forms.

a. Privatisation as cost-sharing.

- b. Privatization through corporatization of administration and application of business models.
- c. Privatization through voucher system.
- d. Privatization through the emergence of a non-state education sector.

4. Findings

The policy framework will inevitably lead to commercialization of curriculum modularisation of courses through semester system across under-graduate and post-graduate with “ Cafeteria Approach ‘already implemented across state and central universities students feel encouraged to choose courses that don’t need great investment of time in study. Applied courses are preferred over theoretical courses in the traditional sciences, social sciences and humanities.

Teacher should face reduced time of teaching and more of evaluation and exams. The direct pathway from classrooms to jobs in corporate sector will mean that traditional disciplines that derive roots from epochs of enlightenment and scientific revolution will not survive in this scenario. Despite Modi government’s emphasis on skill-based education, the economic slowdown and rising unemployment data suggests that very few students will become economic actors after graduation. The devaluation of academics can lead to medium to long term supply crises in education sector itself, devaluation is a potential recipe for disaster even when it is viewed through a purely market oriented perspective.

Higher education is a prime aspiration among the economically weaker sections today. India’s young population is its potential beneficiary, privatization and commercialization is an explosive recipe for dividing youth and deepening the social fault lines of caste, gender and religion.

5. Suggestions and Recommendations

- 1] The various policies and implementations have both positive and negative influence on higher education sector.
- 2] All higher educational institutions to be consolidated into three types of institutions like Research universities, teaching universities and Autonomous degree granting universities.
- 3] Liberal education with broad and multidisciplinary exposure with flexible curricular structure is needed.
- 4] The educational policy should envision joyful, responsive and rigorous curriculum engaging and effective pedagogy and caring support to optimize learning and all-round development of students.
- 5] Faculty development, career progression, compensation management to be part of every institutional development plan.
- 6] Institutions should start, run, programmes, decide curricula, develop internal systems for governance and human resource management.
- 7] In context of globalization and privatization government should play appropriate role, a principle of participatory governance is essential.
- 8] Government and higher education institutions and private corporates should attract foreign students and make India a hub of knowledge.
- 9] Quality management and capacity building of students is the need of the hour. Key is complete reform of higher education to global standards.
- 10] The new policy of the government to constitute the National research foundation will energize research and innovation across the country in all academic disciplines.

6. Conclusion

It is high time that India should reinvent itself for the challenges in Indian higher education sector. Globalisation and privatisation are becoming a reckoning force for change in higher education. It is through this knowledge the individual perspectives are shaped and sharpened. Funding, access, quality assurance, income generation, export cultural promotion and integration at global level, curriculum development and development of research and technology are the important factors of globalization and privatisation of higher education in India. On one hand there is a tremendous impact of external finance, while on the other hand tight financial constraints have made it impossible for the Indian government to promote higher education without the assistance of domestic and foreign providers of higher education services and corporate investors.

Students of the under-privileged backgrounds were more likely to reduce their level of participation in higher education. Policy makers should enhance access for underprivileged groups. Today's globalized market has provided new employment opportunities; it is a driving force for National development. It is essential that India need to embrace aggressive result oriented approach for being consistent with the global developments in the Higher education. The new reforms should bring a paradigm shift by equipping our students, teachers and educational institutions with right competencies and capabilities and also create an enabling and reinvigorated educational system for vibrant new India.

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Effectiveness of Unified University & College Management System (UUCMS) in Higher Education

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Abstract : *Present educational system has influenced with various technological developments. As the world moving in a rapidly, there are many factors which are making the highlighting issues in the higher education. Now a days Government of Karnataka has introduced the new agenda in the higher education by establishing the concept of Unified University College Management System (UUCMS). The UUCMS unifies and integrates the functioning and the governance of all colleges and public universities in the state bringing all of them under one umbrella. UUCMS Student Login is a web-based platform developed by the Karnataka Government for students of universities and colleges in Karnataka.*

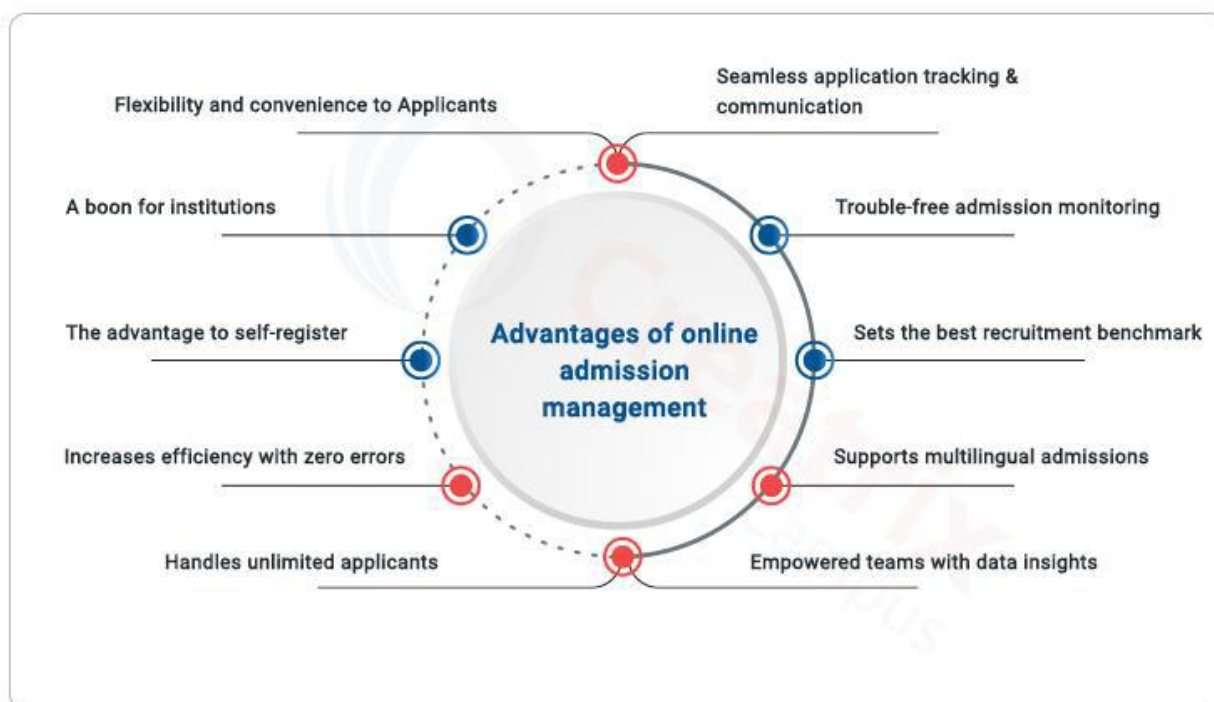
UUCMS will digitize the activities of higher institutions. Features like class monitoring, lesson plans, and student attendance capture in UUCMS. Faculty management like performance assessment and promotion are included in UUCMS. It is an important online platform for gathering the information of students & teaching and Non-teaching faculties of all the colleges in Karnataka. Through this UUCMS platform, all the registration process, admission process, exam related, internal marks, the results are done under this portal. It has reduced the paper documentation of details of above mentioned process. UUCMS has made positive impact in all the Universities admission process and also it is friendly manner for all stake holders of the higher education. The study focuses on the effectiveness of UUCMS portal in the present education sector. As it is a new web portal, there are many negative elements are also highlighted in this. Through the changes and advance improvements, the UUCMS portal is drastically reducing its negative issues. Both positive and negatives issues are also discussed in this article.

Keyword: *UUCMS, Admission, Higher education, Effectiveness, Web portal.*

1. Introduction

As technologies ruling the world with its advance improvement in all the sectors, it also playing an important role in the education sector too. By identifying the traditional method of education/teaching, there is rapid development in the modern method of educational system through these technologies. There was lot of documentation of records are maintained safely in the universities and colleges. It was considered as one of the problem to maintain these records over a year of time. There is significant development in the field of education in the country and all over the world. The advantages of the online admission system are vast and many. It assists educational institutions in easily managing their student admission process in real-time, which otherwise is a maze-like scenario with many complications like emails, calls, interviews, back and forth emails, and follow-ups.

Higher the technological activities usages will reduce the man power requirements. Hence UUCMS also highlighting the technological usages in the field of education. It is helpful for the students as well as colleges to maintain the proper data about the students in technological manner.



Source: Creatrix Campus blog

1.1. Flexibility and convenience to Applicants

The online admission management system gives applicants the best user experience by allowing them to access via their favorite mobile devices, or through a PC. Unlike a regular queuing up in a real-life scenario, the process allows them to submit their applications in just a few swipes, from wherever they are around the world. This way, there is no messy handwriting, postal dis-connectivity, courier delay which disrupts the whole application process. Online admission systems can be a great boon to even candidates in rural areas or those with disabilities. They feel they have a constant guide who is engaging them throughout their admission process with a hassle-free online college admission system.

1.2. A boon for institutions

Universities and campuses can turn advantageous by saving a lot of their time and effort with an admission automation tool. It filters the best-fitting applicants from the whole and processes only those who suit the specific selection criteria into the next-to-next step of the admissions. All crucial students' information, their files, and documents are saved in the cloud database, which facilitates easy information sharing and retrieval whenever needed without any hassles. The unnecessary expenses of processing applications and utilizing huge manpower to manage bulky admissions are sliced away with the help of an online application system. Besides, the admission team also gets to work in peace with sanity.

1.3. The advantage to self-register

The online college admission enrollment system provides online application forms for admission, registration, enrollment, fees, hostel, and canteen. Students can register and easily apply to their preferred university by logging into their student portal, uploading scanned documents like mark sheet, bonafide, making the registration fees online, doing applicant tracking by receiving auto notification about their admission process, and finally taking up tests and confirm admission.

1.4. Increases efficiency of the admission team with zero errors

Imagine a university that accepts hundreds to thousands of applications in a single day? This lengthy paperwork can be a catalyst for errors. On the contrary, the online way of

conducting admission is flawless, is completely reliable, and rules out errors. With automated admission management, the team can simply oversee the admission process without the trouble of any time-taking manual tasks. All that's needed is tweaking the workflow to suit your requirement from creating a student portal to document submission, selection, announcement of shortlisted candidates till the final payment and enrollment.

1.5. Handles unlimited applicants and applications

What's even more advantage of an admission software is its no limitation when it comes to handling applications. It is highly scalable and allows an unlimited number of applications for countless users, courses, and programs.

1.6. Seamless application tracking & communication

Powerful communication, collaboration, and automation tools enable administrators in higher education institutes to track application history and status, send automatic email alerts and reminders across the website and mobile devices, send relevant and personalized information as they apply online, get shortlisted for assessment tests and interviews and selected to courses based on the ranking of applicants.

1.7. Trouble-free admission monitoring

The online admission system is designed to monitor every nuance without any delays. Right from sending timely updates to scheduling follow-ups and interviews, the system takes care of it all. Similarly, the applicants can easily track the progress all by themselves, at the touch of a button.

1.8. Sets the best recruitment benchmark for your institution

By automating the steps to admission and enrollment, the admission committee establishes an outstanding admission and enrollment benchmark and boosts the efficiency of their institution like never before. With options to conduct open admission, predefine eligibility criteria, filter the most eligible students, verify and close the admission process, your institution would outshine in its student enrollment process.

1.9. Supports multilingual admissions

International students are finding it difficult to access the database in the local language. Localized databases enable administrators to target multi-ethnic and multi-racial students who can access language-specific information through multiple channels. This will ensure doors of higher education are wide open to as many students as possible.

1.10. Empowered teams with data insights

The online admission and enrollment platform offers admissions and enrollment teams the much-needed reporting and data insights needed to effectively target the most qualified prospects. With the most dynamic and user-friendly enrollment processes, a small move that happens to students' profiles is immediately reflected in real-time and reaches the candidates on time. The online admission software helps make institutes monitor the ongoing admissions process from time to time. The dashboards can help to capture the day-to-day progress of the admission, with complete analytics-driven student admission reports.

2. Statement of the Problem

Advancement in all the sectors influences towards the development. As education sector is also one of the booming and variety optional instrument by using the technology, it also has some criticism issues. UUCMS as one of the advantage in recording the students and faculty details in soft manner, it also resulted as negative impression to manage in a systematic manner. It is not so easy to implement the concept of UUCMS in higher education due to non-availability of required

information when and where it is essential. There are various challenges faced by higher education on this online platform, as it is initiated newly. Clear understanding of this UUCMS require time and significant use of its utilization.

3. Need for the Study

There are several factors which influence the use and importance of UUCMS in higher education. As it is one of the online platform for recording and managing the students, faculties and college details, the user can browse and obtain the necessary information when and where they require. This platform is also one of the important contributor for saving and protecting the environment by reducing the use of paper for documentation. As the records and essential information of all the stake holder of education sectors are maintained in dematerialization concepts which help to less use of the paper for recording and maintaining with proper management. There is significant need for giving the important for this UUCMS in higher education system.

4. Objectives of the Study

- To identify the importance of UUCMS in higher education system
- To examine the different users of UUCMS in higher education system
- To evaluate the pros and cons of UUCMS in higher education system.
- To study the benefits of UUCMS users in higher education system.

5. Scope of the Study

In the rapid development of the world through technology, which also playing the important role in the education system. As and when the old patron of education methods is drastically reducing, there is a scope for this UUCMS online platform to help the stake holders of education sectors to obtain the necessary information whenever they required. There is huge number of improvements has taken place in the higher education, UUCMS is also one of the parameter to undertake the huge amount of contribution towards the higher education. There is a more scope on studying this UUCMS online platform which are used in the higher educational system. In the future, students' details can be viewed in this UUCMS platform, which does not enhance the physical document verification of the students. All the stake holders of higher education sectors will be records are maintained through digi-locker system with this UUCMS.

6. Research Methodology

The study focuses on the various methodology to obtain the necessary information on significance of UUCMS in higher education system. The study limits to secondary data collection method as there is no much study has been conducted on the said topic. As the UUCMS is one of the newly established concept in the field of education hence only the published and guidelines data has been collected in the study.

7. Limitations of the Study

The study limits to evaluate the effectiveness of UUCMS in higher education but feedback from the stake holders are not done collected on the study. As UUCMS is in the infant stage of today's educational sector, there are so many issues like benefits, importance, dis-advantages are not covered in the study. The data limited to only introduction and effectiveness of UUCMS in the higher education sector. There may be other relevant factors which highlighting the importance of UUCMS in the educational sector.

8. Conclusion

Technological activities in the present competitive world are impacting more, which also shaded on the educational sector also. While identifying the importance of UUCMS in higher education, it has both positive and negative aspects. By focusing on the effectiveness of UUCMS, it has been

identified that there are more benefits of using this UUCMS in the education field. The study concludes by focusing on the creating awareness on UUCMS online platform through organizing the conferences, seminars and symposium which enhances to optimum utilization of these online platform. At present, UUCMS is playing a vital role in all the colleges, universities to record the student and faculty information through online platform.

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A Study on Role of Higher Education in Women Empowerment

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Abstract : *The role of women empowerment is always related with education. In fact higher education for women plays a vital role in making women empowered. Indian women have undergone various problems like illiteracy, lack of support, gender bias, etc. in spite of many provisions in the constitutions of India such as mentioned about equality for women in its Preamble, fundamental rights and like. Education is milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life. Women education in India has been a need of the hour, as education is a foundation stone for the empowerment of woman. Education also brings a reduction in inequalities and functions as a means of improving their status within the family and develops the concept of participation. For empowering women, higher education plays a vital role. Hence, the present paper focuses on Indian women and their empowerment through higher education.*

Keywords: *Women Empowerment, Higher Education, Milestone.*

1. Introduction

Higher education is the gateway to economic security and opportunity particularly for women in India. Women are part of socio-economic system and they up hold rich cultural and traditional values. Their progress is equated with the progress of the nation. Indian women play a major role in Knowledge Societies as leaders, addressing issues on creating and adapting information and ideas at an accelerating speed to support economic growth and improved quality of life in India addressing issues such as Equity, Quality, Relevance and Access, proving that Indian women with any background becomes a contributing member of society through learning. The Indian Government has introduced policies and procedures with the goal of sensitizing the higher education system, recognize gender equity and increasing the number of women enrolling for higher education. Higher education for women in India has witnessed an impressive growth over the years and the Government is pooling resources needed to promote female education at all levels.

Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education through scholarships and by constructing women hostels and by capacity building for women managers in higher education.

2. Women Empowerment through Higher Education

Higher education represents itself as a milestone for women to empower by facing many challenges to come out of their traditional role of woman. Their increasing access to higher education makes women to free of rigid practices of gender inequalities through their potentialities. According to M.

Phule, "Education is that which demonstrates the difference between what is good and what is evil". From the above definition, we can understand that whatever revolutions that have taken place in our history, education is at the base of them. Women empowerment is the pivotal part in any society, state or country. It is women who play a dominant role in the basic life of a child. Women are an important section of our society. Education as means of empowerment of women can bring about a positive attitudinal change. It is therefore, crucial for the socioeconomic and political progress of India. The Constitution of India empowers the state to adopt affirmative measures for prompting ways and means to empower women. Education significantly makes difference in the lives of women.

As per united national development fund for women (UNIFEM) the term women's empowerment means:

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.
- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

Thus, empowerment means a psychological sense of personal control or influence and a concern with actual social influence, political power and legal rights. It is a multi-level construct referring to individuals, organizations and community.

There are various schemes under Higher education for women

- Higher education for women through Open and Distance Learning (ODL) Mode imparts distance learning system where teachers and learners can be flexible with respect to place and time
- Post School Diploma provides skill development strategies
- UGCs and AICTEs-initiatives for women education
- Post Graduate Indira Gandhi scholarship for single girl child for pursuing higher and technical education
- Construction of women's hostels for colleges, etc
- Introduction of women's studies in universities and colleges
- Post-Doctoral fellowships for women
- Indira Gandhi National Open University (IGNOU)

3. Higher Education and Capacity Building

Higher education is a strong impetus of building capacity for empowering those who we want to empower. Higher education not only improves a woman's thought and perception, but also raises her level of rationality and psychological energy. The higher level of rationality employed by a woman to combat crisis in her day to day life can create a new vista and the inner strength originated from higher education breeds in turn a high level of self-confidence and self-dependency. A self-confident woman can achieve much capability by overcoming her inferiority complex as she maintains her dignity and self-respect. An educated woman might not always directly oppose sociocultural constraints imposed on women by our given culture, but through her thoughtful resistance and rational way of thinking helps her put up a silent challenge against the everlasting net of hegemony of patriarchal society.

Higher education brings about an invisible change and the effect of this change manifests itself in women's thought and thinking, attitude and behavioural pattern, actions and reaction, mentality and maturity, confidence and self-respect.

Possible reasons for Indian women opting for Higher Education:

- Encouragement by Government and Society
- Ability to combine studies and work with family life
- Decreasing discrimination against girls in families
- Higher preparation for higher education, (evidenced by the scores in secondary education)
- Higher aspirations to obtain tertiary degrees.
- The feminisation of the teaching profession and a learning environment more conducive to girls' social and cognitive dispositions.

Women must know that opportunities will not reach their laps. They would have to determine ways to create them. They should fight back to rebuild their prominent position in Indian communities and societies. They must flourish hard to carry out their rights and maintain justice & equality in society. They need to work vigorously for the entire elimination of poverty, dowry-ills, illiteracy, and productive implementation of all programmes and laws related to women.

Women's empowerment is valuable for the development and advancement of the family, community as well as the nation.

4. Conclusion

In the words of Mahatma Gandhi, "If you educate the man, you educate the person but if you educate the woman, you educate the nation". One of the most significant transformations in India over the past several decades in education is the drastic increase in women's access to colleges and universities. Formulating and implementing stringent and powerful laws and policies have addressed the wrongful intention of gender discrimination of Higher Education. Most Indian women, with the possibility of economic independence, through respectable employment, have become an important earning member of the family. An educated woman has the skills, self-confidence and the power to be a better citizen. Women have all the power and capacity as that of men and they are manifesting themselves amongst different opportunities provided through higher education. So achievement of women participation in the field of higher education is the achievement of empowerment of women. The women who have been transformed through the academic training and interactive processes in higher education are in a sense empowered women. It is generally said that an individual of high quality and high moral standard can influence a large number of individuals. Similarly an educated and reformed woman can influence innumerable women who belong to the so called backward category. So achievement of women participation in the field of higher education is the achievement of empowerment of women.

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Women's Education in Princely State of Mysore

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1. Introduction

Education is recognized as fundamental human rights, along with other necessities, such as food, shelter and water in the "Universal Declaration of Human Rights" (1948) Education empowers people to make informed choices about their lives and about their rights as citizen in a democracy. The education hub, Mysore has the distinction of being the pioneer in female education in South India. The pattern of educational development in the State was similar to that of the National system. In ancient time female education was entirely domestic and vocational. The idea of female education in the Princely State of Mysore is of recent origin. The education of women was first begun by the London Mission in 1840 by the two Revs, Laidler and Forbes established the first Kannada School for girls in Bangalore. Later the Female Hindu School was started in Banagalore. By 1867, there were three Government and several aided for girls which rose to 12 by 1879-80.

The Mysore Wodeyars were known for their Philanthropic zeal. As early as in 1833, the deposed raja Krishnaraja Wodeyar III had established a free English school. It was recognized by them that the spread of education was the state responsibility. The Wodeyars of Mysore after 1881 liberally spent on education and gave free concessions. The motivation behind such a liberal policy was largely the political exigency and the social concern besides the influence of the Hindu revivalist movement led by Swamy Vivekananda.

The Wodeyars were staunch Hindus and received the religious saints and frequented the Hindu pilgrim centres. Swamy Vivekananda was touring the country and was in Mysore also as a guest of Maharaja. For the rejuvenation of Hinduism, the saint suggested spread of education. The visit of the Swamy Vivekananda to Mysore, his teachings, the interest of the ruler had in the rejuvenation of the religion reinforced by the socio-political necessarily of the time made Princely regime to take up some liberal reform work.

Sri Chamaraja Wodyer is notable for bringing many progressive schemes in the State. To begin with he continued to give enormous encouragement to primary education and permitted the Christian missionaries to start schools in and around the State of Mysore. He also encouraged native people to start schools by donating liberally and also by sanctioning grant-in-aid to them.

Primary Education: During the period of Shi Chamarajendra Wodeyar, Dewan.C Rangacharlu and K.Sheshadri Iyer considered giving greater importance to the spread of primary education. The King extended his full c0- operation and support to them. With the help of the King, missionary, Government and private aided schools were started. Arya Balika Patashala and Empress Girl's school were taken over by the Government. Dewan K.Seshadri Iyer sent his wife to Maharani's school to set an example to others. Even in their public address, the king and the Dewan encouraged the people to send their daughters to school.

Middle School Education: Along with primary education the Mahaaraja Chamaraja Wodeyar X encouraged middle and high school education for girls. In the beginning the girls did not receive much encouragement and many of them did not attend the schools in beginning. Gradually under

the influence of the Christian missionaries and the interest taken by the local people and the support given by the Government people from few castes started these schools.

The rigid custom of the child marriage came in the way of girls taking to middle and high school education. In the process high school education for women also suffered considerably. Despite the children being intelligent and interested in continuing their studies. Rigid social customs prevented the parents from allowing their daughters to go in for higher classes. Lady students who attended the middle schools were criticised and condemned by the orthodox Hindu parents. However during the period of Maharaja Chamarjendra Woedyar and under the Dewanship of Shri Rangacharulu and Seshadri Iyor, middle and high schools were started in many provinces and the parents started sending their daughters also to higher classes realising the need for education for the girls.

Nalvadi Krishnaraja Wodeyar was a great man, a notable soul an enlightened monarch, was philosopher king. It was he who made Mysore State, a model State naya Rama Rajya. It was he who ended an old era and started a new era. It was who the finest flower of Indian renaissance was. It was he who upheld the principle that the prosperity of a country depends upon the prosperity of those who labour with their hands. His reign forms a glorious chapter in the History of modern Mysore. Over four decades of his rule was filled with hectic activities in several sectors of life, social, economic, political, cultural and constitutional.

Three brilliant brains were involved in making Mysore a model State. The first was the gentle and mature nature mind of Maharaja himself. His nobility and sublimity of soul did the miracle. The second was the brilliant and the fertile mind of Dewan, Sir.M.Visveswaraiiah, whose skill, precision and planning led to massive industrialization of the State, which was first of its kind in the country. The third factor was the dexterity of the hand and the finer taste of the Dewan, Sir Mirza Ismail, who not only benefited the State with parks and gardens but also illumined the towns and villages with electric lights. In other words, the good heart of the Maharaja, the mighty mind of Sir.M. Visveswaraiiah and the skilled hands of Sir Mirza changed the picture of the State. It was the feeling, thinking and doing respectively of these three that acted as the cause for the development of the State.

It is already noted that the Maharajah, Sri. Krishanaraja Wodeyar, encouraged the spread of women's education with all zeal and action. He extended his fullest support and co-operation to his Dewans, right from 1902 till 1940. The progress of female education during this period could be captured under the following headings:

- A. Primary education
- B. Secondary education (Middle School and High school), and,
- C. Collegiate education

2. Primary Education

It is clear from the above discussion that Mysore was the older state, in the southern part of India, to give greater importance to the spread of women's education. Earlier, the Policy of Education was that children get admitted or parents would admit them, on a voluntary basis. But, when the state realized the need for education for all and found that the number of children in the schools was very far from adequate primary education was made compulsory, as it was the foundation for the spread of education. There was no legislation passed with regard to the educational matters but when the primary education was made compulsory for the first time in 1913. Elementary education regulation was passed. This compulsion was only for the boys in the beginning, but later, it was imposed to also.



The progress of primary education with special reference to women was very slow in the beginning. In the year 1901-02, because of the outbreak of certain epidemic diseases, primary education suffered a lot. Schools were closed for a long time, resulting in the poor attendance of Students. However, the administration in the State continued its effort to spread education among all, but among girls in particular. To attract the girls and their parents, the government passed a resolution that education should be offered free of cost in its schools and colleges, all over the state, to the girls, except in the native Christian and Eurasian schools. With the government's liberal attitude and encouragement, women's education slowly became popular, and every year, the number of schools and strength of the students in them, both increased.

The following table shows the number of schools and strength of the students in public girls' school.

Year	Public Girls School	Strength
1901-02	235	12,110
1902-03	235	12,540
1903-04	243	12,342

In the year 1902-03, inspite of the prevalence of epidemic diseases, the percentage of girls under instruction slightly rose from 4.13 per cent to 4.15 per cent. This condition had not changed even in the year 1903-04. The Government also liberally sanctioned grants-in-aid to improve this situation, Mr. H J Baba, the Inspector General of Education, was of the opinion, that, the girls usually spend many years of their education doing infant classes. He noted that the 'disparity between infant class and the standard one, as well as between lower primary and upper primary, as a whole, and the middle department, was because much time was spent on infant class'. Further, he suggested that this valuable time could be used to instruct girls to go in for higher classes. The lady superintendent also remarked that "of the 88 absolute beginners, admitted up to June 30th; not less than 40 per cent are reported to have been over 8 years".

In the year 1911-12, the government made a special provision in the budget for replacing male teachers in girls' schools by competent women teachers. Further, for the expansion of the primary education, the government sanctioned Rs.1, 00,000/- to be spent towards opening of the new primary schools. It also sanctioned Rs.1, 00,000/- for meeting expenditure towards school buildings. A Special Officer was appointed to assist the Inspector General of Education to bring about the expansion of primary education and to ensure the proper utilization of available funds. Further, in the year 1912-13, the government sanctioned Rs.50, 000/- for the construction of the school buildings in rural areas. In the same year, a proposal for the revision of the scale of pay to the teachers of an Anglo Vernacular School was also submitted.

In the year 1913-14, under the expansion scheme of primary schools, 158 new primary, schools were started, and 40 new village buildings were constructed. Further, the government also sanctioned permission to open 1,000 schools in different villages of the state. It gave permission to sanction a grant- in-aid to all the schools. To meet the growing demand for trained teachers, remodelling of the training schools scheme was introduced. Under this scheme, the normal school at Mysore was converted into a training college, with the addition of a training class for the graduate teachers. In the year 1914-15, the Panchama Conference and Industrial Exhibition were held at Melukote. The Educational Secretary was pleased to report that even after the outbreak of epidemic diseases, the primary education of girls from all the districts of the province was not neglected and it continued to show considerable progress.

The Educational Exhibition, which series was initiated in the year 1907, i.e., as part of the Dasara Celebrations, was continued. Slowly, the girls' schools also started taking part in this event (exhibition). By noticing the importance of these exhibitions, the government even announced a sanction of permission to establish an Education Museum on a permanent basis, in Bangalore, to

enable exhibitions of educational and instructive collections, which needed to be available, openly, to the public as well as the teachers, at all the times. The Mysore Elementary Regulation not only made primary education compulsory, but it was also introduced in selected 15 centres, during the year 1914-15.

The government took care to appoint a Special Officer, by name Mr. Appaji Gowda, to study the progress of general education during the years 1916-22. In the Educational Review, Mr. Gowda made an- appeal that compulsory elementary education for boys should be introduced to all the girls, between the age of 7 to 10 years. Further, he also stated that the system of compulsory education has proved to be a good one, and the attendance of students in the schools has since then found an improvement. The compulsion was introduced first in the cities of Mysore and Bangalore. Later on, it was introduced to all the schools of the province. Thus, the year 1918-19 was the year of educational expansion in Princely Mysore. The number of schools, as well as the strength of students in them, rose considerably, owing to the opening of the aided-village elementary schools. Under the scheme of educational development, the government even granted permission to open new schools and the salary of the teachers was met partly by the government, as grant-in-aid, and partly by the villagers themselves.

Another remarkable step taken by the government, to bring about improvement in the expansion of women's education, was the appointment of an Assistant Inspector's, to propagate the benefit of education, among the peopled she was relieved from her other administrative work, to enable her to take up this responsibility ably, and efficiently. The Government provided the . Provision by reorganizing the inspectorate, and passed an Order (No. HC 857- 26-27, dated 8th April 1927).

Assistant Inspector's that it was her responsibility and important duty to explain the need for female education to the people by arranging a conference with parents and teachers, to create a favourable atmosphere for the spread of women's education among all communities, especially among the backward ones. Mr.Kini, after his survey in Bangalore district, Kadur district, and in Bangalore city came to the conclusion that primary education of women was not yet in a favourable condition. He has rightly pointed out that among the major religious groups of the state, i.e. the Hindus, Mussalmans, and Christians the Mussalmans were came very much forward to send their daughters to schools, at the primary level, followed by the Hindus and the Christians. He further expressed astonishment that in Bangalore city, the Christians remained very backward in accessing female education, where they received much encouragement from the Christian Missionaries. On the whole, Mr.Kini was of the opinion that out of the total female population in these places, the percentage of school-going girls was very less. He came up with the suggestion that the concerned municipalities have to ensure or take more interest that the concerned municipalities have to ensure or take more interest that here is speedy spread of education, that too with special reference to education among the women and the backward classes. These municipalities and other concerned agencies have to accomplish by providing efficient teachers with good school buildings and other infrastructural facilities, and also by creating awareness about the need for women's education.

The Maharajah, granted permission to the Christian to the Christina Federation of Mysore to organise discussions and lectures on a range of topics, but related to the subject of education of women and other backward groups, in the Federation, so that they provided an opportunity for the students from these communities to attend them and to hold discussions. The lectures were conducted by the world student Christian Federation of Mysore in 1928.

On the opening day of the Federation, the Maharaja delivered speech addressing the delegates of the Federation. In his address, he appreciated the work done by the Christian Federation to the development of Mysore state, and its eagerness to work together for the good of all men and women. He also observed that his 'own dominion have long been enriched by the most admirable medical and educational Work”.

Encouraged by all this development the Maharajah also announced more number of scholarships to girl students. A unique feature of his reforms was the idea of enhancement of salaries to teachers, in a bid to motivate them to work enthusiastically and with dedication. The salary of the woman teacher was fixed 25 per cent higher than that of the male teacher- Trained teachers came to receive 25 percent more salary than that of the untrained teachers⁶. The Government also started printing and publishing text books and supplied them throughout the state. Such government publications, which had been started earlier, received greater encouragement from the Maharajah now. The Government Book Depots were brought under the supervision of the Depot Superintendent. This system made it easy for the parents as well as for the students to get the text books at easier or affordable cost / prices. The Director of Public Instruction in Mysore State was made the supreme authority for any work and decision at the Education Department. The rules for the management of the government depots were framed in the year 1934. The publication work of the Education Department, and others like the school books were printed at the Government Press, Bangalore.

One of the silent features of the educational policy of the state was the grant of liberal scholarships to students of all stages of instruction, which was tenable alike in the schools in the state, in British India, and in the foreign countries. To improve the education of women, the government sanctioned scholarships only for lower of educational classes and students of the depressed class and special communities, such as Mussalmans and Palegars. Later on, it also sanctioned scholarships to all grades of instruction, of all the grades also received timely encouragement from the government.

3. Secondary education

Those days, secondary education, began with preparation for lower secondary education, Vernacular and English. It ended up with senior upper secondary education of Vernacular and English education, with lower secondary examination, and the upper secondary examination or the secondary school leaving certificate examination. In spite of the continuous effort by the Christian Missionaries, higher education of women was not welcomed by the people, as was expected.

The demand for the Vernacular Middle Schools was absent in the state at this time. In 1901-02, due to an epidemic disease, the attendance of students in schools became very poor, especially in the Main ad area, which came heavily under the disease But the continuous encouragement of the government made the progress of omen's education quite steady. In the upper secondary education level, there was some growth,. The Lady Superintendent opened a new educational class, called 4th B, on an experimental basis, for these girls who had passed lower secondary examination in English. This system lengthened the course from the existing 3 years to one more year i.e., to 4 years/The- Government continued its grant-in-aid to higher education and scholarship to the students. In the Maharani's school, admission was made open to the native Christians to encourage them to take up education for their girls, which was at that time quite disappointing and tardy.

In 1906-07, the Inspector General of Mysore State for Education advised the government to start kindergarten training classes for teachers, the Government, accordingly, introduced manual and kindergarten training classes in the Maharani's School^ Later on, it was extended to all other, general, schools. It also appointed one Miss. L.R Latter, Head Mistress of the Invicta Road London County Council School, as the Superintendent of the new method and to the kindergarten instruction- One Dr.Gustaff Larsson was appointed to further bring about improvement in the present system of education, and also to train the teachers. This was also with the purpose of organizing the Scheme of Instruction in certain new subjects, like, Nature Study, Gardening, Kindergarten Principles and Methods, Manual Instruction, etc. By sending a proposal in the same year, teachers and other committee members expressed their desire to introduce drawing, designing, painting and clay modeling, in all the general schools of education. MA Mission School,



Kolar, was the first school in the state to adopt kindergarten methods of instruction for the primary classes during the year 1908-0917. One Miss Parsonl, the Lady Superintendent, who managed the Wesleyan Mission Victoria Girls' School in Mysore, formed a class for grown up girls, and taught them conversational English, needle work , drawing, sewing, physical culture, first-aid and domestic duties. Furthermore some pupils were even trained and prepared to go and teach in other girls' schools also. There was problem perceived by students in this regard. Since there was a shortage of girls' high schools, the few girl students who were there, had to attend the boys' school. This was not welcomed by their parents. The Government took note of this handicap and made-necessary arrangements to enlighten the parents about the need for education to their daughters, at any cost, and motivated them to send the daughters to the school, irrespective of the type, whether boys' or girls'. Gradually, it motivated and built courage and confidence among the parents, who accepted the challenging and modern views, and started sending their daughters to higher classes even when they were held in boys' schools. To help the students and teachers, in various educational matters, the government supplied a monthly journal called Vidya Dayini to all Vernacular schools. The journal published articles on burning problems of that period, and about the various regulations, acts and resolutions, passed by the Government, from time to time with regard to education. Smt.Sundaramma, from the Maharani's College, the first lady to pass the Sanskrit Pandit's examination. That was a courageous step taken by a girl who studied Sanskrit, bearing the brunt of traditional taboo on it as a woman as such a thing was earlier banned for girls (Manusmruthi, the Hindu Scripture). Apart from Sundaramma, one more girl was successful in the Madras Government Technical Examination, from the commercial high school, Bangalore.

In the year 1910-11, the number of schools as well as the strength of the students, increased. Vani Vilasa girls' middle school was taken over by the Municipality, from private administration, on January 1, 1910. The public sector companies like Railway Company, the Military and others opened schools for their Company children. In the high school department, gradually, the girls started taking Matriculation examination also. We could see the improvement and change of attitude among the parents and students. They started sending their daughters to boys' high schools. It was interesting to note, that, Mohammedan girls never lagged behind. 11 girls from this community got through the lower secondary examination, successfully. In the same year, i.e., in 1911, the government sanctioned permission to award school leaving certificate to other successful students. The award of certificate attracted the students to go in for higher education, as the government started appointing the certificate holders. This happened in the year 1912-13. The Yuvaraja donated Rs, 600/- to the Mysore Widow Home to fulfill the necessary items or things required by the home. The Panchama Education League, which was started earlier, also conducted its Conference in the same year with a view to promote the spread of education among their community members. This was an important event.

In the year 1913-14, the government made a provision for the village students to learn English by revising the grant-in-aid facilities, for the growth of English education. Further, the Government also extended the benefit of life- insurance to the teachers of aided-schools. The Madras Government accepted the Mysore Secondary Leaving Certificate as equivalent to the Madras School Leaving Certificated⁹. Apart from all these facilities, and the resolution to spread education among all communities, the government also passed a resolution to appoint an inspector's. It sanctioned a scheme to introduce practical instruction in primary and secondary schools. Some of the well- established middle schools were converted as high schools under this programme.

In Mysore, a Kannada girls high school was opened in the same year. The name of the Widow Home was changed as the Women's Home, and all elderly women were admitted to that school. Home education for Zanana girls at Chickmagalur and Tumkur was another innovative scheme to rope in girls from Mussalman households well-guarding them with their traditional purdah system. Home education, thus, became popular day-by-day. The Inspector General appreciated the home class._ and expressed his opinion as follows: "home education should be started in all

the places of the province to spread women's education, and to make the girls to continue their education. This was meant especially for Hindu girls, because their social customs led to their withdrawal from their education, before they could complete it" as in the case of Christian ladies, who have been employed, under the Mission, as agents, to serve for the cause of education. As there was no such mission, or agencies, among the Hindus, the Inspector General held the view that, "even where home education classes are opened there was no guarantee of their permanence, as they more or less depend for their existence on the continuance of the personal enthusiasm or interest of individual mistress¹⁰. The officer rightly observed that the education is very significant for the state, and suggested that the Hindu Mission should also work like its Christian counterpart.

According to the review, the progress of secondary education showed an increase between the years 1916-22. In 1923-24, remodelling of the vernacular middle school was taking place. During these years, two more middle schools were raised to the status of Vernacular High Schools.

For achieving better administration, and to gain control over the speedy spread of women's education, an Inspector's and an Assistant Inspector's for Kannada girls' schools and for Urdu schools were also appointed.

Table 1.1: The number of institution and strength of girls under instruction from all grades of schools for the year 1897-1902

Particulars	1897-98	1898-99	1899-1900	1900-01	1901-02
No of Institutions	186	191	215	230	234
Strength of girls students	15,498	13,310	15,293	17,060	16,478
Expenditure on women education		1,28,293	1,46,213	1,56,795	1,69,858

In the year 1898-99 there is sudden decrease in the attendance of the girls in the school due to the removal of names of the students those who were very irregular to class, that is to get better result in the progress of women education Attendance of the girls in all grades of schools is considerably increasing simultaneously the number of institutions and the expenditure on women education. The girls studying in boys school and indigenous schools are not included.

Table 1.2: The number of institution and strength of girls under instruction from all grades of schools for the year 1902-07

Particulars	1902-03	1903-04	1904-05	1905-06	1906-07
No of Institutions	235	243	246	251	253
Strength of girls students	12,540	12,342	128,969	14,515	14,133
Expenditure on women education	1,64,662	1,78,280	1,81,142	1,94,011	2,08,023

Table 1.3: The number and strength of girls school of all grades for the year 1908-13

Particulars	1908-09	1909-10	1910-11	1911-12	1912-13
No of Institutions	272	283	294	305	360
Strength of girls students	15,395	21,886	22,974	24,890	27,431
Expenditure on women education	2,20,850	2,33,303	2,31,983	2,30,596	2,39,884

4. COLLEGIATE EDUCATION

College education for women first started in the Maharani's college Mysore. These classes were conducted to prepare the students for Matriculation examination, and later, for FA and BA

examinations. When the government started the separate Education Department, it gave more importance to higher education of women, gradually, a separate collegiate education department was also started. Soon after, the University of Mysore was established. From then onwards, the systematic functioning of the college department came to be started. Earlier, the students used to take their examination from the Madras University. Secondly, they used to attend the boys' college, as there was no separate college for women. By opening a college department in the Maharani's school, many students were enabled to go there for seeking higher studies.

In 1897-98, the students from Maharani's College appeared for the FA examination, and got through the same. But the number of girls who appeared for the matriculation and FA examinations was so less, that we could count them on our finger tips. The Maharaja extended his encouragement by sanctioning scholarships, and grant-in-aid to the students. He made a munificent grant-in-aid to the college also. He had sanctioned Rs 185/- as scholarship to the FA students, and Rs, 75/- for the students of matriculation class during 1902-03, What is interesting and important to note is that the Government had ultimately spent more on women's education, than on that of the boys'.

The government had spent, on an average, Rs. 2895/- on each student, in the Maharani's College, where as, in the other colleges, it was much less. Even then the attendance of students in the college department was very less, due to social apathy, especially, in the year 1903-04, due to an epidemic disease. In spite of the outbreak of the disease, the strength of the students witnessed very low progress. Intermediate examination of the Madras University, were admitted to the 2nd year class of the Mysore University. From then onwards, colleges in Mysore presented their candidates only to the examinations conducted by the Mysore University.

The Mysore University independently conducted the examination for the first time, after its establishment, to the MA, B.Com and BE degree students, in the year 1919-20 and 1920-21 (BA degree examinations were conducted from the year 1817-18 by the Madras university respectively). The successful candidates in the MA examination in English were three in number: two were men and one was a lady. In the year 1916-17, entrance examination for Mysore University was open in the Maharani's college, Mysore, Bangalore and in Tumkur. Similarly, in 1917-18, classes were open in other parts of the state.

5. Mysore State Women's Conference

Mysore Women's Conference was organized in November 1926, with the main objective of:

- A) Promoting education of girls in all stages and
- B) Dealing with all questions affecting the welfare of women and children.

The conference was organized by Lady Mirza Ismail, with the help of few other members of the conference, who were all very much interested to serve the society. This conference started working with the objective of reaching its goal, since it took up this task enthusiastically. It had two sections; one; for exclusively educational matters and the other, for social reform. Both the sections accepted and formed committees to work for the up-liftment of women. Also, the conference started a fund for the promotion of women's education and social reform.

1. The important works of the conference were:
 - A) To collect and deal with suggestions on educational and social matters sent from the constituent conference represented at the conference, and,
 - B) To make known to each other the work done in other parts of the state.

C) To bring public opinion to bear on matters of general educational and social principle or policy, wherever necessary.

2. There should be two sections: One dealing exclusively with educational matters and another, dealing with matters of social reform, each under a section having its own sectional committee and an organizing secretary.

3. The educational reform sectional committee should have under it the following sub-committees to deal respectively with:

A) The drafting of a special curriculum based on the ideas of the conference.

B) The revising and creating of new text books.

C) The investigation of the conditions regarding the training of teachers in all parts of India.

4. The social reform, sectional committee to have under itself the following subcommittees to deal with social evils.

5. The Mysore State Women's Conference started a fund for the promotion of women's educational and social reform.

6. The Mysore State Women's Conference recommended that each of its constituent conference should have a local committee, to carry on the work of the state conference and co-operate with all educational and social institutions in its locality, and to report the same to the standing committee of the conference.

7. This conference requested its members to whole-heartedly cooperate in furthering the aims and objectives for which the conference stood.

The conference constituted its own bye-laws and an article to decide that one does not engage in any party politics, but it works unitedly for the welfare of women and children²⁵. In article 3 and 4, it has specified the patrons, life members and members of the conference and fixed the fees for the same purpose. The Standing Committee consisted of the President, four vice-presidents and office bearers, like the organizing secretary, joint secretary, and two, educational secretaries, two social sections' secretaries and a treasurer. Apart from these, there would be six elected members from the headquarters, one representative each for each of the constituent areas, co-operated members (one woman doctor, one woman lawyer and not more than three experts, co-opted by each sectional committee).

According to article 5, the standing committee shall have power to make bye laws and regulations for the carrying on the work of the conference and to alter them and to add to them from time to time, as the occasion may demand.

According to article 6, the constitution may not be altered except at an annual session by four fifths majority of the delegates present, and provided that a notice of such proposed alteration shall have been sent in writing by registered post to every local committee of the session.

The standing working committee of the constituent areas started many - schools in the city and in the villages. Women of the high society, and the wives of the officers, participated in it actively and they became life members. Schools started near Bangalore, Mysore, Tumkur, Hassan, Davanagere, Shimoga etc., Every year, women's conference was conducted in different constituent areas.

With regard to the progress of Mohammedan education, a survey was conducted by the government. According to the survey, only one, in 84, of the Musalman population attended the school. Therefore, to improve the condition, the government passed a resolution, on 7th August

1871-72, to increase the number of schools in its new policy. Thus the number of schools increased from the 5 to 20. Further, the government also made provision for, and sanctioned, grant – in-aid to all these schools and scholarships to girls. Instruction in Kannada language was introduced, and there was a suggestion that to get better result of the inspection, the inspector should have gone through the Hindustani examination, himself/herself.

After rendition, the Maharaja continued his full support and co-operation for the spread of women's education and opened separate schools for Mohammedan girls. It was primary education that had attracted the people much. The government gave permission to open schools in Bangalore Petta, Mysore, Tumkru, Shimoga, Davanagere etc. The increase in the number of girls since the primary section was chiefly due to the establishment of one aided girls' school, and another un-aided Zanana school. In spite of special attention given to Mohammedan women, even by the end of 1888, according to the report of the public Instruction in Mysore, there was a large number of Mohammedans left illiterate. The report of 1889-90, gives us the details of the increase in the percentage of school going children. The female Mohammedan population was estimated at 1,07,643 and the female population of school-going age were estimated at only 16,146. The percentage of girls under instruction was 4.25 as against 2.245 of the previous year.

Sri Jayachamarajendra Wodeyar, the king of Mysore was a great scholar, lover of literature and author of many books, besides being a good administrator. He ascended the throne in the year 1940 after the death of Sri.Krishnarajawodeyar Bahadur IV. Soon after the accession to the throne he realised that his major responsibility was mass specially the growth of women education. To provide best facilities and opportunities, he sanctioned scholarships to the students and grant-in-aid to schools. Apart from that, he donated buildings to educational institutions, granted land for the Mysore University and building grants for the same Jayachamarajendra Wodeyar's period was the period of expansion and progress in all grades of education in the state.

Primary education which was transferred to the local authorities according to the Elementary Educational Act of 1930, could not take up any expansion scheme as proposed in the Act due to the non-availability of funds. The authorities concentrating on the expansion work made arrangements for the funds by looking at the Government for assistance. There was great demand from the people for more schools. Wodeyar considered the demand from the people and took wise and strong decisions to expand educational institutions. Finally the Government withdrew primary education department completely from the hands of the local authorities and resumed the control of primary education in 1941 and immediately encouraged launching of the four year programme of opening 1000 schools in less than three years. Thus the Mysore Government was first to take full responsibility for Mass education.

Social change that was taking place in the State contributed much to a significant raise in the marriageable age of girls. In turn, this facilitated girls to devote more time towards learning and education. Social apathy and the prejudices against women's education, that persisted in the past, came to lose all their importance. As a result, the number students in the primary grade had increased.

The enrolment of girls, between 1940 and 1944, had increased very well (14,673) whereas increase in the enrolment of boys in the primary section was 46,568. When we compare this with that of the boys under instruction, the girl's enrolment rate was less. But when it is taken into account the progress of girls in education from the past till this period shows tremendous increase. It is found from figures based on the Census of 1941 that out of every one thousand females only 53 were literate as against 2904, who were literate for every thousand males.

Expansion scheme formed a committee to study the Pros and Cons of the situation. As a result the Elementary Educational Act was passed in 1944. According to this Act, the Government resumed the entire control over primary education and aimed at providing school in each village with a population of 500 in Maidan area and 300 in Malnad area. To provide good administration

the Government appointed a Deputy Director for Elementary Education as the sole- in charge of primary education in the state.

The people in the primary level of education welcomed the coeducation system which was introduced earlier. As a result the number of girls in the boys school also increased. The total number of girls schools rose to 527 in the year 1940 but soon reduced to 552 in 1941. The decrease in the number of schools was due to amalgamation of girls primary school with that of the boys. This amalgamation was done keeping in view both the interests of efficiency and economy. After 1941 there was an increase in the total number of girls schools from 522 to 573. By the end of the year 1943-44 simultaneously the strength of students also increased.

The Maharani's school in Mysore had by then became the model for all other schools. The strength of the students and the standard of education imparted in the school both came to be praised as being good and succeeded in attracting the parents very much. The Viceroy Lord Dufferin and Lady Dufferin visited the school and addressed the people in the prize distribution function.

In 1941-42 the total number of girls schools was 500 and 525 respectively. Of them 55 were upper primary schools for girls and 4002 were lower primary schools for girls.

Children in schools contributed their sports fees which were collected in the school for the Olympic Games. The year 1946-47 marked rapid development in the sphere of education. Compulsory Scheme was introduced. Further the Government enhanced the sanctioned amount of stipend to women teachers Training Course. The grant was made permanent from 1947-48. In 1947 the number of separate girls schools also increased from 594-634 due to the opening of new girls schools.

The admission of girls training college was 144 in the three year course. There were 47 vocational institutions in the state and the students were provided free boarding. The Government gave permission to revive the weaving section but due to the non availability of trained teachers to teach weaving class it was not executed. In the collegiate education grade of Sanskrit schools Brahmin girls showed real interest in learning Sanskrit. There were 123 girls in Sanskrit Patashala and 6 girls in the Veda Patashala followed by Jians, 21 girls in the Sanskrit school and 8 girls in the Veda Patashala. In addition 636 girls were there in the general schools who took Sanskrit Institutions. In 1947 the collegiate education grade colleges which were under the education department witnessed great decrease in the enrolment of students from 605 including 10 lady students to 556 including 8 lady students. The number of girls under instruction in University College had.

Mention must be made of the encouragement and liberal grants that the then Maharajah Sri Jayachamarajendra Wodeyar made to strengthen the entire education system in the state development of Mysore, which had been started earlier continued under the able leadership and vision. He laid firm foundation to further strengthen the state economically, politically, socially and more than all educationally.

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A Study on Consumer Perception towards Online Shopping in Respect of House Hold Products- Mysuru District

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Abstract : Due to the technological advancements & increase in purchasing power of a consumer, increased use of smart phones & internet has made the consumers to choose online shopping as the preferred mode of shopping comparing to offline mode. Through this study an effort is made to analyze the Consumer Perception towards Online Shopping in respect of House Hold products in Mysuru District. Consumer Behavior is a process through which consumer analyses the various aspects of a product before making the final decision to buy or not to buy the product. Here, an online shopping behavior has few specific merits and demerits which cannot be given under offline mode of shopping. The study was conducted through a quantitative survey method by collecting the responses through structured questionnaire and convenient sampling method is used. The purpose of the study is to know the various factors affecting the consumer's perception and to know their satisfaction level in online shopping, and how this is going to affect on their future purchase decisions. Out of the various factors which influence the shopping decisions offers & guarantees, times saving are the major factors for their decision. The barriers for the online shopping are cheap quality of products & miss match of the products where the negative aspects which make the consumers reduced satisfaction level. Even though the consumers are satisfied with the shopping few are not interested in increasing their future spending for online shopping.

Key Words: Disposal Income, Consumer Behavior, Barriers, Perception.

1. Introduction

Online Shopping is a market arrangement where the buyers & sellers conduct the marketing activities such as buy, sell, promote & creating awareness about the products through a E Commerce platform. Consumer Perception means views, opinions, awareness & impressions on a product, brand & company. Consumer perception & their behaviour towards the products & company is affected by various factors such as price, quality, brand, service, influences etc.

The technological revolution which had taken place in the early of 21st century made increased use of mobiles & internet by Indians. Larger part of Internet penetration took place by the communication key players such as Jio, Airtel which made the Indian consumers to use internet at affordable price, along with this internet revolution, the increase in the Indian middle class disposal income paved the way for the consumers to attract towards buying products through e - stores. India's population is considered as the youngest globally where 68% of the population is below the age of 40yrs, out of which 70% are internet users, this serves as a platform for e marketers to increase their business. The initiatives taken by Indian government since 2015 had led to the "Digital Evolution" in a country. Adding to these factors COVID 19 has also made India's most of the population to shift from Offline shopping to online shopping. In 2020 India's internet users were over 749 million which is to be expected to reach 1.5billion by 2040, which is giving the way & opportunities for E Commerce business to expand their market. According to a report

given by Business Today India has a third largest online shopper globally with 180-190 million shoppers in 2021 & which is expected to reach 400- 450 million by 2027. Adding to this the report has also estimated that Indian E Retail growth rate will be 25-30 percent yearly which is going to double the market penetration.

2. Review of Literature

- Dr. N. Ramya, Mr. Karuppaswamy (2020), the objective of the study was to give a comparison of different e businesses and to study the perception of customers towards e commerce and also to study the impact of various promotional strategies on e consumers. The study was conducted by collecting responses from 150 respondents. At end of the study it was found that the major influencing factor is advertisement and most of the consumers will purchase once in a month. The study has given suggestions on improvement is needed in the field of art which gives more visual effect, the vendors should avoid including hidden charges in the price of product or service, it also suggested to give improved quality services to the middle income group of consumers at low cost.
- Y.C. Mohan, Dr. Vijayadurai(2016), investigates about the attributes and factors influencing on consumer online shopping behaviour and to know the impact of consumer perception on shopping intention. The study had revealed that the product attributes, relevant information and trustworthiness are the major factor influencing on consumer perception whereas instant review about the product is not that much effective on consumer behaviour.
- Dr. Rajiv Sailaja (2019), the study tries to know the customer perception towards online shopping and to identify the customer shopping behaviour. At the end of the study it was revealed that even though the customer finds online shopping as better option but find it as expensive comparing to offline shopping, and also they face inconvenience regarding the return policies, wrong product deliveries and insecurity of payments.
- Bindia Daroch, Gitika Nagrath & Ashuthosh Gupta (2020), by this study researcher tries to explore the issues faced by online consumers which were acting as a hindrance for consumers to shop online. As per the study, the issues were relating to payment security, insecurity and insufficient product information, lack of trust, offline shopping is convenient than online shopping. By the end of the study it has suggested to e- retailers to focus on marketing strategies for gaining customer attention and trust.
- Dr Seema G Hariramani(2017) the was conducted to identify the factors affecting consumer perception towards online shopping in Ahmadabad city, and to establish relationship between factors and their impact on online satisfaction. The survey was conducted among 765 samples where the results was Fun lifestyle is the major contributing factor for the consumer under the age of 25years and it was suggested that marketers should focus on website promotion strategies to attract consumers.

3. Objectives of the Study

- To know the factors affecting consumer preference for online shopping.
- To know the level of satisfaction in online shopping comparing to offline shopping.
- To know the consumer future purchase decision based on past online shopping satisfaction.

4. Research Methodology

For the collecting information both Primary and Secondary method has been used. A structured questionnaire has been sent to the respondents through Google forms. The convenient sampling method has been used for the survey. Approximately survey was conducted among 40 respondents who are residing in Mysuru District. Along with survey information has been collected through various research paper, articles and journal publications. For data analysis simple bar diagram and pie chart is been used.

5. Data Analysis

The below table gives the analysis Demographic aspects of the survey

DEMOGRAPHIC FACTORS		
AGE	20 to 25yrs	5
	25 to 35yrs	25
	35 to 45yrs	3
	More than 45yrs	4
	Total	37
GENDER	Female	19
	Male	18
	Total	37
QUALIFICATION	Less than SSLC	2
	PUC	2
	Graduation	10
	Post Graduation	23
	Total	37
EMPLOYMENT STATUS	Student	2
	Not Employed	
	Gov Employee	4
	Private Employee	24
	Self Employed	3
	Home Maker	4
	Total	37
FAMILY INCOME	Less than 10000	4
	10000 to 25000	12
	25000 to 40000	11
	40000 to 65000	6
	More than 65000	4
	Total	37

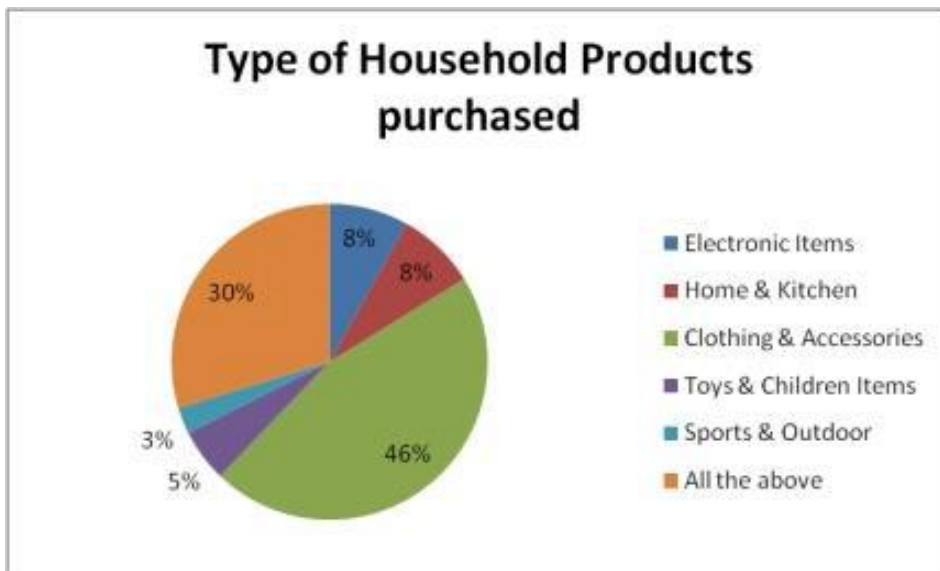
Analysis of Factors Affecting Online Shopping

- Factors that attracts consumers to opt for online shopping



49% of the population have influenced by the Low price, Guaranties & Warranties to opt for Online Shopping, while 16% of the population choice is for the time saving factor.

- **Type of Household products purchased through Online Shopping**



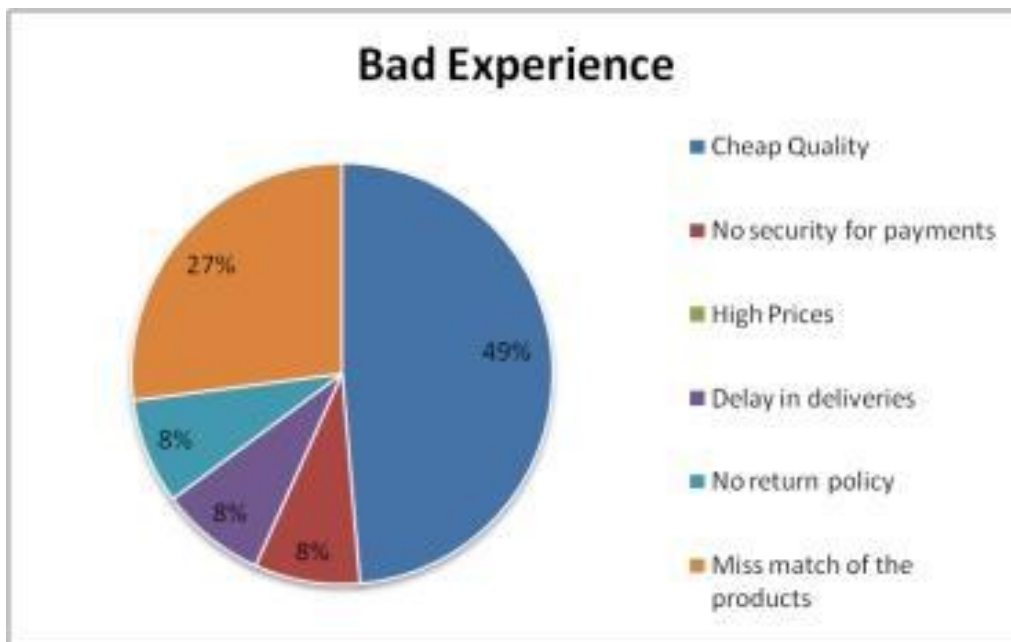
46% of the respondents have purchased Clothing & Accessories. Purchase of Electronic items is least preferred with 3%, it may be because of higher chance risk associated with the type of product, where consumers don't want to experience the cheap quality of products for higher amount of spending.

- **Level of Satisfaction by Online Shopping**



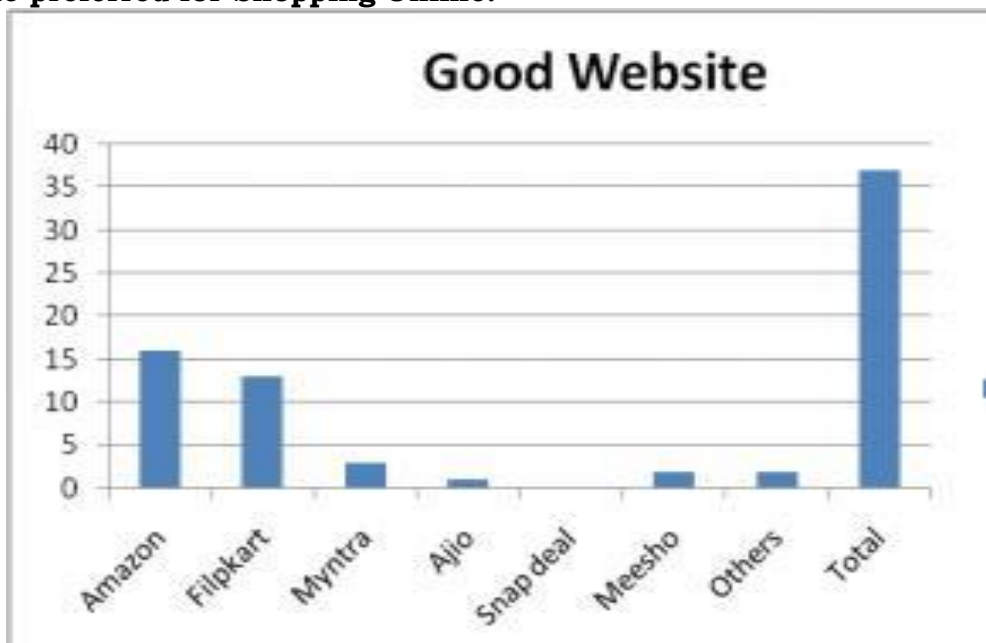
As for the level of spending consumers satisfaction level 60% are having good satisfaction with the shopping experience and 32% are satisfied with moderate level.

- **Bad Experience in Online Shopping**



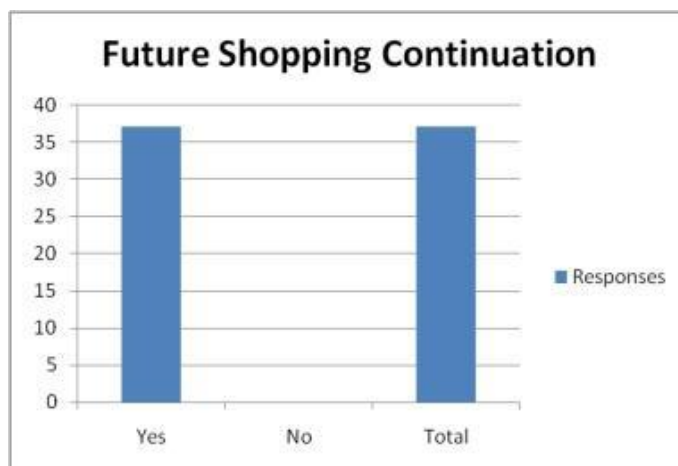
49% of the population have a bad experience of delivering cheap quality of products and 27% of miss match products comparing the displayed products on websites , which are the drawback to increase their level of satisfaction.

- **Website preferred for Shopping Online.**



About 78% of the consumers have preference to shop on Amazon & Flipkart over the other E retailing websites. This may be because of the income level & the factors influencing them to consider Online shopping.

- **Willingness to Continue with online shopping in future based on previous Shopping experience**



Even though out of the bad experience 100% of the respondents have said that they are willing to shop through E retailers in future.

- **Willing to Increase of Spending on Online Shopping in Future**

According to the analysis, even though they have positive response to shop in future days, but not all of them want increase their spending, only 65% have are ready increase their spending but 35% are having the negative respond to increase their spending.

- **Preference to shop other Household Products.**

About 73% of the respondents are willing to try out the other products which they have not shopped so far & 27% are hesitating to try out other type of products, this may be because of bad experiences they have experienced in their past purchases.

- **Better mode of Shopping**

68% of the respondents have said online shopping is better comparing to the offline mode.

6. Conclusion

Even though online shopping has become popular and easy mode of shopping among consumers of all type of income level, through the study it was found that

- The major factor which has influenced the consumer perception to shop online is Low prices, guarantee and Warranties given by E Retailers.
- The income level of the population belong to middle income level from Rs.10,000 to Rs.40,000.
- The 95% of middle income group of consumers are spending only up to Rs.5,000, out of which 51% are spending less than Rs 1,000, which includes household products such as clothing and accessories
- 35% of the population are not ready to increase their spending level in future towards online shopping, even though they are satisfied with shopping experience it is because of Cheap quality products delivered and miss match of the products where they don't want to take risk for larger amount of money.

- Among the various websites of E Retailers it is found that 78% of the consumers prefer to shop in Amazon & Flip kart.

7. Suggestion

- As the study was conducted in Mysuru district where the majority of Population(81%) family earnings is below Rs. 40,000, and they are not spending more than Rs. 5,000 towards online shopping. These findings may change if the study will be conducted in any other metro cities and high cost living cities comparatively to Mysuru district, in which majority of the population belong to middle income group.
- In the study it was not considered whether the spending may increase if the EMI option is given to the consumers, through which they can afford the household products which is worth more than Rs.5,000.
- It suggested to E- retailers to ensure delivering good quality of products and to use strategies to increase the transparency of review & rating system which makes the consumers to go better quality products, which may make them to increase they spending towards online shopping.

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A Study on Role of Geographical Information System (GIS) in Infrastructure Development

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Abstract : *It has been realized that our future success of Economic Growth programmes, depends a lot on Infrastructure Development and therefore lot of emphasis is being laid by Planning Commission and other Government Agencies to encourage Infrastructure Development. Public sector undertakings, Multinationals and also Private agencies are being encouraged to invest in this area so as to ensure economic growth within the scope of Liberalization. It is universally accepted that GIS tools plays an important role in the various Infrastructure Development. Majority of the decisions taken at various local bodies is mostly dependent on the geographic and spatial analysis along with other parameters like Expert system and Theme specific decision and so on.*

This article emphasises the use of the GIS in the implementation of Infrastructure Development projects. As they are based on the collection, analysis, sharing and visualisation of data concerning urban systems and services, GIS provides powerful capacities for a successful implementation of such projects. GIS also helps the managers to utilize a user-friendly and widely used digital system in the management of urban systems.

Key words: *GIS, Infrastructure, Development, Projects.*

1. Introduction

Infrastructure is a precondition for economic development and essential for sustainable and inclusive growth. Infrastructure facilitates participation in the workforce, the production of goods and services, and distribution of products to markets, and promotes technological progress.

Infrastructure is defined as the basic physical systems of a business, region, or nation and often involves the production of public goods or production processes. Examples of infrastructure include transportation systems, communication networks, sewage, water, and school systems and so on. Investments in infrastructure tend to be costly and capital-intensive, but vital to a region's economic development and prosperity. Projects related to infrastructure improvements may be funded publicly, privately, or through public-private partnerships.

Infrastructure powers businesses and connects workers to their jobs and citizens to opportunities for healthcare and education. It creates opportunities within communities and an economy needs reliable infrastructure to connect supply chains and move goods and services. Infrastructure affects growth through several supply and demand-side channels. Investments in energy, telecommunications, and transport networks directly impact growth, as all types of infrastructure represent an essential input in any production of goods and services. In addition, infrastructure can also reduce the cost of delivered goods, facilitate the physical mobility of people and products, remove productivity constraints, and increase competitiveness.

While infrastructure can lead to beneficial economic outcomes, the concrete development impact of infrastructure depends significantly on how infrastructure investment strategies are defined and implemented. The following papers highlight two important aspects. First, spatially coordinated development of different types of infrastructure can help to amplify returns. Second, infrastructure investment must be accompanied by policy reforms aimed at mitigating trade-off between social and environmental sustainability.

2. Concept of Geographical Information System:

The GIS has the potential to merge a person’s process and field knowledge with a powerful computer system that documents activity and builds a base for further streamlining. It can remove some of the tedious tasks of day-today operations, thereby easing the burden on the worker, resulting in the potential for productivity increases. At the same time, new data documentation requirements are added that form the foundation for future GIS analyses.

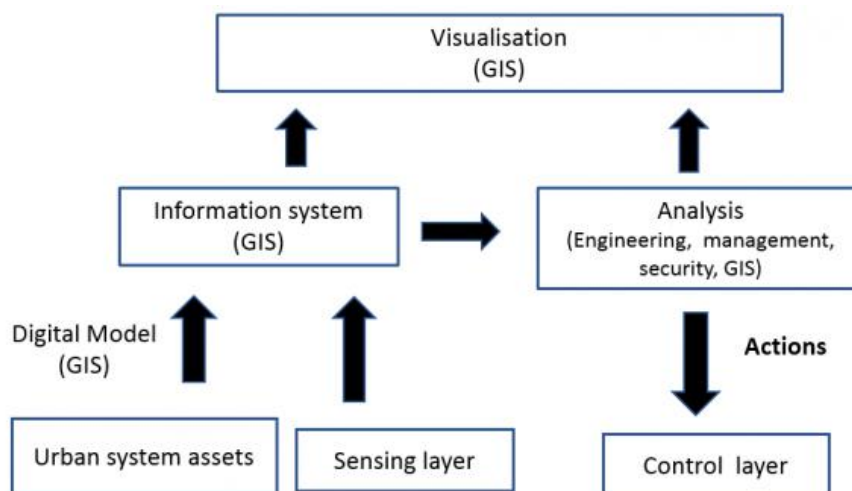
For any agency engaged in infrastructure Development the primary questions beyond the domain of what to do and how to do, in alpha numeric terms, in addition to finding resources, are where to setup (which is the most suitable site) and what is the most suitable way of setting up the infrastructure . Both these questions are a direct function of business economics and the reliable and suitable answers to these questions are provided by GIS after studying different alternatives.

One of the major component of any GIS application are maps, which at present, are neither being regarded as mere graphic representations nor spatial databases of application but are being used under GIS Environment as definite integrals of information of Static Qualitative Documents co-related with ground truth. On the other hand voluminous alpha numeric raw data, when organized, structured and linked with the map graphics as part of any GIS application provides a handy knowledge base which is so vital for planning/setting up of any infrastructure and taking other related decisions.

GIS will allow project managers and different people involved in project with different backgrounds to get the information about the progress of the project and support Decision Making. GIS will provide a common basis of understanding and communication among these people. Many people think of GIS as a presentation tool. A GIS does in fact create high quality maps that communicate considerable amount of information in an efficient and attention-getting manner.

3. Significance of GIS

GIS are needed in part because human populations and consumption have reached levels such that many resources, including air and land, are placing substantial limits on human action. Human populations have doubled in the last 50 years. Public organizations have adopted GIS because of legislative mandates, and because GIS aid in governmental functions. Many businesses have adopted GIS because they provide increased efficiency in the delivery of goods and services. Retail businesses locate stores based on a number of sGIS provide spatial solutions to many fields of civil engineering such as transportation, water resources, facilities management,



to many fields of civil engineering such as transportation, water resources, facilities management,

urban planning, construction and E-business. GIS is an effective tool to visualize the topographical conditions of construction site. The modelling of construction site facilitates in construction controlling and planning process spatially-related factors.

4. GIS and its Uses in Project Management

GIS is a computer system for capturing, storing, quarrying, analyzing, and displaying Geographic data. GIS is a special class of information system, which can be divided into four Components involving a computer system, GIS software, human expert, and the data. GIS activity can be grouped into spatial data input, attribute data management, data display, Data exploration, data analysis, and GIS modelling. GIS can handle both spatial and Attribute data, spatial data relate to the geometry of the features, while attribute data describes the characteristics of the different features and stored in the tabular form. Each Row of the table represents a feature while column represents the characteristic of features. The intersection of a column and a row show the value of particular characteristics of a feature.

5. Conclusion

Planning and managing the infrastructure projects in the new era of globalization and economic liberalization would be a demanding task calling for new skills and approach. The infrastructure projects of developing countries must be improved as they are of critical importance to national socioeconomic development. GIS makes a wealth of information, easily available from a spatial interface. It also helps to organize all relevant information, for project tracking. When we initiate new projects, we are accountable for effective and efficient project delivery. Large projects are often complex, which require careful monitoring, coordination, and management. GIS uses location as the cornerstone of data management for organizing project information.

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हिंदी भाषा के प्रचार प्रसार में इलेक्ट्रॉनिक माध्यमों का योगदान

Contribution of Electronic Media in the Promotion of Hindi Language

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सार : इलेक्ट्रॉनिक मीडिया में सिर्फ तकनीकी का विकास नहीं हो रहे हैं, बल्कि विश्व स्तर पर साहित्य और संस्कृति का विकास भी हो रहे हैं। इस विकास में हिंदी भाषा की उन्नती विश्व स्तर पर है। आज दुनिया में बहुत सारे लोग हिंदी भाषा को जानते हैं, बोलते हैं। इसी के कारण भारतीय सांस्कृतिक परंपरा, धार्मिकता और साहित्य विश्व स्तर पर हैं। इसीलिए विदेशी लोग भारतीय संस्कृति के प्रति बहुत आकर्षक है और धार्मिक सांस्कृतिक और साहित्यिक विद्या क्षेत्र में भी उन्होंने बहुत आकर्षित है। इसीलिए भारतीय संस्कृति को जानने के लिए समझने के लिए ऐसे बहुत सारे कारणों से हिंदी सीखने में बहुत उत्सुक है। इलेक्ट्रॉनिक मीडिया के कारण हिंदी भाषा का प्रचार-प्रसार बहुत अच्छे से हो रहे हैं।

सोशल माध्यम हिंदी भाषा के विकास में बहुत महत्वपूर्ण भूमिका निभा रही हैं। दुनिया भर में आज भारतीय फिल्मों को या टेलीविजन कार्यक्रम को देख रहे हैं। इसके कारण से भी हिंदी का प्रचार प्रसार हो रहे हैं। सोशल मीडिया, इंटरनेट और मोबाइल के कारण आज नवा पीढ़ी बहुत आकर्षित है। होने के नाते अंतरराष्ट्रीय स्तर तक हिंदी भाषा का विकास बहुत तेजी से बढ़ रही है। घर से लेकर उपग्रहों तक हिंदी भाषा का विकास हुआ है। विद्या और ज्ञान के क्षेत्र में हिंदी भाषा का विकास बहुत उन्नति पर है। माध्यमों के युग में हिंदी भाषा के प्रचार प्रसार के लिए हिंदी के बहुत सारे विभिन्न वेबसाइट, हिंदी ब्लॉग्स, (चिट्ठे) कामा कर रहे है। आधुनिक युग में प्रिंट, इलेक्ट्रॉनिक, विज्ञापन, पत्रकारिता, सिनेमा और इंटरनेट आदि हिंदी भाषा के विकास में बहुत महत्वपूर्ण योगदान दे रहे हैं। अध्यापक, डॉक्टर्स, विज्ञानी, राज के नेता, अभिनेता, सामाजिक कार्यकर्ता, खिलाड़ी हर क्षेत्र के लोग हिंदी भाषा के विकास के लिए माध्यमों को चुन कर उस में शामिल हो गए हैं।

भूमिका

इलेक्ट्रॉनिक मीडिया के माध्यम से भारतीय संस्कृति साहित्य क्षेत्र शैक्षणिक क्षेत्र सामाजिक क्षेत्र राजनीतिक आर्थिक धार्मिक सांस्कृतिक क्षेत्र से संबंधित अनेक अनेक जानकारी के कारण हिंदी भाषा का विकास हो रहे हैं।

इंटरनेट के द्वारा हिंदी साहित्यकार अपना सीमा लांग कर अपना प्रचार प्रसार कर रही है वह अपनी कहानियों को उपन्यासों को आगे बढ़ाकर अनेक अनेक साहित्यकार तथा साहित्येतर विधाओं में विश्व की स्तर पर अन्य भाषाओं से कदमताल कर रही है। **रवि चंद्र प्रभात के** अनुसार। -"हिंदी को अंतरराष्ट्रीय स्वरूप देने में हर उस चिट्ठाकार की महत्वपूर्ण भूमिका है जो बेहतर प्रस्तुतीकरण गंभीर चिंतन समसामयिक विषयों पर सुषमा दृष्टि सृजनात्मकता समाज की कुसंगति ओम पर प्रहार और साहित्यिक सांस्कृतिक गतिविधियों के माध्यम से अपनी बात रखने में सफल हो रहे हैं चिट्ठा

लेखन और वचन के लिए सबसे सुखद पहलू तो यह है कि हिंदी में बेहतर चिट्ठा लेखन की शुरुआत हो चुकी है जो कि हिंदी समाज के लिए शुभ संकेत है।¹

आलोक कुमार -- के अनुसार हिंदी " ब्लॉग्स--- नौ दो ग्यारह नाम का चिट्ठे से सन 2003 में हिंदी ब्लॉगिंग की यात्रा आरंभ हुई आज हिंदी भाषा से संबंधित अनेक ब्लॉक इंटरनेट पर उपलब्ध है आवश्यकता और उपयोगिता राष्ट्रीय और अंतरराष्ट्रीय दुनिया के सैकड़ों में अपनी बात के जरिए जुड़ने वालों की बढ़ती जनसंख्या को देखते हुए आज ब्लाइंडिंग जैसे दूरगामी संचार माध्यम का पांचवा स्तंभ माना जाने लगा है। कोई ऐसे विकल्प तो कोई है ही नहीं मीडिया की संज्ञासे नवाजाने लगता है।" 2

- इसके साथ साथ हिंदी भाषा विकास के लिए महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा की अभिक्रम के अंतर्गत बनाई गई हिंदी समय डॉट कॉम (<https://www.hindisamay.com>) वेबसाइट पर भी अनेक रचनाओं को हम पढ़ सकते हैं। इसके साथ बहुत सारे अखबार पत्रिका ओ को भी इंटरनेट पर पढ़ सकते हैं। जैसे कि दैनिक जागरण, नवभारत, हिंदुस्तान, अमर उजाला, जनसत्ता ऐसे बहुत सारे पत्रिकाएँ उसमें शामिल है। पढ़ाई के साथ साथ लिखने के लिए भी या टाइपिंग करने के लिए भी यूनिकोड मंगल जैसे यूनिकोड फॉन्ट में देवनागरी लिपि को कंप्यूटर पर इंटरनेट पर हिंदी भाषा लिखने की व्यवस्था भी है।

भूमंडलीकरण के कारण जनसंचार माध्यमों का दायरा बहुत व्यापक विस्तृत हो गया है इंटरनेट के जरिए रेडियो, दूरदर्शन, पत्रिकाएं, आदि माध्यमों के कारण भाषा संस्कृति का विकास हो रहा है। हिंदी भाषा के विकास के साथ-साथ भारतीय संस्कृति का विकास भी हो रहा है। भारत देश विश्वगुरु के स्थान पर जा रही है।

प्रोफेसर शर्मा ने कहा कि "आज ना तो हिंदी भाषा की सामग्री की कमी है और ना ही पाठकों की, इंटरनेट पर हिंदी साहित्यिक सीमाओं को लांग कर अपना प्रचार कर रहा है। हिंदी साहित्य में लेखन की विभिन्न विधाओं में आज नया लेखकों का मंच स्थापित हो चुका है। जो डिजिटल माध्यमों पर अपनी रचनाओं को प्रकाशित कर रहे हैं। इसे हम साहित्य का नया लोकतंत्र कह सकते हैं।"³

श्री नीरज कुमार दुबे ने कहा है की "एक वक्य था जब भारतीयों के कंप्यूटर लैपटॉप और सोशियल मीडिया पर अंग्रेजी का राजा चलता था। लेकिन आज उसके जगह ले हिंदी भाषा ले चुकी है। हिंदी भाषा सिर्फ राज्य भाषा नहीं बल्कि दिलों पर राज करने की भाषा भी है।"⁴

भारतीय जनसंचार संस्थान के महा निर्देशक- **प्रो संजय द्विवेदी** ने कहा हैं कि "हिंदी भाषा के व्याकरण एवं देवनागरी लिपि का अपना वैज्ञानिक आधार है। देवनागरी लिपि कंप्यूटर तंत्र की प्रक्रिया के लिए पूर्ण रूप से अनुकूल है।"⁵

रेडियो और दूरदर्शन का योगदान

1990 के दशक में दूरदर्शन ने राष्ट्रीय कार्यक्रम और समाचारों के प्रसार- प्रसारण के जरिए हिंदी को प्रचार प्रसार किया। हिन्दी भाषा को जन प्रीय बनाने में काफी भूमिका निभाई और मनोरंजन, समाचार, निजी, उपग्रह चैनल के पदार्पण के उपरांत यह कार्यक्रम और तेजी से हो गई। रेडियो की तरह टेलीविजन ने भी मनोरंजन कार्यक्रम में बहुत सारे कार्यक्रम भरपूर उपयोग किया। उसमें फिल्म गीत आदि के प्रचार से हिंदी भाषा को देश के कोने कोने तक पहुंचाने का काम किया। सामाजिक, धार्मिक, ऐतिहासिक पौराणिक आदि विषयों को लेकर हिंदी भाषा को घर-घर में पहुंचाने का काम किया है। रामायण और महाभारत जैसे धारावाहिक के कारण हिंदी भाषा का प्रचार प्रसार और राष्ट्रीय एकता का सूत्र बन गया।

सोशल मीडिया पर हिंदी भाषा का योगदान

आज के जमाने में सोशल मीडिया के कारण युवा पीढ़ी बहुत आकर्षक है क्योंकि इंटरनेट पर हिंदी कंटेंट पेश कर रहे हैं फेसबुक इंस्टाग्राम ट्विटर आदि से हिंदी भाषा का उपयोग तीव्र गति से विकसित हो रही है। यूनिकोड के कारण हिंदी भाषा को राष्ट्रीय कंपनियां अपने विज्ञापनों को हिंदी में दे रहे हैं। हिंदी भाषा सरल और सुंदर होने के नाते मार्केटिंग क्षेत्र में भी हिंदी भाषा का प्रयोग हो रहा है। डिजिटल पेमेंट और सरकार कामकाज में भी हिंदी का प्रचार प्रसार प्रयोग हो रहे हैं। कुछ समय पहले उद्योग और व्यापार के क्षेत्र में जहां भारतीय भाषाओं को उतना महत्व नहीं मिलता था। अब आधुनिक दुनिया में हिंदी भाषा के सम्मानजनक स्थान उद्योग क्षेत्र में भी ज्यादा उन्नती के स्थान पर है।

रेडियो टीवी पत्र-पत्रिकाओं में हिंदी के विज्ञापन देने की होड़ लग रही है। इससे पता चलता है कि हिंदी को देशव्यापी स्वीकृति मिल चुकी है और वह समय दूर नहीं जब हिंदी पूरे भारत की एकमात्र संपर्क भाषा बन जाएगी यही आशा करते हैं कि पूरे भारत और विश्व की संपर्क भाषा हिंदी बन जाएगी। यह सब इलेक्ट्रॉनिक मध्यमों का योगदान है।

सोशियल मीडिया एक क्रांतिकारी मीडिया है। जिसने दुनिया भर के लोगों को एक जगह पर ला खड़ा कर दिया है। सोशल नेटवर्किंग के कहीं साइड्स है। जैसे कि ट्विटर, फेसबुक और कोडलिंग्स डायन आदित्यादि इंटरनेट के कारण देश-विदेश के लोगों का रहन-सहन, वेशभूषा, खाना-पीना, उसकी साहित्यिक, सांस्कृतिक कला का हर्ष का प्रभाव शीघ्र अति शीघ्र सबके सामने आ जाते हैं। भारत जैसे प्रगतिशील राष्ट्रीय नदी प्रशासन द्वारा बदलाव लाने की कोशिश कर रहे हैं। उसमें हिंदी भाषा का सहयोग और साथ में हिंदी भाषा को उन्नति की ओर ले जा रहे हैं।

निष्कर्ष

इलेक्ट्रॉनिक माध्यम के द्वारा। हिंदी भाषा हिंदी भाषा सिर्फ आम बोलचाल की भाषा या साहित्यिक भाषा या फिल्मी भाषा नहीं रही है बल्कि देश-विदेश की ज्ञान विज्ञान और सूचना प्रौद्योगिकी के क्षेत्र में घर से लेकर उपग्रह तक पहुंच चुकी हैं। कोरोना काल में तो इलेक्ट्रॉनिक मीडिया का बहुत महत्वपूर्ण भूमिका निभाई है क्योंकि उस समय मनुष्य एक दूसरे से मिलना बहुत मुश्किल था तब भी माध्यमों के द्वारा हिंदी भाषा का प्रचार प्रसार सुचारू रूप किया। इसके साथ साथ वैज्ञानिक क्षेत्र में शैक्षणिक क्षेत्र में सामाजिक और राजनीतिक और औद्योगिक हर एक क्षेत्र काम के साथ प्रचार-प्रसार भी हुआ।

इलेक्ट्रॉनिक मीडिया के कारण प्रौद्योगिक क्षेत्र में हिंदी भाषा का प्रचार प्रसार हो रहे हैं। सभी माध्यमों के कारण हिंदी भाषा अंतरराष्ट्रीय विश्व पद पर फैल रहे है।

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जन संचार माध्यमों में हिंदी

Hindi Language in Mass Media

डॉ. सरताज पी एच

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शोध सार : व्यक्ति या व्यक्तियों के समूह द्वारा दूसरे व्यक्ति या व्यक्तियों के समूह को सूचना या संदेश भेजने के लिए माध्यम की आवश्यकता पड़ती है, जिसे संचार माध्यम कहते हैं। संचार माध्यमों के बिना संचार संभव नहीं है। संचार माध्यम शब्द अंग्रेजी भाषा के 'कम्युनिकेशन मीडिया' शब्द के समानांतर प्रयोग में लाया जा रहा है। संचार माध्यमों के द्वारा संप्रेषक और प्राप्तकर्ता या प्रापक के मध्य सूचनाओं का आदान-प्रदान होता है। दूसरे शब्दों में हम यह कह सकते हैं कि संदेश या सूचना को प्रभावशाली ढंग से प्रापक तक पहुंचाने के लिए संवाहक या स्रोत जिस माध्यम की सहायता लेता है, वही संचार माध्यम है। इस प्रकार संचार माध्यम सूचना के आदान-प्रदान एवं एक स्थान से दूसरे स्थान तक संदेशों को सुगम प्रवाह करने हेतु जिस माध्यम का उपयोग किया जाता है, वही संचार माध्यम है।

आज इसी संचार माध्यमों में हिंदी एक ऐसी भाषा है, जो दुनिया में इतने बड़े स्तर पर बोली जा रही है। मीडिया ने हिंदी के विकास में महत्वपूर्ण भूमिका निभाई है। दुनिया भर में आज भारतीय फिल्मों एवं टेलीविजन कार्यक्रम देखे जाते हैं। इससे भी दुनिया में हिंदी का प्रचार-प्रसार हुआ है। सोशल मीडिया, इंटरनेट व मोबाइल के कारण आज युवा पीढ़ी इस भाषा का सबसे अधिक प्रयोग कर रही है। हिंदी आज देश भर में आम बोलचाल की भाषा है। आज अधिकतर लोग हिंदी का प्रयोग कर रहे हैं। आज यह भाषा कश्मीर से लेकर कन्याकुमारी तक देश को जोड़ने वाली भाषा है। हिंदी के विस्तार में मीडिया की अहम भूमिका है। हिंदी भाषा दुनिया भर में समझी-बोली जाती है। यह इस भाषा की ताकत को बताती है।

बीज शब्द

जनसंचार माध्यम, हिंदी भाषा, समाचार पत्र, मुद्रित माध्यम, पुस्तकें, पत्रिकाएं, इलेक्ट्रॉनिक माध्यम, रेडियो, टेलीविजन, इंटरनेट, हिंदी सरल, शाहज, और अभिव्यक्ति की मधुर भाषा है इसमें हमारी संवेदनाओं को अभिव्यक्ति करने की पूर्ण सामर्थ्य एवं लयबद्धता है। हिंदी ने अपनी मौलिकता एवं सुबोधता के बल पर ही राष्ट्र की संस्कृति और साहित्य को जीवंत बना रखा है। अपने विशिष्ट गुण के कारण वह अनेकता के होते हुए भी राष्ट्र को एकता के सूत्र में बांधे हुए है।

संचार माध्यमों के रूप में हिंदी का प्रयोग कोई नई बात नहीं है, अभिव्यक्ति की क्षमता पाते ही, जन-कथा एवं पुराण कथा के रूप में हिंदी जनसंचार का माध्यम बन गई थी। भारतीय नेता हिंदी की शक्ति को समझते थे, इसीलिए उन्होंने जन संचार के विभिन्न माध्यम, रंगमंच, प्रकाशन, प्रसारण, फिल्मों, जनसभा संबोधन सभी में हिंदी का व्यापक प्रयोग कर विदेशी शासन के विरुद्ध सशक्त जान आंदोलन चलाया था।

हिंदी की संप्रेक्षण क्षमता अतुलनीय है। संप्रेक्षण हमारे वातावरण के साथ शारीरिक, -मानसिक, और सामाजिक स्तर पर एक प्रकार की अंतःक्रिया है। मीडिया के रूप में प्रचलन में है। एक प्रिंट मीडिया, दूसरा है- इलेक्ट्रॉनिक मीडिया। आजकल हिंदी का प्रसार वैश्विक व्यवसायीकरण के कारण निरंतर हर तरफ हो रहा है एवं संख्या बल के आधार पर हिंदी आर्थिक एवं वाणिज्यिक कार्यों की भाषा बनती जा रही है, वैश्विक भाषा बन रही है।

जनसंचार के सभी माध्यमों में हिंदी ने मजबूत पकड़ बना ली है। चाहे वह हिंदी के समाचार पत्र हो, रेडियो हो, दूरदर्शन हो, हिंदी सिनेमा हो, या विज्ञापन हो सर्वत्र हिंदी छाई हुई है। प्रिंट मीडिया में समाचार पत्र एवं पत्रिकाएं आती हैं। स्वतंत्रता के बाद समाज में राजनैतिक जागृत, सामाजिक, धार्मिक, अपराधिक, आर्थिक गतिविधियों एवं घटनाओं के प्रति जन सामान्य की जिज्ञासा में वृद्धि हो रही है। प्रिंट मीडिया ने भारत स्वतंत्रता आंदोलन को हिंदी के माध्यम से बहुत गति प्रदान की थी। स्वतंत्रता के बाद हिंदी को राज्य भाषा घोषित करने के कारण हिंदी समाचार पत्र एवं पत्रिकाओं का निरंतर प्रसार बढ़ता जा रहा है।

एक समय था जब पढ़े-लिखे होने का मतलब था अंग्रेजी भाषा का ज्ञान होना। इसीलिए आजादी के समय बड़े या तथाकथित राष्ट्रीय समाचार पत्र अंग्रेजी में ही छपते थे, किंतु शिक्षा और साक्षरता के प्रसार की दिशा में किया गए प्रयासों के फलस्वरूप यह अवधारणा बदलने लगी तथा हिंदी और अन्य भारतीय भाषाओं के अखबार पढ़ने वाले लोगों की संख्या में इजाफा होने लगा। यह प्रक्रिया दुतरफा चली। एक ओर जहाँ साक्षरता दर बढ़ने से हिंदी पत्र- पत्रिकाएं पढ़ने के इच्छुक लोगों की संख्या में वृद्धि हुई, वहीं हिंदी अखबारों की प्रसार संख्या बढ़ने से हिंदी के बोलचाल और प्रयोग में बढ़ोतरी हुई। हिंदी अखबारों ने नये नये प्रयोग किए और समाचार को औपचारिकता के घेरे से निकालकर उसे स्थानीय रंगत तथा रोचकता प्रदान की। जिला स्तर के विशेष संस्करण निकालने से अखबार पढ़ना केवल उच्च शिक्षित वर्ग ही नहीं बल्कि मामूली पढ़े लिखे लोगों का भी शौक बन गया। आज हालत यह है कि, आम लोगों के एकत्र होने के किसी भी स्थान पर अंग्रेजी अखबार गायब हो गए हैं, और ऐसे हर स्थान या केंद्र पर हिंदी अखबार ही पढ़ने को मिलता है। यही बात पत्रिकाओं के बारे में भी कही जा सकती है। अंग्रेजी की सभी प्रमुख समाचार पत्रिकाएं अपने हिंदी संस्करण भी निकाल रही हैं, जो काफी लोकप्रिय हुई हैं। इसके अलावा हल्की-फुल्की सामग्री देने वाली पत्रिकाओं की भरमार है और इसमें तो कुछ पत्रिकाएं लाखों की संख्या में छपती हैं। भले ही गंभीर विषय पर हिंदी पत्रिकाएं कम निकलती हैं, किंतु सामान्य ज्ञान, फिल्म, फैशन, स्वास्थ्य, साहित्य, पर्यटन, विज्ञान कथा -कहानीयां जैसे विषयों पर बहुत अच्छी पत्रिकाएं हिंदी में निकलती हैं और खूब पढ़ी जाती हैं। बच्चों और महिलाओं की हिंदी पत्रिकाएं विशेष रूप से लोकप्रिय हैं। ज़ाहिर है कि ये सभी पत्र- पत्रिकाएं बिना शोर मचाए हिंदी भाषा को गांव-गांव तक लोकप्रिय बना रही हैं।

अगर हम इलेक्ट्रॉनिक मीडिया की ओर ध्यान दें तो राष्ट्रीय और अंतरराष्ट्रीय स्तर पर हिंदी को सर्वस्वीकार्य बनाने में रेडियो की उल्लेखनीय भूमिका रही है। आकाशवाणी ने समाचार, विचार, शिक्षा, सामाजिक सरोकारों, संगीत मनोरंजन आदि सभी स्तरों पर अपने प्रसारण के माध्यम से हिंदी को देश के कोने-कोने तक पहुंचाने में महत्वपूर्ण योगदान किया है। इसमें हिंदी फिल्म और गीतों का विशेष स्थान रहा है। हिंदी फिल्मी गीतों की लोकप्रियता भारत की सीमाओं को पार कर रूस चीन और यूरोप तक जा पहुंची है। आकाशवाणी की विविध भारती सेवा तथा अन्य कार्यक्रमों के अंतर्गत प्रसारित फिल्मी गानों ने हिंदी को देशभर के लोगों की जबान पर ला दिया है। हिंदी को देशव्यापी मान्यता दिलाने में फिल्मों की भी महती भूमिका रही है, किंतु फिल्मों से अधिक लोकप्रिय उनके गीत रहे हैं। जिन्हें जन-जन तक पहुंचाने का काम आकाशवाणी ने दिया। अब वही काम निजी रेडियो चैनल कर रहे हैं।

मीडिया का सबसे प्रमुख, प्रभावशाली और आकर्षक माध्यम टेलीविजन माना जाता है। टेलीविजन श्रव्य के साथ-साथ दृश्य भी दिखाता है इसीलिए यह अधिक रोचक है। भारत में अपने आरंभ से लगभग 30 वर्ष तक टेलीविजन की प्रगति

धीमी रही, किंतु 1970 और 1990 के दशक में दूरदर्शन ने राष्ट्रीय कार्यक्रम और समाचारों के प्रसारण के ज़रिये हिंदी को जनप्रिय बनाने में काफी योगदान किया। वर्ष 1990 के दशक में मनोरंजन और समाचारों के नीजी उपग्रह चैनलों के पदार्पण के उपरांत यह प्रक्रिया और तेज हो गई। रेडियो की तरह टेलीविजन ने भी मनोरंजन कार्यक्रमों में फिल्मों का भरपूर उपयोग किया और पिक्चर, फिल्मों, वृत्तचित्रों तथा फिल्मी गीतों के प्रसारण से हिंदी भाषा को देश के कोने-कोने तक पहुंचाने के सिलसिले को आगे पढ़ाया। टेलीविजन पर प्रसारित धारावाहिक ने दर्शकों में अपना विशेष स्थान बना लिया। सामाजिक, पौराणिक, ऐतिहासिक, पारिवारिक तथा धार्मिक विषयों को लेकर बनाए गए हिंदी धारावाहिक घर-घर में देखे जाने लगे। खास तौर पर रामायण, महाभारत, भारत कि एक खोज जैसे धारावाहिक ना केवल हिंदी प्रसार के वाहक बने, बल्कि राष्ट्रीय एकता के सूत्र बन गए। देखते ही देखते टी.वी कार्यक्रमों के जुड़े लोग फिल्म सितारों की तरह चर्चित और विख्यात हो गए। समूचे देश में टेलीविज़न कार्यक्रमों की लोकप्रियता की बढ़ती देश के अहिंदी भाषी लोग हिंदी समझने और बोलने लगे।

'कौन बनेगा करोड़पति'। जैसे कार्यक्रमों ने लगभग पूरे देश को बांधे रखा। हिंदी में प्रसारित ऐसे कार्यक्रमों में पूर्वोत्तर राज्यों, जम्मू-कश्मीर और दक्षिण राज्यों के प्रतियोगी यो ने भी बढ़-चढ़कर हिस्सा लिया और इसी तथ्य को दृढ़ता से उजागर किया कि हिंदी की पहुंच समूचे देश में है।

हिंदी समाचार भी सबसे अधिक दर्शकों द्वारा देखे सुने जाते हैं। हालांकि इन दिनों हिंदी समाचार चैनल, समाचारों के स्तरीय प्रसारण की बजाय अविश्वसनीय और सनसनी खोज खबरें प्रसारित करने के लिए आलोचना झेल रही हैं, पर फिर भी टी.आर.पी के मामले में अंग्रेजी चैनलों से कहीं आगे हैं। आलोचनाओं के बावजूद हिंदी खबरिया चैनलों की संख्या लगातार बढ़ती जा रही है। जून 2009 में 22 नए चैनलों को प्रसारण की अनुमति मिली, जिनमें से अधिकांश चैनल हिंदी के हैं और लगभग सभी ने खबरें प्रसारित करने की अनुमति मांगी है। इसी संदर्भ में यह जानना दिलचस्प होगा कि स्टार, सोनी जी जैसे विदेशों से अपलिंक होने वाले चैनलों ने जब भारत में प्रसारण प्रारंभ किया तो उनकी योजना अंग्रेजी कार्यक्रम प्रसारित करने की थी, किंतु बहुत जल्दी उन्होंने महसूस किया कि वे हिंदी कार्यक्रमों के जरिये ही इस देश में टिक सकते हैं और वे हिंदी चैनलों में परिवर्तित हो गए।

जब इंटरनेट ने भारत में पांव पसारने शुरू किए तो यह आशंका व्यक्त की गई थी कि कंप्यूटर के कारण देश में फिर से अंग्रेजी का बोलाबाला हो जाएगा, किंतु यह धारणा निर्मूल साबित हुई है। आज हिंदी वेबसाइट तथा ब्लॉग न केवल धड़ल्ले से चल रहे हैं, बल्कि देश के साथ-साथ विदेशों के लोग भी इन पर सूचनाओं का आदान-प्रदान तथा बातचीत कर रहे हैं। इसी प्रकार इंटरनेट भी हिंदी के प्रचार में सहायक होने लगा है। अक्सर कहा जाता है कि मीडिया में इस्तेमाल होने वाली भाषा हिंदी नहीं है 'हिग्लिश' है। इसी तर्क के आधार पर देखा जाए तो आज अंग्रेजी में भी हिंदी का खूब समावेश हो चुका है। अंग्रेजी मीडिया और विज्ञापनों में हिंदी मुहावरों, शब्दों और उक्तियों का खुलकर प्रयोग होता है, यदि मीडिया की भाषा परिनिष्ठित हिंदी ही होती, तो क्या इतनी अधिक अहिंदी भाषी लोग रेडियो या टी.वी के कार्यक्रमों और समाचारों में अपनी बात हिंदी में रख पाते? हिंदी की स्वीकार्यता बढ़ाने के लिए उसमें स्वच्छंदता लाना आवश्यक है।

निष्कर्ष

जनसंचार माध्यमों के इसे व्यापक प्रसार काल में भाषा की भूमिका एकदम विशिष्ट है। भारतीय परिदृश्य में विशेष रूप से हिंदी भाषा की भूमिका एकदम व्यापक तर रही है। वैश्विक स्तर पर अपनी जगह बना रही है। विशेषतः नए पुराने जनसंचार माध्यमों की संप्रेक्षण के रूप में हिंदी ने अपनी क्षमता का लगातार विस्तार किया है। हिंदी ने बीसवीं तथा 21 वीं सदी में क्रमशः पत्रकारिकता, सिनेमा, रेडियो, टेलीविज़न, कंप्यूटर, विज्ञापन, इंटरनेट जैसे सभी जनसंचार माध्यमों में अपनी शक्ति का विस्तार किया है। जनसंचार माध्यमों की गुणवत्ता को हिंदी ने। व्यापकतर संदर्भ दिया है। यह

ऐतिहासिक सत्य है कि जब भी कोई भाषा पुराने शब्दों को तोड़कर नए क्षेत्र में प्रवेश करती है तो शुद्धतावादी तत्व उससे चिंतित हो जाते हैं। सच तो यह है कि हिंदी इस समय स्विकार्यता के राजामार्ग पर सरपट दौड़ रही है और हिंदी अश्वमेध के घोड़ों को रोक पाना किसी के बस में नहीं है। मीडिया इस दौड़ को और गतिशील बना रहा है। आज का सच यह है कि जिस तरह हिंदी को अपने प्रचार के लिए मीडिया की जरूरत है उसी तरह मीडिया को अपने विस्तार के लिए हिंदी की आवश्यकता है।

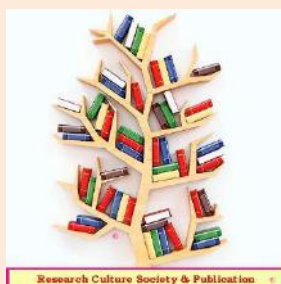
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