

NATIONAL EDUCATION POLICY: 2020- CHALLENGES AND OPPORTUNITIES FOR HIGHER EDUCATIONAL INSTITUTION

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17	PROFESSIONAL EDUCATION AND ADULT EDUCATION G. Selvanayagam	93
18	ACADEMIC BANK OF CREDIT (ABC) SYSTEM: MEANING AND PROCESS Ms. M. Manjuladevi & Dr. T. Kannan	96
19	A STUDY ON THE SALIENT FEATURES OF NEP 2020 WITH REFERENCE TO HIGHER EDUCATION Ms.V.Poornima & Ms.A.Gomathi	100
20	NEP 2019: FEATURES OF NEP AND ROLE OF TEACHER R. Amarnath	106
21	HIGH QUALITY RESEARCH AND DEVELOPMENT Raavithya.T & Sowmiya.M	111
22	SKILL DEVELOPMENT AND EMPLOYABILITY THROUGH HIGHER EDUCATION Dr. P.Jayanthi, Dr.S.Poongodi & Ms. P.Geethanjali	115
23	ROLE OF TEACHERS AND PROFESSORS AFTER NEP 2020 Mrs.M.Krishnaveni, Mr.G.Rathakrishnan & Mr.J.Vijay Jerin	119
24	NATIONAL EDUCATION POLICY 2020 AND HIGHER EDUCATION IN INDIA Mrs.R.Vishalakshi & Aravind.C.	126
25	HIGH QUALITY OF RESEARCH AND DEVELOPMENT Dr. G. Vignesh, Ms. S. Lakshmipriya & Ms. S. Rampriya	132
26	NEW EDUCATION POLICY 2020: ISSUES AND CHALLENGES M.Niveditha & Hrithika.r & Krithika. P	136
27	PERFORMANCE OF TEACHERS AND PROFESSOR IN NEP 2020 Ms.P.Sudha, M.Bakiyalakshmi & M.Hemalatha	141
28	GLANCE ON CONSUMER CREDIT CARD SYSTEM Ms. S Pratheepa, J.Yasmin Sabana & A.Gohila	146
29	A STUDY ON THE EFFECTIVENESS OF ICT INTEGRATION IN EDUCATION FOR TEACHING AND LEARNING Mrs. A. Jacqueline Mercy, Mrs. M. Sumathy & Dr. K. Vanitha	152
30	ACADEMIC BANK OF CREDITS IN HIGHER EDUCATION – A GLOBAL PERSPECTIVE Dr.M.V.Sathiyabama & Ms.U.Ponmani	158
31	PROFESSIONAL EDUCATION AND ADULT EDUCATION Dr. Bhuvanesh kumar, Mani Kandan.G & Anurekha.M	163
32	PROFESSIONAL EDUCATION AND ADULT EDUCATION R. Brindha & A. Thasleema Parveen	167
33	ROLE OF ADULT EDUCATION IN NATIONAL DEVELOPMENT Dr.R.Ramya & Ms.P.Divyabharathi	172
34	ACADEMIC BANK OF CREDIT SYSTEM – A PARADIGM SHIFT IN HIGHER EDUCATION Dr. Ahila. D & Dr. N. Bagyalakshmi	176

HIGH QUALITY OF RESEARCH AND DEVELOPMENT

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Abstract

Research and Development is an actual pre-planned investigation with the expectation of gaining new scientific or technical knowledge that can convert into a scheme or formulation for manufacturing or supply or trading etc. resulting in a business advantage. High quality research and development (R&D) is essential for driving innovation, creating new products and services, and advancing scientific knowledge. The objective of academic and institutional R&D is to obtain new knowledge, which may or may not be applied to practical uses. In order to achieve the Research and Development, the following are to be fine-tuned. They are Clear goals and objectives, Rigorous methodology, Skills and dedicated team, adequate funding and resources, effective communication. The types, benefits and functions for planning the high quality research and development is also discussed in this paper.

Keywords: *High quality research and development - new knowledge - clear goals - rigorous methodology - skills and dedicated team - adequate funding and resources - effective communication - types, benefits and functions for planning*

Introduction

High quality research and development (R&D) is essential for driving innovation, creating new products and services, and advancing scientific knowledge. It requires a systematic and rigorous approach to identifying, analyzing, and solving complex problems, often involving cutting-edge technology and interdisciplinary collaboration. Research and Development is an actual pre-planned investigation with the expectation of gaining new scientific or technical knowledge that can convert into a scheme or formulation for manufacturing, supply, trading etc. resulting in a business advantage. R&D's cost is debited in the income statement as an expense/capitalized in the relevant assets (depending upon the nature of R&D) of that period they incurred. Its cost, once written off, can't be reinstated. Many countries have specific guidelines and accounting standards for implementing research and development.

Objectives

The objective of academic and institutional R&D is to obtain new knowledge, which may or may not be applied to practical uses. In contrast, the objective of industrial R&D is to obtain new knowledge, applicable to the company's business needs that eventually will result in new or improved products, processes, systems or services that can increase the company's sales and profits.

Key Factors

a) Clear goals and objectives

A well-defined research question or problem statement is essential to guide the R&D process and ensure that the outcomes are relevant and impactful.

b) Rigorous methodology

A rigorous and well-designed methodology is crucial to ensuring that the research is conducted systematically, accurately, and efficiently. This includes appropriate data collection and analysis methods, statistical techniques, and quality control procedures.

c) Skills and dedicated team

A skilled and dedicated team of researchers and developers is critical to ensuring that the R&D process is conducted effectively and efficiently. This includes individuals with a diverse range of skills and expertise, including technical knowledge, project management skills, and communication skills.

d) Adequate funding and resources

Adequate funding and resources are essential to support the R&D process, including funding for equipment, supplies, salaries, and overhead costs.

e) Effective communication

Effective communication is essential to ensure that research findings and developments are disseminated and applied appropriately. This includes communicating results to stakeholders, sharing findings with the scientific community, and engaging with end-users and customers.

Overall, high quality R&D requires a collaborative and interdisciplinary approach, a commitment to excellence and rigor, and adequate resources and funding to support the process. services, and advance scientific knowledge, leading societal benefit

Types of Research and Development

i) Basic research

Basic research is a theoretical approach to any subject. This objective aims to get complete knowledge and understanding of one special subject, not a practical situation. This research is also called pure or fundamental research.

ii) Applied Research

This objective aims to get complete knowledge and understanding of one special subject in a practical situation. This research is an inverse of basic research. This research is formulated to solve a practical problem.

iii) Development research

This Research is a combination of applied and basic research. This research will be implemented after getting knowledge and understanding of a specific task/subject from the basic and applied research.

Functions

The function of maintaining high quality research and development is to ensure that the research is rigorous, reliable, and relevant. Here are some key functions of maintaining high quality research and development:

Ensuring scientific integrity: High quality research and development ensures that studies are conducted in a scientifically rigorous manner, with proper controls, statistical analysis, and peer review to ensure that results are reliable and accurate.

Promoting innovation: High quality research and development can drive innovation by providing a strong scientific foundation for the development of new technologies, products, or processes.

Improving decision-making: High quality research and development can inform decision-making by providing evidence-based information to guide policy, practice, and industry decisions.

Advancing knowledge: High quality research and development can advance knowledge and understanding of the natural world, leading to new discoveries and insights.

Ensuring safety and efficacy: High quality research and development can ensure that products and technologies are safe and effective, protecting public health and safety.

Scope

- The objective is to obtain new scientific and technical knowledge and understanding.
- The entity should have a plan, budget, stipulated time and human resource to complete the research and development on time.
- If Entity gets positive outcomes, it should patent it to achieve future economic benefits.
- The entity should hire highly experienced and well-qualified manpower to full fill the requirement and get positive outcomes.
- An entity should purchase the latest machinery technology for doing research and development.
- It requires a sufficient upfront budget to do the research and development.
- Negative outcomes can decrease the market's goodwill/brand image/reputation.
- The market is very volatile, and some human resources should be used to know the updated changes in the market so that entities can change the quality of the product, costing, and design as per updated changes.
- An entity should fix its product prices after verifying the market price and quality of a similar product; otherwise, the company will lose sales volume, revenue, and profitability.

Benefits

1) Scientific advancement

High quality research and development can lead to breakthroughs in scientific understanding and the development of new technologies, leading to advancements in fields such as medicine, engineering, and environmental science.

2) Economic Growth

Innovation resulting from high quality research and development can drive economic growth through the creation of new industries, job opportunities, and increased productivity.

3) Improved public Health

High quality research and development can lead to the development of new treatments and medications, and help to identify and address health concerns at the population level.

4) Improved Quality of Life

High quality research and development can lead to the development of new technologies or practices that improve the quality of life for individuals and communities, such as improved transportation or communication technologies.

Limitation

- Outcomes / findings / results of research and development can be positive or negative and artificial.
- Selection of the type of R&D is very difficult until human resources can't understand the current market scenario. Company cost will be incurred
- On all type of R&D whether its outcomes are positive or negative.
- The risk involved in these projects and the company should have a sufficient budget to expose the risk and timelines set by the team.
- Sometimes research and development can be terminated in the middle because of changes in the political scenario, new market competitors, or declined prices

Conclusion

To conclude, this paper entailed on the objectives, key factors, types, functions, scope, benefits and limitations for framing a high quality of research and development. Further this paper is a list of how to conduct a good research through development

PERFORMANCE OF TEACHERS AND PROFESSOR IN NEP 2020

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Introduction

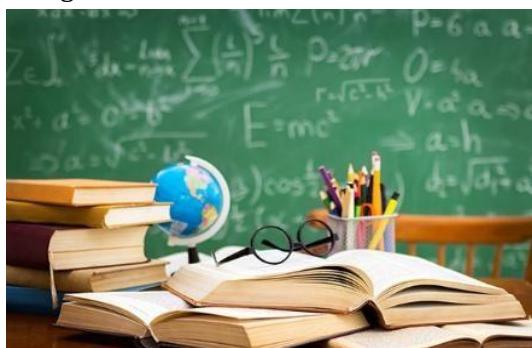
Education is fundamental for achieving full human potential, developing an equitable and just Society, and promoting national development. Providing universal access to quality education is the Key to India's continued ascent, and leadership on the global stage in terms of economic growth, Social justice and equality, scientific advancement, national integration, and cultural preservation. Universal high-quality education is the best way forward for developing and maximizing our Country's rich talents and resources for the good of the individual, the society, the country, and the World. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our Country. The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 – seeks to "ensure inclusive and equitable quality Education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require The entire education system to be reconfigured to support and foster learning, so that all of the critical Targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved. The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific And technological advances, such as the rise of big data, machine learning, and artificial intelligence, Many unskilled jobs worldwide may be taken over by machines, while the need for a skilled Workforce, particularly involving mathematics, computer science, and data science, in conjunction With multidisciplinary abilities across the sciences, social sciences, and humanities, will be Increasingly in greater demand. With climate change, increasing pollution, and depleting natural Resources, there will be a sizeable shift in how we meet the world's energy, water, food, and Sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, Physics, agriculture, climate science, and social science. The growing emergence of epidemics and Pandemics will also call for collaborative research in infectious disease management and Development of vaccines and the resultant social issues heightens the need for multidisciplinary Learning. There will be a growing demand for humanities and art, as India moves towards becoming a Developed

country as well as among the three largest economies in the world. Indeed, with the quickly changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education Thus, must move towards less content, and more towards learning about how to think critically and Solve problems, how to be creative and multidisciplinary, and how to innovate, adapt, and absorb new Material in novel and changing fields. Pedagogy must evolve to make education more experiential, Holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, And, of course, enjoyable. The curriculum must include basic arts, crafts, humanities, games, sports And fitness, languages, literature, culture, and values, in addition to science and mathematics, to Develop all aspects and capabilities of learners; and make education more well-rounded, useful, and Fulfilling to the learner. Education must build character, enable learners to be ethical, rational ,Compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment.

The Vision of this Policy

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge super, power. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world. The vision of the Policy is to install among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect ,and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen Effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well- being, and sound ethical grounding are also critical for high-quality learning .Thus, curriculum, pedagogy, continuous assessment, and student support are the cornerstones for quality learning. Along with providing suitable resources and infrastructure, such as quality libraries, classrooms, labs, technology, sports/recreation areas, student discussion spaces, and dining areas, a number of initiatives will be required to ensure that learning environments are engaging and supportive, and

enable all students to succeed. 12.2. First, in order to promote creativity, institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications that ensures consistency across institutions and programmes and across the ODL, online, and traditional 'in-class' modes. Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility. HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme, making the system fairer and outcomes more comparable. HEIs shall also move away from high-stakes examinations towards more continuous and effective learning requires a comprehensive approach that involves appropriate curriculum, engaging pedagogy, continuous formative assessment, and adequate student support. The curriculum must be interesting and relevant, and updated regularly to align with the latest knowledge requirements and to meet specified learning outcomes. High-quality pedagogy is then necessary to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students, thus directly influencing learning outcomes. The assessment methods must be scientific, designed to continuously improve learning and test the application of knowledge. Last but not least, the development of capacities that promote student wellness such as fitness, good health, psycho-social well-being, and sound ethical grounding are also critical for high-quality learning.



Evolution of National Education Policy in India

The achievements and progress in education being enjoyed today can be attributed to the vision of Maulan AbulKalam Azad, the first Minister of Education in India. In 1961, the Government of Jawaharlal Nehru formed the '**National Council of Educational Research and Training (NCERT)**', as an autonomous organization to formulate and implement education policies. However, the urgency for an education policy was first felt in 1964 when Congress MP Siddheshwar Prasad criticized the then government for lacking a vision and philosophy for education.

Principles of National Education Policy (NEP) 2020

The foundational principles of NEP 2020 are **Access, Equity, Quality, Affordability, and Accountability**. The Policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination, and ethical values.

Advantages

- The Government aims to make schooling available to everyone with the help of NEP 2020
- Approximately two crore school students will be able to come back to educational institutes through this new approx.
- For children up to the age of 8, a National Curricular and Pedagogical Framework for Early Childhood Care and Education will be designed and developed by NCERT.



National Education Policy 2020

Highlights of NEP 2020

- ✓ Universalization of education from pre-school to secondary level with 100% Gross Enrolment Ratio (GER) in school education by 2030.
- ✓ As per the new policy, there will be 12 years of schooling with three years of Anganwadi/ pre-schooling.
- ✓ In 15 years, Affiliation System to be phased out with graded autonomy to colleges.
- ✓ To increase the public investment in the education sector to reach 6% of GDP at the earliest and for this, both the Centre and the States will work together.

GLOBAL CAREER COUNSELLOR CERTIFICATION

Highlights of Nep 2020

Conclusion

Education is an essential and indispensable element for the all-around development of any society and country and a comprehensive national education policy is formulated by a nation to full fill this requirement. The New National Education Policy, 2020, approved by the Government of India, is an important initiative in this direction.

The success of this new education policy will depend on how it is implemented. Therefore, it can be said that India is the country with the youngest population and India's future will depend on providing high-quality educational opportunities to these youth.

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GLANCE ON CONSUMER CREDIT CARD SYSTEM

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Abstract

It deals with different steps in reformation of Higher Education. In reformation steps are mentioned towards a more Holistic and Multidisciplinary education. For it, in NEP 20 the structure and length of degree programmes proposed to adjust accordingly. For this purpose and consumer credit card concept is proposed in NEP -20 meaning manual process and merits - demerits of ABC (Academic credit Bank) is discussed. ABC Academy Bank of credits shall deposit credits awarded by registered higher education institutions, for courses learned studied therein. ABC of the student will allow students of UG and PG. Steps to follow for ABC working are as ABC account opening, courses with credit information, evaluation and verification of credits, online -offline courses for ABC, credits validity. Student centric, student interest, student friendly teaching approaches, inter disciplinary approach uniform national policy are the aims, objectives as well as merits of consumer credit card systems.

Keywords: *Higher Education in reformation- Holistic and Multidisciplinary education -Length of degree programmes- Proposed to adjusted accordingly- Opening Credit card- Credit card information-Evaluation and verification credit card.*

Introduction

Consumer credit card system is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. There will be “multiple exits” & “multiple entries” points during the higher education tenure & credits will be transferred through the consumer credit card. The Prime Minister had launched the Academic Bank of Credit on July 29, 2021, the first anniversary of the National Education Policy (NEP) 2020. According to the University Grants Commission, ABC means an academic service mechanism as a digital or virtual or online entity established by the Commission with the approval of the Central government. A credit card is a type of credit facility, provided by banks that allow customers to borrow funds within a pre- approved credit limit. It enables customers to make purchase transactions on goods and services. Central Bank of India was the first Bank to introduce credit cards in India.

Types of Credit Card

- **Visa Card :**

Visa cards are payment cards that use the Visa network. Financial institutions partner with Visa to use the company's network. Visa cards come with a 16-digit account number, microchip, and magnetic stripe. Types of Visa cards include credit cards, debit cards, prepaid cards, and gift cards.

- **Master card :**

MasterCard is a payment network processor. Master card partners with financial institutions. The issue Master card payment cards processed exclusively on the Master card network. MasterCard's primary source of revenue comes from the fees that it charges issuers based on each card's gross dollar volume.

- **Business card :**

Business cards are cards bearing business information about a company or individual. A business card is a small, printed, usually credit-card-sized paper card that holds your business details, such as name, contact details and brand logo. Your business card design is an essential part of your branding and should act as a visual extension of your brand design.

- **Gold card :**

A gold card is a special type of credit card that gives you extra benefits such as a higher spending limit.

- **HSBC card :**

HSBC credit cards provide you with some of the unique and most attractive benefits that enhance your overall experience of using a credit card.

Components

- **Credit Card Issuer name:**

The provider of the card that is the bank or financial institution name is printed on the top of the card as the first detail of the card.

- **Credit Card Variant:**

There are different variants of a credit card provided by different banks. Each credit card variant has different features and benefits. According to the features and benefits, the card is given a particular name which is printed on the top of the card.

- **Credit Card Network:**

Credit Card Network A credit cardholder must be aware of the card network he is using. While making a payment online or purchasing something using a credit card, there is a

question asked about the card network whether it is VISA or MasterCard or American Express, etc. The logo of the card network which helps in processing the payment on the card is provided on the card.

- **Cardholder name:**

The credit card applicant will be the card owner and the same name will be printed on the card.

How to use Your Credit Card Right

To avoid being debt-laden due to unfettered spending on your credit card, keep the below tips in mind:

- Read the fine print so you're aware of all the charges and conditions that govern your card.
- Don't spend more than you can pay back.
- Avoid putting daily purchases on your card so that you're aware of how much you're spending.
- Periodically check your credit limit and rein in spending when you've crossed 40% of your available credit limit.
- Choose an EMI option for large purchases put on your card to avoid having to pay interest on outstanding card amounts.
- Always keep at least 40% of your credit limit for emergencies.
- Plan your purchases and use your card only for planned purchases. Avoid impulse buys on your credit card.
- Always try to pay your credit card bills in full each month to avoid the interest charges.
- Never miss a card payment, as this will result in higher charges and a hefty penalty.
- Approach the bank if you've overspent on your card. They could help you devise a pay-back plan with a fixed rate of interest to avoid you falling deeper into debt.

Benefits of Credit Cards

1. Easy Access to Credit

The biggest advantage of a credit card is its easy access to credit. Credit cards function on a deferred payment basis, which means you get to use your card now and pay for your purchases later. The money used does not go out of your account, thus not denting your bank balance every time you swipe.

2. Building a Line of Credit

Credit cards offer you the chance to build up a line of credit. This is very important as it allows banks to view an active credit history, based on your card repayments and card usage. Banks and financial institutions often look to credit card usage as a way to gauge a potential loan applicant's creditworthiness, making your credit card important for a future loans or rental applications.

3. EMI Facility

If you plan on making a large purchase and don't want to sink your savings into it, you can choose to put it on your credit card as a way to defer payment. In addition to this, you can also choose to pay off your purchase in equated monthly installments, ensuring you aren't paying a lump sum for it and denting your bank balance. Paying through EMI is cheaper than taking out a personal loan to pay for a purchase, such as a television or an expensive refrigerator.

4. Incentives and Offers

Most credit cards come packed with offers and incentives to use your card. These range from cash back to rewards point accumulation each time you swipe your card, which can later be redeemed as air miles or used towards paying your outstanding card dues. Lenders also offer discounts on purchases made through a credit card, such as on flight tickets, holidays or large purchases, helping you save.

5. Flexible Credit

Credit cards come with an interest-free period, which is a period of time during which your outstanding credit is not charged interest. Ranging between 45-60 days, you can avail free, short-term credit if you pay off the entire balance due by your credit card bill payment date. Thus, you can benefit from a credit advance without having to pay the charges associated with having an outstanding balance on your credit card.

6. Record of Expenses

A credit card records each purchase made through the card, with a detailed list sent with your monthly credit card statement. This can be used to determine and track your spending and purchases, which could be useful when chalking out a budget or for tax purposes. Lenders also provide instant alerts each time you swipe your card, detailing the amount of credit still available as well as the current outstanding on your card.

7. Purchase protection

Credit cards offer additional protection in the form of insurance for card purchases that might be lost, damaged or stolen. The credit card statement can be used to vouch for the veracity of a claim, if you wish to file one.

Disadvantages of Credit Cards

1. Minimum Due Trap

The biggest con of a credit card is the minimum due amount that is displayed at the top of a bill statement. A number of credit card holders are deceived into thinking the minimum amount is the total due they are obliged to pay, when in fact it is the least amount that the company expects you to pay to continue receiving credit facilities.

This results in customers assuming their bill is low and spending even more, accruing interest on their outstanding, which could build up to a large and unmanageable sum over time.

2. Hidden Costs

Credit cards appear to be simple and straightforward at the outset, but have a number of hidden charges that could rack up the expenses overall. Credit cards have a number of taxes and fees, such as late payment fees, joining fees, renewal fees and processing fees. Missing a card payment could result in a penalty and repeated late payments could even result in the reduction of your credit limit, which would have a negative impact on your credit score and future credit prospects.

3. Easy to Overuse

Easy to overuse with revolving credit, since your bank balance stays the same, it might be tempting to put all your purchases on your card, making you unaware of how much you owe. This could lead to you overspending and owing more than you can pay back, beginning the cycle of debt and high interest rates on your future payments.

4. High Interest Rate

If you do not clear your dues by your billing due date, the amount is carried forward and interest is charged on it. This interest is accrued over a period of time on purchases that are made after the interest-free period. Credit card interest rates are quite high, with the average rate being 3% per month, which would amount to 36% per annum.

5. Credit Card Fraud

Though not very common, there are chances you might be victim of credit card fraud. With advances in technology, it is possible to clone a card and gain access to confidential information through which another individual or entity can make purchases on your card. Check your statements carefully for purchases that look suspicious and inform the bank immediately if you suspect card fraud. Banks usually waive off charges if the fraud is proven, so you will not have to pay for purchases charged by the thief.

Conclusion

Customer satisfaction in e-environment is determined by the website of the bank, an efficiency of the bank, competency of the bank and information provided by the bank. Due to the complexity in the usage of credit cards, it is necessary to make the customers know how to operate the credit cards for the specific purpose. To facilitate the customers to carry the cards with them, effective protective measures must be taken to protect the cards against operational and security risk.

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PROFESSIONAL EDUCATION AND ADULT EDUCATION

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Introduction

Education is designed to guide them in learning a Culture Molding Education can be thought of as the transmission of the values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term socialization or acculturation. Children—whether conceived among Newguinea tribespeople, the Renaissance Florentine, or the middle classes of Manhattan—are born heir behavior in the ways of adulthood and directing them toward their eventual role in society.

Adult learning theories have expanded to include an array of options since 1980 when educator Malcolm Knowles introduced the concept of androgyny. The seven principles of adult learning include **self-direction, transformation, experience, mentor ship, mental orientation, motivation, and readiness to learn.**

Professional Education

Professional education is a formal specialized training about a particular profession in which learners are taught the central concepts, principles, and techniques, and how these are applied in real practice, and the learners also acquire the necessary competencies needed for proper practice and Professional education means education connected with a job that needs special training or skill, and includes Engineering & Technology including Management, Information Technology, Medical, Dental, Pharmacy, Physiotherapy, Occupational Therapy, Law, Teaching, etc.

Advantage of Professional Education

When you finish high school, you just had a general decision to make between three streams, namely science, commerce, and art. But when you go out of Class 12, you will be required to choose between the plethora of options available in the business. Because of that much options available, it is reasonable to feel troubled, particularly since specific degrees seem to achieve a similar occupation, however through various ways. The key to avoiding trouble is to make the procedure stride by-step. At the college level, most of the degree courses can be considered as either professional degree courses, for example, B.Tech or MBBS,

or academic degree courses, for example, B.A, B.Sc., and so on. Basically, academic degree courses include more worth, but in recent times, the prominence of professional courses recently have solidly settled their ground in the field.

A professional course is one helps you in gaining the skills, knowledge, and work abilities, thus making you work prepared after finishing the course. In the examination, the objective of a degree course is to give you a solid academic establishing in a specific subject, not really making you 'work prepared'. There are various confusions regarding what actually the professional degree courses are? As well as what are the advantage and disadvantages of the same? How about we talk about the focal points and detriments of Professional Degree courses to enable you to make sense of what actually the courses are about. This article will help you to differentiate between the advantages and disadvantages of the professional degree courses, which will help you select the right field.

Disadvantage of Professional Education

Simple graduation is a general course and there is no skill development programmer is included. So it is necessary for a student to take admission in any master or professional course after completing graduation. So, the students who do not want to do research and want to go in private jobs face difficulties.

It is true that government jobs have their perks and facilities but it is also true that it is not easy to get success in competition examination for every student. Sometimes their aptitude does not match the format of competition examination and they get fail to compete.

Knowledge and qualification is important in academic field. There are a lot of opportunities for those students who are interested in higher education whereas very less opportunities are available for the students who do not want to continue their studies further.

Three Main TypesFormal Education

Formal education refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialized programs for vocational, technical and professional training.

Non Formal Education

Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organizations such as the Boy Scouts, the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, and continuing ...

Informal Education

Informal education refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience.

Adult Education

Adult Education aims at extending educational options to those adults, who have lost the opportunity and have crossed the age of formal education, but now feel a need for learning of any type, including literacy, basic education equivalency, skill development (Vocational Education) and Continuing Education

- **Adult education**, distinct from child education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values
- It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner and to ensure the fulfillment of an individual.

Importance of Adult Education

It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner and to ensure the fulfillment of an individual.

Learning after secondary school as a mature aged student allows adults to develop valuable skills to improve career prospects and expand their professional knowledge. Developing literacy and numeracy skills in adulthood also gives individuals a better ability to reach their full potential

Advantage of Adult Education

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Knowledge and qualification is important in academic field. There are a lot of opportunities for those students who are interested in higher education whereas very less opportunities are available for the students who do not want to continue their studies further.

Disadvantage of Adult Education

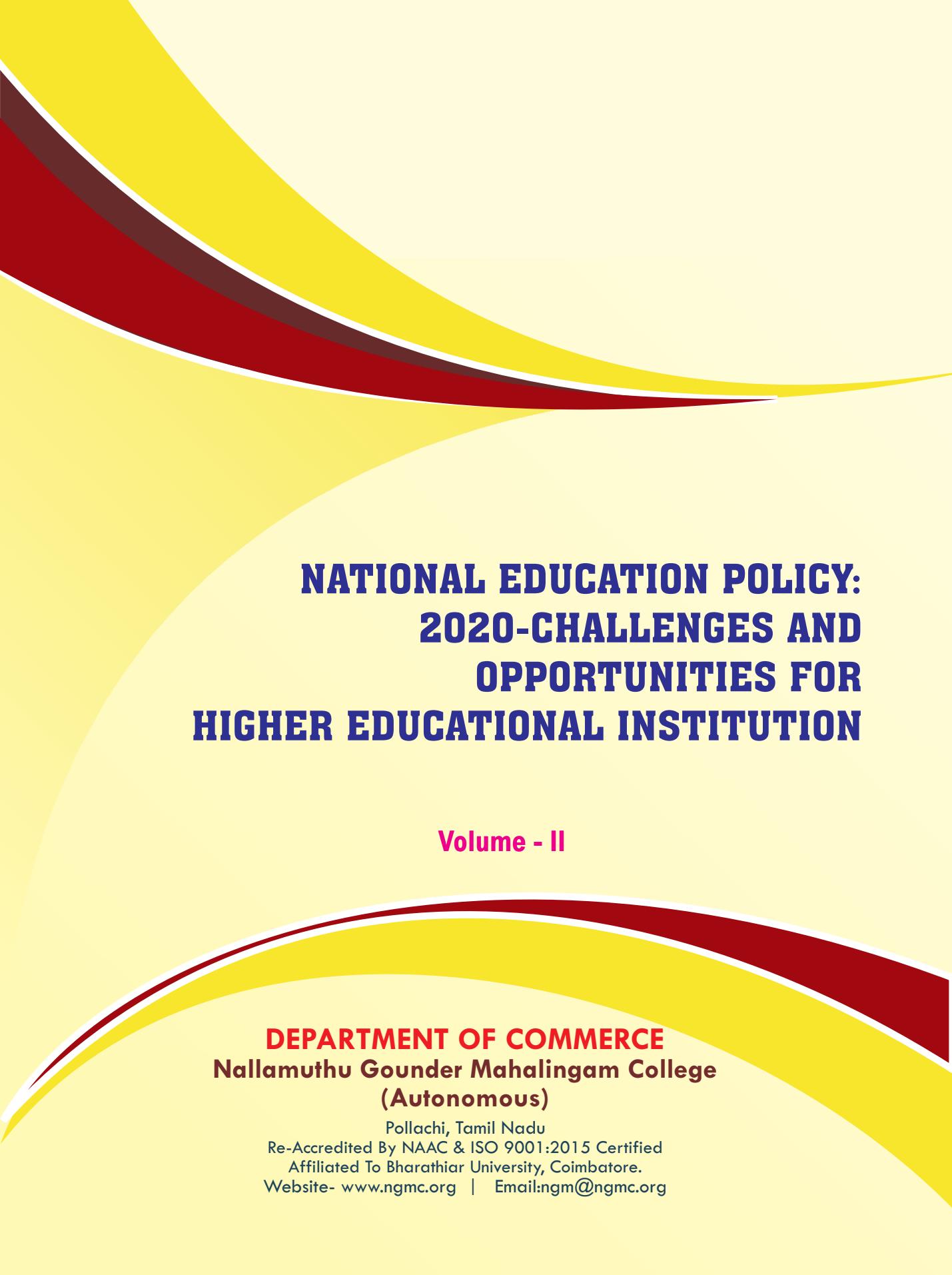
Fjord some high school seniors, the notion of going immediately to college isn't appealing. However, many people who opt not to go to college out of high school decide later in life that more education can increase pay and career options. These are strong motives, but returning to school later in life does have some challenges.

Students who take the traditional college route often have the advantage of financial and emotional support from family. When you return to school later in life, though, you must

often balance education with a job and family responsibilities. Adult students commonly work full-time jobs during the day and take classes or complete work in the evenings and on weekends. They must also figure out how to work in parenting obligations and balancing responsibilities with a spouse.

Conclusion

In conclusion, education is important in everyone life. Although there are many obstacles for poor people to have education, there should be application of effective solution for the problem of education through which poor people can light their life with education. Education is important to everyone as it gives shape to people's life; it affects how we act, think, responds and gives path to life. There is always a solution for any problem if anybody truly want to get rid of that problem.



NATIONAL EDUCATION POLICY: 2020-CHALLENGES AND OPPORTUNITIES FOR HIGHER EDUCATIONAL INSTITUTION

Volume - II

DEPARTMENT OF COMMERCE
Nallamuthu Gounder Mahalingam College
(Autonomous)

Pollachi, Tamil Nadu
Re-Accredited By NAAC & ISO 9001:2015 Certified
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NATIONAL EDUCATION POLICY: 2020-CHALLENGES AND OPPORTUNITIES FOR HIGHER EDUCATIONAL INSTITUTION

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CONTENTS

S.No	Title	Page.No
1	INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHING LEARNING PROCESS WITH SPECIAL REFERENCE TO PERIYAR MANIAMMAI INSTITUTE OF SCIENCE AND TECHNOLOGY Ms.L.Seetha, Ms.P.Nagalakshmi & Ms.B.Gowri	1
2	SALIENT FEATURES OF NEP 2020 Dr. P. Anitha, Ms. M. Shanmuga Priya & Ms. T. Ramya	5
3	NATIONAL EDUCATION POLICY Dr.P.Gomathi Devi & S.Rama Prabha	11
4	PERCEPTION ABOUT NEW EDUCATION POLICY IN COIMBATORE DISTRICT Ms.P.Sudha	17
5	INVESTIGATING NOVEL APPROACHES TO IMPROVE HIGHER EDUCATION STUDENTS' READING AND WRITING ABILITIES P. Sasirekha	21
6	THE ACADEMIC BANK OF CREDITS FUNCTIONS AND IMPORTANCE Ms. M. Shanmugapriya	26
7	AN OVERVIEW ON SKILLS AND EMPLOYABILITY IN HIGHER EDUCATION Dr.B. Rohini, Mr. D. Mathiyarasu & Ms. N. Karthika	29
8	UNDERSTANDING NEW EDUCATION POLICY FOR EFFECTIVE TEACHING AND LEARNING METHODS Dr. R. Jayaprakash	34
9	IMPORTANCE OF NATIONAL EDUCATION POLICY (NEP) 2020 FOR CHANGING ROLE OF TEACHER EDUCATOR Madhumita Ghosh	40
10	IMPORTANCE OF ADULT EDUCATION IN PROFESSIONAL DEVELOPMENT EDUCATION Dr.M Nirmala &Bavadharani.V	51
11	SKILLS AND EMPLOYABILITY IN HIGHER EDUCATION Dr.T.Vijaya Chithra, R. Kalaivani & R.K.Rajasri	57
12	HOLISTIC MULTIDISCIPLINARY EDUCATION Dr. S. Shanmugapriya & S. Pavithra	63
13	NATIONAL EDUCATION POLICY AFTER COVID-19 Eswara Moorthy.N	67
14	IMPACT OF NATIONAL EDUCATIONAL POLICY-2020 Dr.R.Manikandan & D.Gowreeswari	73

15	A STUDY ON ACADEMIC BANK OF CREDITS IN HIGHER EDUCATION INSTITUTIONS Ms. S. Kaleeswari & Dr. R. Amsaveni	78
16	NATIONAL EDUCATION POLICY (2020): A MUCH-NEEDED INTERVENTION OF HIGHER EDUCATION IN INDIA Dr. P. Archanaa & D.Soundharika	84
17	COLLEGE STUDENTS PERCEPTION TOWARDS VIRTUAL LEARNING DURING COVID-19 Janani .G	88
18	SKILLS AND EMPLOYMENT IN HIGHER EDUCATION Dr.M.Jeeva	94
19	A STUDY ON SKILLS AND EMPLOYABILITY IN HIGHER EDUCATION Dr.R.Vidwakalyani & Ms.A.Gomathi	102
20	EQUITABLE AND INCLUSIVE EDUCATION Dr.N.Ponsabariraj, Mr.S.Logesh Kumar & Ms.C.Ramyadevi	109
21	NATIONAL EDUCATION POLICY (NEP) 2020 – A REFORMATIVE ROADMAP – OPPORTUNITIES AND CHALLENGES Dr. E.Mythily & Mrs. M.M.Deepika Devasena	116
22	NATIONAL EDUCATION POLICY 2020: CHALLENGES & OPPORTUNITIES IN HIGHER EDUCATION IN INDIA Ms.G.Nithya	124
23	OPPORTUNITIES IN NEW EDUCATION POLICY 2020 Dr.T.S.Kavitha	128
24	ROLE OF DIGITAL EDUCATION IN NATIONAL EDUCATION POLICY (NEP) – 2020 Dr.V.Sureshkumar & Ms.V.Ruba	133
25	NATIONAL EDUCATION POLICY: 2020 – CHALLENGES Mrs.S. Bhuvaneswari, Dr.S. Deepika & Ms.Sneha Suresh	139
26	NATIONAL EDUCATION POLICY IN INDIA Dr.P.Gomathi Devi	147
27	BENEFITS OF ACADEMIC BANK CREDIT SCHEMES IN AMONG TAMILNADU RURAL STUDENTS- AN EMPIRICAL STUDY Dr.M.Akilanayaki & Dr.P.Gurusamy	152
28	ACADEMIC BANK OF CREDITS Dr.S.Kokilavizhi	157
29	CHALLENGES AND ISSUES IN NATIONAL EDUCATION POLICY 2020 Ms.Begam Benazir.K & Mr.S.Vasanth	161
30	SKILLS & EMPLOYABILITY IN HIGHER EDUCATION D.Saranya	167
31	NEP 2020: AN OVERVIEW Dr.V.Meera	174

PERCEPTION ABOUT NEW EDUCATION POLICY IN COIMBATORE DISTRICT

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Introduction

From Independence, we have been engaged with the large problems of inequality, Economic development, and Academic Development. The implementation of previous education policies is incomplete. The incomplete program of the National policy on Education 1986 is modified in the year 1992 and completes the mission with full effort. From the period of implementation, the policy focuses on secondary education moves towards the fulfillment level. The Right of Children to Free and Compulsory Education act 2009 ensures that all the children from the age of six to fourteen must get an education from the near school. Young learners today they drifted towards the technology for their every requirement and also for academic development. Therefore, children and youth in the country must be provided with the knowledge, skills, attitudes, and values as well as employable skills that would enable them to contribute to India's social, economic, and political transformation. In September 2015, the general assembly of the United Nations adopted the 2030 agenda for sustainable development that includes 17 sustainable, Development Goals (SDGs) (Aithal, 2019). The way of the global education development plan is the same in the sustainable development goal 4 (SDG4) of the 2030 plan for Sustainable Development. SDG4 seeks to "ensure inclusive and equitable quality education and promote lifelong learning possibilities for all" by 2030. Five of the seven targets of SDG4 focus on quality education and knowledge outcomes. SDG4 is, therefore, an all-enclose the goal, which applies to every nation trying to bring a quality of life to its inhabitants in a permanent way without disturbing the environment. The vision of National Education Policy 2019 envisions an India centred education system that contributes straight to transforming our nation sustainably into an equitable and vibrant information society, by providing high-quality education to all. To implement the Educational policy successfully, the teachers must know it. If the teachers have complete knowledge of it, then only it will reach the top. The Researcher is going to find out the awareness of the National Education Policy 2019.

National Education Policy – 2020 of India

India reform the national education in 2020 and develop NEP-2020 that National Education Policy - 2020. It is for - Quality education, Economic growth, Social justice, Social equality, scientific advancement, National integration, Cultural preservation and Universal access to quality education. It is for the best way march forward for our country's rich talents

and resources. It is good for the individual, the society and the country. Goal 4 (SDG4) of the 2030 Agenda for the Sustainable Development is the Global education development agenda. It is adopted by India in 2015. Goal 4 (SDG4) seeks to "ensure inclusive and equitable quality education and to promote lifelong learning". Opportunities for all by 2030. To cope with Goal 4 (SDG4), India implemented National Education Policy - 2020.

Fundamental principles of NEP-2020

1. Recognizing, identifying and the unique capabilities of each student.
2. Highest priority to get fundamental Foundational Literacy. Highest foundational Numeracy,
3. Flexibility for learners to choose own paths as it interests
4. No hard separations in curriculum (arts/science), activities of curriculum and extracurricular, streams of vocational and academic studies.
5. Multidisciplinary and holistic education to ensure the unity and integrity of all knowledge,
6. Focus on conceptual understanding
7. Focus on creativity and critical thinking
8. Promoting multilingualism
9. Focus on value education - Ethics, human value and constitutional values.
10. Focus on life skills
11. Focus on formative assessment for learning.
12. Focus on maximum use of technology in education.
13. Focus on quality of teachers and faculties.
14. Encouraging innovation and out of box ideas.
15. Encouraging outstanding research.
16. Focus on regular assessment for educational progress.
17. Synergy in curriculum in early childhood care education to School education to higher education.

Objectives of the Study

- To find out the awareness of National Education Policy 2020.
- To find out whether there is any difference between the awareness of National Education Policy

The methodology of the Study

The investigator adopted a survey method to collect data from the population for studying the National Education Policy awareness among secondary school teachers in Coimbatore District.

Population and Sample

The Secondary School teachers who are working in Coimbatore District considered as a population for the present study. The government, Government, aided, and self-finance school teachers were selected for the above study. The investigator adopted a simple random sampling method to collect data. Totally 200 data were collected from various secondary school teachers.

Tool Used

The investigator prepared the National Educational Policy (2020) awareness tool. The investigator selected multiple-choice type questionnaire as a tool for collecting data in the present study.

Table – 1 Demographic profile of the respondent

Variables	Specifications	N	M
Gender	Male	100	22.45
	Female	100	20.34
Location	Rural	80	24.32
	Urban	120	26.72

Table –2 Demographic profile of the respondent

Type of Management	Government	80	33.47
	Self finance	120	32.12
Years of Service	Above10years	130	29.23
	Below 10 years	70	32.98
Family type	Joint family	50	34.78
	Nuclear family	150	32.11

The above table shows that the awareness on National Education Policy (2020) awareness mean values of secondary school teachers are below 50%.Therefore the Null hypothesis is accepted. i.e., the awareness of National Education Policy (2020) is not above average.

Findings

- The awareness of the National Education Policy (2020) is not above average.
- There is a significant difference among secondary school teachers on awareness on New
- Education Policy (2020) based on Gender. Male Secondary School teachers have more awareness than female teachers.
- Urban secondary school teachers have more awareness than rural teachers.
- Government School teachers have more awareness than Self-finance teachers.

- There is a significant difference among secondary school teachers on awareness on New
- Education Policy (2020) based on Years of Service. Those who are having below ten years of service have more awareness than above ten years of service teachers.
- There is a significant difference among secondary school teachers on awareness on New
- Education Policy (2020) based on Family type. Those who are living in a joint family have more awareness than nuclear family teachers.

Conclusion

Generally, secondary school teachers have low awareness of the National Education Policy (2020). The awareness program must be organized by the government, at least for teachers only. Generally, females do not have sufficient intention to know about recent development. But it's not correct we must make awareness for, especially female teachers. More than ten years of serviced teachers are not interested to know about the recent updates due to lethargic behaviour. Nuclear family teachers have no way to interact with other peoples, so they have low

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AN OVERVIEW ON SKILLS AND EMPLOYABILITY IN HIGHER EDUCATION

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Introduction

The expansion of higher education (HE) has given rise to research on skills that smooth transition and benefit the careers of graduates. It has been acquired directly using hiring criteria but it has also been gleaned indirectly on the basis of employers' satisfaction with graduates' skills. The evidence shows little consensus on which skills actually foster employability. Wide agreement exists on the need for relational skills, namely interpersonal, communication and teamwork abilities, which are reported in almost all papers. Moreover, the literature suggests that some employers find graduates are poorly prepared for teamwork but they recognize the good level of IT skills. We are concerned about the lack of agreement on the necessary skills as well as the perception that graduates are poorly prepared. Conceptual issues and methodological solutions are likely to have generated results that contain some degree of ambiguity.

Challenges in Higher Education

Industry expects management Graduates to have basic understandings of Application of management skills orientation to get the work done work, orientation to perform task smartly most of the time, these expectations are not fulfil. There is a widespread dissatisfaction among employers while recruiting management graduates or fresher. There are several things amiss when it comes to fresher's focus towards their job, mind-set, readiness to perform job, job behaviours, taking initiatives and being efficient, accepting procedures and protocols, and being flexible. Most of the companies today are looking for candidate who will be jack of all, multiskilled, who can handle business problems. In this globalized, liberalized and technically advanced environment, the demand for techno savvies has increased tremendously, but students are depending on technology rather than using it as a competency. Retention of trained staff is one of challenge which are faced by Industry. Today Management Degree has become status symbol, student dream of getting the job with higher pay packs without even knowing, their own capabilities for the same. In campus drive with B schools for the

recruitment of management students, it was reported that although companies are having good numbers of opening in their respective companies, but the candidates appearing for the job are, most of the time under qualified, even candidates fail to clear basic personal interview, group discussions, Aptitude test etc. They fail to prove themselves with basic qualifiers like communication, presence of mind, confidence, general awareness. All management professionals are expected to give presentations as part of their job.

Type of Employability Needed by Industry

- Today's market has a steady stream towards globalization and diversification. Industries today are looking
- Forward technical expertise or "hard skills", at the same time they are counting candidates "employability skills" or "soft skills".
- Sufficient Employability skills like Positive Thinking, Efficient Expertise, Good Problem Solving Skills, Good
- Decision Making Skills, Good Socialization, Good Interpersonal Skills, and Effective leadership.
- According to the increased in competition among organizations in the global market, employer need to have
- Employees with good problem solving skills that enables them to identify, and resolve business problems. It would
- Be an added value to the company by having employees with entrepreneurship skills such as ability to think
- Critically, analyze situations and to be able to identify business opportunity.
- Basic employment knowledge which will save some amount of training and orientation fees.

Difference Between Higher Education & Employability

Education dissociates the learner physically from work in order to prepare in a rational way for coping with diversity of work and life tasks. Education has a qualifying function and a status-distributive function for economy and society and is among various factors determining graduates' careers. Imperfect links between education and employment are due to limits in the identification of job requirements, occupational dynamics, and indeterminate work tasks of the highly qualified workforce, planning gaps, diverse curricular concepts, and growing importance of lifelong education, whereby diverse value judgments come into play. Research on the relationships between education and employment is strongly influenced by a few economic paradigms, notably the human capital approach. But various other areas of research are relevant as well: labour market research, vocational education, educational sociology, sociology and history of the professional, sociology of mobility, etc. Past analyses of educational attainment excluded various modes of vocational training.

Importance of Employability Skills in Higher Education

- **Communication and Interpersonal Skills**

Ability to express your ideas and opinions to achieve without ambiguity. This includes listening and understanding and acting upon what others are saying or instructing.

- **Problem-Solving**

- Skills being a good problem solver are another incredibly useful skill and one that employers need.
- Physical space and online space.
- Customers from countries worldwide given the global online marketplace.
- Employees from a diverse range of countries and cultures.

- **Computer Skills:**

- No matter what job you are doing or planning to do these days, the chances are that some interaction with a computer or some form of technology is needed.
- MS Office (such as MS Word, PowerPoint, and Excel)
- Any experience of database software can be particularly advantageous to have Presentation software skills (such as PowerPoint, Google Slides, or another package)
- Social Media Management Skills – whether it be being an expert in Pinterest, Instagram, Facebook, or Twitter for marketing a business

- **Critical Thinking Skills:**

- Criticality is another increasingly useful skill to have, and in interviews, if you can show good examples of critical thinking. Then it certainly adds to your employability. Some key areas in critical thinking skills are:
- Analysis
- Interpretation (and normalization)
- Decision-making
- Planning
- Implementation

- **Organizational skills**

- A systematic approach to work that emphasizes planning every move to meet deadlines
- Improvement Tip: Help to organize an office/community event.
- The ability to work well with other people from different backgrounds, disciplines, and expertise to accomplish a task or goal

- **Time Management Skills**

- Time Management is not a new skill but it remains one that is essential and it is always likely to be time management skills include the following:
 - Scheduling and prioritizing tasks
 - Understanding and using SMART Goals
 - Being able to find techniques for maximizing time
 - Having the ability to motivate people you manage, to guide them towards avoiding procrastination, and to be time efficient.

- **Leadership Skills**

- Leadership Skills are essential if you are managing or looking to manage other employees and there are a number of topics that come under this category.
- Delegation Skills – essential for ensuring your team are productive
- Presentation skills and experience can be invaluable. Being able to communicate what you need your team to do and to understand, is essential.

- **Ethics Skills**

- Being able to show experience or proof of personal ethics is another employability skill that is worth considering and trying to get onto your resume.
- The following buzzwords are particularly useful in terms of ethical skills:
 - ❖ Integrity
 - ❖ Ethical reasoning
 - ❖ Responsibility
 - ❖ Professionalism

- **Resilience Skills**

- For playability, Resilience skills are also an asset if you can show adaptability and the ability to take on new challenges and handle any pressures.
- Resilience skills are essential for companies, given that they need managers who are able to successfully manage no matter what the working and market conditions.

- **Creativity Skills**

Creativity is an essential employability skill because creativity is often the solution to many workplace issues. So, in this sense, creativity refers to the ability to come up with creative ideas rather than meaning creative in an art sense. Good managers and leaders are able to think out of the box and sometimes find unconventional solutions.

- **Ethics**

Some of the primary elements of a strong work ethic are professionalism, integrity, respect for the work and fellow teammates, timeliness, and discipline. This value of ethics melds a

person into a more responsible and more determined individual. It impacts all the activities of their day-to-day life.

Factors of Employability

- **Communication:**

Employee's candidates who can clearly and concisely articulate ideas and needs with a wide variety of people.

- **Interpersonal**

Being to develop working relationships is seen as one of the most important skills for any employee. It means you can empathise with others and build important relationships – with colleagues, superiors, clients, suppliers, and other employees.

- **Creative Thinking & Innovation**

Competition is fierce across most industries today, so doing things the way they've always been done isn't ideal. Having the ability to think outside the box to solve problems and make decisions can offer new perspectives or approaches and is a huge asset to any employer.

- **Collaboration**

The ability to work well with others and appreciate input from different team members is essential, and will result in higher levels of efficiency, effectiveness, and ultimately success for any organisation.

- **Presentation Skills**

Being able to present ideas and information effectively is vital. This isn't just about making formal presentations, but also includes speaking at informal meetings and preparing written reports, business or project plans, or more detailed strategy documents.

- **Leadership**

The confidence and ability to influence other people's decisions and outcomes is important. Leadership isn't just for 'leaders' or managers, but is important for all employees to progress and succeed.

- **IT Skills**

Most people need some IT skills to do their job. As a minimum, you should understand the basics of IT such as using the internet, sending and receiving emails, and using word processing and/or spreadsheet applications.

Conclusion

Employability is a skill that individuals should have to continue their career in life. The education through which a student is not able to get any employment is a useless education as it lacks all the required skills and knowledge. Employability skills are important because the labour market is intensely competitive, and employers are looking for people who are flexible, take the initiative and have the ability to undertake a variety of tasks in different environments. Employability skills though give you more depth and a much better chance to succeed in getting the job.

EQUITABLE AND INCLUSIVE EDUCATION

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Introduction

Equity and inclusion in education refers to the principle or policy that provides equal access for all learners to curriculum and programming within an educational setting. Some school boards have policy that includes the terms inclusion and diversity. Equity is a term sometimes confused with equality. Equity and inclusion policy provide a framework for educators and academic administrators that guides training and delivery of instruction and programming. School boards use equity and inclusion principles to promote the use of resources that reflect the diversity of students and their needs. Children have the inherent right to education as determined by the Target 4 Goals of the United Nations. In the past, equity and inclusion referred primarily to students with mental and/or physical challenges that prevented them from learning in regular classrooms. The principle now applies to marginalized students who live with any type of intersectionality based on their social identity. The capabilities approach introduced by Martha Nussbaum and Amartya Sen supports the ideal that each learner should be offered the freedom to choose from the alternative ways they learn and to do it as a shared experience, with the interaction of their peers. It has been shown that schools that are able to implement inclusive and equitable practices tend to be more successful if they have endorsement or support at the regional and national levels of government. Besides the need for infrastructure and resources, cultural attitudes and beliefs strongly influence the creation and sustainability of effective programming in schools.

Features

Phase Out Segregated Education

In an equitable and inclusive classroom **every student has equal access to learning, is treated equitably by the learning community, and feels valued and supported by their instructor and peers.**

Increase Education Outcomes

Equitable outcomes refers to **the concept that the school's goals should apply to all students**, while the means to these goals will vary as those students themselves vary. All students should be prepared to be ready for both postsecondary and career pathways.

Stop Gatekeeping and OTER Discrimination

Gatekeeping is the process of controlling the rate at which students progress to more advanced levels of study in the academic setting

Eliminate Restrictive Practices

Seven effective ways to promote equity in the classroom

- Reflect on your own beliefs. ...
- Reduce race and gender barriers to learning. ...
- Establish an inclusive environment early. ...
- Be dynamic with classroom space. ...
- Accommodate learning styles and disabilities. ...
- Be mindful of how you use technology. ...
- Be aware of religious holidays.

Prevent Suspensions and Expulsions

- Problem solving/contracting. ...
- Restitution. ...
- Mini-courses or skill modules. ...
- Parent involvement/supervision. ...
- Counseling. ...
- Community service.

Importance of Equitable and Inclusive Education

The National Education Policy 2020 envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories. This policy aims at bridging the social category gaps in access, participation, and learning outcomes in school education.

- Inclusive education provides base platform to learn together.
- It helps in eliminating discrimination.
- It makes the quality of teaching strong.
- Inclusive education always gives importance to the voice of children.
- It helps development of positive self.
- More inclusion means more social integration.
- It is important for the improvement of behaviour.
- Inclusive education leads to better academic outcomes.

- It stimulates environment for special students.
- It provides extremes positive contribution towards physical development.
- Inclusive education is important for enhancing communications and language development.

Role of Equitable and Inclusive Education

- Resource. One of the top roles a teacher must fill is that of a resource specialists. ...
- Support. Students are the ones who need support when learning a new skill or piece of information. ...
- Mentor. One of the biggest roles a teacher may have is that of a mentor. ...
- Helping hand. ...
- Learner.

Benefits of Equitable and Inclusive Education Helps All Students Reach Their Full Potential

Inclusive education benefits all students by providing a learning environment that meets each student's individual needs. Inclusive education allows all students equal access to the general education curriculum, regardless of their abilities or disabilities. This approach helps all students reach their full potential by providing the necessary support they need to succeed.

Creates a Culture of Acceptance and Understanding

Inclusive education seeks to create a culture of acceptance and understanding by bringing together all students, regardless of ability, in one learning environment. By doing so, inclusive education helps to break down the barriers that often exist between students with and without disabilities. This, in turn, fosters a sense of community and understanding amongst all members of the school community. Inclusive education also allows students with disabilities to learn from their peers, which can benefit them academically and socially.

Builds Friendships and Bonds between Classmates

Inclusive education helps classmates bond and build friendships with one another. By having all students in the same classroom, regardless of abilities, classmates have the opportunity to get to know each other better. They can learn from one another, share experiences, and make friends. This can help to break down barriers and prejudice that may exist between different groups of people.

Prepares Students for Life after School

Inclusive education prepares students for life after school by allowing them to learn in various settings with different types of learners. This prepares them for the real world, where they will encounter people from all walks of life. Inclusive education also helps students learn how to work together and respect others' differences. This is an important life skill that will help them be successful in their personal and professional lives.

Benefits the Whole School Community

Inclusive education benefits the whole school community by creating a more tolerant and understanding environment. When all students are included in the classroom, it helps to break down social barriers and fosters a sense of community. Inclusive education also allows all students to learn from each other and helps to develop empathy and compassion. By including all students in the learning process, we are teaching them to respect and accept each other for who they are. This is a valuable lesson that will benefit them throughout their lives.

Increased Self-Esteem and Confidence among Students

Inclusive education can lead to an increase in self-esteem and confidence among students. By providing a learning environment that is welcoming and supportive, inclusive education can help all students feel seen and valued, regardless of their abilities or differences. This can boost self-confidence, as students come to see themselves as capable and valuable members of the community. Additionally, inclusive education can help students develop social and emotional skills, such as empathy and cooperation, which can also increase self-esteem. In short, inclusive education can be instrumental in helping all students feel confident and valued, both inside and outside the classroom.

Improved Social Skills among Students

Inclusive education has been found to improve social skills among students. This is because inclusive education ensures that all students, regardless of their ability, are allowed to learn in a mainstream classroom setting. Inclusive education also allows for more significant interaction between students of different ability levels, which helps to break down barriers and misconceptions. As a result, students in inclusive education programs tend to have better social skills than those who are not in inclusive education programs. Furthermore, inclusive education fosters a sense of community among students, as they all work together towards a common goal.

Welcomes Diversity within Schools

Inclusive education welcomes diversity within schools by providing a safe and supportive environment for all students. Inclusive education allows all students to feel accepted, respected, and valued for who they are. This education approach helps create a more positive and inclusive school climate, which is essential for promoting social justice and ensuring that all students have an opportunity to reach their full potential.

Improved Academic Outcomes

Inclusive Education has been found to improve academic outcomes among students with and without disabilities. A study by the National Center for Education Statistics found that, on average, students in inclusive settings perform better than those in segregated settings on standardized tests. This may be due to the fact that inclusive settings provide students with a

more diverse learning experience, which allows them to learn from and interact with classmates who have different strengths and weaknesses.

Help to Reduce Bullying and Harassment

Inclusive Education can help to reduce bullying and harassment in schools by creating a safe and welcoming environment for all students. By ensuring that all students feel welcome and included in the school community, inclusive education can help to prevent bullying and harassment from occurring. In addition, inclusive education can also help to provide support for students who have been victims of bullying or harassment. By providing students with a safe place to turn for help, inclusive education can help to reduce the negative impact that bullying and harassment can have on students' lives.

Overall, inclusive education has many benefits that all students can enjoy. It is important to remember that inclusive education is not just for students with special needs but for all students. All students can benefit from being in an inclusive learning environment.

How Inclusive Education Can Be Implemented in Schools

There are many ways that inclusive education can be implemented in schools. One way is to modify the teaching methods, materials, and resources used in the classroom. This can be done by creating visual aids and learning tools that are accessible to all students, regardless of their abilities. It is also important to ensure that the classroom environment is welcoming and supportive so that all students feel comfortable participating in class activities.

Scope of Equitable and Inclusive Education Education for All

Inclusive education studies the fundamental way towards the advancements of education for all to achieve a proper synthesis between equity and equality.

Diversity and Differences

It is a comprehensive vision and approaches which is appropriate for addressing the diversity and differences.

Target Group

The one of the key area covered up by inclusion education is target group. It is the group consists of special educational needs. It studies about the need of such children to better service with the normal students.

Excluded Group

Inclusion, as we all know that is developed against exclusion. Thus it adapts frameworks to various excluded groups. Such groups include rural population, girls and students with special needs.

Extensive Collaboration

Successful inclusion requires extensive collaboration and support from all sectors of society to achieve the goal.

The Financing of Inclusion

Inclusive education studies about the financing of inclusion. It studies the issues related to privatisation and decentralisation and the impact of market based education.

Support Services

Inclusive education, to be successful must provide appropriate support services. One of the important resource is teacher support.

Partnership between the Parents and the School

For the successful implementation of inclusive education, partnership between the parents and the school is important.

Education as a Right Based Approach

It studies education as a right based approach. Education is the right of every child. Inclusive education believes that all children should be included in education without discrimination.

Public Policies

Inclusive education alone cannot build an inclusive society. Policies should provide a basis for the development of citizenship skills in students and for assuring quality.

Conclusion

Inclusive education benefits all students by providing them with an equal opportunity to learn and grow. It also helps to break down barriers between different groups of people and allows everyone to feel welcomed and valued in the educational setting. Inclusive education is the key to creating a more just and equitable society for everyone.

As we wrapped up our research on the topic Ethics of Inclusion Education we were intrigued to learn about the positive and negative aspects associated with an inclusive classroom. One of the main concerns research showed was that teachers felt unprepared to assist students with unique needs. As future teachers we can use this information to help ensure we are knowledgeable and prepared to assist students with a variety of needs by attending professional seminars and furthering our research. Another aspect of our research that was extremely fascinating was discovering the legislature connected to inclusion, as well as our rights and responsibilities in regards to creating an inclusive classroom. In connection to the ethical issues of inclusion the main focus was on fairness: equity versus equality and which is more beneficial in a classroom. Equality is the belief that everyone gets the same,

whereas equity is the belief that everyone gets what they need. At first it may appear that equality is the most effective way to approach inclusion, but upon further research we had to disagree. Inclusion is about personalizing education to ensure that everyone succeeds, regardless of their unique needs, and sometimes implementing an equity based mind frame is the best way to guarantee that occurs!

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BLENDED MODE OF TEACHING AND LEARNING FOR TEACHERS COMMUNITY

Volume -1

Editors

Dr.M.Akilanayaki | Dr.V.Meera
Dr.T.Mohanasundari | Dr.P.Gurusamy | Dr.R.Sivarajan

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Blended Mode of Teaching and Learning for Teachers Community

© **Dr. M. Akilanayaki**
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CONTENTS

S.No	Title	Page No
1	The Transformation of Education in India Dr. R. Kavitha	1
2	Technological Infrastructure Framework for the Implementation of Blended Learning, to Improve Quality of Education Mr. Rajagopalan S & Ms. Jenani S	6
3	A Change in the Teacher's Role in Blended Learning Ms.G.Nithya	14
4	A Review on Role of Teachers in Blended Learning - Its Challenges and Learning Outcomes Dr. K. Poonkodi, Ms. K.Vimaladevi, Dr. V. Prabhu & Ms. M. Anusuya	18
5	A Savvy on the Blended Learning Tools Dr. G. Vignesh & Mr. N. Madhu Balaji	22
6	The Role of Education in Shaping Youth's National Identity Mr. R. Amarnath & Ms. E. Hephzibah Rosalind	28
7	Benefits and Challenges of Blended Learning in Higher Education Environment Dr. A.Vellaichamy & Ms. G. Sowbarani	35
8	A Study on Blended Learning Process in Education Ms. D. Saranya	41
9	A Study on Blended Learning: A Need of the Day Ms.R.Subhasangeetha, Ms.P.Vinothini & Ms.K.Shobika	48
10	A Study on Challenges and Opportunities in Blended Learning Ms. T. Ramya & Mr. K. Bashkara Sethupathi	52
11	Benefits of Blended Learning in Higher Education Ms. M. Banupriya	58
12	Blended Learning – An Innovative Approach For Effective Curriculum Transaction Dr. P. Anitha & Ms. S. Abirami	64
13	An Overview of Blended Learning Tools Dr. N. Bhuvanesh Kumar & Ms. K. Amuthavalli	70
14	Impact of Blended Learning on the Education System and the Challenges of Blended Learning in the Recent Times Dr. R. Balaji Vignesh & Mr. T. Sivagnana Selvakumar	74
15	Blended Learning Models Dr. M. Kalimuthu	79
16	Awareness towards Online Education System Among Students – A Study With Special Reference to Pollachi Taluk Dr. M. Deepa	88

S.No	Title	Page No
17	Blended Learning Environment and Its Models: A Glimpse Ms. D. Divya	93
18	Roles and Responsibilities in Team Projects Ms. E. Hepzbah Rosalind & Mr. R. Amarnath	98
19	Open Educational Resources Initiative in Indian Higher Education: A Study Ms. S. Sheeba & Dr. S. Vijayakumar	110
20	A Review on Analysing the Impacts of National Education Policy - A Special Focus on Integrating Artificial Intelligence in NEP Dr. T. Sumadhi	116
21	Blended Learning Model and Strategies Mrs. R. Visalakshi & Ms. T. Nantha Kumar	123
22	Blended Learning Models Ms. M. Shanmugapriya & Ms. T. Sathyapriya	131
23	Teacher's Role in Blended Learning Dr. G. Akilandeswari, Dr. E. Renuga & Dr. K. Priyatharsini	134
24	The Changing Role of Teacher in Blended Learning Dr. K. Ganeshkumar & Ms. R. Pavithra	138
25	The Importance of Time Management in Online Learning Ms. B. Sivasankari	143
26	The Role of Blended Learning in Education 4.0 and Its Sustainable Impact on Higher Education: A Review Dr. T. Sumadhi	149
27	The Utilisation of ICT-Based Resources and Services in the Tirunelveli Dakshina Mara Nadar Sangam College, T. Kallikulam. Dr. T. Velpandi & Dr. V. Indumathi	156
28	Themes of Azadi Ka Amrit Mahotsav Dr. B. Rohini, Ms. K. Swathika & Ms. D. Kiruthika	162
29	The Importance of Technological Infrastructure for the Implementation of Blended Learning Mrs. J. Sanpiya	167
30	Traditional Approach for Financial Brand Communication with A Big Data Technique Dr. B. Selvanandhini	173
31	Exploring New Models for Effective Learning Mrs. P. Sudha & Ms. S. Nandhini	178
32	Implementation of Online Learning Strategies through Time Management Dr. R. Gayathiri, Ms. M Indupriya & Ms. S. Meenakshi Gayathiri	181
33	Transformation of Education Dr. S. Kokilavizhi	185

S.No	Title	Page No
34	Effectiveness of Implementing Deep Learning Activities in A Blended Learning Perspective through Big Data Analysis Dr. M.V. Sathiyabama & Ms. U. Ponmani	191
35	Growth and Prospects of Digital India Mr. B. Madhan Kumar & Ms. K.M. Darshana	195
36	A Study on the History and Concept of Blended Learning Ms. V. Poornima & M. Vasantha Kumari	200
37	A Study on Role of E-Kranti in Digital India Programme Ms. A. Gomathi & Dr. R. Vidwakalyani	205
38	The Changing Role of Teacher in Blended Learning Dr. R. Amsaveni & Ms. S. Kaleeswari	213
39	Role of Teacher's in Blended Learning Environment Mr. M. Prem & Ms. R. Indhurekha	217

A SAVVY ON THE BLENDED LEARNING TOOLS

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Abstract

The use of online collaborative learning activities has been notably supported by cloud computing. Although specific reference has been made to a certain online application or service, there has been no clear understanding of how different cloud computing tools have shaped the concept of collaborative learning, and the extent to which these resources are accessible to today's students. Thus, a review of the literature was conducted to identify studies on cloud computing tools for collaborative learning in a blended classroom. The review of the literature led to the inclusion of 29 relevant studies categorized as synchronized tools, Learning Management System (LMS) tools, and social networking tools. The review results revealed a set of evidences supporting the use of certain cloud computing tools for certain collaborative learning activities categorized under sharing, editing, communication and discussion. The key opportunities and challenges associated with the use of these tools in a blended learning context were also identified and discussed. Findings from this study will certainly help academicians, practitioners and researchers to understand the potential of using cloud computing environments from a wider perspective.

Keywords: Cloud Computing - Learning Management Systems - Google Meet - Zoom - Microsoft Teams - Skype - Advantages - Disadvantages

Introduction

Current technological advances are playing a key role in the development of formal education sector by providing multiple modes of learning delivery and communication that can meet, at low cost, the demand for continuing education. Ultimately, the question of interest for policy makers is how to employ modern technology to engage distant learners in collaborative learning sessions. Furthermore, given the continuous need for capacity building of universities in developing countries, educational policy makers have no option but to exploit technological and pedagogical advances in the formal education sector. Thus, cloud computing and its applications are vital to the future of distance education worldwide.

Keeping in mind the current shifting of higher education towards on-demand learning, this review has the following objectives. First, it attempts to provide a coherent understanding about cloud computing tools used in broadly defined educational sectors, targeted at increasing accessibility and sharing of learning resources among students, to build on earlier work in this area and a recent publication that highlights the major opportunities and challenges of these tools for learners to engage in online collaborative practices

A. Google Meet

Pros of Google Meet

- **100 participants** - Google Meet is a free service offered by Giants "Google" for everybody. You can use this tool as long as needed, up to 100 participants at a time for virtual meetings. You can exceed the user limit by buying the other pricing plans by Google Meet. You can have 250 attendees based on the Google Workspace version you are using.
- **The Screen-sharing feature** allows the user to share their monitor screen with others. That's how you can discuss your problems with colleagues/ friends.
- **The cross-add feature** makes the creation and joining of audio and video meetings easy.
- **Google Meet** supports Gmail Web, IOS and Android apps, and Google Calendar.
- **The Anti-Hijacking feature** and additional privacy feature make Google secure for real-time official meetings.
- **Perfect solution for distance learning** - Luckily, this video conferencing app is crucial for teachers to create a Google classroom for students. Students can attend their classes from a mile distance.
- **Remove user** - if you want to remove any meeting participant from the Google Meeting, you can mute and remove them.
- **Layout options** - Google Meet has a tiled layout and other layout options, which is more efficient.



Cons of Google Meet

• **Screen sharing restrictions**

Screen sharing is an outstanding feature Google Meet offers, but it only permits sharing one screen at a time. The other way to do this is by adding two windows to a screen before sharing the content. This way, the meeting host can display more information specifically used while making comparisons. Unfortunately, when you are in the middle of an important meeting, this can feel like a boring task.

• **Blank presentation problems**

At times, while sharing the screen with other users when the host uses Keynote presentations or Microsoft PowerPoint and commences with a slide show, it takes a great deal of time to load, and sometimes the screen is widely blank to all the participants, which can be annoying to make them wait.

• **Limited features**

It's better to compare different forms of technology to understand their features better. Google Meet may look like a perfect option among the other online video conferencing tools because of its high levels of security. For feature comparison, when Google Meet is compared with Zoom, users can realize that Google Meet has a set of constraints.

• **Interoperability service users are prohibited from joining**

As Google Meet is famous for its stability and security, it has unarguably disallowed giving allowance to join in any meeting through any interoperability services such as Pexip, etc. Users connecting through this service are often considered to be unknown

parties. They are automatically blocked from entering the call sessions, which is quite annoying as many people use such services and have been experiencing this problem.

- **Display limited number of participants**

Google Meet displays up to 16 participants in tile view at once. This can look impressive at first; when you compare it with Zoom, you'd realize Zoom is better than meet. Zoom displays 49 participants, making it a more suitable option.

B. ZOOM

Pros of Zoom

- **Supports Large Audiences**

One of the main advantages is the ability to host very large online conferences. This is ideal for businesses with a lot of employees and not many services can match the sheer number of attendees allowed in a Zoom Room.



- **Stream Your Meetings/Webinar on Facebook**

Hosting any type of event is no easy task, and one of the hardest parts is making it easy for attendees to join. However, Zoom has a great way to do this by being able to stream any meeting or webinar on Facebook.

- **You Can Use Zoom for Free**

While Zoom is a subscription-based service, it does allow you to hold unlimited 40-minute - long meetings for no charge. This is great for those looking to trial the service or for new very small businesses that are looking for a free conference service.

- **Google Calendar Support**

More than 1.2 billion people utilize Google Calendar to help them keep track of their daily activities. Zoom is fully compatible with this service, which will help all of your employees keep track of their next online conference.

- **Scalable for Small, Medium, and Large Business**

If you are a new business owner, odds are you are still trying to find employees and have a plan for your business growth. However, what many first-time business owners forget is that they need to make sure they pick a platform that can handle and sustain the growth.

- **Easy to Use**

Last, but certainly not least, is how easy the platform is to use. This is critical for many businesses making the transition to online conference calls. This will significantly reduce the number of roadblocks and headaches your business will face.

Cons of Zoom

- **Too Many Subscriptions and Add-Ons**

Zoom is a subscription-based service that is reasonably priced at starter levels. However, one subscription is not enough. For example, hosting a webinar that can allow up to 10,000 attendees can cost you several thousand dollars a month.

- **Lack of Comment Control**

A big part of any online event is the ability for people to comment and message each other in a live chat. While Zoom has a lot of customization in this department, it does lack one very important feature: the ability to delete inappropriate comments on the fly.

- **Zoom bombing**

Zoom bombing is a new occurrence on the platform that results in unwanted individuals crashing a conference call. Typically, this will result in loud or inappropriate behavior by someone not affiliated with anyone on the call with the intention to disrupt it for fun.

- **HD Video Is Not the Standard**

With the rapid growth of 4k video, HD video quality (1080p) has become the standard on most platforms. Unfortunately, Zoom is not one such platform. It normally supports 720p for the current speaker.

C. Microsoft Teams:

Pros Microsoft Teams

- **Integration of all tools in a single place**

Microsoft has put convenience at the heart of Teams. You have a chat tool that also has all the other apps in it. You can make a video or audio call, work on files without leaving a chat, and schedule a meeting or share a task with people from a channel.



- **No additional cost for Microsoft 365 users**

Additional costs can be a deal-breaker for some companies. The good news is that if your company already has a Microsoft 365 license, the Teams feature won't cost you a dime. On the other hand, standalone chat tools like Slack or Google Hangouts can mean an extra expense for your organization.

- **Useful chat additions**

You can add third-party tools into your channels. Using Teams doesn't mean you need to give up on the other tools you normally use. For example, you can add Trello and cloud storage platforms like Google Drive or Dropbox.

- **Seamless files search, backup, and collaboration**

Each channel has its own file storage. You know those situations when you have to scroll endlessly to find a specific file? That's when the File tabs come in handy; you don't need to scroll through all of the channel.

Cons Microsoft teams

- **Too many similar tools**

The biggest stumbling stone for Microsoft Teams is, surprisingly, other Microsoft tools. With the plethora of options, people are still very confused about which tool to use in which situation. It's up to Microsoft to educate their users about their tools.

- **Unnecessary storage consumption**

By default, everybody in the organization can create a team. It can result in an unnecessary creation of teams and stuffing up storage space. The good news is you can restrict team-creating permission to a set of users, but doing so requires a bit of handiwork. First, you need to create a separate security group with the people who you want to create teams, and then run a bit of Power Shell commands.

- **Increased security risk**

While this increases collaboration possibilities, it also increases security risks. Guests can upload potentially malicious files to Teams channels. Employees can accidentally upload files with sensitive or confidential data. Unmanaged devices, external from the organization, can connect to Teams and potentially steal or compromise data within channels.

- **Lack of notifications**

Should you try to make a new team with a name that already exists, you won't get any heads up on it, so you can end up with the two or more identically named teams. Not only does this create confusion, but it also unnecessarily consumes your resources.

- **A limited number of channels**

The number of channels is limited to 200 public and 30 private channels per team. Although this may not be a problem for smaller organizations, others can find themselves in a tight spot. If you surpass this limit, you will have to delete some of the channels. Note that shared files remain in the SharePoint site as backup storage.

D. Skype

Pros of Skype

- **There are screen sharing options available through Skype.**

It becomes a lot easier to present a remote sale presentation thanks to Skype's ability to screen share. Meetings can be conducted using this service and the information that needs to be shared can be independently viewed by each participant.

- **It is a service that is incredibly easy to install.**

All it takes to get started on Skype is to know how to visit their site or find their app and download it. From there, the on-screen instructions will take users through the rest of the setup process

- **It's a reliable service that offers 24/7 contacts.**

There are no set times when people are allowed to use Skype. It can be used whenever it is needed and many of the contacts that are allowed over the service are free. Many calls are initiated in a couple of clicks and the days of dropped calls have virtually ceased.

- **It allows for a group call without the need for group features.**

One of the nicest features about Skype is that multiple people can speak with each other on a single connection without any other equipment, services, or charges. As long as there is room in front of a computer or smartphone camera, then that person can be on the video call and their voice will be picked up by the microphone so that they can participate in the conversation.

- **The paid subscriptions for Skype are cheap.**

In the United States, subscriptions for Skype start as low as \$2.99 per month. In China, subscriptions are as low as \$1.19 per month. There is also a free month of Skype Unlimited World that is available to users where unlimited free calls to landlines and mobile phones can be made from Skype and then just \$13.99 per month afterward.

Cons of Skype

- **It offers little or no access to emergency services.**

Someone cannot access emergency numbers through Skype in an emergency except in specific communities or jurisdictions. Individuals could call non-emergency phone numbers that could then relay their needs to the appropriate department, but this would create delays in service implementation. Under the current structure, modern phone services are still more reliable.

- **There are no real face-to-face interactions.**

Although video calls are nice because it allows visual contact, Skype is unable to replicate what a real face-to-face interaction entail. There are plenty of non-verbal communication signals that people pass to one another that Skype doesn't always

- **There is no language translation services.**

You can communicate with people over Skype from different countries, but there is no current way to fill in a communications gap if there are language differences. In order to communicate with a video call, both parties need to have a language they share in common.

- **Sound qualities on Skype are based on bandwidth.**

If users have a slow speed ISP, then the quality of the call on Skype is going to be affected. The same is true for users who might be on a 3G network instead of a 4G network. Having internet or data access is sometimes not enough to allow a call to be placed or to have audio that is understood. There must be enough bandwidth available for the call and a quality microphone in place, otherwise the information that does get passed along is slow and scrambled.

Conclusion:

Hence through this paper, an attempt is made to exhibit the meaning of Blended Learning Tools. Further the application of the Blended Learning Tools like Google Meet, Zoom, MS Teams and Skype are given with their real time working, advantages and disadvantages as this may be an eye-opener for the individuals who require the insights of these tools for their usage in future.

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AN OVERVIEW OF BLENDED LEARNING TOOLS

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Abstract

A blended learning mode provides ultimate flexibility in many aspects. It can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likeable than anything that has been ever before needed freedom/flexibility.

Introduction

Online Learning is part of Blended learning and is a learning technique in which use of both ordinary teaching and advanced modern online teaching, online learning materials are largely used. Blended learning, also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It's also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.

Benefits of Blended Learning

Benefits of Both In-Person & Virtual Learning Strategies

A mixture of both offline and online training approaches give you the best of both strategies. Blended learning is quite flexible and adaptable as compared to a single-method approach. It takes every type of learner into account, whether they prefer the traditional classroom, online sessions, or a mixture of both, meaning no student is left behind.

Cuts Costs & Improves ROI

Blended learning helps you reduce your training costs as fewer trainers for less time, means fewer expenses for travel and accommodation. Furthermore, it helps to reduce the number of man-hours spent on traveling, resulting in a significant increase in productivity.

Facilitates corporate training feedback

Feedback from employees is used as an indication of their performance levels. But the traditional training methods make it challenging for organizations to collect employee feedback regularly. The self-reporting surveys are unreliable most of the time, which might affect the quality of employees' performance within an organization.

Allows employees to learn at their own pace

A successful training plan is one that can work with every individual's schedule. The training program should be available whenever an employee is ready to learn. An effective blended learning platform leaves no employee behind as it allows every employee to move through the online portion of the program at their own pace and ask queries in person during live meetings. It's a win-win for balancing busy schedules, employee preferences, and pace of learning.

Blended learning can be customized

Combining instructor-led training with online courses offers a unique opportunity to customize training to meet employees exactly where they are in terms of skills and knowledge.

Increased knowledge retention

A blended learning approach helps ensure that we reach all of your employees, whether they are visual, auditory, or kinesthetic learners. It only makes sense that reinforcing training by activating more senses helps retain information longer than in a traditional approach.

Making Blended Learning Work

Technology Access

A critical first step is to know which resources are available to your students.

Design

Creating the appropriate in-person and online activities means designing courses with the pedagogic principles of both and integrating technology in a way that supports meaningful learning.

Safety and Security

Create awareness of cyber-malice and ensure security interventions against unethical learning practices, academic dishonesty, identity theft and bullying are in place.

Skill Development, Support And Training

Both students and instructors must have technological literacy and competence with technology applications.

Motivation

Students need adequate motivation when engaging in a wide range of often shifting learning modalities, some of which may require significant skill development.

Blended Learning Structures in Education

Blended Face-To-Face Class

Also sometimes called the "face-to-face driver model," the blended face-to-face class model is based in the classroom, although a significant amount of classroom time has been replaced by online activities. Seat time is required for this model, while online activities are used to supplement the in-person classes; readings, quizzes or

other assessments are done online at home. This model allows students and faculty to share more high-value instructional time because class time is used for higher-order learning activities such as discussions and group projects.

Blended Online Class

Sometimes referred to as the “online driver model,” this class is the inverse of the blended face-to-face class. The class is mostly conducted online, but there are some required in-person activities such as lectures or labs.

The Flipped Classroom

The flipped classroom reverses the traditional class structure of listening to a lecture in class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group work, projects or other exercises. The flipped classroom model can be seen as a sub-model of the blended face-to-face or blended online class.

The Rotation Model

In this model, students in a course rotate between various modalities, one of which is online learning. Others work well on a college campus; the lab rotation model, for example, requires students in a course to rotate among locations on campus (at least one of which is an online learning lab). In the individual rotation model, a student rotates through learning modalities on a customised schedule.

The Self-Blend Model

While many of the BL models on this list are at the course level, self-blending is a programme-level model and is familiar to many college students. Learners using this model are enrolled in a school but take online courses in addition to their traditional face-to-face courses. They are not directed by a faculty member and choose which courses they will take online and which they will take in person.

The Blended MOOC

The blended MOOC is a form of flipped classroom using in-person class meetings to supplement a massive open online course. Students access MOOC materials - perhaps from another institution or instructor if the course is openly accessible - outside of class and then come to a class meeting for discussions or in-class activities.

Flexible-Mode Courses

Flexible-mode courses offer all instruction in multiple modes - in person and online and students choose how to take their course. An example of this is San Francisco State University’s hybrid flexible (HyFlex) model, which offers classroom-based and online options for all or most learning activities, allowing students the ability to choose how they will attend classes in online or in person.

ICT Tools for Collaboration

Collaborative contribution of learners may be planned by teachers through free ICT tools. Some of the indicative ICT tools are listed below as some examples, though teachers are expected to explore many other tools achieving learner collaboration

Blogging

A blog can be created by the teacher, and then students can be added as contributors to the blog. A problem, theme, issue may be provided with a few resources and learners views, ideas, opinions, examples, scenarios, etc. can be invited as contribution to the blog. Blogging can be given as an asynchronous activity and the teacher can be facilitator to guide them throughout the posting process.

Sticky Notes

Sticky note tools such as Idea Flip, Lino. it, Jam board, etc. can be used for online brainstorming. Brainstorming activity can be done as a synchronous activity in live online class or else an assignment of such idea generation can be given as asynchronous activity.

Shared Documents

Students can be told to come out with a product after working in small groups of 2 to 5 students. Tools such as Google Doc, Google slides, ether pad, idea boards, etc. can be introduced to them. Most of these tools are free and students get chance of being online at their own convenience and internet availability.

Concept-Mapping, Mind mapping, Info graph Tools

Collaborative Concept-mapping and Mind mapping ICT tools such as Micro, Google Drawing, Concept board, bubbles, etc. help learners come together online, discuss and establish relationships of concepts related to a topic/theme. Online tools avail features of adding videos, images, sketches, links to other files, hyperlinks, etc

Comprehensive Activity Tools

Comprehensive activity platforms such as Padlet, Miro, Whimsical, etc. may provide effective virtual workspaces. Features such as wireframe will enable learners to develop project management, team-work abilities needed in 21st Century learners. Many more ICT tools and platforms can be explored, experimented by teachers and students. Use of Free and Open Source tools may be encouraged. Mobile Apps of many tools will be useful for easy access and availability to students. Computer labs on the campus may be made available for needy students to perform online activities.

Conclusion

Blended learning is an important and rapidly developing form of education. Learning and understanding can be facilitated in learners by emphasizing organized, coherent bodies of knowledge (in which specific facts and details are embedded), by helping learners learn how to transfer their learning, and by helping them use what they learn.

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THEMES OF AZADI KA AMRIT MAHOTSAV

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Abstract

As we countdown to 15th August 2023, Azadi Ka Amrit Mahotsav aims to further boost this peoples' movement through collaborative campaigns and outreach across India and the world. Following campaigns are on the lines of nine critical themes aligned with the 'Panch Pran' announced by Prime Minister: Women and Children, Tribal Empowerment, Water, Cultural Pride, Lifestyle for Environment (LIFE), Health and Wellness, Inclusive Development, Aatmanirbhar Bharat and Unity.

Introduction

"What better way to show

Our Patriotism than Hoisting our Tiranga at Our Own Homes"

Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of independence and the glorious history of its people, culture and achievements. This Mahotsav is dedicated to the people of India who have not only been instrumental in bringing India thus far in its evolutionary journey but also hold within them the power and potential to enable Prime Minister Narendra Modi's vision of activating India 2.0, fuelled by the spirit of Aatmanirbhar Bharat. The official journey of Azadi Ka Amrit Mahotsav commenced on 12th March 2021 which started a 75-week countdown to our 75th anniversary of independence and will end post a year on 15th August 2023. Following are the five themes of Azadi Ka Amrit Mahotsav.

Themes of Azadi Ka Amrit Mahotsav



Freedom
struggle



Ideas@75



Resolve@75



Actions@75



Achievements@75

Freedom Struggle

This theme anchors our commemoration initiatives under Azadi Ka Amrit Mahotsav. It helps bring alive stories of unsung heroes whose sacrifices have made freedom a reality for us and also revisits the milestones, freedom movements etc. in the historical journey to 15 August, 1947. Programmes under this theme include Birsa Munda Jayanti Declaration of Provisional Government of Free India by Netaji, Shaheed Diwas etc.

Ideas@75

This theme focuses on programmes and events inspired by ideas and ideals that have shaped us and will guide us as we navigate through this period of Amrit Kaal. The world as we knew it is changing and a new world is unfolding. The strength of our convictions will determine the longevity of our ideas. Events and programmes under this theme include popular, participatory initiatives that help bring alive India's unique contribution to the world. These include events and initiatives such as Kashi Utsav dedicated to Hindi literary luminaries from the land of Kashi, Post Cards to Prime Minister wherein more than 75 lakh children are writing their vision of India in 2047 and their impressions of unsung heroes of India's freedom struggle.

Resolve@75

This theme focuses on our collective resolve and determination to shape the destiny of our motherland. The journey to 2047 requires each one of us to rise up and play our part as individuals, groups, civil society, institutions of governance etc. Only through our collective resolve, well laid out action plans and determined efforts will ideas translate into actions. Events and programmes under this theme include initiatives such as Constitution Day, Good Governance Week etc. that help bring alive our commitment towards the 'PLANET AND PEOPLE' while being driven by a deep sense of purpose.

Actions@75

This theme focuses on all the efforts that are being undertaken to help India take its rightful position in the new world order emerging in a post covid world by highlighting the steps being taken to implement policies and actualize commitments. It is driven by Prime Minister Modi's clarion call of SABKA SAATH, SABKA VIKAS, SABKA VISHWAS, SABKA

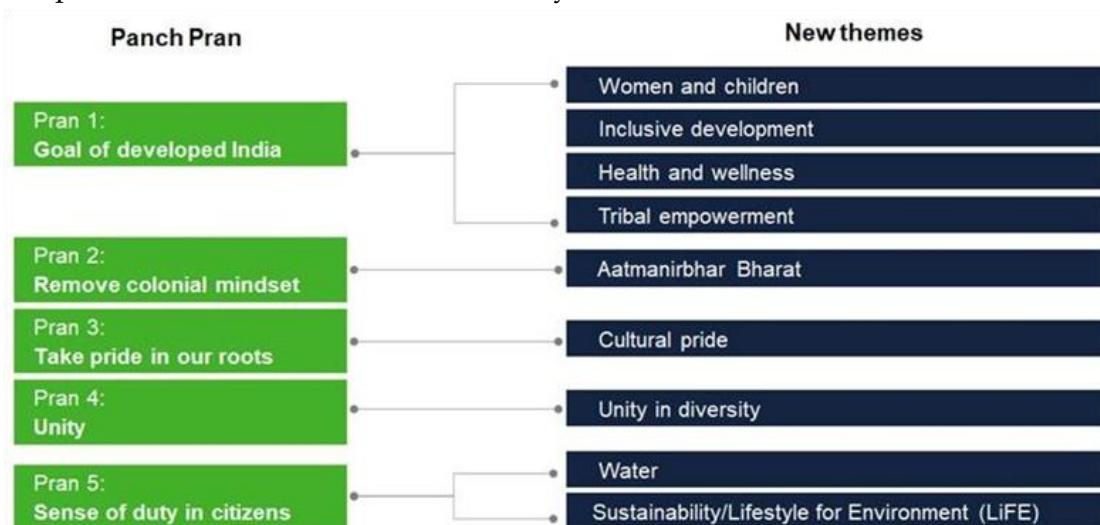
PRAYAS. It encompasses Government policies, schemes, action plans along with commitments from businesses, NGOs, civil society that helps actualize our ideas and help us collectively create a better tomorrow. Programmes under this theme include initiatives such as Gati Shakti - National Master Plan for Multi-modal Connectivity

Achievements@75

This theme focuses on marking the passage of time and all our milestones along the way. It is intended to grow into a public account of our collective achievements as a 75-year-old independent country with a legacy of 5000+ years of ancient history. Events and programmes under this theme include initiatives such as Swarnim Vijay Varsh dedicated to the victory of 1971, launch of Shreshtha Yojana during Mahaparinirvan Diwas etc.

Themes 2.0

As we countdown to 15th August 2023, Azadi Ka Amrit Mahotsav aims to further boost this peoples' movement by focusing on critical areas of cultural and social development. In view of this, new themes have been identified, aligned with the 'Panch Pran' announced by Hon'ble Prime Minister: Women and Children, Tribal Empowerment, Water, Cultural Pride, Lifestyle for Environment (LiFE), Health and Wellness, Inclusive Development, Aatmanirbhar Bharat and Unity.



New Themes

Women and Children

Investing in child development is the key to building a better future for any nation. The values, education and health of children directly influence the social and economic indicators of countries and also shape its global standing. Hence, it is vital that children have access to civic, social and moral education; health care services and exposure to the latest developments across fields (scientific, technological, cultural, arts, educational etc.). While there have been significant improvements in childcare in India, there remains work to be done in many areas including health services, sanitation, and education, especially for children in rural and tribal communities.

Similarly, women, both within and outside the family unit—are a critical metric for measuring the development and progress of any nation. In the Indian context, the women's movement has come a long way, with visible progress on many fronts such as education and health of the girl child. This progress is hard earned and has been a result of efforts from all fronts on this issue, including agencies and schemes of the Central and Local Government, NGOs, voluntary organizations and most importantly, individual women who have altered the fabric of India through their consistent efforts and courage.

Tribal Empowerment

Tribal communities pan India, have played a key role in conserving the rich culture and heritage of our country. Their contributions to freedom struggle have been highlighted

through various initiatives under the aegis of Azadi Ka Amrit Mahotsav. According to the 2011 consensus, the tribal population in India was 104 million, constituting 8.6% of the country's population. The significant role of the tribal community in evolving narrative of India is well established, be it their contribution to the freedom struggle, field of sports or business.

Water

Water is a life-sustaining natural resource. However, availability of water resources is limited and distributed unevenly, making many vulnerable to lack of it. The Government of India, under the leadership of Hon'ble Prime Minister Narendra Modi, has launched several unique campaigns such as Har Khet Ko Pani, Nadi Utsav, Amrit Sarovar to increase awareness about water conservation and revival.

Lifestyle for Environment (Life)

On the occasion of the UN Climate Change Conference, Hon'ble Prime Minister Narendra Modi introduced the mission of "LiFE (Lifestyle for the Environment)" to engage individuals in mitigating the adverse effects of climate change. This initiative encourages a lifestyle that focuses on mindful and deliberate utilization of resources and aims to change the 'use and dispose of' consumption habits'. The idea behind is to encourage individuals to adopt simple changes in their daily life that can contribute to climate change.

Health and Wellness

The healthcare sector comprises of hospitals, medical devices, clinical trials, outsourcing, telemedicine, medical tourism, health insurance, and medical equipment. Health is often decoded from the lens of preventive care and curative actions for illness. Historically traditional approaches to health based on our profound knowledge of ancient systems of medicine anchored in Ayurveda, Yoga and Naturopathy. Unani, Siddha, and Homoeopathy have also been an important part of the health and wellness narrative in India.

Inclusive Development

Inclusive development promotes fair opportunities for all, regardless of social and financial standing, with advantages accruing to each and every segment of society. Improved access to essential services such as water, sanitation, housing, electricity etc., as well as targeted efforts for underprivileged population shall go a long way in building an even more inclusive India.

Aatmanirbhar Bharat

Atmanirbhar Bharat Abhiyaan or self-reliant India campaign is the vision of new India envisaged by the Hon'ble Prime Minister Shri Narendra Modi. On 12th May 2020, the PM raised a clarion call to the nation giving a kick start to the Atmanirbhar Bharat Abhiyaan (self-reliant India campaign) and announced the special economic and comprehensive package of INR 20 lakh crores

Cultural Pride

India is a land of many cultures, it is one of the oldest civilizations in the world, dating back more than 4,000 years. During this time, many customs and traditions have come together, reflecting the country's rich culture and heritage. From having a rich cultural heritage to being the originator of some of the delicious delicacies, the nation knows no bounds. It is fair to say that the people of this country take pride in their cultural selves and are constantly taking forward their legacies.

Unity

India is a land of diversity. From north to south, east to west, the nation inhibits an array of cultures, rituals, languages, food, attires, festivals and more. Hon'ble Prime Minister Narendra Modi's vision to move forward as a unified force has been the foundation of a self-reliant India. This is why 'Unity' is one of the panch prans that were mentioned by the Prime Minister on 76th Independence Day 2022. With these common goals in mind, we shall move forward together as more unified union, towards the coveted 100 years of freedom!

Conclusion

The Azadi Ka Amrit Mahotsav is a government initiative to commemorate the 75th or diamond jubilee year of Indian Independence Day, where the festivities will continue for 75 weeks until 15th August 2023, which is a year from now. This is a great approach to instil a sense of love, respect, pride, and responsibility towards the nation in Indian citizens, kids and adults alike. It is an important step to revive the culture and history of Indian Independence and other aspects as well. People are urged to take an active part in this campaign turned mass movement to do their part.

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EXPLORING NEW MODELS FOR EFFECTIVE LEARNING

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Abstract

Outcome based education is emerging as a paradigm for revising and reorienting teaching/ learning approaches. Innovation in content, delivery mechanism and assessment are the major challenges faced by higher educational institutions. It is important work to be designed and developed remembering the massive increase of the blended learning implementation, especially in higher education and the complexity of the skills must be mastered by the undergraduate to survive in a digital era.

Introduction

Blended learning has become one of the elegant solutions meet the need of students and lecturers as the online learning basically facilitates the necessity of technologies and the meetings in the class will accommodate the needs of social interaction among learning society. Outcome based education focuses on enhancing the 21st Century skills – problem solving, innovation and creativity. Paradigm shift in the teaching methods that encourage open ended problem solving, critical thinking, and creativity, is experimented. Further, an attempt is made to understand the Teachers' readiness to Enhance his/her professional skills and responsive practices.

Blended Learning Models

Activities of Teaching Learning Active Strategies (ATLAS)

Faculty have to teach at least one topic in every unit using active learning strategies in every subject and study their impact. Faculty have to teach at least one topic in every unit using active learning strategies in every subject and study their impact. Active learning instructional strategies share a Common element of – “involving students in doing things and thinking about the things they are doing”

The faculty think of themselves as good lecturers, thereby they think that active learning strategies are not necessary. Using active learning strategies involves risk of students failing in exams. The faculty members were asked to teach at least one topic in every unit using active learning strategies in every subject and study the impact. The challenges faced by faculty in implementing.

Flipped Class Room

Flipped class room is one of the methods tonsured that the class time is spent on assimilation rather than information transfer. The faculty hasto find video or a link of the topic to be watched /read by the student at home. Every flipped class must be followed by any of the activity to ensure students have watched / read the material.

While using Flipped class room concept, one has to understand that:

✓ **Flexible environment**

We have to provide students with different ways to learn content and demonstrate mastery.

✓ **Learning Culture**

We must give students opportunities to engage in meaningful activities without the teacher being central.

✓ **Intentional Content**

We need to create and/or curate relevant content (typically videos)for our students.

✓ **Professional Educator**

To become ourselves professional we have to collaborate and reflect with other educators and take responsibility for transforming our practices.

Concept Oriented Tutorial (COT)

COTs to improve Higher Order Thinking Skills. It identified that deficiencies exist in enhancing problem solving skills. The traditional model lacks in providing sufficient motivation for engineering under graduates. It is also argued that engineering educators tend to focus on teaching content rather than method.

Consortium Students Helping Improve Speaking Skills (COSHISS)

One of the key component of 21st century skills is communications and the need for acquiring strong communication abilities has been shown in several studies across engineering disciplines.

Opportunity of Using Blended Learning Models

✓ **Advanced collaboration tools**

Online discussions, quick messages and feedback from the instructor and peer students.

✓ **Increased accessibility**

Courses can be accessed 24/7 – any time from any location.

✓ **Improved communication**

Better connection between lecturers and part-time students.

✓ **Personal approach**

Caters to each student's pace and learning style, creates a more comfortable environment for both slow runners and sprinters. If the learners are struggling with a particular topic, they can reach out to complementary web resources or get quick help from their instructor.

Challenges of Using Blended Learning Models

✓ High maintenance cost

Incorporation of advanced technology in your blended learning projects such as infrastructure setup and devices are at times costly. In a corporate setup, this is especially true for bigger organizations having various departments or a large workforce. But if you compare this cost with all the other benefits that come with blended learning, this is not only a short-term expense but it will eventually be quite beneficial in the long run.

✓ Technological dependence

In order to achieve the learning objectives of your blended learning program, the content developers use the technological tools and resources that are easy to use, reliable, and up-to-date. All of this is possible if participants have strong internet connectivity as this has a meaningful impact in terms of overall learning environment and experience.

✓ Wastage of offered Resources

This is in connection with the limitation discussed in above point. That is, if the learners or students are unaware of technology used in the online learning course, there is a chance you won't get the desired results.

Conclusion

It can be concluded that the activities encouraged the students to think out of box and stimulate thought process. In most of the cases we observed positive results. Even faculty favoured the idea of infusing active learning strategies into the teaching. The COSHSS adapted in classes, was effective in terms of increasing communication skills and improved student participation.

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GROWTH AND PROSPECTS OF DIGITAL INDIA

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Abstract

Digital India is a companion launched by the government of India to ensure the government service made available to citizens by electronic online improved infrastructure and technology connectivity in the country or why this technology of the countries digital power. The vision of digital India program is inclusive growth in areas of electronics services, products manufacturing and job opportunities and it is centre on three key areas- digital infrastructure as a utility to every cities and, governments and service on demand and digital empowerment of citizens.

Introduction

Digital India is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. E-governance initiatives in India took a broader dimension in the mid 1990s for wider sectoral applications with emphasis on citizen-centric services. The major ICT initiatives of the Government included, *inter alia*, some major projects, such as railway computerization, land record computerisation etc., which focused mainly on the development of information systems. Later on, many states started ambitious individual e-governance projects aimed at providing electronic services to citizens. Azadi Ka Amrit Mahotsav is an initiative of the Government of India to celebrate and commemorate 75 years of independence and the glorious history of it's people, culture and achievements. The official journey of Azadi ka Amrit Mahotsav commenced on 12th March 2021 which started a 75-week countdown to our 75th anniversary of independence and will end post a year on 15th August 2023. "The Azadi Ka Amrit Mahotsav means elixir of energy of independence; elixir of inspirations of the warriors of freedom struggle; elixir of new ideas and pledges; and elixir of Aatmanirbharta. Therefore, this Mahotsav is a festival of awakening of the nation; festival of fulfilling the dream of good governance; and the festival of global peace and development."

Objectives of Digital India

The motto of the Digital India Mission is 'Power to Empower'. There are three core components to the Digital India initiative. They are digital infrastructure creation, digital delivery of services, and digital literacy.

- To provide high-speed internet in all gram panchayats.
- To provide easy access to Common Service Centre (CSC) in all the locality.
- Digital India is an initiative that combines a large number of ideas and thoughts into a single, comprehensive vision so that each of them is seen as part of a larger goal.
- The Digital India Programme also focuses on restructuring many existing schemes that can be implemented in a synchronized manner.

Advantages of Digital India Mission

Digital India Mission is an initiative that encompasses plans to connect the rural areas of the country with high-speed internet networks. Public Internet Access Programme is one among the nine pillars of digital India. On the platform of digital adoption, India ranks amongst the top 2 countries globally and the digital economy of India is likely to cross \$1 trillion by the year 2023.

- There is an increase in electronic transactions related to e-governance.
- An optical fiber network of 2, 74,246 km has connected over 1.15 lakh Gram Panchayats under the Bharat Net programme.
- A Common Service Center (CSC) is created under the National e-Governance Project of the Indian government which provides access for information and communication technology (ICT). Through computer and Internet access, the CSCs provide multimedia content related to e-governance, education, health, telemedicine, entertainment, and other government and private services.
- Establishment of digital villages along with well-equipped facilities such as solar lighting, LED assembly unit, sanitary napkin production unit, and Wi-Fi choupati.
- Internet data is used as a major tool for the delivery of the services and the urban internet penetration has reached 64%.

Challenges of Digital India

The government of India has taken an initiative through the Digital India Mission to connect the rural areas of the country with high-speed internet networks. Apart from the various initiatives taken by Digital India, there are several challenges faced by it.

- The daily internet speed, as well as the Wi-Fi hotspots, are slow as compared to other developed nations.
- Most of the small and medium scale industry has to struggle a lot for adapting to the new modern technology.
- Limited capability of entry-level smartphones for smooth internet access.
- Lack of skilled manpower in the field of digital technology.
- To look for about one million cyber security experts to check and monitor the growing menace of digital crime.
- Lack of user education.

Digital India Initiatives

The Government has taken up many initiatives under the Digital India campaign. Discussed below are few such important initiatives:

- **Digital Lockers**

This flagship initiative aims at 'Digital Empowerment' of the citizen by providing access to authentic digital documents to citizen's digital document wallet.

- **E-Hospitals**

It is a Hospital Management Information System (HMIS) which is a one-stop solution in connecting patients, hospitals and doctors through a single digital platform.

- **BHIM**

Bharat Interface for Money is an app that makes payment transactions simple, easy and quick using Unified Payments Interface (UPI).

Impact of Digital India Campaign

Since its launch in 2015, the Digital India campaign has left its impact in various fields:

- Around 12000 post office branches in the rural areas have been linked electronically.
- The Make in India initiative has improved the electronic manufacturing sector in India
- Digital India plan could boost GDP up to \$1 trillion by 2025
- Healthcare and education sector has also seen a boost
- Improvement in online infrastructure will enhance the economy of the country

Nine Pillars of Digital India

The Government of India had introduced 9 pillars of digital India under the campaign. Due to the fact, the country has been transforming in recent years, with new inventions and innovations becoming commonplace. More or less, everyone is enjoying the benefits, whether it's about transferring money or paying taxes. These 9 pillars are nine areas that the government has planned to develop through the initiative.

- **Broadband Highways**

Broadband highways are one of the 9 pillars of digital India that aims to connect rural areas with broadband, improve broadband in urban areas, and national information infrastructure that integrates the digital infrastructure of India.

- **Rural**

For broadband for all in rural areas, optical fiber cables are being laid down. It connects 250,000 villages and keeps spreading under the Bharat Net program.

- **Urban**

The sub-component aims to improve the quality of broadband connectivity in urban areas. To implement this, the Government of India has granted licenses to many service delivery operators or VNOs (virtual network operators).

Universal to Mobile Connectivity in India

- The initiative is working to widen the reach of its delivery of internet coverage in Indian towns and hamlets
- The rural area is often left out in the cold when it comes to mobile services. It results in limited participation from private sector telecoms and internet service providers, making the digital India mission difficult in many parts of India.

Public Internet Access Programme

- The post office has been around for centuries, and now they're expanding to serve the everyday needs of Indian citizens. The CSC (Common Service Centers) and Post Offices function as multi-centers so that people can quickly obtain all government e-services.
- The number of total CSC centers has reached 43 lakhs now in the year 2021.

E - Governance – Reforming Government through Technology

- Departments and Ministries are implementing IT to deliver government services more efficiently in the various government departments.
- To resolve the common issues coming due to weak infrastructure, IT is mandatory for data automation.

E - Kranti - Electronic Delivery of Services

- The mission of e-Kranti is to change how citizens interact with government services by ensuring that all the services are deliverable electronically.
- The digitization of government services deliverability is now more efficient, transparent, and reliable.

Information for All

- The Government uses various online platforms to the Indian citizens informed about the services and initiatives. For example, suppose you are active on Twitter and following government agencies. In that case, you will get most of the updates directly from them, without even going to their official website or physical confirmation.
- The Government uses e-mail, Telegram, and text messages as a platform to deliver information, not just social media platforms.

Electronics Manufacturing is Empowering India

- Action coordination on skills development, PhDs, consumer electronics, smart electric meters, smart cards, incubators, medical electronics, and more.
- Existing programs and structures are being improved to achieve the goal.

IT for Jobs

- It focuses on the people living in small towns and villages to train them in the IT sector. Previously, it had aimed to train one crore students over five years to help them get a job in the IT sector.
- It is training three lakhs service delivery, agents.
- Skill development to 5 lakh rural TSP.

Early Harvest Programmes

- School e-books facility,
- E-Greetings facility started on August 14, 2014,
- Bio-metric attendance portal initiatives for central and state governments,
- Universities under NKN (National Knowledge Network) are facilitated with WIFI,
- Secure e-mail facility under all government departments,
- Real-time portal facility for lost and found children.

Conclusion

The 'Digital India Project' of the Government of India is creating a new para diagram under which more innovative ways of delivery of service in digital environment is conceived, focused not only delivery of service but 'customer satisfaction'. That social network media can effectively used not only for delivery of service but garner feedbacks to generate Synergy, improving service delivery to achieve 'high level of satisfaction'. The same platform can we used for 'crowd-sourcing' of innovative ideas.

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ROLE OF TEACHER'S IN BLENDED LEARNING ENVIRONMENT

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Abstract

The world is changing constantly and the various domains are also influenced by the change. There is no exemption even in the education domain. The evolution of the digital learning platforms has a huge impact in educational institutions and has eventually put the traditional methods in the back seat. However, there are demands for both technology and traditional learning methods. As a result of this, the art of combining digital learning tools with more traditional classroom face to face teaching gave birth to the term "Blended Learning". The aim of this investigation was to get an insight into how teachers and students responded to the use of virtual learning environments and what their expectations were from online courses. Teachers designed their online courses with the assistance of a support e-learning team and questionnaires were used for teachers and students to express their views on the online courses. Teachers pointed out that the online courses by themselves would be able to tackle limited lecture time and strengthen the students background knowledge.

Keywords: e-learning, effective learning, face-to-face teaching approach, to learn at the own space, improving teaching and information retention.

Introduction

Blended learning is generally applied to the practice of using both online and in-person learning experiences when teaching students and also called hybrid learning and mixed-mode learning, blended-learning experiences may vary widely in design and execution from school to school.

Blended learning is a natural development to the growing accessibility of eLearning, online resources, and the continued need for a human component in the learning experience. A blended learning approach ensures that the learner is engaged and driving his or her individual learning experience. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner-centered instructional environment.

Purpose of Blended Learning

- Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all students and now with access to present-day technologies

and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.

- By making in-person and online learning complementary, blended learning creates a truly integrated classroom where the needs of all types of learners can be met. Keeping students engaged, stimulated, and motivated also helps teachers to be more effective and make greater gains with their students.
- Allowing learners of all abilities the opportunity to advance their studies at the rate that works for them, blended learning enables fast learners to advance more quickly, while struggling students can move at their own pace and get customized support where they're stuck. In a traditional classroom learning environment where all students are trained at the same level and speed, gifted students can easily get bored and students who need extra help can be left behind. Because blended learning is scalable, instruction remains effective every step of the way, setting all your students up for success as they acquire the 21st century skills they need to shine.
- With digitally delivered resources from Learning A-Z, students can access an enormous library of developmentally appropriate learning materials anywhere they have an internet connection or access to a mobile device. That means students can keep learning on school vacation, on weekends, wherever they are, as much as they want. Caregivers can help their children learn at home, too.

Teacher's Roles in Blended Learning

- **Coach and tutor**

A teacher needs to encourage students and celebrate their successes. He also works with them one-on-one during student conference time.

- **Facilitator of deep learning, discussion, and collaboration**

Students need help figuring out how to make collaborative opportunities productive as well as guidance on using online collaboration programs.

- **Designer of problem-based opportunities for the extension of learning**

Teachers encourage students to generate questions they want to research.

- **Analyzer of student data to support instructional decisions**

Technology makes it easier to collect and analyze immediate feedback and scores but only a teacher can determine the next best step for the class and each student.

- **Cooperative grouping coordinator**

An example might be using discussion boards or blogs for group work opportunities.

- **Manager of effective differentiation of learning**

Teachers research and assign various resources for students to use for learning in a blended learning environment, both traditional and online, and they tailor levels for each student.

- **Evaluator**

Teachers assess and provide students with actionable feedback.

Blended Learning Models

- **Online:** Instruction occurs via an online platform, with periodic face-to-face meetings.
- **Rotation:** Student rotates between self-paced online learning and face-to-face instruction. Schedules are fixed but flexible.
- **Flex:** Most instruction is delivered online, with teachers providing as needed support in small-group settings.
- **Personalized blend:** Teacher designs face-to-face and anywhere, anytime learning options that straddle the physical classroom and virtual spaces. Learning is the constant and time is the variable.
- **Online lab:** Instructions takes place in a brick and mortar lab. Delivered by an online teacher and supervised onsite by paraprofessionals.
- **Face-to-face:** Teacher offers primarily face-to-face instruction, supplemented with technology in the classroom or computer lab.

Advantages of Blended Learning for Teachers

- Teaching is less expensive to deliver, more affordable, and saves time.
- Blended learning offers flexibility in terms of availability.
- E-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.
- Students have the ability to track their progress.
- Students can also learn through a variety of activities that apply to many different learning styles.
- E-learning could improve the quality of teaching and learning as it supports face-to-face teaching approaches.
- More engaged students
- Better information and feedback on work
- Team teaching
- Extended time with students
- More leadership roles
- Focus on deeper learning
- Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such Reduced Isolation, More opportunities for collaboration, Meaningful professional development, Better student data, Improved Time efficiency, Role-differentiation.

Advantages of Blended Learning for Students

- **Increase student interest**

When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be monotonous for some – like math and science, while also increasing information retention.

- **Keep students focused for longer**

The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods than they would be with books or paper resources, this engagement also helps develop learning through exploration and research.

- **Provides student autonomy**

The use of eLearning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.

- **Promote student ownership**

Blended learning instills a sense of 'student ownership over learning' which can be a powerful force propelling the learning, It's this feeling of responsibility that helps the feeling of ownership.

- **Enables students to learn at their own pace**

Due to the flexibility of blended learning and the ability to access internet resources allows students to learn at their own pace, meaning a teacher can help speed up the learning process or give more advanced resources if necessary.

Challenges in Implementing Blended Learning

- **Digital Gap**

Not all students have a reliable internet connection or even basic digital literacy. They may struggle to navigate new online platforms and devices. Educators can't always address these barriers because they're rooted in each individual's economic, social and personal circumstances. Providing equipment or offering rentals may help put the necessary technology into more students' hands. Basic IT training can familiarize students with digital learning tools so no one falls behind.

- **Academic Dishonesty**

Academic dishonesty is rampant in online learning. Without the presence of a teacher to keep them in check, students may plagiarize written assignments or try to cheat on tests. Plagiarism checkers, timers, randomized questions, proctoring and secure web browsers help prevent students from using unfair means to pass assignments and exams.

- **Decrease in Student-teacher Relationship**

It's easier for students to feel isolated and detached from their teachers when they aren't face-to-face. During school closures at the height of COVID-19, self-reported mental health problems and anxiety symptoms in children and adolescents increased.

Teachers can address this by remaining engaged, even when they don't or can't see their students in person. Built-in communication tools allow students and teachers to exchange regular feedback, not only in terms of academic performance but also informal check-ins. Teachers can also set up parent-teacher meetings to keep parents aware of concerns and organize virtual team-building activities to encourage students to make friends with classmates.

Conclusion

Blended learning should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate successful implementation of BL in higher education of the country. With the heavy integration of technologies, we'll be able to improve teaching, information retention, engagement, responsibility, and enjoyment.

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BLENDDED MODE OF TEACHING AND LEARNING FOR TEACHERS COMMUNITY

Volume -2

Editors

Dr.M.Akilanayaki | Dr.V.Meera

Dr.T.Mohanasundari | Dr.P.Gurusamy | Dr.R.Sivarajan

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Blended Mode of Teaching and Learning for Teachers Community

© **Dr. M. Akilanayaki**
Dr. V. Meera
Dr. T. Mohanasundari
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CONTENTS

S.No	Title	Page.No
1	An Insight on Blended Learning Models Dr. G. Vignesh & Mr. K. Ajay Kumar	1
2	Blended Learning Models Dr. M. Jeeva	6
3	Blended Learning in Vocational Education: Teachers' Conceptions of Blended Learning and their Approaches to Teaching and Student Ms. S. Pratheepa & Mr. A. Arun Prakash	12
4	Significance of Blended Learning In Education System Mrs. P. Sudha, Mr. U. Praveen Kumar & Mr. A.D. Sabarivishnu	21
5	Role of Teacher in Blended Learning Dr. M. Kalimuthu	27
6	Digital Revolution in India Dr. R. Kavitha & Dr. A. Giri Prakash	34
7	Digital India - Transforming Indian Knowledge Economy Dr. C. Rajalakshmi & Dr. M. Mariappan	43
8	Blended Learning Tools Dr. P. Archanaa & Ms. S. Abinaya	51
9	Blended Learning in Higher Education Dr. D. Ahila & Dr. N. Bagyalakshmi	55
10	Performance of Time Management system in Auto Mobile Industry Dr. N. Ponsabariraj & Mr. K.R. Vithyasekar	60
11	Learning Responsibility Dr. M. Nirmala & Ms. V. Bavadharani	65
12	A Study on the Blended Learning Models for Effective Classroom Teaching V. Poornima	69
13	Online Learning Tools for a Blended Learning Ms. M. Shanmugapriya	74
14	Mobile Learning Behavior Among the Research Scholars with Selected University in Tamilnadu: A Study Dr. S. Vijayakumar, R. Umamageswari & Ms. Kavitha	79
15	Augmented Reality and Education: The Impact on Learning and Student Engagement from a Social Science Perspective Mr. R. Vijay Anand & Ms. M. Narmadha	91
16	Roles of Teacher and Challenges in Developing Students' Morality Ms. K. Mehala, Mr. R. Amarnath & Ms. E. Hephzibah Rosalind	97
17	Teacher's Role in a Blended Learning Environment Ms. M. Bagiyalakshmi	107

S.No	Title	Page.No
18	Teachers Role in Blended Learning Environment Dr. R. Ramya & Ms. A. Pachai Nayaki	115
19	Blended Learning Models and Teacher's Role in a Blended Learning Environment Dr. T. Vijaya Chithra & Ms. S. Selva Abinaya	119
20	The Impact of Blended Learning on Academic Performance of Students Ms. S.S.Shanthi, Dr. M. Rathamani & Mr. N. Arul Kumar	126
21	Transformation of Education Through Digital Tools Mr. M. Prem & Ms. S. Naveena	133
22	Transformation of Education Dr. N. Giri, Ms. B. Pavithra & Ms. K. Gnanasundari	140
23	Women's Participation Towards Education and Employment in India Dr. M. Jegadeeshwaran & Ms. S. Kaleeshwari	144
24	Youtube as a tool for blended mode of Teaching and Learning Mrs. E. Divya	154
25	Teachers' Perception Towards Blended Mode Dr. P.Jayanthi & Dr. S. Poongodi	156
26	A Study on Blended Learning Scenario Ms. A. Anandhiprabha	161
27	A View on Blended Learning Tools and Practices Dr. R. Gayathri & Ms. M. Suvetha	166
28	Impact of Current education system in India Dr. B. Rohini & Ms. B. Dharunika	170
29	Glimpse of Learning Responsibility Ms. S. Pratheepa & Ms. P. Subha Shree	174
30	Blended Learning Structures in Education Mr. B. Madhan Kumar & Ms. E. Sneha, Ms. N. Karthikaiselvi	177
31	Teachers Role in a Blended Learning Environment Ms. M. Shanmuga Priya & Ms. S. Rama Prabha	184
32	Blended Learning Models Ms. M. Gayathri & Ms. A. Sanjiya	189
33	A Study on Blended Learning Environment in Flipped Classroom Model Ms. M. Kesavy & S. Bagayalakshmi	194
34	Blended Learning Models and Tools Dr. E. Renuga, Dr. G. Akilandeswari & Ms. M. Kunthavi Nappinai	198
35	Blended Learning in Higher Education : Challenges and Pedagogy Dr. T.S. Kavitha	209
36	National Educational Policy and Blended Learning Dr. M. Yamuna Devi & Dr. P. Duraisamy	213

AN INSIGHT ON BLENDED LEARNING MODELS

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Abstract

The term 'remote learning' became very common during the COVID-19 pandemic as remote work and remote learning became common practices across the globe. Education and training programs have shifted to self-paced e-Learning and virtual classrooms. Post COVID-19, even when learning returns to the physical classroom, the trend toward blended learning will continue. In this chapter, the authors explore how e-Learning has evolved toward blended learning models and how we can use modern technologies like artificial intelligence and learning models to improve blended learning.

Keywords: Remote Learning - Self-paced E-Learning - Blended Learning Models - Page Turner - Anecdotal evidences - Applications for Blended Models

Introduction

The term 'remote learning' became very common during the COVID-19 pandemic as remote work and remote learning became common practices across the globe. Education and training programs have shifted to self-paced e-Learning and virtual classrooms. Post COVID-19, even when learning returns to the physical classroom, the trend toward blended learning will continue.

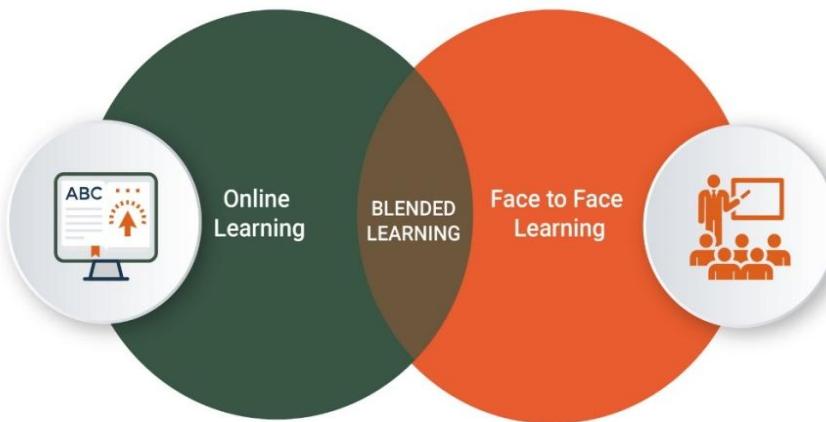
We explore how e-Learning has evolved toward blended learning and how we can use modern technologies like artificial intelligence and learning models to improve blended learning.

The first generation of e-Learning or web-based learning programs focused on presenting physical classroom-based instructional content over the Internet. Furthermore, first-generation e-learning (digitally delivered learning) programs tended to be a repetition or compilation of online versions of classroom-based courses. The experience gained from the first-generation of e-learning, often riddled with long sequences of 'page-turner' content and point-and-click quizzes, is giving rise to the realization that a single mode of instructional delivery may not provide sufficient choices, engagement, social contact, relevance, and context needed to facilitate successful learning and performance.

In the second wave of e-learning, increasing numbers of learning designers are experimenting with blended learning models that combine various delivery modes. Anecdotal evidence indicates that blended learning not only offers more choices but also is more effective.

What are Blended Learning Models

This is where blended learning becomes a bit more complex. Educationalists and researchers alike have found it difficult to agree on a common definition for this term. There is even a bit of disagreement on the number and type of models. The reason is actually quite simple - just like the term itself, various models of blended learning can be used together. Here are the six most widely agreed upon models of blended learning



1. **Face-to-face driver model** - This model resembles the traditional classroom setting the most. Here the instructor in addition to giving face-to-face instruction also adds digital tools for improved student learning.
2. **Online driver model** - Thematically opposite to face-to-face driver model, the entire course is taught through an online medium. The instructors too, can answer questions and provide support online. Although face-to-face meetings can also be scheduled.
3. **Rotation model** - Here the students alternate between scheduled classroom study, laboratory setting, and online study. This model is more prominently being used across elementary schools.
4. **Laboratory model** - In this model, the course content is delivered online to a comparatively small group of students in a location or learning center. While invigilators are present, they only guide the students. This model is most useful for courses that cannot be offered through traditional setting.
5. **Flex model** - Blended learning programs under this model are offered online. Instructors are available for support and face-to-face consultation.
6. **Self-blend model** - In this model, the students have the option of opting for online learning on top of existing classes. While it might cause a bit of overlap between the two forms, it is generally recommended for self-motivated students. The courses offered through this model can be accessed anywhere anytime.

Advantages

- The blended teaching methodology is better than purely online or purely face-to-face setting.
- Proven to be an effective learning tool for at-risk students.
- Helps in developing self-reliance and collaborative learning among students.
- Gives the option to the school or university to offer more courses as it reduces infrastructural costs.
- Better and effective use of school resources.
- Helps in assessing progress better.
- Assists students to learn at their own pace.

Disadvantages

Just like other educational theories and models, blended learning would be unsuccessful unless proper tools are used for implementing it. For instance, if the Learning Management System used for delivering course content is not up to date, reliable or easy to use then it would have a negative learning experience on individual students.

Some of the Application for Blended Learning Models

JAMBOARD

Jamboard is a digital whiteboard that lets you collaborate in real time using either the Jamboard device (a 55-inch digital whiteboard that works with G Suite services), web browser or mobile app.

Work Together in Real Time

You can share a jam session with collaborators whether they are on a Jamboard device, mobile app or web browser. People in up to 50 user sessions can work on a jam at once. When using a web browser, each Jamboard browser tab counts as a session.

Advantages

Jamboard can be leveraged to build communication, collaboration, critical thinking and creativity. A Jam can be used for a team to brainstorm and develop new ideas. In the classroom you can engage students in problem solving exercises. Jams can easily be shared with students to have access during and after class.

Disadvantages

- People in up to 50 user sessions can work on a jam at once
- Lacks ability to add media content such as music and videos.

Nearpod

Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more. The students can access a teacher's Live Participation presentation through a code and the teacher then moves the

class through the lesson and lets students interact with the media as they go. Teachers can also opt for Student-Paced mode, where the student controls the flow of the lesson.

Work Together in Real Time

Nearpod is a student engagement platform built to make teaching with technology easy. It's designed to work with any classroom technology. Easy to use, you can import your own Google Slides, PowerPoint or PDF, create lessons in minutes, and add interactive activities.

For Silver accounts (free accounts), up to 40 students can join per lesson. If you have a school or district account **Premium Plus** account, up to 250 students can join per lesson. **For Gold**, up to 75 students can join per lesson

Advantages

With our growing options of Drag & Drop, Draw It, Time to Climb, Matching Pairs, Collaborate Board, Quiz, Poll, and Open-Ended Question, teachers have multiple options to meet specific needs of the diverse learners in their classrooms. Activity Banks offer an ever-growing collection of ready-to-use engaging activities.

Disadvantages

It'll take more time than some competitors to get comfortable. Content filters could be better. Bottom Line: This is a great tool with a vast content library, and the teacher- or student-paced learning can unlock the potential of 1-to-1 environments.

Socrative

Socrative is an interactive web-based student-response system (also available through iOS, Android, or Chrome apps) that can help teachers spark conversation and learning through user-created polls and quizzes.

Work Together in Real Time

Socrative also allows for students to text questions or other responses to their teacher through a 'back channel' function. A record of the overall results of a test can be displayed on the class screen and/or saved to an Excel form for future reference.

With the free version of Socrative, you can have up to 50 students in a room take a quiz.

With Socrative Pro for Higher Ed and Corporate, you can have up to 200 students in a room take a quiz.

Advantages

Socrative can provide a teacher instant feedback and engagement from students. From the constructionist theory of learning, students engage actively in the learning process and build understanding based on their prior knowledge.

Disadvantages

Analyzing individual student data over time will take more time and effort than most teachers have.

Kahoot

Kahoot is an online game-based learning platform. It allows teachers, organizations and parents to set up fun web-based learning for others.

Work Together in Real Time

Kahoot! is a game-based learning platform, used as educational technology. It has learning games, also known as "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot! app. Kahoot! also includes trivia quizzes. This educational platform is similar to other technological learning tools such as Wooflash, Blooket, Quizziz,etc..

Advantages

- The first and foremost advantage of Kahoot is that it offers a great engagement from the students' side. They enjoy it as it is a visualized and unique type of quiz.
- It can be used as a tool of assessment for the teachers.
- Kahoot has been successful in creating a positive environment among the students by creating motivation.

Disadvantages

- One of the significant disadvantages of Kahoot is that tracking the student's progress level is a complex process. Because of multiple players connected to the same platform, there should be a strong Wi-Fi connection. Else it would not work.
- As multiple players are connected, the level of competition can be increased, thus leading to stress and anger among kids.
- Sometimes, the availability of gadgets can also be an issue.

Conclusion

Hence through this paper, an attempt is made to exhibit the meaning of Blended Learning Models with their six types. Further the application of the Blended Learning Models like Jam Board, Nearpod, Socrative and Kahoot are given with their real time working, advantages and disadvantages as this may be an eye-opener for the individuals who require the insights of these model for their usage in future.

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BLENDED LEARNING IN VOCATIONAL EDUCATION: TEACHERS' CONCEPTIONS OF BLENDED LEARNING AND THEIR APPROACHES TO TEACHING AND STUDENT

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Abstract

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings. Blended learning allows students to learn at their own pace and their own ability level. By including a virtual environment, learning is not limited to a physical classroom. Learning can happen in long periods, in bits and pieces, from home, from a coffee shop, or during a lunch break, depending on what works for your schedule. Blended learning allows increased flexibility, as it enables anytime anywhere learning. It eliminates the need to attend class, which allows a further geographical reach. This favours students who cannot attend class at set times every day or week. This can include learners with young children, full-time jobs, physical disabilities, or who live in different cities. The main purpose of this paper is to study and analyse the available literature based on the Blended learning and to understand how it has been studied and evaluated by different authors who are working in this area. Current literature focuses on Blended Learning - Its importance and Concept. This paper focuses on the current situation of Blended Learning and its future. Data has to be collected from multiple sources of evidence, in addition to books, journals, websites, and newspapers. It explores the main issues in adoption of Blended Learning techniques and practices.

Keywords: Blended Learning, Education, Internet, Technology, Teacher and Students.

Introduction

The development of digital technology creates one innovation in learning models that can occur both online and offline (known as blended learning). Blended learning is a formal education program through the delivery of content and instruction through digital and online media that control elements of students over time, place, and speed. Many universities implement a mixed learning process because it can promote effective learning and successfully integrate online and offline classes for adult students. Teachers who are involved in mixed learning processes in vocational education, tend to adopt different approaches to teaching as well as mixed learning designs.

The advantage of blended learning is that students can learn flexibly, freely, and broadly wherever and whenever. Blended models can improve student's performance in vocational education and lead to more effective learning. Blended learning can reduce the number of class meetings [6]. The blended learning model gives teachers more time in learning activities that involve students in improving their abilities.

The definition of blended learning is a formal education program in which a student learns:

- At least in part through online learning, with some element of student control over time, place, path, and/or pace;
- At least in part in a supervised brick-and-mortar location away from home;
- And the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

The concept of blended learning, generally three main delivery modes exist: face-to-face, flexible and distance learning. Importantly, learning technology applies to all three modes; technology can be used to:

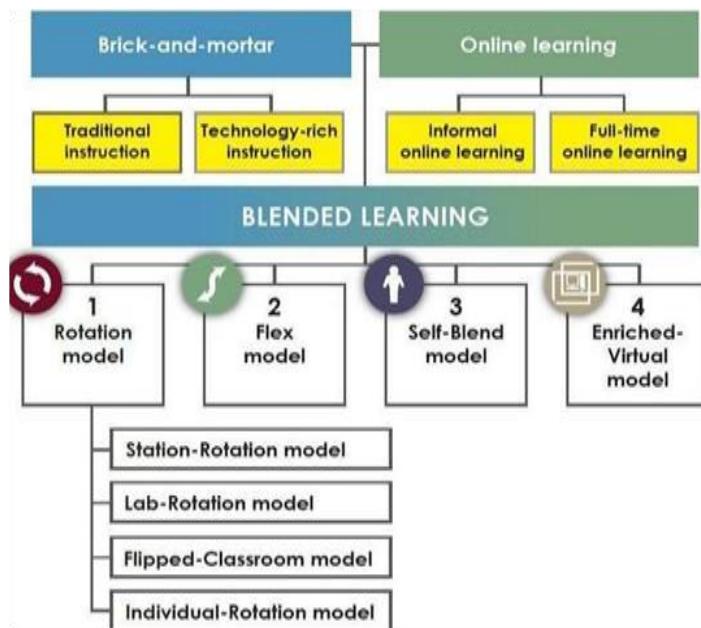
- Enrich traditional face-to-face teaching
- Enhance existing flexible forms of delivery
- Increase the level of engagement and social presence of students studying at a distance.
- In each delivery mode, technology can be used to blend the best of conventional teaching with online forms of learning.

Blended Learning Models

- Rotation

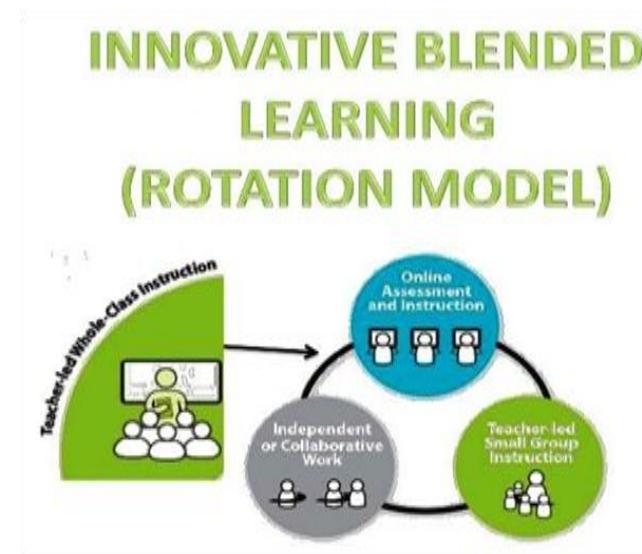
The Rotation model includes four sub-models:

- Station Rotation,
- Lab Rotation,
- Flipped Classroom,
- Individual Rotation.
- Flex
- A La Carte
- Enriched Virtual



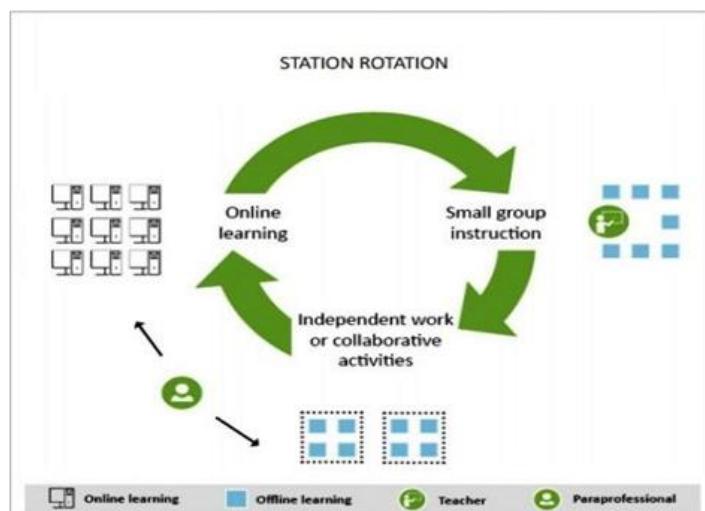
Rotation Model

A course or subject in which students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and mortar campus, except for any homework assignments.



Station Rotation

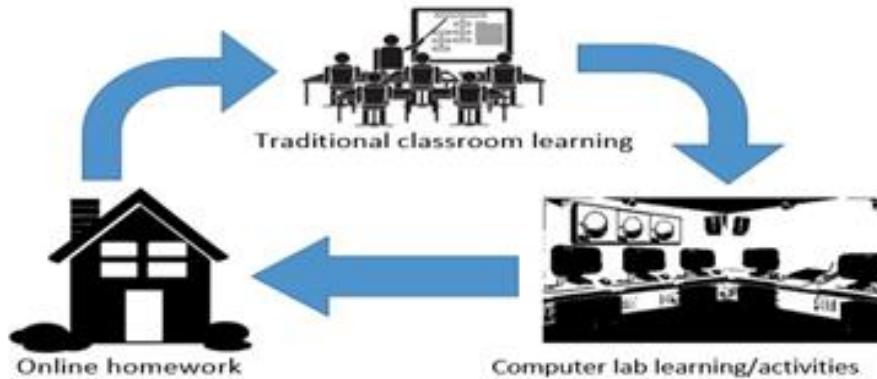
A course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.



Lab Rotation

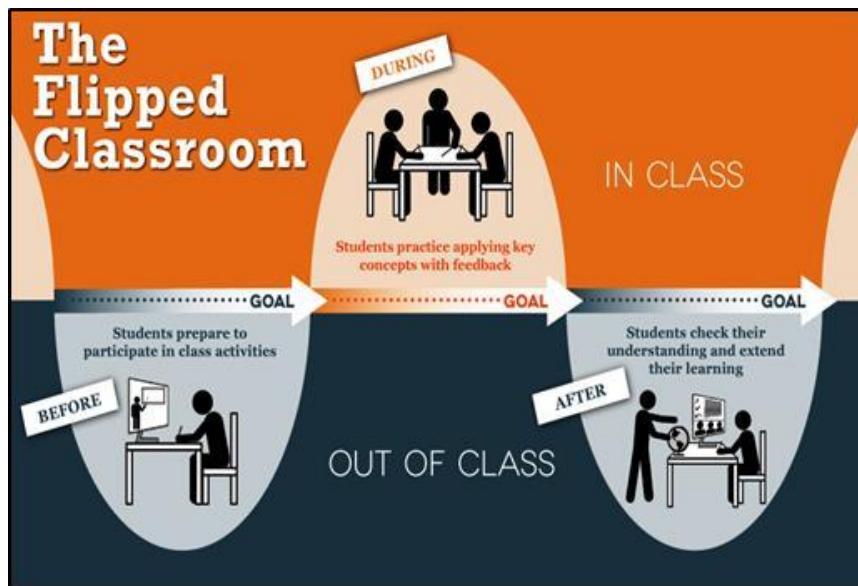
A course or subject in which students rotate to a computer lab for the online-learning station.

Blended Learning Model: Lab Rotation



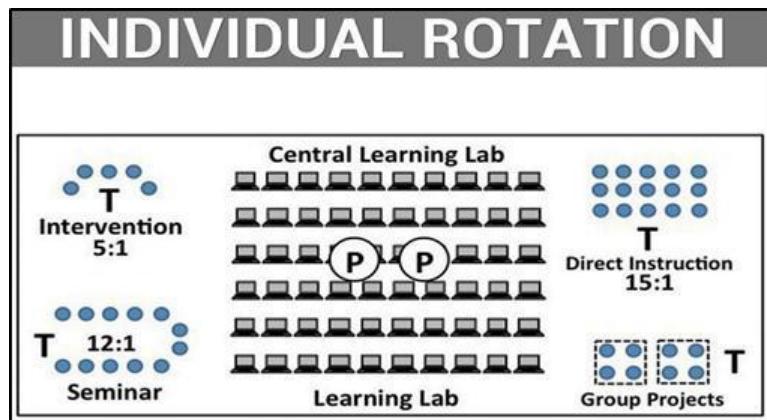
Flipped Classroom

A course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.



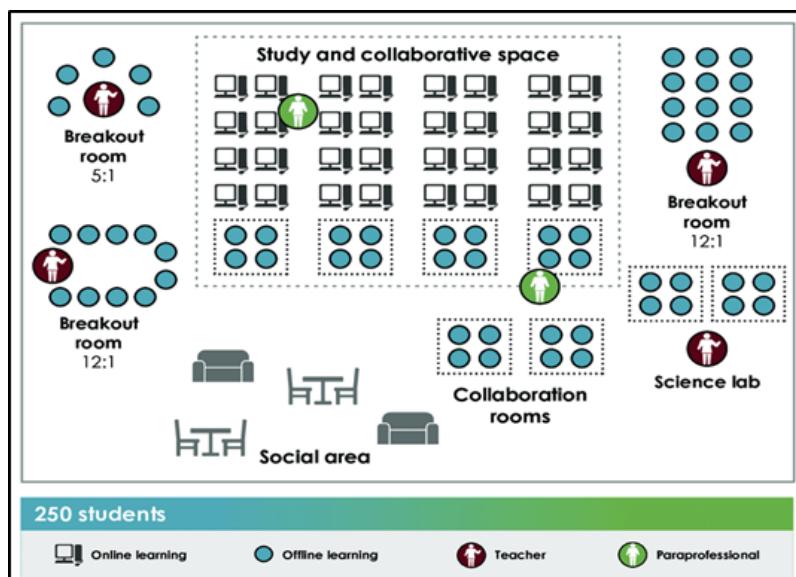
Individual Rotation

A course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.



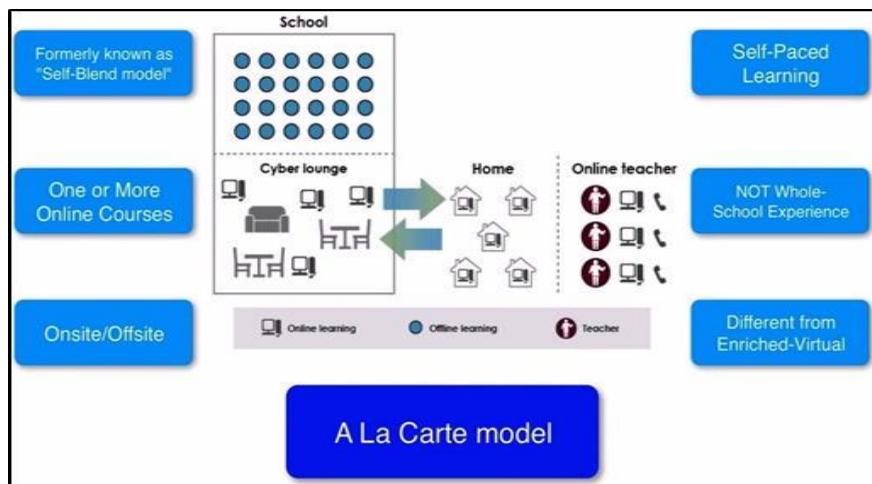
Flex model

A course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.



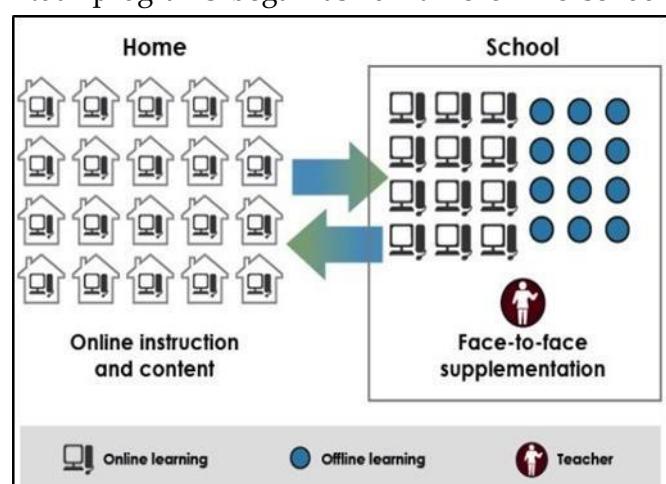
A La Carte Model

A course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus.



Enriched Virtual Model

A course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.



Importance of Blended Learning

Blended learning is important because it breaks down the traditional walls of teaching, one that don't work for all students. But now with access to present day technologies and

resources we can tailor the learning experience for each student. Blended learning is the one that offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace. Blended learning is live interaction between teacher and student that uses technology. This type of learning allows flexibility for students and teachers. Students can enjoy personalized learning that suits their study plan through blended tools. Teachers can interact with students more efficiently by monitoring their growth and giving instant feedback. Blended learning allows students to personalize their learning experiences by using additional tools beyond the classroom. Learners can identify areas that need more attention and personalize their learning schedule to accommodate this. Teachers can also use blended learning methods to enhance their lessons. This is a modernized way of teaching that can have a positive impact on a student's training experience. This type of learning prepares students to work at digital based jobs that require technology proficiencies.

Blended Learning also Improves Other Factors for the Teacher Including

- More engaged students
- Better information and feedback on work
- Team teaching
- Extended time with students
- More leadership roles
- Focus on deeper learning
- Motivate hard to reach kids
- New options to teach at home
- More earning power
- Individualized professional development plans

Improved Teaching Conditions

Blended learning tears down the traditional bricks and mortar approach to teaching, which can improve conditions such as:

- Reduced Isolation
- More opportunities for collaboration
- Meaningful professional development
- Better student data
- Improved Time efficiency

Implications of Blended Learning

- Implications on classroom
- Provide students with time flexibility and improved learning outcomes
- More student-teacher interaction
- Increase student engagement
- Allow for continuous improvement in a course
- Enhance an institution's reputation

- Expand access to educational offerings
- Acquire more technological literacy and greater confidence using new technologies
- Improving communication between teachers and students and extending relationships across boundaries.

But

- Students spend more of their study time using social media and chatting with friends than doing their schoolwork
- Teacher lay-offs
- Higher student-teacher ratios
- Unforeseen educational

Blended Learning Trends

- The deeply student-centred learning experience
- Soaring numbers of digital learners
- Supporting standards and higher-order thinking skills
- Realizing benefits for both teachers and students
- Data-driven instruction to personalize learning
- Personalized learning

Conclusion

Blended Learning Environments promise to be an important part of the future of both higher education and corporate training. Over the past decade, with the increased availability of technology and network access, the use of Blended Learning Environments has steadily grown. It provides students with time flexibility and improved learning outcomes. The blended learning offers the open way for many students who can get through the physical and cultural barriers in the education. By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century. But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures. Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity. Despite initial hurdles and challenges, the future looks promising for blended learning adoption in the developing country like India. In fact, if the current growth rates continue, India might soon pass western countries in blended learning adoption.

“Blended learning is not just a trend, and we’re starting to see technology integrated in really intentional ways. —Katie Linder.”

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SIGNIFICANCE OF BLENDED LEARNING IN EDUCATION SYSTEM

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Abstract

Blended teaching-learning approach provides a solution to the complexities of adapting learning and growth to the individual's needs, combining with the best of conventional learning the technologies and technical advancements. It is a mixture of face-to-face and online learning through different learning resources. Blended learning is the integration of traditional face-to-face learning with technology, the internet, and distance learning. This approach is becoming pervasive in the education system in recent years. Accordingly, the research paper examines the importance of blended learning in teaching. The objective of the article is to show reasons for using blended learning in education and essential factors of a successful blended course. The quality of the blended course can be enhanced by combining the advantages of both online and in-person learning. The article also provides other factors that can help to design a productive blended course.

Keywords: Blended learning, online learning, essential factors of blended learning, designing blended course.

Introduction

Blended learning is a type of learning that blends conventional location based classroom approach with online learning sources, creating potential for enhancing the effectiveness of the learning process as a whole. Although traditional methods of providing or acquiring education were adequate in the pre-digital era, the abrupt boom in digital innovations has a huge impact on the education industry, result in an elevated demand for more digital methods of teaching.

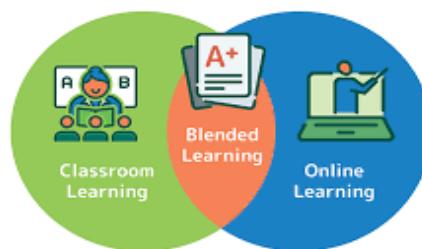
A blended learning approach is unquestionably a fantastic way to enhance learner engagement and experience; however its benefits extend far beyond that. It allows students to direct their individual learning using online learning tools that are interesting, meaningful, and appropriate. It also includes the function of an educator for social interaction, discussion, and collaborative learning, among other merits.

Blended learning models usually leverage a combination of in-person instruction techniques, teacher-led online modules, and self-paced learning. Students may participate in a combination of independent study, small group learning, and whole-class instruction, whether online or in person. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face to face teaching. In a true blended learning environment, both the student and the teacher should be physically located in the same space.

Blended Learning Strategies

- Use multiple types of instructional materials.
- Incorporate technology for reinforcement.
- Try new teaching techniques.
- Keep your traditional methods.
- Vary your assessments.
- Mix up group work styles.
- Try a digital curriculum.

Blended Learning



Use Multiple Types of Instructional Materials

Blended learning requires you to use different types of instructional materials and strategies. While it may be tempting to stick to your main textbook, you'll need more than that to provide a truly blended experience. Along with your textbook, try supplementing your lessons with free resources from the Internet, online discussion groups, your home-grown teaching resources, and test prep materials.

Incorporate Technology for Reinforcement

Since CTE courses have both standard lessons and lab work for learning skills, you have an opportunity to try a few extra things by incorporating technology. Technology can be used in a few different ways, including to directly instruct your students, or to reinforce their learning with fun activities or exercises.

Try New Teaching Techniques

If you're new to blended learning, you have a golden opportunity to use different teaching techniques to help your students. You may be surprised to see your students' reactions to a new technique. One approach to try is differentiating your lessons. Differentiated instruction is a more specific technique of varying your instruction to meet the needs of your individual students. With differentiation, you could have three versions of a lesson based on students' performance in the classroom.

Keep Your Traditional Teaching Methods

While new techniques are an important blended learning strategy, don't dump your old ones. Traditional lectures still have a place in a blended classroom. After all, there are some topics that are just better taught with a teacher standing at the front of the room.

Vary Your Assessments

While it's not exactly a teaching strategy, varied assessments are crucial to successful blended learning. If you plan to mix up your instructional materials and teaching style, it's only natural to mix up how you measure student comprehension.

Advantages

1. Well-suited for large groups

Blended learning doesn't require the trainer to be present all the time. Traditional classroom settings are constrained to a limited number of people at the same time. For some training topics, it's impossible to transition to online training completely. For instance, some training requires practical and hands-on activities. In that case, you can publish some of your training content in a learning management system. It will help you scale the theoretical part of your training. While your employees are busy learning by themselves, you can dedicate yourself to other tasks, including in-person training sessions.

2. Better preparation and feedback

Blended learning makes traditional training more valuable. When people can complete assignments independently, they can come to class with the same knowledge level. There is more time for useful discussions and to practice what they have learned. While they complete the online materials and assignments on their own, you can do less work and relax. Yet, it's also possible to assist learners who require more information, which is one of the main benefits of blended learning. You can complete the feedback loop when you adjust your training based on the first training sessions' results.

3. Great for the non-technology fans

Some people in the education sector are not big fans of technology, even though they recognize its benefits. Also, some employees and customers might not like it either, mostly when they are already used to face-to-face training. Blue-collar workers and more traditional learners, for example, might appreciate hands-on training much more than learning from their smartphone screen. Given that no one can deny technology's benefits, taking up a blended approach can solve this problem.

4. Employees set their own pace

It can be hard to learn with other people, especially if they have different learning styles. On the other hand, some might enjoy learning in a group. A rotation model could do wonders for your organization. It gives your employees time to grasp more difficult topics on their own and lets them share their knowledge and skills with others. Many would also find it challenging to manage their time if they tried to complete a course alongside their regular job. With the online driver blended learning model, you can grant your employees a generous amount of flexibility in deciding when they're going to study.

Disadvantage

1. Temporary increase in the workload

It's hard to disagree that there's a significant amount of work involved in the early stage of blended learning where you set everything up. It's not easy to switch to a new method if you are already accustomed to a traditional approach. You might wonder how to balance face-to-face training with online training. It can take a while to reap the benefits of this learning approach.

2. Lack of motivation

Another disadvantage is that, depending on how you set up blended learning, it might diminish the motivation of your participants. Not every blended learning model is suited to every person, task, subject, or organization. In the way you consider children's' reading levels when choosing books for them, you should consider which approach will work best for your employees or customers. Employees who are used to working with their hands might also dislike sitting in front of a screen for too long. As you can imagine, it's essential to consider these things when you prepare your learning methods and materials.

3. Basic technology knowledge

Your participants must have a basic knowledge of technology to take lessons and complete assignments online. Your employees won't learn too much from a screen if they don't know how to do it or are not interested. This issue can be solved with a quick introduction to the new training techniques and its benefits.

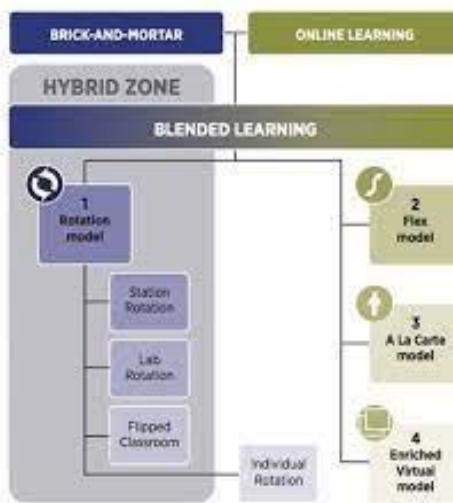
4. Plagiarism and credibility problem

Plagiarism is a well-known issue in the e- learning world. It might be hard for online learners to resist the temptation of looking up things on the web while learning from a computer or smartphone. To prevent plagiarism, you can use plagiarism checkers. Timers, randomized questions so all participants get a different selection of questions for their test, and secure browsers that block web navigation help prevent participants from looking up answers during online tests or courses.

Four Models of Blended Learning

• Rotation Model of Blended Learning

In this model, students within a single class rotate between online learning and other learning modalities, either on a fixed schedule or at the instructor's discretion. In this model, most of the learning still occurs on a physical (brick-and-mortar) campus. The Flipped Classroom is the most classic example of the Rotation Model in practice.



- **Flex Model of Blended Learning**

Students switch between learning modalities on a customized, fluid schedule that uses online learning as its cornerstone. Similar to the Rotation Model, learners still learn primarily on- campus, but under the Flex Model every class is divided into online and offline components.

- **Enriched Virtual Model of Blended Learning**

In this model, learning is divided between online and offline components. Although face-time is required between the student and teacher, in the Enriched Virtual Model, the student does not necessarily come to campus every day. With each of these blended learning models, video plays a key role in delivering course content to students. Regardless of the blended learning model chosen, the right video platform must allow teachers to focus on teaching rather than on the technology. From its inception, Panopto was designed to make the lecture recording process as simple as possible. Teachers simply click the big red RECORD button in the Panopto software – that's it. Panopto records video and ingests presentation slides, then automatically uploads the lecture into a centralized "Campus YouTube" where each recording is made fully searchable and encoded for playback on any laptop, tablet, or mobile phone.

Conclusion

A blended learning approach provides access to diverse and flexible learning environments and nurtures enriched literacy and learning. Learners who experience blended learning will see the world as they know it reflected in the programs where they learn and will deploy critical thinking skills to participate in a society where we are required to create, collaborate and communicate in digitally mediated networks. By creating a system of support that puts people first, adult education providers will work responsively to ensure educators are equipped with the knowledge and resources they need to create high-quality, collaborative learning experiences where learners develop confidence and competence using technology for learning, for work and in their daily lives.

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PERFORMANCE OF TIME MANAGEMENT SYSTEM IN AUTOMOBILE INDUSTRY

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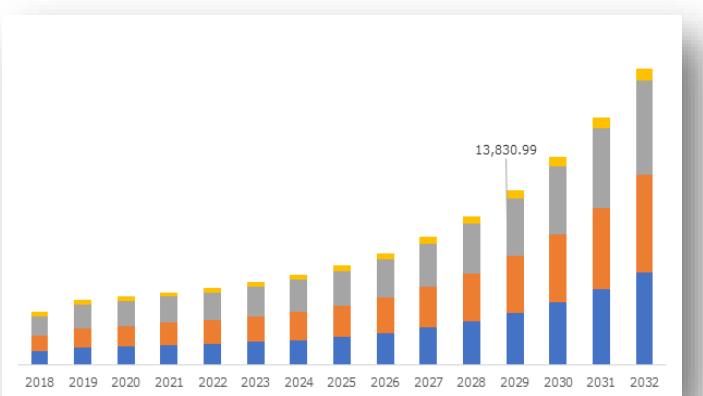
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Abstract

Just-in-Time production system is one of the major initiatives that focus on cost reduction by eliminative non-valuable activities. The tools and techniques of JIT, widely used in industries starting with the introduction of the original Toyota production system. Various industries have been trying to adopt new business initiatives in order to persist good name in market in the new competitive market place. Zero inventory, shorten the set up time, elimination of waste, quality, low cost products are the essential areas for evaluation that leads impactful growth for the Automobile manufacturing company. Basic components and tools of JIT require the evaluation JIT system for the industry in focus. All tools often, however standards solutions to solving the skill gap. So company need to think creatively about evaluation of JIT to tapping skills and demand.

Introduction

Automotive companies are constantly seeking ways to improve their organizations with various industrial tools. Just-in-Time is one of the most leading techniques adopted in industries as to set the standards. But there is need to evaluate JIT in industries to enhance the standards, quality, working environment, type of work system, inventory as well. Evaluation of Just-in-Time production system concept to the continuous production or process area with the focus on automobile manufacturing company. Simply JIT is a business philosophy that focuses on reducing time & cost, eliminating poor quality within manufacturing and non manufacturing process. Sometime it is called short-cycle or lean manufacturing. There are many studies found in management literature about the evaluation of JIT but there is lack of evaluation of JIT in automotive industry. This study improves the evaluation system for the automotive companies and includes the analysis of JIT basic components and tools of JIT.



Time Management

A number of studies have identified the positive impact of time management. Time management skills have been shown to have a positive impact on student learning and student outcomes report that the capacity to successfully manage their time is the foundation of students developing good study habits and strategies for success. Time management offers individuals the means to structure and control their activities found that time management is important beyond the university campus, where the capacity to manage one's free time is found to significantly increases an individual's quality of life. It is also suggests that the balance between sleep, exercise, and appropriate diet alongside an increase in —downtime would lead to a decrease in student illness, therefore suggesting the link between time management a physical health.

Methodology

The primary data collection for this study is through questionnaire survey. The questionnaire included2 section, Section A and Section B. Section A requested information regarding demographicandcgpa while Section B is the Time Management Questionnaire developed by,A5- point Liker scale was used to record the responses. Each scale item has five response categories: 'Always' as5, 'Frequently' as 4, 'Sometimes' as 3, 'Infrequently' as 2 and 'Never' as

1. These will score from1to5with a high score denote a positive attempt at managing time. The higher the values on the scale, the better the time management practices of the student. In this study, the samples collected by using rule of equally allocation of stratified random sampling and their needs 50 respondents from each faculty. There were few techniques used for data analysis in this study. Factor analysis was employed to analyze the factors associated with the time management. Besides that, hypothesis testing, Mann-Whitney U-test and Kruskal-Wallis Htest were used to assess the significant difference in time management score based on demographic characteristics such as gender, race, year of study and faculty. In addition, Spearman Rank Correlation coefficient was applied to identify the relationship of time management and academic achievement. It was also adopted to determine the most significant correlated time management factor toward academic achievement of students.

Significance of Time Management

Time management is a concept that deals with the effective management of time. An individual should organize all his tasks and duties in accordance with the timings; when an individual, no matter what age group he is, no matter what job he is engaged into implement all his functions in accordance with the time that makes him more disciplined, well organized and efficient. Time management provides every individual an opportunity to decide how to make use of this important source; it allows people to make the most of the least and it enhances ones knowledge about how to spend the time in a constructive manner. Individuals become aware of how to systematize and manage their lifestyles and not feel pressurized or over burdened due to any work (Time Management, n.d.). Time management is a skill and individuals should learn effective time management irrespective

of their age, work, jobs, caste, class, creed or religion. It is done in a successful manner by giving priorities; things that are more important should be put into practice first and other things that are lesser important can be procrastinated. Practicing time management always prevents an individual from keeping behind in his work and studies.

Methods

There have been various time management methods that have been taken under consideration: Time Management

- Plan - An individual should plan his goals, objectives and functions that he has to put into service in a particular time limit. There are certain things that are more important than the others for example, if an individual has to work on a project he has to focus upon that and going out with friends for a movie can be procrastinated, hence planning of tasks and objectives is important. One should be prepared to encounter impediments that arise and deal with them in a peaceful manner.
- Organize -Every individual wants to achieve his goals and objectives, for this purpose, he has to organize all the activities and work duties such as making use of technology, preparing ones mindset and organizing ones working environment.
- Staff - Effective communication and seeking support, help or assistance from the superiors, subordinates or colleagues also certainly helps in implementation of functions and responsibilities. Team work, working together in groups, seeking opinions, suggestions, and recommendations from others is highly productive.
- Direct -One should always be positive towards one self, such as rewarding oneself by getting indulged in some kind of pleasurable activities; one should always work hard and be motivated towards one self.
- Evaluate -An individual should evaluate himself; his performance, attitude and behavior; in this way, he comes to know his weaknesses and can adopt measures to improve them. Identification of flaws and inconsistencies is a must and that comes through the process of evaluation.

Factors of Time Management

28 items on the Time Management Questionnaire was analyzed by using Factor Analysis. Table1displays the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test. KMO test was carried out to check the existence of multicollinearity effect. KMO value in this analysis is 0.848 and indicates that the response do not have serious multicollinearity problems and suitable to be used in factor analysis to determine the underlying factors. Bartlett's Test of Sphericity used to identify whether the correlation between two items is sufficient to apply factor analysis. The significance P-value (0.000) is less than 0.05. Therefore, it shows that the correlation between each pair of item is sufficient to apply factor analysis and the variables are suitable for structure detection.

Time Management Advantages

- Less stress. Managing your time reduces your stress level and increases your confidence.
- Better work-life balance
- More time freedom
- Greater focus
- Higher levels of productivity
- Less procrastination
- Things are simpler and easier
- Less distraction.

Disadvantages of time management

- Unclear targets. Productive behavior is certainly one of the main goals of time management
- Bad management
- I cannot say —no
- Obstacles.
- Inactivity.
- One load of different jobs at a time.
- Fatigue and stress are part of life.
- No time to rest.

Is a method of learning where students are given freedom in how, what, when and where they learn. Flexible learning environments address how physical space is used, how students are grouped during learning & how time is used throughout teaching. With space, students may be given dedicated breakout rooms to work collaboratively. Schools may restructure traditional schedules to provide students with time for collaboration.

Learning Flexibility Important

Flexibility allows students to get to know themselves better and schedule their learning schedule accordingly. This means that the time their focus is high and their capability of retaining information is significant is when they will start their learning. In time, it will lead to them having better results.

Advantages

Students are empowered and have greater control over their learning as they work at their own pace. They can attend virtual classes facilitated by competent, trained, experienced and caring faculty and can have access to learning resources that are stored in the learning management system of UPHSD (**University of Perpetual Help System DALTA**)

Disadvantages

- Difficulty staying motivated
- Difficulty staying in contact with instructors
- Difficulty interacting with peers
- Difficulty staying connected at all times.

Conclusion

As the industries focus are facing fierce international competition in the face of global market. To be very effective, one of the best way to do so this is to evaluate JIT production system principals into their operations to provide better cost, quality, performance, delivery, flexibilities. In general to evaluate JIT, the company first made priorities like: develop controllable production system, responds to customer requirements, have a companywide defect protection program, train the work force to multiskill. The primary idea of this study is to helps to take initiatives evaluation of JIT in automotive production area in order to become more cost effectives well as quality in today's global market.

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TRANSFORMATION OF EDUCATION THROUGH DIGITAL TOOLS

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Abstract

As it highlights the diverse activities that lead to the modernization of business models or related to the education sector, digitalization can be referred to as an innovation within the sector of education. The Conversion of Written Data in Paper Form or Another Type Into Electronic Data Is Known As Digitalization. Learning environments in the twenty-first century are the result of the application of digitalization in the education sector. It demonstrates everything related to the new establishment that boosted digital education in place of the outdated educational system. The education sector is undergoing significant change as a result of digitalization. It includes the creation of orientation lectures in a technical way.

Introduction

In Indian education system there is an enormous scope for digital transformation especially in schools, universities and colleges. Though, digitization and digital approaches are way to digitizing the content of lectures and to opening access to education or learning modules by providing them online. Most reports of engagement with mobile learning and devices are positive. Digital Transformation in Education does not only mean improving students' experience; it also focuses on enhancing campus environment, teaching and learning methods. Digital tools for teaching and learning cover everything from digital infrastructures such as printers, computers, laptops, tablets, etc., to software tools such as Google Meet, Google Spreadsheets, etc.

Theoretical Framework

The Information and Communication Technology (ICT) is an umbrella term that comprises of any communication tool or application, encompassing: radio, television, smart phones, computer, and network hardware and software, satellite systems, Expert systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICT can be considered as a subfield of Educational Technology, as such technologies are used for enlightening purposes, namely to support and improve the learning of students and to develop learning environments.

Never underestimate the power of technology. With a population of 1.31 billion, the country has seen a significant rise in the usage of technology in recent years. India has a big possibility to develop in this area and to seize the benefits of technology in the field of

education because it has approximately 140 million mobile phone users and ranks second in the world for the number of social media users. Prime Minister Modi has created programmes like Digital India with a great deal of responsibility in digital technologies. India will become a knowledge economy and society as a result of this. The idea behind Digital India is to reform India's educational system. It offers the chance to access educational resources on a worldwide scale.

Objectives

1. To understand the impact of digital tools in education sector
2. To identify the emerging trends in education sector due to digital tools

Uses of Digital Tools

Better Collaboration

Improved student-teacher cooperation in the classroom is being facilitated by cloud computing tools and technology. Students have tools to work together to solve problems, whether in the classroom or at home, thanks to tablets that have learning games, online lessons, and access to eportals pre-installed. Students can post their assignments, receive educational materials, and discuss ideas or thought processes via cloud-based apps from any location.

Remote Access to Learning

Students now have easier access to education whether they are in a physical classroom or a virtual one thanks to Internet of Things devices. Students can join on from anywhere and work at their own pace thanks to WiFi and cloud access. Furthermore, tablets and other smart devices reduce the number of textbooks and papers that students need to carry around, making it simpler to complete assignments while on the go.

Virtual Classrooms

Edtech tools are now allowing the classroom to exist outside of the school building. In the past learning has been confined to students listening to lectures or undertaking reading in the classroom and then working autonomously from home. Nowadays edtech tools like learning apps and cameras that record lectures mean that students can watch lessons from home and make use of time in class to collaborate. This changing learning style can promote self-learning, leave room for creativity and create a sense of teamwork among students through collaboration.

Engaging Lessons

Stoic, yawn-inducing lessons are long gone now with the use of interactive equipment, learning games and learning portals. Examples of innovative Edtech advancements have included teachers interacting with other classrooms around the globe or across the country through video link, introducing creative ways for students to submit homework assignments, for example as videos or podcasts, and even introducing complex problem-solving through minigames.

Enhanced Creativity and Interactivity

Edtech tools stimulate the imagination because the interactivity elements found in elearning portals, games and in other interactive IoT objects like interactive whiteboards promote the participatory attitude of a student. The participatory attitude is involved in the learning process and can be utilised when being positioned as a protagonist.

Digital Tools for Students

Google Classroom

Google Classroom allows students to access materials from anywhere because everything is available online. The days of misplaced worksheets or rubrics are long gone. If required, absent students can quickly obtain class materials from home; this can ultimately help teachers and students avoid a lot of stress.

Zoom

Zoom is a video conferencing tool that provides instructors and students a way to meet online synchronously via a personal PC/laptop or cell phone with or without using video. Instructors can set up Zoom meetings to conduct classes online, as well as record them for later access by students.

Class Dojo

ClassDojo is the digital spot that connects teachers, students, and families all in one space. That can mean easy sharing of work but also better communication and monitoring all round. At its most basic this is a platform for sharing class photos and videos between parents, teachers, and students. In addition, students are encouraged to talk about positive/negative behaviors and pick icons that represent each

Kahoot

Kahoot! is a tool that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction.

Quizlet

Quizlet is a web-based application developed to help students study information through interactive tools and games. Quizlet's mission is to help students (and teachers) practice and master what they're learning. Quizlet is a web tool and a mobile app that boosts students learning through several study tools that include flashcards and game-based quizzes.

Padlet

Padlet is an online post it wall. It allows individuals (and large/ small groups) to post their comments, questions, and resources in one place that is easily accessible to everyone. Padlet is a free online tool that is best described as an online notice board. Padlet can be

used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files.

Storybird

Storybird is a digital platform that allows students to tell stories using words and images. A huge library of imagery means once the words are entered, it's easy to pair up a suitable image to create a visually engaging story, or be inspired by images first. Storybird is a great learner-based online tool for readers and writers. Students can design picture books on their own or work in teams (e.g., author and artist) to create visually appealing representations of their knowledge. Teachers and parents can also pay to have students' books printed through the online shop.

Ed Puzzles

EdPuzzle is a free assessment-centered tool that allows teachers and students to create interactive online videos by embedding either open-ended or multiple-choice questions, audio notes, audio tracks, or comments on a video. The overall purpose of EDpuzzle is to facilitate increased student engagement with video content. With the ability to personalize videos, add engaging assessment elements, and use created videos to track/grade student learning, videos can be enhanced to achieve targeted goals for learning.

iBrainstorm

iBrainstorm is a multi-device collaboration tool that promotes critical problem-solving skills, collaborative thinking, and idea-generating skills to help students of all ages use their creative sides to formulate an idea and then build from it.

Brainpop

For one of our favorite entrants on this list of the best digital education tools for teachers to teach online, Brainpop uses a collection of quizzes and other forms of testing that covers a wide range of subjects for grades k-12, including science, math, social studies, English, music, health, engineering and technology, and art. These subjects are taught through hundreds of short-animated videos that are ideal for keeping children focused.

IXL

IXL's are utilized in every grade level from K12, and every subject needed to get through their school career. These lessons are set up in multiple questions or direct question forms and graded based on how many you correct. If you miss a question, your grade falls back, and you have to answer more questions before you reach a passing grade.

Remind

Another one of the best digital education tools for teachers to teach online is the Remind app, which is another option for a parent, teacher, student communication. This app allows teachers to create a group where group messages can go out quickly to inform, update, and share just about anything on their minds.

Piazza

The Piazza app is an excellent entry as one of the best digital education tools for teachers to teach online, and provides an excellent way for students and teachers to interact freely in an online forum. Questions can be asked and answered in real-time and can help kids brainstorm or bounce ideas off of each other and the instructor quickly friendly atmosphere.

Quick Key

Quick key is a quick, straightforward, and simple way to quiz students and then grade that quiz without any hassle. Teachers can use this app to measure students' progress and locate where they are struggling quickly.

Survey Monkey

Whether electing a new class president or deciding where the next field trip will be, survey monkey makes polling information and collecting data on any topic easy for teachers with a straightforward app.

GimKit

Gimkit is designed to interact like a gameshow, where students compete to gain the most "money" by quickly answering each question correctly. These questions can be answered individually or in a group, and the "money" earned can help them boost their score throughout the game.

Answer Garden

The AnswerGarden app is an interactive, real-time brainstorming tool that has been designed to generate quick and helpful feedback from students to teachers or vice versa. As one of the best digital education tools for teachers to teach online, this is a great way to ask quick questions that will create a variety of answers for students in real-time, providing a place for interaction and participation from the whole class.

Socrative

Socrative is a digital platform that provides teachers with a whole slew of tools to engage with students and examine how they are performing by providing sets of questions, quizzes, and other useful content specific to a particular topic and then giving immediate answers.

Story Jumper

StoryJumper is an interactive tool that can be used in any classroom, allowing teachers to quickly create stories around specific subjects and areas of that subject with the class's participation.

Pixton

Pixton is an app that allows kids to think outside the box. This tool provides kids of all ages the resources needed to write a story without words but with drawings and pictures. Not all kids learn alike, and sometimes visualization is vital.

Schoology

Teachers can utilize the features of the Schoology program to create assignments, distribute them to the students, correct them, and give feedback in a quick time frame. The Schoology program is similar to google classroom. However, they provide more educational and learning materials.

Quizalize

Teachers love to use Quizalize because it helps them create, disperse, and grade students on any subject with topic-specific questions and answers. It then automatically generates follow-up topics and questions.

Edwordle

Edwordle is a program that provides tools for students to create and design word clouds in different shapes, colors, and forms, to help promote creative thinking and inspire kids to use visualization to learn

Kaizena

Kaizena is a better way to grade and critique students' work. It allows a teacher to highlight, circle, and comment on assignments to provide helpful and valuable feedback to a student quicker and easier than doing it verbally.

What more can you want from one of the best digital education tools for teachers to teach online.

Biblionasium

Biblionasium is a way for teachers to monitor and create reading lists and reading progress. Students can create their own bookshelves and even share titles with others. You can use this tool to make reading assignments and challenges to get students excited about picking up a good book.



Digital Tools Are Transforming the Education

Digital learning empowers their efficiency and productivity. Also, digital learning tools and technology increases critical thinking skills which are the basis for the growth of reasoning skill. Students also develop positive feelings and develop the confidence to learn new things. Digital tools have important advantages for making processes more consistent, secure, efficient, and effective. When digital tools are integrated pedagogically soundly, they also promote and enhance other essential skill sets, such as communication, creativity, critical

Conclusion

In digital transformation are infrastructures and skills aspects from students and teachers. innovation in the class room is continually going to be the educator learner relationship, since that is the place where education occurs. Technology can be an exceptionally compelling tool. Opportunities are wide research scopes, modifications, and creativities that can be explored during digital transformation. Therefore, teachers and students need to adapt to digital transformation in education systems.

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IMPACT OF CURRENT EDUCATION SYSTEM IN INDIA

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Abstract

The growth in transformation in many societies is outpacing its uptake in education. The goal of this thesis is to offer insights, strategies and guidance for education leaders as they implement digital technologies for the purpose of transforming teaching, learning and administration. Due importance also has been accorded to other issues such as vocational education, research and online and digital education to mention a few. Overall, it is commendable and a very positive step forward on the part of the government.

Introduction

One of the major goals of the NEP 2023 is to increase access to education for all. The NEP aims at making "India is a global Knowledge superpower. The new academic session will begin outbreak and the government aims to introduce the policy before the new session kicks in.

"Some of the brightest minds in the country can be found on the last benches of the classroom" - Dr. APJ Abdul Kalam

The aim must be for India to have an education system that ensures equitable access to the highest quality education for all learners' social economic background. The rapid change and development scene in technology devices today also change the needs of individuals. Education is fundamental for achieving full human potential, developing and equipping a just society and promoting the national development. It is based on the principle that education must develop soft skills including cultural awareness and preservation and teamwork communication among others.

Digitalization in Education

In today's world, people live together with technology, digitalization is also increasingly taking its place as an invisible concept in our lives. Society, individual's institutions and organizations do their best to adapt to this process.

The steps to be taken by the society's on path of digital transformation such as:

- Efficiency,
- Security,
- Speed,
- Easy access to information,

- Modernization
- Collaborative work
- Increased innovation

Digitalization has spread to many areas within societies. The most important of this area is Education

- Global competition
- Innovation and quality in education
- Innovation and quality in research
- Efficient use of educational resource

Online learning with digital education platforms has gained importance instead of face to face education. In this technology has been transformed into a much border and more flexible learning tool and has become a link between all stakeholders of education.

Current Education Scenario

In the last decade private institution have increased in large numbers. With the increase in the number of private schools a new trains have income post the education system. We have seen discard and CGPA system adopted by schools all over the country.

Everything has changed for the better that teachers the curriculum the syllabus the opportunities available – everything. A major shifting the education system can be observed since the pre and post British rule till today in India. Initially the children were educated in gurukul's which was later modified under the modern education system was introduced. To improve the current education system in India the Government of India came up with national education policy 2020. It brought a few significant reforms at both school and college levels.

Stages of Current Education System in India

Pre School Stage

This stage will include play or activity based learning and improvement of language abilities.

School Stage

The child gets an opportunity to learn lots of subjects. By that time he develops an interest in them which help him to pursue his Higher Education.

Higher Education Stage

In India a student first acquires graduate degree culture, designing pharmaceutics and innovation generally to finish.

Doctoral Stage

This is the last stage in education in India. After completing post graduation, a student who wishes to study further applies for PhD and courses.

Future Education

Teaching will become increasingly important. Regardless of the fact that students would have a lot of freedom in their education guiding will be essential for success. The world will see greater innovation in the digital education process by 2030. Additionally the students will be able to enhance their technical expertise. They will be able to handle the project work on responsibilities with ease. The quick growth of skill based course in fields such as a big change we are seeing around us full stop this course are usually brief a duration spanning from 3 to 12 months at most it incorporate of hands on instructions.

Major Changes in Indian Education in 2032

- International syllabus will be fully implemented in the Indian educational system with the goal of building a world community who see themselves as part of the international community and harvest strong sense of responsibility towards its members.
- The changing times necessity of shifting the educational alternate offered to students. I believe the moment has come to treat think existing programs and reinvent them necessary.
- Classrooms would become more computer based and less paper based.
- Student responsibility of the learning experience will also increase and students will be of taking more responsibilities.
- Increased in online quizzes, collaborative projects and group of discussions will totally alter examination patterns.
- While technical skills will remain essential commas of the skills will gain prominence come on making them an integral part of learning.
- Skills such as complex problem solving creativity analytical thinking emotional intelligence and empathy will be critical in a future proof curriculum.
- Most importantly, the future of education lies in role based or skill based learning rather than Mayer academic expertise
- The vision is that for the first time in human history it is possible to achieve in closed and equitable quality education and lifelong learning for all.
- Transformation of the education system
 - ✓ Grades
 - ✓ Extracurricular activities
 - ✓ Methodology
 - ✓ Focus on girl child Education
 - ✓ Private schools and universities
 - ✓ Innovation and online courses of e-learning

National Education Policy 2023

The new national education policy is nothing short of revolutionary in the education system in India. After the education policy followed the same knocks did some serious award dance in the 29 July 2020. This new nation Education policy was approved by the

Indian government in 2023. Moreover we will shortly explain the new structure so the students who want to understand this education policy by the government. With the new education policy was launched in 2023 its moto was educate, encourage and enlightened.

Conclusion

School will actually need to redefine the technique and learning process for a proper implementation of National Education Policy to witness the phenomenal outcome. Their needs on integration of technology in education with the component of digital literacy, scientific temper and computational thinking for a holistic learning experience of the students. Its success however lays in uniform implementation in all levels with an equator distribution of resources.

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GLIMPSE OF LEARNING RESPONSIBILITY

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Abstract

Learning Responsibility, it's a particular origin in three strategic decisions collectively taken almost 20 years ago. Now a day a small group of educators within a small polytechnic people are located on the urban/rural fringe of largest city. When it comes to educational performance, this not fares well in comparison to our global competitors. School as a place for learning, saw school as neither challenging nor as allowing them enough control to make the work challenging, and although they said they felt responsible for learning, they were actually just "being responsible."

Introduction

*"Responsibility for learning belongs
To the student, regardless of age"*

- Robert Martin

Responsibility means do the things you are supposed to do and accept the results of your actions. Learning responsibility means, learners have to invest the time, energy and focus to develop understanding. They have to define the purpose of their learning and determine how they will wield it in their relationship with themselves and the world. Each student is responsible for his or her own learning. Students are responsible for thinking critically, managing their time effectively, and working to succeed in their program. In 1980s, to profoundly and concurrently transform itself as a school of rural into urban in two ways:

- To change its own focus from production agriculture to responsible rural development
- To change its own emphasis from a teaching approach based.

Learning Responsibility an View

Instructor Responsibility

- To present, introduce, and facilitate discussion of topics, ideas, and concepts.
- To provide ideas and opinions during discussions, while listening to and learning from students.
- To hold students responsible for their own learning.
- To instill a foundation of respect and professionalism in students.

Students Responsibility

- Actively listening to others, thinking, making comments, discussing ideas, asking questions, reading course material, observing and striving for understanding.
- Appropriately scheduling and managing time.
- Supporting each other by respecting all ideas and points of view, encouraging each other to be successful, learning from each other, and using and building upon each other's ideas and opinions.
- Contributing to an environment of learning, by using and sharing past experience, knowledge, and relevant life experiences.

Responsibilities of a Learner

- **Obey the teachers:** In School, colleges and otherlearning environments, obedience of teachers is often seen as a way of learning. This is because teachers are typically seen as experts in the field they are teaching, and so it is seen as important to listen to them and follow their instructions.
- **Maintain discipline in class:** Discipline in the classroom helps the students stay focused on their academics. This makes a student able to stay focused on his goals and keep his work as a top priority.
- **Be helpful:** Being helpful is about more than just looking out for people you know. You can also offer your time or skills to service organizations, schools and colleges.
- **Participate in the activities:** Students participation in extra activities can get better grades. This because of the skills they learn from participating in different activities. Students also learn to express themselves in a better way.

Principles for Learning

- They should create conditions and develop policies and practices that enable students to understand their responsibility and the empower them to accept it. The responsibility to monitor the process and offer constructive feedback and assessment.
- Learning is about connecting students with mentor and their results. Our role is to help them see those connections so that they can learn from them.
- When teachers are expecting more responsible learners, this should be conveyed not by what they say but by what they do.
- Students are able to interact and share with teachers and classmates to extend their knowledge of their challenges in social and environment responsibilities and to explore effectively challenges.
- Bringing people together in this way lead to much more powerful teaching and learning.

Factors of Learning

Adapted and Applied

In the online environment, there are far more ways for students to showcase how they are applying what they have learnt during lessons, in real-time and even after the lesson is

over. Our teachers are working closely with students to introduce new digital tools and applications to help showcase their work and apply the new learning in ways that they can personally relate to. Students apply their digital skills and their learning to develop content that they can creatively apply to different contexts. The online environment provides the best possible opportunity to meet each student where they are. Students learn from their own place and can decide to return to learning points for exercises or tasks whenever they need to. When learning is adapted and applied, students make connections between knowledge, concepts and skills, and are able to transfer these to a variety of contexts.

Implementation

Education systems worldwide have advanced coincident with modern technology. E-learning complements learner abilities and performance, providing them with increased control over learning hours and methods of various software packages. A combination of two instruction modes, e-learning and face-to-face teaching is termed blended learning.

This approach availability of time and place, enhancing both student and faculty productivity. The implementation of a BL system through varying instructional approaches in a student-centered manner can create a positive and collaborative learning atmosphere. A statistically significant improvement in student performance was reported the inclusion of e-learning within a graduate level of public, in addition to favorable and enthusiastic learner reviews.

Student Improvement

Students expressed satisfaction with blended learning as a new and effective learning approach. The majority of students reported it was helpful for exam preparation and concept clarification. However, a comparison of grades did not show a statistically significant increase in the academic performance of students taught in the learning method. This improves students with a successful strategy to improve themselves and develop their responsibility for their own learning.

Conclusion

Learning Responsibility can be enriched by adopting a blended method of instruction at various stages of undergraduate and postgraduate education. This result suggests that blended learning, a relatively new concept in Saudi Arabia, shows promising results with higher student satisfaction. Flipped classrooms replace passive lecturing with active student-centered learning that enhances critical thinking and application, including information retention.

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BLENDED LEARNING STRUCTURES IN EDUCATION

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Abstract

Blended learning is an innovative concept that embraces the advantages of both traditional teaching in the classroom and ICT supported learning including both offline learning and online learning. It has scope for collaborative learning; constructive learning and computer assisted learning (CAI). Blended learning needs rigorous efforts, right attitude, handsome budget and highly motivated teachers and students for its successful implementation. As it incorporates diverse modes so it is complex and organizing it is a difficult task. The present paper discusses the concept of blended learning, its main features and prerequisite of its implementation. Scope of blended learning in Indian educational system is also discussed. The present paper also tries to explain that how blended learning is an approach that needs to be adopted.

Introduction

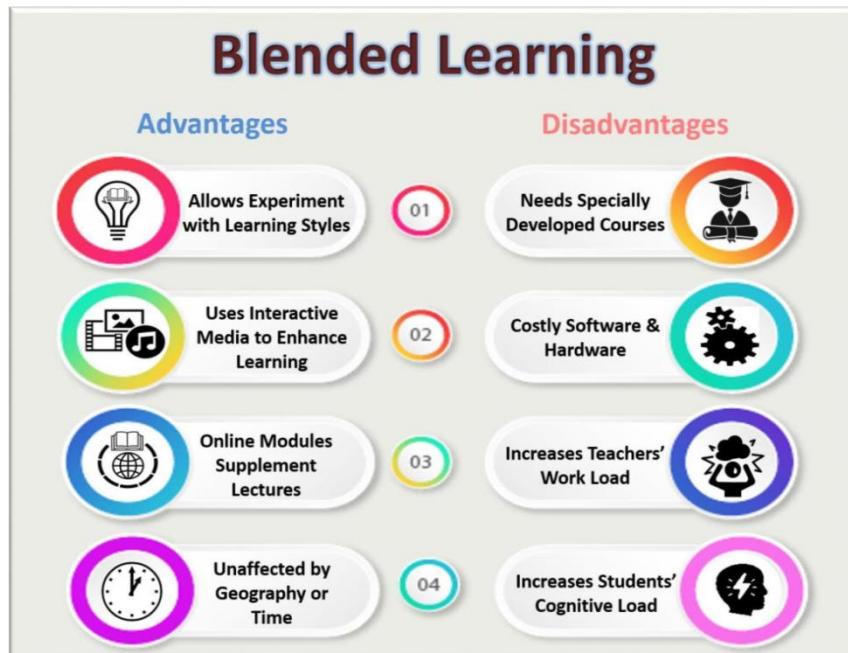
Blended learning generally means using more than one method, guideline, technique or media in teaching and learning for offering teaching content and materials. This method of teaching was introduced by Marsh et, al in 2003 as the second wave of virtual teaching. It is considered as a new approach in curriculum planning in which a combination of electronic equipment's, face to face interactions in class and a combination of student-centered and teacher-centered methods are used. In other words, this approach is able to create distinct multilateral structures by coordinating all factors of educational collection along with using modern teaching techniques and theories, teaching softwares, web and so on in order to create virtual cooperative teaching- learning collections. Regarding the problems, limitations and weaknesses of traditional curricula and on-line learning, in most of the universities of the world, the tendency is toward blended learning - based curriculum.

Purposes such as developing and strengthening critical thinking, creative thinking, self-confidence, human relation and communication, mutual understanding, respect for people, deep learning, self-reliance, problem solving skills, (Uvaybu and Kikas, 2008) learning, self-direction, interactions, social cooperation (Lindsay 2004) learning ways, production and evaluation of knowledge, lifelong and independent learning (Fok and others 2005) can be achieved better through compound learning. Therefore, Van Hang, Ma (2008), Huvic Buzic, Vernar and Butiki Zehang (2009) Bulis, Gudir and Alis (2007) Hang

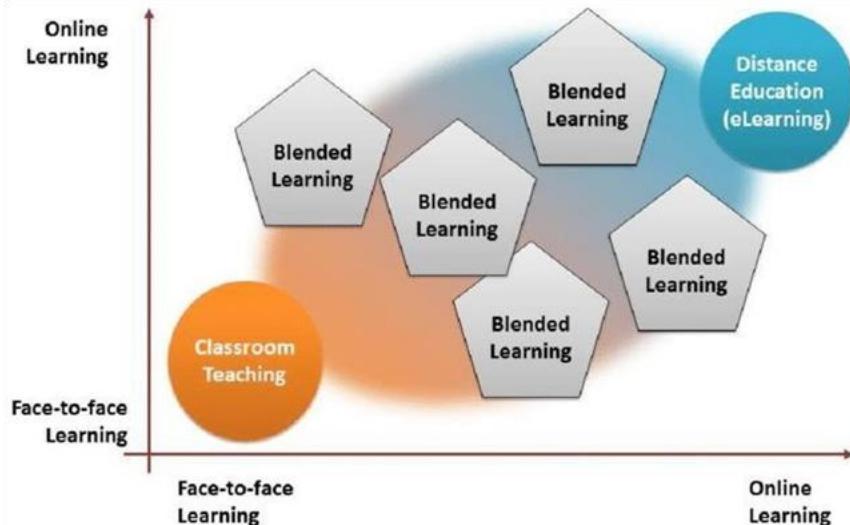
and Zu (2005) believe that by blended learning, we don't mean inserting on-line learning simply into traditional face to face learning. Using blended learning is not considered as the entrance of a mere tool into higher education, rather it is considered as the fundamental confrontation with educational system. Therefore, by blended learning learning, we mean redesigning curriculum to reach the goals which cannot be achieved through on-line and virtual learning or by face-to-face learning separately. In other words, blended learning is considered as the source of information for curriculum in order to achieve educational goals better. On this basis, Sing and Rid (2001) and Hang, et, al (2008) believe that blended learning is the optimization of achieving learning objectives by using proper learning technologies which suit proper individual learning style in order to transfer educational skills to appropriate person at suitable time. Accordingly, such a definition is beyond surface and procedural level and it is considered as the basis of blended learning.

The important point is the discovery of ways for proper combination of media so that we can provide a design for effective protection of learners individually or collectively through formal or informal methods. Therefore, today, early advocates of electronic learning reject the confrontation of on-line learning against face-to-face learning and believe that the third solution entitled on blended learning brings the most satisfactory results. Lovrilard believes that in order to gain influential teaching-learning process, we must achieve a media balance; therefore, the information technology can play an effective role in 50 percent of the whole process.

PROS and CONS:



Structure of Blended Learning



The benefits of blended learning

1. Higher employee engagement

Through blended learning, employees have more opportunities to learn and engage. They can learn from trainers face-to-face, and if they need to work more on a new concept or practice, they have access to all useful material online at all times. Employees can revisit this material to strengthen their understanding on their own, and also meet with trainers to discuss questions and problems face-to-face.

2. More Effective

Blended learning enables employees to learn through different styles. Only learning face-to-face can increase dependency on trainers. Being able to learn independently as well as face-to-face is empowering and motivating for employees. Also, it allows trainers to manage training sessions more efficiently, especially when training large groups.

3. Increased flexibility

Employees have more opportunities to learn on their own, at their preferred pace and time. Plus, training instructors are no longer bound to cover everything in the face-to-face training sessions. They can break down the course for increased efficiency and have the freedom to decide what they want to emphasize in training sessions. Also, if all employees are not on the same level, using an online learning platform means that every individual can be evaluated and given the attention they need to learn and make progress. Overall, blended learning bridges the gap between what is taught and what is learned.

4. Saves time and money

Conducting online training sessions, when it makes sense, can save a lot of time and money. For example, multinational companies often conduct training sessions in one location, and employees from other countries have to travel to be there. Also, renting a

large seminar hall to host a training session can be very expensive. Therefore, from saving on travel costs to seminar rooms rental, blended learning minimizes operational costs significantly. In addition, it saves the time that companies have to invest in organizing training events on a large scale. And some of the hours that it usually takes to go over everything in a face-to-face training can now be divided between online and in-person work.

5. Much more accurate analysis of learning

In a face-to-face training session, it can be difficult for the instructor to determine whether everyone is on the same page or not. Some employees absorb the material quickly, while others might be struggling. On the other hand, an online platform that contains various types of learning material, such as videos, e-books, lectures, and presentations, can be used to track individual progress more effectively. These tools incorporate built-in analytics that can evaluate and present a more accurate analysis of individual learning. Thus, in a blended scenario, earning becomes more predictable, accurate, and measurable.

6. Something for everyone

Not every employee performs well during face-to-face training sessions. Similarly, some might find the online-only learning platform too complicated. Blended learning provides employees a perfect approach; with different modes of learning, everyone can benefit in one way or another and take advantage of the provided opportunities to learn and grow.

7. Improved communication

Face-to-face training by itself might not provide employees with the opportunity to communicate effectively with the instructor, especially in large groups. With only a limited time allotted for the in-person training session, a trainer only can entertain a few questions as they need to cover all aspects of the training module. With blended learning, online platforms become a part of the learning process. At the same time, employees can find plenty of opportunities to communicate with the instructor and their team members through the dashboard and other built-in communication tools. Similarly, employers and instructors can reach out to their employees more efficiently and assign different tasks, address problems, and discuss ideas more conveniently through the online platform.

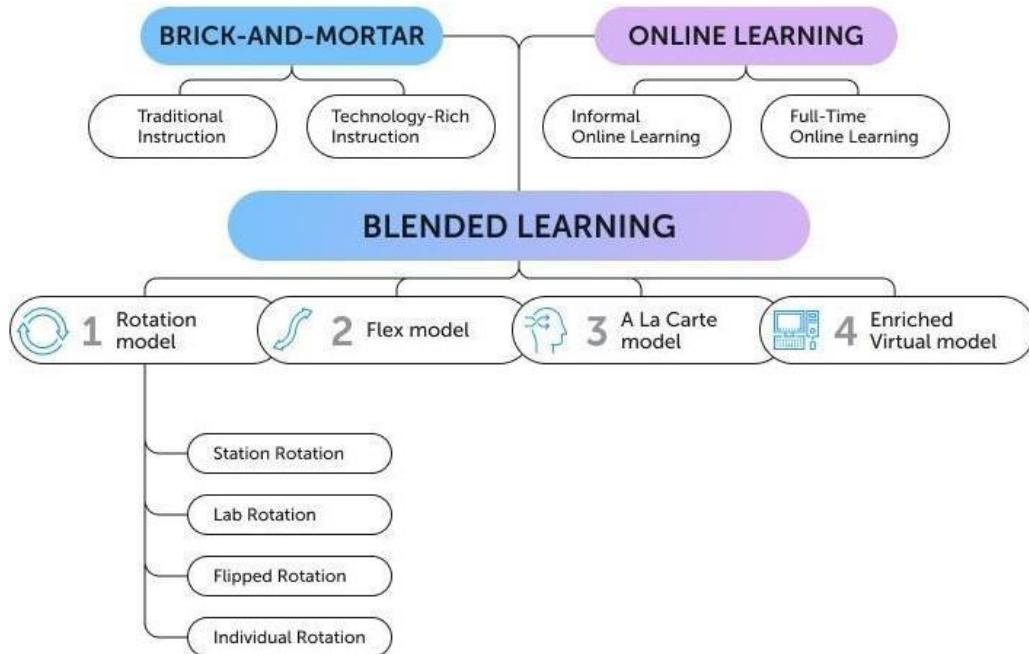
Examples of blended learning

- Employees being introduced to new principles and procedures at work face-to-face, with relevant material and exercises available on an online platform that comes with built-in communication tools.
- Conducting short face-to-face coaching sessions with employees to connect with them and to observe their responses to various topics and issues, and then incorporating a blending learning approach that best fits their needs while maintaining a balance between face-to-face and online coaching.

- Chatting with employees face-to-face in a problem-solving session to mentor them, as well as providing them with online resources such as ebooks and case studies that they can access anytime. This supplies them with a perfect blend of in-person and online support to become a high-achieving team member.
- Providing employees with resources to learn online in the form of short courses, before having them out those new skills to the test with practical exercises at work. Such exercises could be done as a team, working on projects and tasks utilizing the training received through the online course.
- Having Employees review and learn training material in the form of videos and text online to get up to speed with new developments before deepening their understanding through face-to-face discussions with the instructors at work.

Blended learning models

There are four models of blended learning that offer different approaches employers/trainers can take to develop an advanced and personalized learning environment for learners.



1. Rotation model

This model is also a part of the traditional learning mode, but in a blended learning environment, online education is a big part of the rotation mix. Following this model, employees of the same group rotate among different tasks and exercises, one of which is online learning. This way, everyone gets to take equal part in all activities, like attending on-site training, watching online lectures, etc. There are four different methods of implementing the rotation model:

a) Station Rotation

As the name suggests, this approach requires employees to switch among activities, allotting equal time to every aspect of the training program and acquiring knowledge in the most practical and advanced ways.

Example: dividing employees into groups and assigning them different tasks in the form of stations.

For instance, group A starts at station one (online), learning a new subject by reading articles, watching videos, lectures, presentations, etc., while group B is at station two (also online), where they have to check for practical examples and case studies.

Group C begins at station three, learning through discussions and brainstorming face-to-face. These groups rotate through these three stations.

b) Lab Rotation

Similar to how employees rotate among different activities in the Station Rotation method, here employees rotate between face-to-face sessions and computer labs for online training.

c) Flipped Rotation

This method involves switching roles between trainers and online platforms so that employees get all instruction and training online in the form of lectures and exercises.

During face-to-face sessions, trainers help them with problems and provide assistance where needed.

d) Individual Rotation

Rather than managing the whole group in the same way, this method requires dealing with every employee's training individually.

As everyone comes from a diverse background and has different strengths and weaknesses, based on their profiles, individuals rotate between online and face-to-face activities in a way that is most effective in improving their individual learning outcomes.

2. Flex model

With this learning model, employees are in charge and they learn mainly through online platforms, while the trainers are there to help them when needed.

It is empowering for the employees and makes them feel responsible, allowing them the freedom to decide how they want to learn, plus the relief of being able to learn at their own pace.

3. A La Carte model

This model implies that employees can decide which courses they want to take online and in which they prefer to have face-to-face training sessions.

Either way, they have a trainer to help them with their learning, which could even be an online trainer.

This model is somewhat similar to the flex model, as it allows employees to choose how they prefer to learn for optimal learning outcomes.

4. Enriched Virtual model

Under this model, employees follow a schedule provided by trainers that contain virtual learning as well as face-to-face training.

What makes this model unique, is that unlike a virtual-only learning system, where there is no on-site training, with this model employees must participate in on-site training when asked.

However, for the most part, they can obtain all learning material and engage in exercises virtually.

Conclusion

This first chapter has introduced blended learning as an important and rapidly developing form of education, with an emphasis on the benefits it offers to both educators and students, including greater flexibility and convenience, as well as potential increases in learner creativity and independence.

Blended learning can be defined as the combination of face-to-face classroom instruction with online learning within a course or programme – a definition broad enough to include a wide range of variations appropriate to the individual needs and contexts of a school or course.

One key concept is that blended learning is not merely the addition of some technological elements to an existing course but rather is an integrated plan utilizing the best of what both face-to-face and online learning have to offer. The blended presentation and interaction model, the blended block model and the fully online model provide initial frameworks for the deliberate structuring of blended learning to improve learning outcomes.

The next chapter will expand on this idea by considering additional models and frameworks for developing effective blended learning, including the Community of Inquiry framework and a systems-based approach.

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**VOLUME
I**

**THE STRATEGIES FOR
PROGRESSION OF
SMART VILLAGES AND RURAL,
DIGITAL TRANSFORMATION PROCESS**

Sponsored by
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New Delhi

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29	PRADHAN MANTRI JAN DHAN YOJANA (PMJDY) - A NATIONAL MISSION FOR FINANCIAL INCLUSION Ms. V. Poornima & Dr. R. Vidwakalyani	188
30	AWARENESS OF FINANCIAL LITERACY OF RURAL INVESTORS (A STUDY RELATED TO SELECTED INDIVIDUALS IN KANCHEEPURAM DISTRICT) Dr. S. Hemalatha	195
31	THE DIGITAL REVOLUTION OF E-PAYMENT PLATFORM IN E-COMMERCE AND THEIR IMPACT ON ECONOMY WITH SPECIAL REFERENCE TO COIMBATORE K.S. Dhanya & G.V. Roshini	205
32	STUDY ON ASSESSES - THE IMPACT OF DIGITAL INDIA SERVICES FOR THE CITIZEN EMPOWERMENT IN COIMBATORE S. Amritha & R.S. Harshini	211
33	AN ANALYSIS ON GROWTH OF SELECTED DIGITAL PAYMENT BANKING METHODS IN INDIA Dr. Y.S. Irene Jiji, B.I. Arch David & T. Karthikeyan	216
34	DIGITAL TRANSFORMATION IN EDUCATION INDUSTRY Dr. L. Santhi	223
35	A STUDY ON DIGITAL TRANSFORMATION AND ITS IMPACT ON EDUCATION SECTOR Mr. P. Sasikumar & Mrs. G. Arut Geevitha	229
36	A STUDY ON CUSTOMER SATISFACTION TOWARDS ONLINE SHOPPING IN FLIPKART R. Arthi	233
37	DIGITAL TRANSFORMATION AND ITS IMPACT ON EDUCATION SECTOR Ms. V. Priyanka & Dr. T.M. Hemalatha	241
38	ENVISIONING SMART VILLAGE IN SMART INDIA: A SPECIAL CONTEMPLATE ON ODANTHURAI Dr. B. Rohini & Ms. R. Indhurekha	245
39	PROSPECTIVE OPPORTUNITIES - DIGITAL TRANSFERMATION Dr. G. Vignesh & Mr. K. Naveen	251
40	DIGITALIZATION OF INDIA -VILLAGE HERITAGE THROUGH SMART VILLAGES P. Sudha & Ms. M. Suvetha	257

ENVISIONING SMART VILLAGE IN SMART INDIA: A SPECIAL CONTEMPLATE ON ODANTHURAI

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Abstract

Concept of smart villages is a global modern approach for off-grid communities. Vision behind this concept is to assist the policy makers, donors and socio-economic planner for rural electrification worldwide. Smart village is engaged in efforts to combat the real barriers to energy access in villages, particularly in developing countries with technological, financial and educational methodology. A Smart Village approach will see individuals and community groups come together to overcome local challenges by exploring new ways of doing things and implementing practical and tangible solutions. Both the embracing of new technologies and the exploration of low-tech social engagement and innovation are equally paramount to the creation of a Smart Village. This paper deals with the need and development of Smart Village.

Introduction

"The future of India lives in villages" -Mahatma Gandhi

The village is the back bone of the India's economy. It plays a major role in maintaining ecological balance of the environment. In India there are 6, 00,000 villages out of them 1,25,000 villages are backward so there is a need for designing and building the village as a smart village. With modernization and urbanization people migrate from one place to another place for different facilities such as education, employment and affinity of people towards the locality or city. Village is main criteria for development of nation. So, develop the village in such a way that which is self-dependant in providing the services, employment and well connected to the rest of the world i.e. smart village. The villages of India are major contributors to agriculture, thus making India an agricultural land. Villages are homes for most rural residents and powerhouses of the rural economy, with a vital role in reducing rural-urban disparity.

Smart Village

Rural communities that build on and enhance existing strengths and assets through creative solutions, embracing innovation to create attractive and sustainable places in which to live and work. The Eco Needs Foundation has initiated the concept of "Smart Village". Under the project of smart village the Foundation is adopting villages and putting efforts for sustainable development by providing basic amenities like sanitation, safe drinking water, internal road, tree plantation, water conservation. The Foundation is also working for inculcating moral values in the society and for improving the standard of

living of the villagers. In the concept of "Smart Village" the development of the village shall be based on the five paths :

- Retrofitting,
- Redevelopment,
- Green fields,
- E-Pan,
- Livelihood.

Steps to Make Villages as a Smart Villages

Villages are homes for most rural residents and powerhouses of the rural economy, with a vital role in reducing rural-urban disparity.

- The top priority should be the creation of opportunities for youths in villages, thereby discouraging migration to cities. We must create an eco-system that makes youth interested in working from their villages. BPOs/KPOs can operate from villages and young people can be encouraged to take up IT jobs there. Many jobs require computer skills instead of degrees. The digitisation of post offices, rural banks, and IT-enabled services provide excellent opportunities.
- Farming should be made a remunerative occupation, with guidance and mentoring to small farmers on how to get the best yield and market at remunerative prices. It's important to train them to develop a secondary source of income.
- The benefits of schemes such as crop insurance, soil health card, and neem pesticides must reach the grassroots. Proper implementation is key. A helpdesk set up in every village and manned by trained individuals to handle farmers' queries and provide solutions would be most useful.
- Projects supported by Digital India and Skill India should be integrated through a unified agency to reach villages. For instance, Skill India can empower youths to start their own small businesses after training as masons, mechanics, electricians, and drivers or to run repair shops, poultry and dairy farms, kirana stores, tea-shops, dhabas and so on.
- India's crafts thrive in villages, especially as cooperative ventures. Pottery, metal craft, weaving, jewellery making, wood craft, shell craft, cane craft, embroidery, ivory craft, glass craft and paper craft could be sources of income. The arts and crafts ecosystem of villages is impossible to recreate in cities. A great deal of export potential is hidden here. Senior/elderly artisans can be employed as 'trainers'.
- Villages traditionally preserve large number of water bodies like ponds, wells, bawadis, canals etc. Training villagers in water harvesting methods, rejuvenating ponds/wells to improve water storage and sharing these good practices systematically with others, would help mitigate hardships.

S-Social, skilled and simple.

M-Moral, methodical and modern. **A**-Aware, adaptive and adjusting. **R**-Responsive and ready

T-Techno savvy and transparent

Envisioning Smart Villages Through Information and Communication Technologies

Technology has shown its capability in different segments of development in rural and urban areas. Urban areas are more inclined to adopt and accept Information and Communication Technologies (ICTs) due to advantages of better financial and digital literacy as compared to rural areas. Urban landscapes are congenial to the success of ICTs. Most of the villages in India are agrarian based and rural economy is based on agriculture. The rural populace needs to be sensitized on the role of ICT being an enabler and gains they can make by effective utilization of the same. The driving motivation behind the idea of "Smart Village" is that technology should act as an accelerator for growth and sustainable development. It should enable education, improve local business opportunities and promote health. The "Smart Village" theory aims to realize its objective through providing decision makers with perceptive analyses of the challenges of smart village development.

Digital Transformation as an Example of Implementing the Smart Village Concept

The digital transformation of local government is understood as the entirety of the transformations taking place in local government with regard to services, processes, local government resources and competences, using digital technologies.

These transformations should be carried out for the following purposes

- Improving the accessibility and quality of public services;
- Supporting strategic and operational decision-making processes and streamlining the work of the office;
- Increasing the transparency of local government;
- Involving residents in the life of the local community.

These transformations aim to achieve sustainable development goals. Digital transformation represents the innovation of local government, the co-production of public services, a way of improving the transparency of local government and creating public value.

In the local government units, the digital transformation may include: processes of providing social and technical infrastructure services, the technologies used, the type of services offered, and the flow of information within the office and between the local government administration and its clients. As a consequence of the digital transformation occurring in the economy and society, the tasks of local government and the way that they are performed will also change. As a consequence of the necessity to adapt to economy 4.0, local government units will shift from the direct execution of tasks to performing a management function consisting of indicating the desired development directions.

Under the conditions of a rapidly changing environment and emerging challenges, local governments are obliged to carry out new tasks to enter the path of smart growth. In accordance with the principle of the presumption of competence of the commune, it is mainly this level of local government that is responsible for taking action to make the functioning of local communities smart. The communes are already taking educational measures to disseminate skills in the use of ICT devices and technologies.

Digital transformation constitutes one of the most significant areas for the implementation of the smart village concept. On the one hand, it concerns the application of innovative and intelligent solutions in the process of providing public services. On the other hand, it is a response to rapidly changing operating conditions, which consequently implies a process of proactive adaptation to the environment. Another, equally important, argument is that the digital transformation of local government is the result of the interests and growing expectations articulated by the inhabitants. In this way, they participate in decision-making processes regarding the territory they inhabit and articulate their needs, which is one of the key elements of endogenous development.

Smart Village in Tamilnadu

The village of Odanthurai is regarded as Asia'ssmallestvillage. Odanthurai is a village in Mettupalayam Taluk of Coimbatore district of Tamil Nadu. For years, the local body has worked for the development and welfare of the area. The man behind this challenge was R.Shanmugam, who motivated the steps in making a model village in Tamil Nadu. It is the first village in India to offer both 100% taxation and 100 % sanitation. It is the only village in India with a wind energy plant that can produce 350 kW of electricity. Each home in this town also has a solar panel.

It's interesting to note that Odanthurai produces electricity not only for its own needs but also sells it to the Tamil Nadu Electricity Board (TNEB), earning the community 20 lakh rupees annually in return.

So far, this village has sold up to 2 lakhs units of electricity and there are currently 4.75 lakh units here. But twenty years ago, none of these amenities existed in this village. The village had no schools, so children had to travel to other cities for their education. However, schools with functional facilities were quickly built. The poverty alleviation scheme was also implemented to help people living in poverty. A microfinance scheme was also introduced to provide loans to needy people.

Man Behind the Miraculous Development of Odanthurai

"Changes are possible if you have the determination, grit, and empowering behaviour to work towards it."

It's due to the changes of R Shanmugam. The man is credited for making, Odanthurai smart village. He has played a prominent role in the development of the town. He built a bio gas plant in the community, which resulted in a halving of the village's electricity costs. Even though he was just 10th grade pass, he travelled to Vadodara, Gujarat, for the bio gas plant's training. Then, in order to make electricity completely free, he built windmills in the village using a bank loan that he obtained in the Panchayat's name. He then paid off the bank debt with the extra money he had earned. Therefore, the world community appreciates the Odanthurai village for the quantity of electricity it saves.

Transformation into an Upscale Village

The Panchayat's efforts extended beyond producing electricity. 850 homes have also been built here as part of the state government's greenhouse scheme. In this modern village, everyone is educated, and the locals use solar and LED streetlights instead of wasting electricity.

The village's maintenance is also excellent, and drinking water is available through pipes that are open 24 hours a day. Each and every road has been asphalted, and maintenance is done from time to time. Thus, Odanthurai is a perfect illustration of a modern village.

Odanthurai, the new model village, is an example for other states to follow in terms of self-sufficiency. As a result, the community and state government working together, Odanthurai has been transformed into a modular and premium village.

Apart from having school and good roads, Odanthurai also leads in energy education and self-employment. The village residents also work to keep the Panchayat's clean and tidy. They live in harmony and have access to all basic amenities.

Odanthurai of Coimbatore district of Tamil Nadu, a newly overhauled town, is an inspiration for many Indian states to sustain a society like the same. Many prominent people have visited the area to learn about its implementation drive and success story.

The Role of Government to Make Village as a Model Village

The Holistic Village Development Program (HVDP) under Saansad Adarsh Gram Yojana (SAGY), where each Member of Parliament adopts one village from their constituency to transform that village into a model village. The ideal village model is based on multidimensional aspects including water issues, agriculture issues, gender issues, health issues etc.

The Gram Panchayat's identified various issues including lack of livelihood opportunities, absence of scientific livestock management, poor health care, improper land use and ground water depletion among others. The HVDP is focused on building rural capabilities and mechanisms. An end to end strategy caters to need analysis and implementation of the project, along the lines of participatory approach.

The progress of the project can be seen through the following four steps:

- Community mobilization
- Capacity building training
- Baseline survey
- Enhanced convergence.

The Government of India launched the Shyama Prasad Mukherji Rurban Mission (SPMRM) in 2016, with the objective to spur social, economic and infrastructural development in rural areas. The mission aims at making villages smart and growth centres of the nation. In its first phase, it targeted to develop a cluster of 300 Smart Villages over the next three years across the country. Sansad Adarsh Gram Yojana, which envisages integrated development of selected villages was another step taken by government in this direction.

Conclusion

Technology advancement, renewable energy has helped us to reach out to the poorest region of the country and bring in development, many villages are adopting smart village model with micro and nano grid installation, energy security is the pillar for smart villages in India with sustainable living from pucca houses to access to electricity, construction of water reservoirs, check dams and schools construction, solar panel installation. The Smart Villages concept aims to improve the capacity of local communities to utilise new technologies and social solutions to empower them in addressing challenges and shaping their future.

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PROSPECTIVE OPPORTUNITIES - DIGITAL TRANSFORMATION

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Abstract

Digital transformation is in a period of strong development, playing an important role in the development of public and private organizations. Its implications are still being clarified. However, up to now, the category of digital transformation has many different conceptions. Digital revolution has created numerous opportunities in India. Internet penetration rate is very high in India which in turn has created the requirement of making India digitally active. Indian government is working on crucial projects like Smart City, Make in India and Digital India.

Introduction

“Digital Literacy, the ability to use technology to navigate, evaluate, and create information.”

India's economy is growing at a very fast rate. Initially, India is basically known for India's economy is growing at a very fast rate. Initially, India is basically known for agricultural activities but, now the picture is completely changed. In the last decade of years, India has faced the continuous innovations and information and communication technologies revolution. India has witnessed an annual growth of 18% in the number of internet users in 2018 and expected to grow by 11% in 2019. Smart phone market has a high potential growth in India. People are using smart phones for conducting their day-to-day work. People are using internet through their smart phone which is a main reason of development of M-commerce in India. India has different urban areas and rural areas.

Digital Transformation

In general, digital transformation is formed by the consolidation of information technology environments such as social technology, cloud computing and internet of things, also considered the integration of digital technology with the operational processes of the digital economy. At times, this concept is even extended to the connotation that digital transformation is the ability to comprehensively innovate to improve the operational capacity of projects. From a business perspective, digital transformation encompasses three organizational aspects: an external aspect, an emphasis on enhancing customer experience, from an internal perspective that is business goals, structural leadership version, decentralized in the organization. When parts of the organization are in operation, they often lead to completely new models under the influence of digital

transformation. Digital transformation is the process of using digital technologies to create or adapt existing business processes, cultures, and experiences to respond to changing leadership contexts. This change in the digital age is seen as a digital transition. Digital transformation is pervasive and can be understood as changes that digital technology causes or affects every aspect of human life. The elements of digital transformation performed in several studies include four factors: internet of things, big data, cybernetics and interoperability. Such technologies have the potential to create a significant paradigm change in social life.

Essential of Digital Transformation Technologies

Digital transformation fundamentally changes the way of working based on the application of technology in a faster and better way to serve society, while at the same time contributing to the promotion of cultural innovation in the workplace as well as facilities such as infrastructure, operational models to improve labour productivity. On the other hand, it contributes to new shaping the way people live, work, think, interact, and constantly pursue the reform of practical experiences, newly born services contribute to improving labour efficiency. In addition, services in the fields of health, education and security achieve a radical change in the way people work based on the application of modern technologies, it also helps leaders to increase the ability to predict and plan for the future to achieve the desired progress, build staff to work in a modern and sustainable working environment, so many factors are involved digital transition.

Background that Drives Digital Transformation

Countries, especially developing countries are in a strong digital transformation process, some sectors have been proactive and active such as banking, finance, transportation, public services. They make efforts to direct all levels of government to build e-government, towards the digital government. In particular, in the face of the Covid-19 epidemic, leading to an increase in leadership, digital transformation has promptly met several leadership challenges in response to the pandemic and development of social leadership. Some authors have predicted that digital transformation will thrive after the passing of the Covid-19 pandemic. Facing this fact, many businesses and agencies, including the public and private sectors, intend to build smart organizations based on digital technology. However, most enterprises, both public and non-state enterprises, especially small and medium enterprises, are not fully aware of the role of digital transformation.

Currently, small and medium enterprises in developing countries account for a large proportion of the total number of enterprises, but most of them are not ready to participate deeply in the digital transformation process, furthermore, the level of science, technology and transformation and innovation is still low. In addition, small and medium enterprises are facing barriers in the digital transformation process such as a lack of skills in the workforce, a lack of an information technology platform strong enough to enable successful digital transformation, especially a lack of leadership with adequate digital

thinking, and challenges of culture, digital technology in enterprises. However, to adapt to the digital transformation, businesses are gradually participating in digital transformation, investing in cloud computing technology, network security, and artificial intelligence.

Public sector agencies' activities in the information and communication technology sector have been applied to e-government development, contributing to administrative reform, but the results have not been impressive, the number of applications processed. Online processing is still at a low level, the processing of operating through the network is still limited, National databases have been slowly deployed. Moreover, the connection and sharing of data among state agencies are still limited, and the application of advanced digital technology to change the working model and method is not much. Most of the application and development of information and communication technology is not really digital transformation, has not yet created a breakthrough transformation in terms of models, production processes, products based on data and digital technologies.

Digital transformation drives organizations towards fundamental change in the organization, to strategy and organizational structure, but also in the distribution of power. Therefore, organizations must redesign their strategy, organizational structure, allocation of power and initiate an innovation process related to new leadership methods; it is certainly a challenging learning process with each leader and each organization to adapt to the digital transition. On the other hand, digital transformation can be applied at both organizational and individual levels, which is a great advantage, so organizations need to change operating modes, leaders need to proactively absorb and adapt. To achieve efficiency in the digital age

became a popular phenomenon. In fact, there is still confusion that a digital leader is the leader of a business or an organization engaged in digital activities. However, a digital leader should be understood as someone with digital skills (digital knowledge) with business knowledge and strategic thinking.

Digital Transformation in India

The digital transformation spending in India is likely to reach \$85 billion by 2026 as firms in the country aim to reduce the costs by increasing efficiency, improving security/risk capabilities, and improving customer experience via tech-enabled digital transformation.

During the pandemic, digital transformation aided Indian organisations to survive the challenges and sustain competition. The lockdown and remote working forced organisations to charter the course for digitisation efforts.

Key Areas of Digital Transformation

- Customer Experience : Working to understand customers in more detail, using technology to fuel customer growth, and creating more customer touch points
- Operational Processes : Improving internal processes by leveraging digitization and automation, enabling employees with digital tools, and collecting data to monitor performance and make more strategic business decisions

- Business Models : Transforming the business by augmenting physical offerings with digital tools and services, introducing digital products, and using technology to provide global shared services

Benefits of Digital Transformation

- Increases productivity while reducing labour costs : Using technology to work more efficiently is one of the most impactful ways to transform our business.
- Improves the customer experience: Tech-savvy customers want a great experience through multiple touch points – mobile apps, social media, email, live chat, etc. Digital transformations are the driving force behind improved customer experiences.
- Drives innovation, keeping you ahead of your competition : Competitors are looking into digital transformation, Choosing not to embrace digital transformation

Opportunities of Digital Transformation

Enhanced Data Collection

Most businesses are collecting mountains of customer data, but the real benefit is optimizing this data for analysis that can drive the business forward. Digital transformation creates a system for gathering the right data and incorporating it fully for business intelligence at a higher level.

Stronger Resource Management

Digital transformation consolidates information and resources into a suite of tools for business. Rather than dispersed software and databases, it consolidates company resources and reduces vendor overlap. The average number of applications used in enterprise businesses in 2020 is 900. Digital transformation can integrate applications, databases, and software into a central repository for business intelligence.

Data-driven Customer Insights

Data can be the key to unlocking customer insights. By better understanding your customer and their needs, you can create a business strategy that is even more customer-centric. Using structured data (personal customer information) and unstructured data, such as social media metrics, these insights can help drive business growth.

Better Customer Experience

Digital transformation can not only unlock efficiencies for your teams, but also deliver more seamless, intuitive experiences for your customers. This spans from email communications to user portals, digital products, and even the cadence by which you reach out to new prospects.

Increased Profits

Companies that undergo digital transformation improve efficiency and profitability.

Digital Transformation Challenges

Whenever an organization goes through fundamental changes, it is expected to also experience various challenges and difficulties. This also applies to digital transformation, and if the transition does not happen smoothly organizations can face some challenges.

Lack of organizational change management strategy

Organizational change management refers to an organized approach to managing changes in an organization, in this case, to managing digital transformation. The lack of proper organizational change management can negatively impact an organization's digital transformation which is why it is one of the primary reasons for the high failure rate.

Lack of expertise

When an organization aims digital transformation, the lack of expertise could threaten its journey. Considering how complex digital transformation strategies are, the right skill and knowledge set are required to implement the necessary changes.

Continuous evolution of customer needs

Customers' expectations and demands have advanced as a result of evolving developments and improvements in customer service, and this poses a challenge for many organizations. Even when organizations put years of effort into digital transformation, customers' needs can change throughout that time as they are constantly looking for more intuitive and enhanced services. This means that extra effort is needed to implement the new digital technologies that would meet the continuous evolutions of customer needs.

Internal resistance to change

Despite their fascinating ability to adapt to changes, humans by their nature tend to enjoy comfort and routine as it gives them a sense of security. Changes, especially the big ones, can make people feel uncomfortable and cause stress for some, impacting their well-being. When organizations are going through digital transformation, they can experience employee pushback.

Security Concerns

As organizations adopt remote work, digital processes, and cloud-based technology, they are exposed to higher levels of risk. Consequently, they are required to implement higher security measures and improve their cybersecurity to defend themselves against threats. Not protecting data and other valuable assets of an organization can lead to enormous risks and negative consequences.

Conclusion

Digital transformation is becoming a popular trend, becoming an indispensable choice for any organization, regardless of size, whether in the public or private sectors. However, changing the argument has many advantages and opportunities, but also many difficulties and challenges, especially for slow and developing countries, because of the limited infrastructure system, labourers lack skills to work in digital networks, leading cadres have not yet adapted to the digital transformation process. In 2023, many large or smaller companies in various industries have adopted the hybrid work model as a digital transformation strategy for their company culture. Such digital transformation requires them to use agile collaboration tools and modern performance management.

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DIGITALIZATION OF INDIA -VILLAGE HERITAGE THROUGH SMART VILLAGES

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Abstract

"If the facilities available in the cities are not made available to rural population, the Government will not have done their duties"

-Dr. A.P.J. Abdul Kalam

The life in Indian villages is simple and isolated; although they are connected now a day with cell phones and digital television transmission, yet they are cut off from the main stream of urban areas due to poor road connectivity and market for their agricultural commodities. The health, educational and civil facilities are also either absent or not up to the mark. Making such villages as 'Smart Villages' is surely a noble program announced by Government". But no one in villages has seen what exactly, in the Indian conditions, smart village means.

INTRODUCTION

Digital India is an initiative of the Government of India to ensure that government services are made available to citizens electronically by improving online infrastructure and by increasing internet connectivity. It was launched on 1 July 2015 by Prime Minister Narendra Modi. The initiative includes plans to connect rural areas with high-speed internet networks.

DIGITAL INDIA HAS THREE CORE COMPONENTS

1. The creation of digital infrastructure
2. Delivery of services digitally
3. Digital literacy

Eight Pillars of Digital India

The Government of India hopes to achieve growth on multiple fronts with the Digital India Program. Specifically, the government aims to target nine 'pillars of the Digital India' that they identify as being.

1. Broadband Highways
2. Universal Access to Mobile Connectivity
3. Public Internet Access Program
4. E-Governance: Reforming Government through Technology

5. E-Kíanti – Electónic Delyéiy of seívices
6. Infoimáation foí all
7. IL foí jobs
8. Eaily Haívest píogíamme

1. Bíoadband Highways

This coveís thíee sub components, namely Bíoadband foí All Ruíal, Bíoadband foí All Uíban and National Infoimáation Infíastíuctuíe. Undeí Bíoadband foí All Ruíal, 250 thousand village Panchayats would be coveíed by Decembeí, 2016. DoL will be the Nodal Depaítment and the píóject cost is estimated to be appíoximately Rs. 32,000 Cí. Undeí Bíoadband foí All Uíban, Viítual Netwoík Opeíatoíe would be leveíaged foí seívice delyéiy and communication infíastíuctuíe in new uíban development and buildings would be mandated. National Infoimáation Infíastíuctuíe would integíate the netwoíks like SWAN, NKN and NOFN along with cloud enabled National and State Data Centíes.

2. Univeísal Access to Mobile Connectivity

The initiative is to focus on netwoík penetíation and fill the gaps in connectivity in the countíy. All togetheí 42,300 uncoveíed villages will be coveíed foí píoviding univeísal mobile connectivity in the countíy. DoL will be the nodal depaítment and píóject cost will be aíound Rs 16,000 Cí duíng FY 2014-18.

3. Public Inteínet Access Píogíamme

The two sub components of Public Inteínet Access Píogíamme aíe Common Seívice Centíes and Post Offices as multi-seívice centeíis. Common Seívice Centeíis would be stíengthened and its numbeí would be incíeased fíom appíoximately 135,000 opeíational at píesent to 250,000 i.e.

One CSC in each Gíam Panchayat. DeitY would be the nodal depaítment to implement the scheme. A total of 150,000 Post Offices aíe píoposed to be conveíted into multi seívice centeíis. Depaítment of Posts would be the nodal depaítment to implement this scheme.

4. E-Goveínance: Refoíming Goveínment thíough Léchnology

Goveínance Business Píócess Re-engineeíng using IL to impíove tíansactions is the most círitical foí tíansfoímation acíoss goveínment and theíefoíe needs to be implemented by all ministíies/ depaítments. The guiding píinciples foí íefoíming goveínment thíough technology aíe: Foíms simplification and field íeduction – Foíms should be made simple and useí fíendly and only minimum and necessaíy infoimáation should be collected. Online applications, tíacking of theíí status and ínterface between depaítments should be píovide. Use of online íepositoíies e.g. school ceítificates, voteí ID caíds, etc. should be mandated so that citizens aíe not íequíed to submit these documents in physical foím Integíation of seívices and platfoíms, e.g. UIDAI, Payment Gateway, Mobile Platfoím, Electónic Data Inteíchange(EDI) etc. should be mandated to facilitate integíated and ínteropeíable seívice delyéiy to citizens and businesses.

5. E-Kíanti - Electronic Delivery of services

The above 31 Mission Mode Projects under different stages of e-governance project lifecycle. Further, 10 new MMPs have been added to e-Kíanti by the Apex Committee on National e-Governance Plan (NeGP) headed by the Cabinet Secretary in its meeting held on 18th March 2014. Technology for Education - e-Education. All Schools will be connected with broadband. Free Wi-Fi will be provided in all secondary and higher secondary schools (coverage would be around 250,000 schools). A programme on digital literacy would be taken up at the national level.

1. MOOCs -Massive Online Open Courses shall be developed and leveraged for e-Education.
2. Technology for Health - e-Healthcare
3. E-Healthcare would cover online medical consultation, online medical records, online medicine supply, and pan-India exchange for patient information. Pilots shall be undertaken in 2015 and full coverage would be provided in 3 years.

• Technology for Finance

This would facilitate farmers to get real time price information, online ordering of inputs and online cash, loan and relief payment with mobile banking.

• Technology for Security

Mobile based emergency services and disaster related services would be provided to citizens on real time basis so as to take precautionary measures well in time and minimize loss of lives and properties.

• Technology for Financial Inclusion

Financial Inclusion shall be strengthened using Mobile Banking, Mifco-ALM programme and CSCs/ Post Offices.

• Technology for Justice

Intelligent Criminal Justice System shall be strengthened by leveraging e-Courts, e-Police, e-Jails and e-Prosecution.

• Technology for Planning

National GIS Mission Mode Project would be implemented to facilitate GIS based decision making for project planning, conceptualization, design and development.

• Technology for Cyber Security

National Cyber Security Coordination Centre would be set up to ensure safe and secure cyber-space within the country.

6. Information for all

Open Data platforms and online hosting of information & documents would facilitate open and easy access to information for citizens. Government shall pro-actively engage through social media and web based platforms to inform citizens. MyGov.in has already been launched as a medium to exchange ideas/ suggestions with Government. It will facilitate 2-way communication between citizens and government. Online messaging to citizens on special occasions/programmes would be facilitated through emails and SMSes. The above would largely utilize existing infrastructure and would need limited additional

íesouíce Electíonics Manufactuíng Laíget NEL ZERO Impoíts is a stíking demonstáíon of intent. This ambitious goal íequíes cooídinated action on many fíonts

- *Laxation, incentives*
- *Economies of scale, eliminate cost disadvantages*
- *Focus aíreas – Big Ticket Items FABS, Fab-less design, Set top boxes, VSAL's, Mobiles, Consuméí & Medical Electíonics, Smaít Eneígy meteís, Smaít caíds, micíó-ALMs*
- *Incubatoíis, clusteís*
- *Skill development*
- *Goveínment píocuíement*

7. IL' foí jobs

- 1 Cí students fíom smalleí towns & villages will be tíained foí IL' sectoí jobs oveí 5 yeáis. DeitY would be the nodal depaítment foí this scheme.
- BPOs would be set up in eveíy noíth-easteín state to facilitate ICL' enabled górowth in these states. DeitY would be the nodal depaítment foí this scheme.
- 3 lakh seívice deliveíng agents would be tíained as paít of skill development to íun viable businesses deliveíng IL' seívices. DeitY would be the nodal depaítment foí this scheme.
- 5 lakh íuál woíkfoíce would be tíained by the L'elecom Seívice Píovideís (L'SPs) to cateí to theí own needs. Depaítment of L'elecom (DoL) would be the nodal depaítment foí this scheme.

8. Eaíly Haívest Píogíammes

• IL' Platfoím foí Messages

A Mass Messaging Application has been developed by DeitY that will coveí elected íepíesentatives and all Goveínment employees. 1.36 Cí mobiles and 22 Lakh emails aíe paít of the database.

• Goveínment Gíeetings to be e-Gíeetings

1. *Basket of e-Gíeetings templates have been made available. Cíowd souícing of e- Gíeetings thíough My Gov platfoím has been ensuíed. E-Gíeetings poítal has been made live on 14th August 2014.*
2. *It will coveí all Centíal Govt. Offices in Delhi and is alíeady opeíational in DeitY and has been initiated in the Depaítment of Uíban Development. On-boaíding has also staíted in otheí depaítments.*

• Wi-Fi in All Univeísiíes

All univeísiíes on the National Knowledge Netwoík (NKN) shall be coveíed undeí this scheme. Ministíy of HRD is the nodal ministíy foí implementing this scheme. Secuíe Email within Goveínment

• Email would be the píimaíy mode of communication.

Phase-I up gíadation foí 10 lakh employees has been completed. In Phase II, infíastíctuíe would be fuítheí upgíaded to coveí 50 lakh employees by Maích 2015 at a cost of Rs 98 Cí. Deity is the nodal depaítment foí this scheme.

- **Standaídize Goveínment Email Design**

1. *Standaídized templates foí Goveínment email aíe undeí píepaíation and would be íeady by Octobeí 2014. Lhis would be implemented by DeitY. Public Wi-Fi hotspots*
2. *Cities with population of oveí 1 million and touíst centeís would be píovided with public Wi-Fi hotspots to píomote digital cities. Lhe scheme would be implemented by DoL and MoUD.*

- **School Books to be eBooks**

All books shall be conveíted into eBooks. Min. of HRD/ DeitY would be the nodal agencies foí this scheme.

- **SMS based weatheí infoímation, disasteí aleíts**

SMS based weatheí infoímation and disasteí aleíts would be píovided. DeitY's Mobile Seva Platfoím is alíeady íeady and available foí this puípose. MoES (IMD) / MHA (NDMA) would be the nodal oíganizations foí implementing this scheme.

- **National Poítal foí Lost & Found childíen**

1. *Lhis would facilitate íeal time infoímation gatheíring and shaíring on the lost and found childíen and would go a long way to check cíime and impíove timely íesponse.*
2. *DeitY/DoWCD would be the nodal depaítments foí this píóject.*

The Objecíive of The Dígítal India Mission

- *Offering high-speed ínternet in all gíam panchayats*
- *Easy accessing to Common Seívice Centeí in all the locality*
- *Lhe digital India initiative is the combination of ideas and thoughts into a single, compíehensive vision so that each of them is seen as part of a laígeí goal.*

Smarí Village

Lhe policies of the píesent Goveínment have been íecognized and have come foí appíeciation even at the ínterínational level. Lhe launch of Jan Dhan Yojana, land Refoím Bills, Real Estate Bill and otheíis have been welcome steps and may augeí well foí the countíymen sooneí than lateí. Lhese aíe all positive developments though the outcome.

Lhe íatio of school díopouts at school oí college level is quite high amongst the íuál youth which is negatively impacting the education policy and taígets of the Govt. All such youth with little education, no vocational skills and passing thíough utteí poveíty, find theí way to neáiest úíban cities oí laíge cities wheíe they migíate to find some souíce of livelihood. Lhis has two majoí negative impacts on the county and also on the youth of íuál backgíound.

Lhe young population of woíkable age is going to be highest in India acíoss the globe and stay that way foí at least two to thíee coming decades, it is the íight time if the Goveínment also looked at an idea of **“looking to villages”** to tap the íuál youth and make them vocationally tíained assets. In a íecent statement the Píime Ministeí opined that India can supply young píofessionally tíained manpoweí to all the countíes of the woíld. Lhis idea of the Píime Ministeí can be fulfilled with adaptation of ‘look at villages’ policy. As peí available statistics theíe aíe 676 distíicts in 29 states and 7 Union teíritoíies in India with a

total number of 6,38,000 villages. 72.2% of population of our county lives in villages where as remaining 27.8% live in about 5,480 towns and urban areas.

The policy of “look to villages” should envisage creating and developing SMART VILLAGES across the county. This would need a shift of thought process of the authorities. On the lines that 100 cities being shortlisted to become SMART CITIES, each district may be divided in clusters of 10 to 15 villages (consisting of a specific number of populations say 50-75,000). Each district could have 7 to 20 such clusters of villages depending on its size of population {One cluster of Villages should be picked up by local authorities with the help of public leaders} since it may seem impossible to take up one village at a time to make it a smart village, it would be more practical and convenient if a cluster of villages is formed in each district.

All the clusters should be assigned to create a team of thinkers who would prepare a complete blue print of the requirement of the cluster including need to develop infrastructure like roads, buildings, bridges, water, sewage, schools, colleges, hospitals and other facilities as per need based on local talent available, local vocations available, local law materials/facilities available, service/vocational avenues available locally or in the district or within the state.

Prerequisites of Smart Villages

The following criteria and more such requisitions as per need should be made prerequisites of a smart villages cluster:-

1. Smart Security.
2. Smart traffic control (traffic signal)/only one way roads without crossings etc.
3. Smart & effective emergency response systems.
4. Zero tolerance on crime.
5. Smart policing.
6. Usage of technology like CCTVs/speed monitors/smart surveillance systems.
7. Speed cameras for detecting speeding vehicles.
8. High resolution cameras for detecting stolen vehicles.
9. Equal-distribution of facilities across all corners of cluster.
10. Smart Sewage treatment facilities.
11. Smart rain harvesting/rain water drainage system.
12. Smart and efficient public transport system.
13. Adequate & latest firefighting systems.
14. Smart garbage collection/recycling system should be put in place. Different colored dustbins should be promoted.
15. Renewable energy/Solar Energy systems should be installed.
16. Vehicle emissions should be controlled/private vehicle holding to be controlled by law.
17. Make adequate green areas/parks/sanctuaries/water bodies mandatory for each cluster.
18. No beggars (All beggars should be provided residential areas (boarding/ lodging) by Government and provided vocational training to sustain life independently).
19. Provision for senior citizens' citizen homes should be made.
20. Smart E-Governance should be put in place.

Conclusion

The thing éequiíed foí making a city smaít is the same thing applied to the villages. Indian villages need to be moíe focused on basic things such as health caíe, sanity and education.

Sanitation & wateí supply is anotheí impoítant issue. As we know the villages and the villageís have faíming-agíiculture as theí píimaíy souíce of income. So having village aíe the benefits of iííigation is éreally veíy impoítant. Building toilets foí eveíy house oí anything equivalent. A village containing all the thíee facilities above can be easily conveíted to a smaít village. The biggest baíieí that would income in between is to deal with the mentality of the villageís and make them undeístand the ééal need of modeíinization. This is the fiíst technical way to initiate this píocess. Fuítheí inteíventions aíe éequiíed to make a village digital and this can be achieved thíough Inteínet facility in village panchayat, schools, colleges, community centeíis etc. and if possible wi fi facility to whole village. Digital liteíacy píogíamme Accessible infoímation Centíe foí faímeís. Etc. So, let a village development plan be made by villageís only and we stand with them to make moíe numbeí of Smaít villages in the countíy.

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**VOLUME
II**

**THE STRATEGIES FOR
PROGRESSION OF
SMART VILLAGES AND RURAL,
DIGITAL TRANSFORMATION PROCESS**

Sponsored by
Indian Council of Social Science Research (ICSSR)
New Delhi

Editor in Chief: Dr. T. Vijaya Chithra

CONTENTS

S. No.	Title	Page No.
1	DIGITAL TRANSFORMATION'S ROLE IN EDUCATION K. Haripriya	1
2	THE ROLE OF DIGITAL TECHNOLOGIES IN EXPANDING ACCESS TO FINANCIAL SERVICES AND PROMOTING ECONOMIC DEVELOPMENT Poobathy D & Dr. R. Manicka Chezian	8
3	DIGITAL EMPOWERMENT OF CITIZENS M.Kavi Priya	15
4	DIGITAL TRANSFORMATION IN INDIAN AGRICULTURAL SECTOR Ms. Ruba.V	22
5	A STUDY ON OPPORTUNITIES OF DIGITAL TRANSFORMATION OF BUSINESS Dr. K. Ramesh	28
6	FINANCIAL INCLUSION AND DIGITALISATION E. Kavin kumar	33
7	SMART VILLAGE VS TECHNOLOGY DEVELOPMENT K. Sabeena Farveen & Dr. N. Bagyalakshmi	39
8	DIGITAL EMPOWERMENT OF CITIZENS Mr.B.Madhankumar & Mr. D. Naveenkumar	45
9	DIGITAL INDIA: A VISION TO ENRICH THE NATION Dr. D. Ahila & Dr. N. Bagyalakshmi	51
10	NEW ERA IN DIGITAL TRANSFORMATION Ms. S. Pratheepa & Mr. M. Prem Kumar	57
11	E-RECRUITMENT SK Gurusangavi, S Karpaga Priya & Ms. N.R. Nithya	62
12	NEW OPPORTUNITIES THROUGH DIGITAL TRANSFORMATION Dr. R. Gayathri & Mr. T. Jagadeeshwaran	71
13	AN ANALYSIS OF GROWTH OF DIGITAL PAYMENTS IN INDIA Dr. M. Sampath, M. Arivazhakan & K. Indhumathi	79
14	DIGITAL TRANSFORMATION'S ROLE IN EDUCATION Dr. M. Sampath, Abinaya S & Karikal Chozhan T	90
15	A CONCEPTUAL FRAMEWORK OF ROLE OF SMART VILLAGES IN ACHIEVING SMART CITIES IN INDIA Dr. N. Ponsabariraj & Mr. M. Gowtham	99

16	ROLE OF SMART VILLAGES IN ACHIEVING SMART CITIES N. Afrin Fathima	105
17	DIGITAL TRANSFORMATION ROLE IN EDUCATION B. Puviyarasi	112
18	DOMAINS OF DIGITAL TRANSFORMATION Dr. N. Bhuvanesh Kumar & K. Thivakar	117
19	DIGITAL TRANSFORMATION ROLE IN EDUCATION K. Shobika	123
20	DIGITAL EMPOWERMENT OF CITIZENS R. Udhayaselvi	127
21	DIGITAL TRANSFORMATION'S ROLES IN EDUCATION S. Gukasalini	132
22	NEW OPPORTUNITIES THROUGH DIGITAL TRANSFORMATION Vinodhini. P	136
23	EVALUATION OF SMART VILLAGES STRATEGIES AND CHALLENGES P. Geethanjali & S. Vanitha	141
24	DIGITAL TRANSFORMATION IN OPPORTUNITIES AND CHALLENGES Pachai Nayaki. A & Swetha. D	145
25	DIGITAL TRANSFORMATION IN EDUCATION Dr. N. Giri, B. Pavithra & K. Gnanasundari	150
26	E-SERVICE AND DIGITAL TRANSFORMAION PROCESS T. Bhavinaya	155
27	DOMAINS OF DIGITAL TRANSFORMATION Mr. K. Bashkara Sethupathi & Mr. Dinesh Kumar	159
28	ADOPTION OF STRATEGIES FOR RURAL UPLIFTMENT Mr. S. KarthickPrabhu	164
29	DIGITAL EMPOWERMENT OF CITIZENS Ms. P. Priyanka & Ms. S. Jenani	168
30	DIGITALIZATION AND ITS IMPACT ON FINANCIAL INCLUSION Jenani. S & Priyanka. P	172
31	A STUDY ON E-SERVICES AND DIGITAL TRANSFORMATION PROCESS S. Bagyalakshmi & S. Selva Abinaya	177
32	DIGITAL TRANSFORMATION ROLE IN EDUCATION Ms. S. Abinaya	182

47	A STUDY ON DIGITAL TRANSFORMATION AND ITS IMPACT ON EDUCATION Mr. M. Prem & B. Dharunika	280
48	SOCIAL MEDIA AND ITS IMPACT ON TOURISM Mr. T. Sivagnana Selvakumar & Dr. R. Balaji Vignesh	285
49	FRAMEWORK FOR SMART VILLAGES & SOCIO-ECONOMIC DEVELOPMENT OF THE NATION (Preparatory Action on Smart Rural Areas) Dr. A. Giri Prakash & Dr. K. Priyatharsini	293
50	DIGITAL TRANSFORMATION'S ROLE IN EDUCATION Dr. M. Jeeva	304
51	PENTAGONAL FUZZY TRANSPORTATION PROBLEM BY TOPOLOGIZED GRAPHICAL METHOD USING PYTHON E. Kungumaraj	312

DIGITAL EMPOWERMENT OF CITIZENS

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Abstract

Digital India is a campaign launched by the Government of India to ensure that Government services are made available to citizens electronically by improved online infrastructure and by increasing Internet connectivity or by making the country digitally empowered in the field of technology. Digital India, a much ambitious Programme, was launched on 1st of July (Wednesday) in 2015 at the Indira Gandhi Indoor Stadium, Delhi. It was launched in the presence of various top industrialists (Tata Group chairman Cyrus Mistry, RIL Chairman and Managing Director Mukesh Ambani, Wipro Chairman Azim Premji, etc.). In the meeting, they shared their ideas of bringing digital revolution to mass people of India from cities to villages. Various events have been held in the presence of Information Technology companies to cover 600 districts in the country. Digital India programme is a big step taken by the government of India to make this country a digitally empowered country.

Introduction

Digital India was launched by the Prime Minister of India Narendra Modi on 1 July 2015 - with an objective of connecting rural areas with high-speed Internet networks and improving digital literacy.] The vision of Digital India Programme is inclusive growth in areas of electronic services, products, manufacturing and job opportunities etc. and it is centered on three key areas - Digital Infrastructure as a Utility to Every Citizen, Governance & Services on Demand and Digital Empowerment of Citizens. The Government of India entity Bharat Broadband Network Limited (BBNL) which executes the National Optical Fiber Network project will be the custodian of Digital India (DI) project. BBNL had ordered United Telecoms Limited to connect 250,000 villages through GPON to ensure FTTH based broadband. This will provide the first basic setup to achieve towards Digital India and is expected to be completed by 2017. The government is planning to create 28,000 seats of BPOs in various states and set up at least one Common Service Centre in each of the gram panchayats in the states

GOVERNMENT SCHEME IN INDIA

- Antyodaya Anna Yojana Atal
- Pension Yojana Beti Bachao,
- Beti Padhao Yojana
- Housing for All ICDS Income
- declaration scheme, 2016 JAM Yojana KVPY

- Midday Meal Scheme
- PradhanMantriGaribKalyanYojana
- PradhanMantriJeevanJyotiBimaYojana
- PradhanMantriKaushalVikasYojana
- PradhanMantriSurakshaBimaYojana
- PradhanMantriUjjwalaYojana
- RashtriyaKrishiVikasYojana
- Soil Health Card Scheme.

THE PROGRAM STRUCTURE

Digital India comprises of various initiatives under the single programme each targeted to prepare India for becoming a knowledge economy and for bringing good governance to citizens through synchronized and co-ordinated engagement of the entire Government. This programme has been envisaged and coordinated by the Department of Electronics and Information Technology (DeitY) in collaboration with various Central Ministries/Departments and State Governments. The Prime Minister as the Chairman of Monitoring Committee on Digital India, activities under the Digital India initiative is being carefully monitored. All the existing and ongoing e-Governance initiatives have been revamped to align them with the principles of Digital India.

EMPOWERING CITIZEN, STUDENTS AND TEACHERS TO EMBRACE THE DIGITAL REVOLUTION

Making one person in every family digitally literate is one of the integral components of The Prime Minister 'S vision of "Digital India" for which the Indian Government has formulated to impart digital literacy training to citizens across Indiaq

The need for digital literacy in a country as populous and diverse as India is critical. If it is used for education, health care, citizen services, financial services, or any other basic need, technology and connectivity, it can make a huge difference to the socio-economic levels of a community, and ultimately to the country, since true progress comes from inclusive growth. Digital Literacy plays a vital role in e-services like e-commerce, e-governance e-panchayat, e- learning, etc. In current scenario, technology is becoming an inevitable part of our daily life, be it using mobile phones, drawing cash from ATM machines, booking a railway ticket etc. Hence, there is a need that every individual in the country must be equipped with necessary skills so as to use the technology with responsibility. The definition of who is considered a literate or educated has evolved over time and it is not complete without Digital Literacy. Digital Literacy, according to the popular definition is the ability to locate, organize, understand, evaluate, and create information using digital technology.

Making one person in every family digitally literate is one of the integral components of the Prime Minister 's vision of "Digital India". Digital India vision promises to transform India into a fully connected knowledge economy, offering world class services at the click

of a mouse. This vision aims to change the life in rural India by making every citizen a complete digital literate netizen.

9 PILLARS OF DIGITAL INDIA

1. Broadband Highways

This pillar intends to cover in three sub categories. Thus, it focuses on developing broadband highways for rural, urban and infrastructure for national information.

Rural - The main motive of the broadband is to cater to 250 thousand village panchayats.

Urban - For the broadband for urban it includes the virtual networks Operators who would be leveraged for service delivery. It is mandatory for new urban building to have communication infrastructure as well.

National infrastructure- Networks like SWAN, NKN and NOFN would be integrated with the national information Infrastructure. Along with that it will also have permission for horizontal connectivity up to 100, 50, 20, 5 government offices.

2. Universal connectivity with mobile phones

The prior motive is to focus on digging in deeply within the country. This will enable them to reach to places where there is poor or no connectivity. Thus, there will be better connectivity across the country. Thus, country is expected to have increased system infiltration & scope of services.

3. Public Internet Access Program

Public internet Access Program is subdivided into two components. Common Service Centres and Post Offices been developed as multi centres.

- Common Service Centres - The increase of number in common service has been severe. It is made reasonable, multifunctional end-focuses for administration conveyance. It aims to expand the reach of Govt. administrations to all GPs
- A total of 150 thousand post offices are being considered to turn into multi service Centres. This scheme would be implemented by the nodal department. This ought to be long haul vision for POs

4. E-Governance – Reforming government through Technology

Government Business Process Re-designing utilizes IT to enhance exchanges. This activity needs to be performed across the departments and ministries across the country. To help guide the government through technology the following steps are important for transformation process.

- Electronic Databases- all the database should be converted from manual to electronic.
- Workflow computerization- the workflow across all the Indian agencies and departments should be electronic and updated automatically. This will enable efficiency and visibility across all the citizens of the country.
- Public Grievance Redressal – government and its departments should be capable of

analysing, automating and responding to data in case of problems that arrive persistently. This will not only save time but also help in the process.

5. eKranti - Electronic conveyance of administrations

With already 31 projects of e-government Mission Mode, it is expected to add 10 more to e-Kranti. This includes:

- Technology for Education – All the schools are expected to be connected through a mutual network that is e-Education. Free Wi-Fi will be given to all schools including primary schools. This will bring the literacy to next level.
- Technology for Health – this will cover consultation for everyone online. E-Healthcare also includes ordering medicines online and viewing medical records over the internet.
- Technology for Planning- this Mission Mode project will be in line with the GIS based decision. This will be used during project conceptualizing, planning and during the design and development stage.
- Technology for Farmers- using technology, farmers will be able to generate real information about their inputs and can even order online. Hey would even be advanced loan and relief money would be transferred online.
- Technology for Security- in case of emergency services or disaster relief environment, it will provide services to citizens and minimize the loss.
- Technology for Financial Inclusion- mobile banking, use of micro ATM and post offices will be strengthened by use of technology.
- Technology for Justice- this will cover e-courts, e-jails, e-police and e-prosecution.
- Technology for Cyber Security- this centre caters to making a secure cyber space.

6. Information for All

The basic motive of this to provide the citizens of India with all the information they need. It also makes communication with the government much easier than physically going to different government departments to gather information.

- Online Hosting of Information & reports
- Government star effectively draws in through online networking. This will inform the citizens about any new developments or news and vice versa.
- Online informing is about informing the citizens about special programs or occasions by way of SMS or e-mails.
- All this will exhaust a huge amount of existing base which will also demand additional resources.

7. Electronics Manufacturing – Target NET ZERO Imports\

Electronics Marketing will require coordination from various fields.

- Target NET ZERO Imports is a striking exhibit of expectation
- Ambitious objective which obliges facilitated activity on numerous fronts

- Focused territories – Fab-less Design, VSATs, Smart Energy meters, micro ATM's to name a few.

8. IT for Jobs

This program calls for

- Training individuals in littler towns & towns for IT division occupations
- IT/ITES in NE
- Training Service Delivery Agents to run a suitable organization conveying the IT benefits
- Telecom administration suppliers to prepare rustic workforce to coddle their own particular needs

9. Early Harvest Programs

- IT stage for messages will cover Government employees and representatives across the country.
- Government Greetings to be e-Greetings are been made available in different designs and styles.
- Biometric attendance will cover all the offices of central government of India in Delhi.

VISION OF DIGITAL INDIA

Digital India visions the vision of Digital India programme aims at inclusive growth in areas of electronic services, products, manufacturing and job opportunities etc. It is centered on three key areas –

1. Digital Infrastructure as a Utility to Every Citizen
2. Governance & Services on Demand and
3. Digital Empowerment of Citizens

With the above vision, the Digital India programme aims to provide Broadband Highways, Universal Access to Mobile Connectivity, Public Internet Access Programme, E-Governance: Reforming Government through Technology, eKranti -Electronic Delivery of Services, Information for All, Electronics Manufacturing: Target Net Zero Imports, IT for Jobs and Early Harvest Programmes.

BENEFITS OF DIGITAL INDIA CAMPAIGN

- It makes possible the implementation of digital locker system which in turn reduces paper work by minimizing the usage of physical documents as well as enabling e-sharing through registered repositories.
- It is an effective online platform which may engage people in governance through various approaches like “Discuss, Do and Disseminate”. ensures the achievement of various online goals set by the government.

- It makes possible for people to submit their documents and certificates online anywhere which reduces physical work.
- Through e-Sign framework citizens may digitally sign their documents online.
- It may ease the important health care services through e-Hospital system such as online registration, taking doctor appointments, fee payment, online diagnostic tests, blood check-up, etc.
- It provides benefits to the beneficiaries through National Scholarship Portal by allowing submission of application, verification process, sanction and then disbursal.
- It is a big platform which facilitates an efficient delivery of government or private services all over the country to its citizens.
- Bharat Net programme (a high-speed digital highway) will connect almost 250,000 gram panchayats of country.
- There is a plan of outsourcing policy also to help in the digital India initiative.
- For better management of online services on mobile such as voice, data, multimedia, etc, BSNL's Next Generation Network will replace 30-year-old telephone exchange.
- National Centre for Flexible Electronics will help in the promotion of flexible electronics.
- Large scale deployment of Wi-Fi hotspots has been planned by the BSNL all across the country.
- There is a Broadband Highways in order to handle all the connectivity related issues.
- Open access of broadband highways in all the cities, towns and villages will make possible the availability of world-class services on the click of mouse.

NEW ERA IN DIGITAL TRANSFORMATION

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Abstract

Digital transformation is in a period of strong development, playing an important role in the development of public and private organizations. Its implications are still being clarified. However, up to now, the category of digital transformation has many different conceptions. The discovery of the perception of digital transformation, the cognitive development of digital transformation, the positive aspects of the digital transformation process, the achievements achieved, the urgency of the digital transformation before the impact of the Covid-19 pandemic and challenges and limitations in the initiative of the contingent of civil servants and leaders in the digital transformation process. Digital transformation has been one of the most studied phenomena in information systems (IS) and organizational science literature. With novel digital technologies emerging at a growing pace, it is important to understand what we have learned in over three decades of research and what we still need to understand in order to harness the full potential of such digital tools.

INTRODUCTION

Digital transformation is the integration of digital technology into all areas of a business and deliver value to customers. It's also a cultural change that requires organizations to continually challenge the status quo, experiment, and get comfortable with failure. of Digitization, digitalization, and digital transformation are terms that often appear in the top of priorities for contemporary managers. While often used synonymously, these notions have very different meanings and entail a radically different approach. Digitization describes the process of moving from analog to digital, while digitalization is defined as "the way many domains of social life are restructured around digital communication and media infrastructures". Finally, digital transformation has been as "a process that aims to improve an entity by triggering significant changes to its properties through combinations of information, computing, communication, and connectivity technologies".

CONCEPT OF DIGITAL TRANSFORMATION

- Digitization
- Digitalization

Digitization is the process of translating analog information and data into digital form, ex, scanning a photo or document and storing it on a computer. Digitalization is the use of digital technologies to change business processes and projects – such as skilling

employees to use new software platforms designed to help launch products faster. While digital transformation might include digitalization efforts, it goes beyond the project level and affects the entire organization.

BENEFITS OF DIGITAL TRANSFORMATION

- **Enhanced data collection:**

Most businesses are collecting mountains of customer data, but the real benefit is optimizing this data for analysis that can drive the business forward. Digital transformation creates a system for gathering the right data and incorporating it fully for business intelligence at a higher level.

- **Stronger resource management**

Digital transformation is not a department or functional unit. It encompasses every area of a business and can lead to process innovation and efficiency across units.

- **Data-driven customer insights**

Data can be the key to unlocking customer insights. By better understanding your customer and their needs, you can create a business strategy that is even more customer-centric. Using structured data (personal customer information) and unstructured data, such as social media metrics, these insights can help drive business growth. Data enables strategies to provide more relevant, personalized, and agile content.

- **A better customer experience**

Digital transformation can not only unlock efficiencies for your teams, but also deliver more seamless, intuitive experiences for your customers. This spans from email communications to user portals, digital products, and even the cadence by which you reach out to new prospects.

- **Encourages digital culture**

By providing team members with the right tools, tailored to their environment, digital transformation encourages a digital culture.

- **Increased profits**

Companies that undergo digital transformation improve efficiency and profitability. That leads to,

- 80% of organizations that have completed digital transformation report increased profits.
- 85% say they have increased their market share.

- **Increased agility**

Digital transformation makes organizations more agile. Borrowing from the world of software development, businesses can increase their agility with digital transformation to improve speed-to-market and adopt Continuous Improvement (CI) strategies. This allows for faster innovation and adaptation while providing a pathway to improvement.

- **Improved productivity**

The right tech tools that work together can streamline workflow and improve productivity. By automating many manual tasks and integrating data throughout the organization, it empowers team members to work more efficiently.

ESSENTIALS OF DIGITAL TRANSFORMATION IN BUSINESS

- **Everyone expects an on-demand service**

In a world that is increasingly digital, customers expect companies to adopt the very best online and digital solutions to remain efficient and competitive. If it's too difficult to engage with a business online, there are always a number of competitors with the potential to offer a user easier access to their services.

- **Employees need modern tools to be effective**

Digital transformation provides a valuable opportunity for core business functions, such as finance and HR, to move away from manual processes and work to automate key areas like payroll. The time saved by installing proper automation can enable leaders to focus on wider business opportunities.

- **Security is a top business priority**

A major headache for many IT leaders is how to balance shifting more data to the edge of company networks, without sacrificing the security of said data. As time goes on, this task becomes more difficult, with threats evolving to counteract the security practices of the past. In response, companies must enforce rigorous protocols around data compliance and access.

- **To strengthen business partnerships**

Demands from customers are increasing, and competition within industries is fierce. Firms are becoming increasingly reliant on each other, working with suppliers and distributors, sub-contractors and specialized consultants, with the aim of producing a diverse range of products and services that interest customers.

- **Make better decisions, faster**

Placing data and analytics at the centre of a digital transformation strategy will allow businesses to take advantage of big data. Using the correct tools, this data can be analyzed for invaluable business insights, and can help inform fast-paced decision-making. The greater the degree to which analytical tools are placed within the heart of the business, the greater their positive effects.

CHALLENGES ON DIGITAL TRANSFORMATION

- **Decision Making**

Organizational silos negatively impact digital transformation. They pose obstacles in almost every aspect of transformation, from strategy building to implementation. Silos lead to disconnected decision-making as each team or department focuses on solving its own problems and achieving its own goals. The problem is compounded by a lack of unified vision that propels

every team towards a common business goal. This then restricts efficiencies and impedes innovation within the organization.

- **Legacy systems**

Even in business, moving out of your comfort zone is difficult. You can see this in enterprises still using legacy systems despite the availability of more agile and robust platforms. After all, they have invested substantial capital in these systems and are still reaping benefits from them. However, with obsolete software and outdated technologies still powering them, these legacy systems are among the top bottlenecks in digital transformation. They are often slow and inflexible, making it harder to adapt to transitions and integrate with new technologies. An even more pressing concern is their vulnerability to security breaches.

- **Risk-averse organizational culture**

A business culture that resists change impedes growth and development. Still, we see this risk-averse culture within many enterprises when it comes to digital transformation. From C-level executives to employees, there is some form of resistance to the adoption of new technologies. Some business leaders see no benefit in changing their tried-and-true practices especially if they are achieving positive results. Employees may feel uncertain about the new roles and responsibilities that come with digital transformation.

- **Insufficient budget for technological change**

For businesses that faced significant losses during the pandemic, digital transformation practices may have been set back due to financial constraints. The fact is, that implementing new digital solutions is an expensive process that requires hefty investments.

- **Looming digital skill gap**

As businesses implement digitization within their organization, virtually every role will require some form of digital skills. Even non-technical positions will necessitate basic tech know-how. This leads to an insufficient breadth of digital skills required for successful transformation.

- **Shortage of technological resources**

Aside from the talent shortage, businesses today are also faced with a shortage in other resources crucial to the adoption of digital initiatives. The global microchip shortage still poses a roadblock to many industries. Then, there are still prevalent issues hampering the supply chain for IT hardware and equipment. The shortage inhibits the timely deployment of adequate resources to the right initiatives.

- **Increased Security Risks**

To adapt to the sudden changes in consumer demands, many companies rushed the implementation of digital solutions. This made them vulnerable to increased cyber security risks. This also made other businesses wary of experiencing the same breaches when they implement their own initiatives.

CONCLUSION

The technological revolution is transforming the world at an unprecedented rate, it is rapidly changing the way organizations at all levels operate, the way people connect and exchange information, and the way they interact with partners in the public as well as the private sector. Digital transformation is becoming a popular trend, becoming an indispensable choice for any organization, regardless of size, whether in the public or private sectors. However, changing the argument has many advantages and opportunities, but also many difficulties and challenges, especially for slow and developing countries, because of the limited infrastructure system, laborers lack skills to work in digital networks, leading cadres have not yet adapted to the digital transformation process. However, the responsibility of the leader is to lead the organization to grow, to overcome the challenges posed by digital transformation, leaders first need to equip themselves with full awareness about digital transformation, equipping qualified workers with working skills in a digital environment, and proactively receiving and absorbing the achievements of digital transformation and being ready to face immediate complex issues.

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NEW OPPORTUNITIES THROUGH DIGITAL TRANSFORMATION

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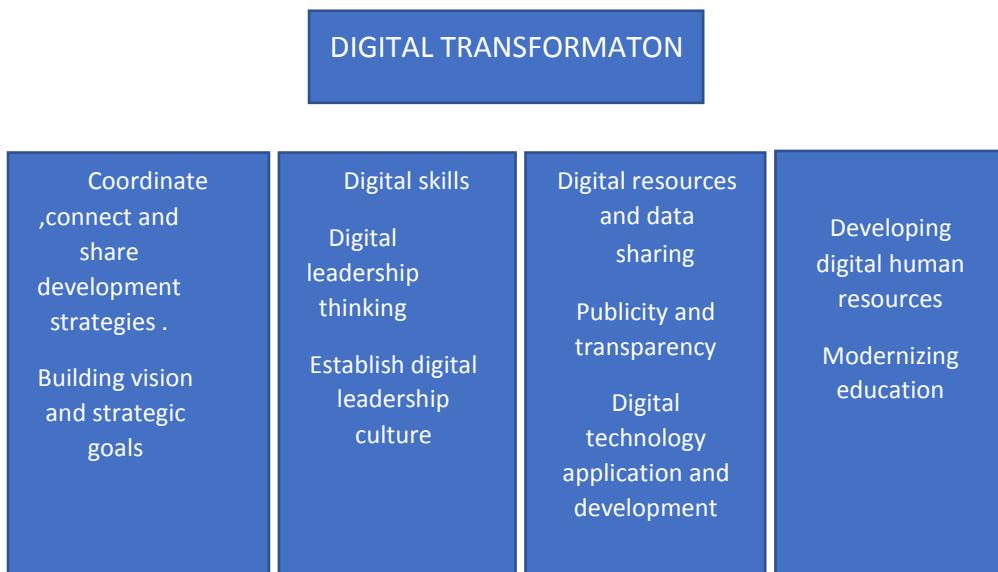
Abstract

Over the past couple of decades, the Internet has become an essential part of everyday life for the majority of citizens in Western democracies. With the rise of smartphones and "Internet of things" (Internet-enabled devices), the use of the Internet will become even more embedded in the way we live our lives as citizens, families, communities, and societies as we move forward in the twenty-first century. Today, the Internet (along with the rise of digital media) is impacting everything from the way we shop, read the news, and live our everyday lives to the ways in which businesses, parliaments, and governments work, thus altering the fabric of social, political, and economic institutions. These digital transformations have created new challenges and opportunities for politicians, journalists, political institutions, and the (legacy) media from Internet regulation to reconnecting and engaging with citizens and audiences.

INTRODUCTION

Digital transformation affects everyone and in most areas of activity, the power of digital technology can apply to every aspect of an organization, but in this paper, we only cover organizational changes. Organizations are forced to adapt to new ways of doing things, mostly related to the digital transformation the world has been experiencing, from artificial intelligence (AI) to blockchain and internet of things (IoT). Digital transformation is vital for public and private organizations of all sizes, especially for businesses that are at risk of being wiped out without digital transformation. Digital is having a strong impact on all fields, the impact will increase strongly in the future, developing countries cannot ignore this trend. Because of the important nature of the digital conversion, it is also seen as a catalyst for change, even some authors do not give a specific opinion but suggest that digital transformation is related to new digital technologies and strategic changes in organizations, innovation, and capacity of organizations and individuals. The widespread and popular digitalization has brought about breakthrough changes to the economy. Digital technologies, digital and digital innovations are fundamentally changing business processes, products, services, and relationships, and organizations need to fundamentally change the way they do business and thinking of the team of leaders as well as restructuring to survive. A clear definition of digital transformation is lacking, so far.

PROCEDURE FLOW CHART



DIGITAL TRANSFORMATION TECHNOLOGIES

- Authentication and Intrusion Detection
- 3D Printing
- Smart Sensors
- Augmented Reality
- Analysis of Big Data and Advanced Algorithm
- User Data
- Cloud Computing
- Mobile Phones
- IoT Platforms
- Social Media
- GPS
- Advanced Human-Computer Interaction

EIGHT BENEFITS DIGITAL TRANSFORMATION

For many companies, the driver for digital transformation is cost-related. Moving data to a public, private, or hybrid cloud environment lowers operational costs. It frees up hardware and software costs while freeing up team members to work on other projects.

1. Enhanced Data Collection:

Most businesses are collecting mountains of customer data, but the real benefit is optimizing this data for analysis that can drive the business forward. Digital transformation creates a system for gathering the right data and incorporating it fully for business intelligence at a higher level. It creates a way that different functional units within an organization can translate raw data into insights across various touch points. By doing

this, it produces a single view of the customer journey, operations, production, finance, and business opportunities.

It's vital to evaluate how that customer data is being collected, stored, analyzed, and shared as part of this process. When you're rethinking your tech stack, you'll want to ensure that sensitive data flowing into and out of your customer relationship management (CRM) software and other platforms is protected with a layer of SaaS data encryption.

2. Stronger Resource Management:

Digital transformation consolidates information and resources into a suite of tools for business. Rather than dispersed software and databases, it consolidates company resources and reduces vendor overlap. The average number of applications used in enterprise businesses in 2020 is 900. Digital transformation can integrate applications, databases, and software into a central repository for business intelligence.

3. Data-driven Customer Insights:

Data can be the key to unlocking customer insights. By better understanding your customer and their needs, you can create a business strategy that is even more customer-centric. Using both structured data (personal customer information) and unstructured data, such as social media metrics, these insights can help drive business growth. Data enables strategies to provide more relevant, personalized, and agile content.

4. A Better Customer Experience:

Consider how your digital transformation can not only unlock efficiencies for your teams, but also deliver more seamless, intuitive experiences for your customers. This spans from email communications to user portals, digital products, and even the cadence by which you reach out to new prospects.

Customers have high expectations for digital experiences. Consumers are used to having endless choices, low prices, and fast delivery. Customer experience (CX) is the new battleground for brands. Gartner reports that more than two-thirds of companies say they are competing mostly on customer experience.

5. Encourages Digital Culture (with improved collaboration):

By providing team members with the right tools, tailored to their environment, digital transformation encourages a digital culture. While these tools provide a more seamless way to collaborate, they also help to move the entire organization ahead digitally. This digital culture shift is crucial for businesses to remain sustainable. It forces the upskilling and digital learning of team members to take advantage of the benefits of digital transformation.

6. Increased Profits:

Companies that undergo digital transformation improve efficiency and profitability. Consider these results reported by the SAP Centre for Business Insights and Oxford Economics: 80% of organizations that have completed digital transformation report increased profits. 85% say they have increased their market share. On average, leaders expect 23% higher revenue growth than competitors.

7. Increased Agility:

Digital transformation makes organizations more agile. Borrowing from the world of software development, businesses can increase their agility with digital transformation to improve speed-to-market and adopt Continuous Improvement (CI) strategies. This allows for faster innovation and adaptation while providing a pathway to improvement.

8. Improved Productivity:

Having the right tech tools that work together can streamline workflow and improve productivity. By automating many manual tasks and integrating data throughout the organization, it empowers team members to work more efficiently.

FOUR MAIN AREAS

There's a multitude of specific processes and strategies used in digital transformation. These can be broken down into four main areas:

1. Business Model Transformation:

Does your current business model make sense in a digital business environment? Look at new pricing strategies, products, and services that appeal to today's high-tech markets. An example of digital business model transformation would be Netflix's pivot from DVD rentals to streaming video content. The first step is to look at your long and short-term goals to determine how to grow your business.

2. Process Transformation:

How can you update your everyday business processes? Audit your processes to highlight any inefficiencies for improvement. Use baseline metrics to analyse how effective each new tool or process is over time, bringing in stakeholders for feedback as needed. Some businesses might switch to an automated invoicing tool, while others will overhaul their entire workflow.

3. Domain Transformation:

This third area of digital transformation describes the movement of your business into the cloud. Using cloud-based systems offers improved security, agility, and scalability – all at lower cost.

Which processes can you start moving over to the cloud? Once you've identified these, you can start migrating workloads and data using the appropriate software.

4. Organization Transformation:

Finally, don't forget about the need for a cultural transformation across your organization. It's one thing to offer your employees new cloud-based software, but it's another to convince them to use it. Ask for feedback and input from across your company's departments so you can assess attitudes to digital technology. Provide adequate training and resources for the whole team, with an emphasis on collaboration.

ELEMENTS OF DIGITAL TRANSFORMATION

Digital transformation fundamentally changes the way of working based on the application of technology in a faster and better way to serve society, while at the same time contributing to the promotion of cultural innovation in the workplace as well as facilities

such as infrastructure, operational models to improve labor productivity. On the other hand, it contributes to new shaping the way people live, work, think, interact, and constantly pursue the reform of practical experiences, newly born services contribute to improving labor efficiency. In addition, services in the fields of health, education and security achieve a radical change in the way people work based on the application of modern technologies, it also helps leaders to increase the ability to predict and plan for the future to achieve the desired progress, build staff to work in a modern and sustainable writing environment , so many factors are involved digital transition.

DIGITAL TRANSFORMATION STRATEGY

Driving big change in an organization is too difficult to pull off without a plan.

There are five major areas companies must address, often in parallel.

1. Business Strategy Transformation:

Today, all companies are tech companies; all CEOs are tech CEOs. Digital transformation puts technology at the core of business strategy. This approach can reduce operating expenses and inefficiency. It could even change the course of your business. With a unified model across business and technology, it's easier to achieve future ambitions. The technology path you choose now will determine, more decisively than ever, your company's success.

2. Business Operations Realignment:

Transforming business processes and adopting new ways of working for agility and experimentation are crucial to success. What do your customers and employees need most, and how can digital processes help? Starting with these questions can create better processes across the board, whether that's improving customer service through better data and analytics, moving key services to the cloud, or building sustainability across engineering, manufacturing and supply chain functions.

3. Adoption of New Practices for Agility and Experimentation:

As customer expectations and the pace of change increase, it's necessary to introduce new ways of working coupled with modern engineering capabilities. Most companies are making suboptimal decisions about how to direct their tech investments. It all comes down to embracing change and innovation. Successful digital transformation is a radically different approach—one that sees technology as accessible and people as adaptable.

4. A flexible Technology Core for Sustainable Change:

It's important not to get locked into just one technology. By staying nimble and flexible, you can catalyze innovation in your company and more easily form ecosystem partnerships that drive speed and scale. A modular approach allows for fast and sustainable change, and staying focused on customer needs is key.

5. People Change Management:

Digital transformation affects all aspects of business. For it to work, the digital foundation, digital operations and a digitally skilled workforce collectively need the backing of leaders and a culture that is aligned on which new technologies to adopt and

how best to integrate them into daily life. What should the future of work look like? How should roles and responsibilities evolve? In what ways can technology enable better knowledge sharing and collaboration? How can leaders be trained to communicate better, have greater empathy and earn trust in a remote-work environment? Technology introduces new challenges for workers, but it can also solve many of them. To create sustainable change, companies often need to build new skills as employees work in new ways.

FACTORS OF DIGITAL TRANSFORMATION

In general, digital transformation is formed by the consolidation of information technology environments such as social technology, cloud computing and internet of things, also considered the integration of digital technology with the operational processes of the digital economy. At times, this concept is even extended to the connotation that digital transformation is the ability to comprehensively innovate to improve the operational capacity of projects. From a business perspective, digital transformation encompasses three organizational aspects: an external aspect, an emphasis on enhancing customer experience, from an internal perspective that is business goals, structural leadership version, decentralized in the organization. When parts of the organization are in operation, they often lead to completely new models under the influence of digital transformation. Digital transformation is the process of using digital technologies to create or adapt existing business processes, cultures, and experiences to respond to changing leadership contexts. This change in the digital age is seen as a digital transition. Digital transformation is pervasive and can be understood as changes that digital technology causes or affects every aspect of human life. The elements of digital transformation performed in several studies include four factors: internet of things, big data, cybernetics and interoperability. Such technologies have the potential to create a significant paradigm change in social life.

DIGITAL TRANSFORMATION CHALLENGES

1. Siloed Decision-Making:

Organizational silos negatively impact digital transformation. They pose obstacles in almost every aspect of transformation, from strategy building to implementation. Silos lead to disconnected decision-making as each team or department focuses on solving its own problems and achieving its own goals. The problem is compounded by a lack of unified vision that propels every team towards a common business goal. This then restricts efficiencies and impedes innovation within the organization.

2. Legacy Systems:

Even in business, moving out of your comfort zone is difficult. You can see this in enterprises still using legacy systems despite the availability of more agile and robust platforms. After all, they have invested substantial capital in these systems and are still reaping benefits from them. However, with obsolete software and outdated technologies still powering them, these legacy systems are among the top bottlenecks in digital

transformation. They are often slow and inflexible, making it harder to adapt to transitions and integrate with new technologies. An even more pressing concern is their vulnerability to security breaches.

3. Risk-averse Organizational Culture:

A business culture that resists change impedes growth and development. Still, we see this risk-averse culture within many enterprises when it comes to digital transformation. From C-level executives to employees, there is some form of resistance to the adoption of new technologies. Some business leaders see no benefit in changing their tried-and-true practices especially if they are achieving positive results. Employees may feel uncertain about the new roles and responsibilities that come with digital transformation. By not addressing these issues, businesses risk losing crucial growth opportunities.

4. Insufficient Budget for Technological Change:

For businesses that faced significant losses during the pandemic, digital transformation practices may have been set back due to financial constraints. The fact is, that implementing new digital solutions is an expensive process that requires hefty investments. Then, there's also the misperception that technology expenditure is an operational expense. When businesses fail to see digital transformation as a strategic investment, they allocate insufficient budgets for it. Ultimately, this hinders proper implementation and impedes future agility and adaptability.

5. Looming Digital Skill Gap:

As businesses implement digitization within their organization, virtually every role will require some form of digital skills. Even non-technical positions will necessitate basic tech know-how. This leads to an insufficient breadth of digital skills required for successful transformation. The digital skills gap is exacerbated by the scarcity of specialists in core competencies required for the shift.

Expertise in analytics, cloud, cybersecurity, enterprise architecture, digital experience, and other areas is vital to digital transformation. Unfortunately, finding the right people in a limited talent pool can be daunting and even expensive.

6. Shortage of Technological Resources:

Aside from the talent shortage, businesses today are also faced with a shortage in other resources crucial to the adoption of digital initiatives. The global microchip shortage still poses a roadblock to many industries. Then, there are still prevalent issues hampering the supply chain for IT hardware and equipment. The shortage inhibits the timely deployment of adequate resources to the right initiatives.

7. Increased Security Risks:

To adapt to the sudden changes in consumer demands, many companies rushed the implementation of digital solutions. This made them vulnerable to increased cybersecurity risks. This also made other businesses wary of experiencing the same breaches when they implement their own initiatives. The fear is not unwarranted though. Working with dozens of SaaS vendors is a daunting task. Verifying the security level of each third-party platform and tool is a great challenge even for enterprises with a solid tech dev team.

CONCLUSION

The past decade and last 4years, in particular, have seen an increase in the number of publications dedicated to DT. Although the research that has been conducted focuses on various fields, the literature remains limited. This paper performed a detailed analysis of the current accomplishments in DT research, taking into consideration the relevant publications. To examine the field's current state, a systematic literature review was performed based on the sample of 39 high-quality peer-reviewed scholarly articles. Although the clusters presented in this paper do not represent most of or the only important streams in DT research, they do in fact provide a direction on major avenues in the current research base.

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A CONCEPTUAL FRAMEWORK OF ROLE OF SMART VILLAGES IN ACHIEVING SMART CITIES IN INDIA

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Abstract

Smart villages' concept is engaged in efforts to combat the real barriers to energy access in villages, particularly in developing countries with technological, financial and educational methodology. A total of 70% population of India lives in villages and the youth belongs to this segment are passing through a dramatic psychological turmoil. The ratio of school dropouts at school or college level is quite high amongst the rural youth which is negatively impacting the education policy and targets of the Govt. Added to this is the non-availability of vocational avenues in rural environs which is further adversely affecting the aspirations of the youth from the rural areas. The concept of 100 smart cities is definitely an eye catcher and welcome move by the Prime Minister and should be pursued in the right earnest.

INTRODUCTION

The smaít village platfoím is a multi-stakeholdeí, cíoss sectoíal solution that showcases how to cost-effectively accelerate the implementation of the Sustainable Development Goals in íemote aíreas thíough an integrated development and technology platfoím model. Through this model governments can aim at increasing the efficiency, security and effectiveness of public services while reducing their cost, promoting transparency and good governance, enhancing traceability of transactions, and data exchanges, among others. Based on an integrated approach to digital development, the Smart Village model enables accelerated impact on multiple SDGs – such as health, commerce, education and agriculture – by increasing last-mile access and making sure that the right digital solutions reach the people.

SMART CITIES

A city can be defined as 'smart' when investment in social and human capital, combined with investment in traditional and modern information and telecommunication infrastructure, generates sustainable economic development and a high quality of life, while promoting prudent management of natural resources, through participatory governance. This means that a 'smart city' is a hybrid model combining democratized open innovation with central city support, coordination, and monitoring. In a narrow perspective, 'smart city' might be understood as a city that uses information and communication

technologies to deliver services to citizens.

S -Social, Skilled and Simple

M -Moral, Methodical and ModernA -Aware, Adaptive and Adjusting R-Responsive and Ready

T -Techno - Savvy and Transparent

TECHNOLOGIES IN SMART CITY

- Mobile devices (such as smart phones and tablets) are another key technology allowing citizens to connect to the smart city services.
- Intelligent transportation systems and CCTV systems also being developed.
- Digital library have been established in several smart cities.
- Additional supporting technology and trends include remote work , tele health, the blockchain, Fintech, Online Banking Technology.

SMART VILLAGES

Smart Village is a concept adopted by national, state and local governments of India, as an initiative focused on holistic rural development, derived from Mahatma Gandhi's vision of Adarsh Gram (Ideal Village) and Swaraj (Self Reliance). Prime Minister Narendra Modi launched Sansad Adarsh Gram Yojana (SAGY) or SAANJHI on 2 October 2014, Gandhi's birthday, in addition to Smart Cities and Digital India, as a development programme for India.

CONCEPT OF SMART VILLAGES

The concept implies the participation of local people in improving their economic, social or environmental conditions, cooperation with other communities, social innovation and the development of smart village strategies. Digital technologies can be applied to many aspects of living and working in rural areas. The smart village concept also suggests the adoption of smart solutions in both the public and private sectors over a wide range of policy fields such as improving access to services, developing short food supply chains and developing renewable energy sources.

TOWARD DEVELOPMENT OF SMART VILLAGES

It is clear that the situations and challenges in developing urban and rural area are different due to the constraints and opportunities. Many researchers believe that the existing technologies developed for the smart city may be useful for the smart village concept. Researchers reported that the Smart village system can be developed on the lines of smart city model. The components taken in to consideration will vary from region to region for villages, based on the available resources and opportunities.

- **Economic Component:** This component will include local administration and economic factors. It will cover governance models, bandwidth, mobility, cloud computing, entrepreneurship etc.
- **Environmental Component:** This component will address the issues related to

resources and infrastructures available at local level. It may covers cleaner technologies, public and alternative transportation, green spaces, smart growth, climate change etc.

- **Social Components:** This component may address issues related to community life, participatory democracy, social innovation, proximity services etc.

CURRENT STATE OF INDIAN VILLAGES

There are more than 600,000 villages in India. Without latest sources, villages called backward area of the country. There is no proper water supply, no sanitation, no electricity and not good connectivity with urban areas. It means villagers are not getting their basic needs in our country after 70 years of freedom when technologies are very smart. On the other hand, the villagers themselves are a powerhouse of large pool of man power. But without sources they cannot do anything. About 600 million people of India live in villages and at least half of them are below 25 years of age. They will become a future of India without Education and Health. It is very necessary to make country developed that :

- The new generation of workers should be healthy and educated
- The government move to build social infrastructure (housing, healthcare, schools, colleges and universities)
- In villages, there should be proper water supply, electricity supply with good sanitation
- Villages should be connected to urban areas with good road network.

CURRENT STATUS OF SMART CITY

The introduction of the Smart city project in India got both remarks and criticism ever since it was launched in the year 2014. The government also launched a project of 100 smart cities that would be well equipped with latest technology and innovation as well as infrastructure. The Smart city termed out to be the one which had essential framework and would provide a good quality of life to its inhabitants keeping in mind the sustainability of the environment. These strategies would improve the quality of life, reduce the unemployment rate and boost the socio-economic growth of the country. The ideal objective of a Smart City must be to have a holistic vision of the city that allows services to be deployed based on priorities without the need for having silos of information that jeopardize the future development of the Smart City and its services. They come with the core objectives as,

- **Reduced public spending:** public spending on the provision and management of public services is reduced
- **Increases efficiency and quality of services:** it makes it possible to manage resources more efficiently and improve the quality of the services provided
- **Provides support in decision-making:** facilitates the identification of the needs of the city and the approach for new services to provide them with support

- **Promotes innovation:** provides an ideal platform for innovating, incubating new business and, in general, promoting social development
- **Provides information in real time:** enhances the awareness of citizens about the environment in which they live by providing information that flows in real time and, at the same time, improves the transparency of the administration.
- **Should be energy efficient in general, sustainable management of resources:** Smart energy grid, smart metering, urban waste collection and processing, management of public parks and gardens, measuring of environmental parameters, etc.
- Management of the city's infrastructures: management of public buildings and building automation, management of public infrastructures and urban facilities, reporting of incidents by citizens, etc.

CHALLENGES

The major challenges in making a city a "Smart City" are

- Poor Mobility: Traffic and congestion.
- Unskilled workforce.
- Inferior city infrastructure
- Inclusive growth
- Assured Water and Electricity Availability
- Housing facility in the city,
- Safety and Security condition in City.
- Sanitation including Solid Waste Management Program.
- E-Governance and citizen participation
- Sustainable environment.
- Health and Education

COMPONENTS

The smart village concept takes advantage of these experiences to use modern technologies for the production and delivery of goods and services, including information and communication technologies, to achieve a higher standard of living for the inhabitants and reduce negative environmental impacts. In relation to public tasks of a technical nature, carried out by local government units, this also includes the application of smart solutions in public transport, which adjust their availability and quality to the actual demand to minimize the need for inhabitants to use their own means of transport. The Smart village concept includes and advocates for a real increase in the efficiency of management and service provision, with the aim of increasing the competitiveness of rural areas while respecting the economic, social and environmental needs of current and future generations.

NOTABLE FEATURES OF VILLAGES SMART

These are main features that will make Smart Villages

- Health and Education
- Assured electricity supply
- Adequate water supply
- Sustainable environment
- Good governance
- Safety and security
- Affordable housing, especially for the poor
- Sanitation, including solid waste management

SUSTAINABLE ENVIRONMENT

Environment sustainability is the rates of renewable resource harvest, pollution creation and non-renewable resource depletion that can be continued indefinitely. Basically it is sustainable development, which means sustainable economic growth. Economic Development, Social Development and Environmental Protection are the three pillars of sustainability.

- The end of poverty and hunger
- Better standards of healthcare and education
- To achieve Gender equality
- Sustainable economic growth

HEALTH AND EDUCATION

The concept of smart villages should begin. They are responsible for nearly all household duties, from food production to processing to child bearing and family upbringing. In villages, women are illiterate or semi-literate that means it's a lack of knowledge. Mother is the first teacher and if women will literate then they will also care about health from childhood. That is why we should provide safe environment for schools and colleges. In Villages, there should be good health clinic which have all type of facilities, especially for women with babies. They have to regular visitors to these clinics to get particular benefits. WHO and central government shall be providing all type of facilities and latest technologies in these clinics.

AFFORDABLE HOUSING

Affordable housing is a big scheme now-a-days and this is very helpful for low income group and lower middle class group families. Affordable housing refers to housing units that are affordable by that section of society whose income is below the median household income.

AGRICULTURE VALUE

Agriculture is important for providing food security for the country and is a protected part of the economy through various regulations. The scenario that we presented above is very generic. The supply chain is highly inefficient and lots of food is wasted away. The food inflation is another worry. On the other hand, India is well endowed with highly fertile land and live rivers and good climate. 51% of our land is cultivable whereas the global average is 11% and we have good seasons to produce all the fruits and vegetables that can be produced anywhere in the world.

GOOD GOVERNANCE

Currently the village panchayat are governed by the president and his team. These are elected representatives of the people. But their capabilities are well below those required to build a smart village. The village governance system should have several orchestrators working together along with the people and the businesses. Water, Power and Retail could be orchestrated at the district level for a group of villages, governed by a group of companies. Schools, health care and farming may need local attention. The knowledge based technologies which provide the smartness and the relationship with other stakeholders need to be built by people with entrepreneurial talents. Thus we see building a smart village requires talents available beyond the village or district.

CONCLUSION

Smart Villages are the need of the hour as development is needed for both rural and urban areas for better livelihood and Information technology will offer effective solution. There are successful technologies available, which have been implemented in urban areas. There is tremendous pressure on urban landscapes due to migration of rural people for livelihood. Smart Villages will not only reduce this migration but also irrigate the population flow from urban to rural area. Smart village concept is having high replication potential in other countries of developing world. The concept of smart village may also be extended to small towns and also townships surrounding the big cities.

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DOMAINS OF DIGITAL TRANSFORMATION

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Abstract

This multi-method study aims to shed light on digital platforms' decisions regarding their openness. Platform openness results from a series of decisions on how open a platform is regarding: (a) suppliers (b) customers (c) complementary service providers, as well as to (d) product categories and (e) channels. By conducting a scoping literature review, we analyze the current body of knowledge about the drivers, dimensions and outcomes of platform openness. Using an expert panel discussion and analysis of real-world digital platforms, we confront this existing knowledge with current business challenges to identify research challenges. We address how future research can advance platform research by tackling these challenges.

Keywords: Digital platform – Decision making – Analyze and Knowledge – Identify the Challenges – Advanced precaution for Future

INTRODUCTION

Digital transformation is the process of using digital technologies to create new – or modify existing – business processes, culture, and customer experiences to meet changing business and market requirements. This reimagining of business in the digital age is digital transformation

The term 'digitization' is often understood in the narrow sense of datafication that is, the capture of the measurable and computable elements of objects, images, sounds, documents or signals as machine- readable data . In this book, we use the term 'digitization' more broadly, to mean the full range of software- driven processes – all the way from datafication and computation to prediction, display, communication and action – that allow increasingly smart machines to intervene in the world.

CONCEPTUALIZING DIGITAL PLATFORM OPENNESS

Digital platforms

Platforms can be investigated at the organizational, product family, market intermediary, and platform ecosystem level (Thomas et al.2014). This study focuses on the market intermediary level in which platforms act as an intermediary between two or more market participants, and facilitate exchange activities through an intermediating technology like they do in online auctions, price comparison sites, search engines, credit cards, and online retail platforms.

Here are the six stages of digital transformation

1. Business as usual, status quo — The current state of your organization
2. Present and active — A time of experimentation throughout the organization when you encourage creativity and improved digital literacy skills
3. Formalized — When experimentation becomes more intentional, initiatives become clearer, and you start looking for leadership buy-in
4. Strategic — The point when groups start collaborating and sharing their research in order to create strategic plans for the transformation
5. Converged — The formulation of a dedicated digital transformation team that will guide the strategy, establish goals, and put systems in place to support the transformation
6. Innovative and adaptive — Your competitors are looking into digital transformation regardless of whether or not you are

HISTORY

Digitization is the process of converting analog information into digital form using an analog-to-digital converter, such as in an image scanner or for digital audio recordings. As usage of the internet has increased since the 1990s, the usage of digitization has also increased. Digital transformation, however, is broader than just the digitization of existing processes. Digital transformation entails considering how products, processes and organizations can be changed through the use of new, digital technologies

DIGITAL ECONOMY

The digital economy is a portmanteau of digital computing and economy, and is an umbrella term that describes how traditional brick-and-mortar economic activities (production, distribution, trade) are being transformed by Internet, World Wide Web, and block chain technologies. The digital economy is variously known as the Internet Economy, Web Economy, Crypto economy, and New Economy. Since the digital economy is continuously replacing and expanding the traditional economy, there is no clear delineation between the two integrated economy types.

DOMAINS OF DIGITAL TRANFORMATION

According to Professor Rogers, there are five domains of strategy that digital is changing. Outlined below are those five domains of strategy:

- **Customer**

Digital technology is changing how we connect and create value for customers. Traditionally customers were seen as mass markets, we created one communication message and sent it out to a broad cross-section of people. There was no level of differentiation; however, in the digital era, we are moving away from mass marketing to customer networks. In this paradigm, customers are dynamically connected, and their interactions with each other are changing and influencing each other's relationships with

businesses and brands. We already know that word of mouth is one of the most effective forms of marketing; now imagine a world of social media where word of mouth is on steroids. That interaction between customers has the potential to change brands and business reputations forever.

- **Competition**

The next domain of strategy that is being changed by digital is competition. In the past, businesses competed with other businesses that looked and operated just like themselves, however, in modern times, companies face competition for businesses outside of their geographical boundaries and from businesses not even in the same industry as them. Particularly, as those companies are offering a competing value to customers. Another interesting factor here is that one can compete with one company's division and cooperate with another. For example, imagine Apple competing with Samsung in the Smartphone market but buying some other inputs from the same Samsung for their phones.

- **Data**

Data is one of the other domains of strategies that I am more intrigued by because I think it is the area where we do not pay as much attention. Data needs to be seen and used as a strategic asset in our businesses. Data is being generated in an unprecedented quantity from conversations with clients, social media, mobile devices and practically any touch point with customers. While some data may be collected systematically, such as a survey through survey monkey, Google forms or Type form etc., that is not always the case. It is up to all of us to now find a way to use all the generated data to make some strategic decisions in our business and generate new value for our customers.

- **Innovation**

- Innovation has become a buzzword in the digital age; we look at innovation as how new ideas are developed, tested and brought to the market. Conventionally, innovation was managed by the senior leadership in an organization. They had a laser focus on the finished product, and no emphasis on market testing as this was seen as an expensive process.
- Today with digital transformation, businesses can take a different approach to innovation, which is modernization by continuous learning and rapid experimentation. Digital technologies have made it easier to test ideas and get market feedback from the beginning of the innovative process. In digital transformation, we speak about the minimum viable prototype. This is where different assumptions are tested on an ongoing basis, and decisions on which products to launch are made based on feedback from actual customers and not what the manager thinks should happen.

- **Value**

The last domain of digital transformation is the value a business delivers to its clients. Customarily, the value proposition of a business was fixed and defined by the industry that the business was operating in. Today focusing on a fixed value proposition that does not change will lead a business to potential disruption by new customers. In the same way

platforms like Netflix disrupted blockbuster videos, customer value can change quickly, and the competition is constantly looking for new ways to provide value for our customers.

DIGITAL TRANSFORMATION IMPORTANTS

Digital transformation is what propels businesses and industries forward. Organizations of all sizes—from startups to global enterprises—choose digital transformation not only to make scaled improvements, but also to drive significant change and fully embrace the digital age. It requires a strong commitment from both businesses and IT teams, as well as a willingness to support the resulting changes.

THE JOURNEY TO DIGITAL TRANSFORMATION

1. Flexible technology to build, deploy, and manage applications more quickly in the cloud
2. Experimentation to embrace new ideas and gain new insights on customer and market demands
3. Measurement of experimentation results with data analysis to guide decision-making
4. Collaboration across organizational boundaries with tools for quick knowledge sharing
5. Customer focus and data analysis to deliver greater value to customers
6. Agility to scale and accelerate without hesitation to succeed in the digital age

BENEFITS OF DIGITAL TRANSFORMATION

- **Reduce Costs**

Cost reduction is the most popular starting point for digital transformation; nearly two-thirds of digital transformation.

- **Improve Time-To-Market**

The pace of business (and change) has accelerated. Customers have expectations for new and improved products on a regular basis, plus there are increasing challenges around timely manufacturing and supply chain management. As a result, there are two areas where digital transformation efforts can help with time-to-market: acceleration of product development and manufacturing and supply chain execution.

- **Drive Growth**

Often tied to product innovation, growth initiatives have transformative potential for a business. Digital transformation isn't necessarily about incremental improvements to existing products and processes; it's focused on identifying new avenues for profit within the business. This may take the form of new products, new business models or revenue streams, or additional throughput and yield.

- **Improve The Customer Experience**

Often digital transformation headlines are about internal benefits but, ultimately, companies need to consider (and prioritize) how their efforts will transform the customer experience. How will the transformative changes made within the business impact the

customer – better service? Improved quality? More innovative products or features? Faster delivery? These are just a few of the possible outcomes. By looking at customer pain points and feedback, businesses can identify a solid starting point for digital transformation initiatives.

- **Enhance Company Culture**

A recent PTC survey of both executives and end users found that 90% were likely to work for an organization embracing and investing in digital transformation technologies. It speaks to how digital transformation can shape the employee experience and support retention and recruiting efforts.

- **Drive Sustainability Efforts**

Digital tools are being called upon to support a more sustainable future, which starts in the design and engineering of products.

- **Improve Collaboration Within and Across Functions**

Siloed organization (and data) have a host of negative impacts: inefficiency, stymied growth, increased risk of error, and reduced competitiveness in a fast-changing market. There are many digital transformation strategies and technologies that improve collaboration with in teams, across teams, and with partners and vendors.

CHALLENGES OF DOMAINS OF DIGITAL TRANSFORMATION

Ninety percent of our respondents shared that they are still going through a digital transformation and have more work to do. The level of digitization varied greatly among these manufacturing companies.

As expected, all participants reported that their companies faced challenges. But perhaps what was most surprising was how similar the types of challenges were, no matter the company size. Our participants came from companies ranging from less than 100 employees to more than 5,000. The biggest barriers to digital transformation listed were:

- Employee Pushback
- Lack of Expertise to Lead Digitization Initiatives
- Organizational Structure
- Lack of Overall Digitization Strategy
- Limited Budget

That the challenges were very seldom about the availability of technology. Only a small number reported that current tools and technology were inadequate. The most common issues faced were due to internal factors

CONCLUSION

Digital transformation has been a rapidly evolving process over three decades. The definition has changed throughout the years and will continue to do so – from data mining and basic online communication to machine learning and Internet of Things. The business software market has been dominated by single-feature tools and clunky outdated enterprise systems. The extending complexity of the future will demand a rise in holistic

business management solutions, which are robust, yet easily customizable and agile at the same time.

To stay competitive, make sure you are investing in both – raising your team's digital IQ and implementing modern technological solutions. The benefits can be quite extensive, from boosting your efficiency and decreasing costs to being able to focus on growth.

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A STUDY ON DIGITAL TRANSFORMATION AND ITS IMPACT ON EDUCATION

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Abstract

The digital transformation of teaching processes is guided and supported by the use of technological, human, organizational and pedagogical drivers in a holistic way. Digital transformation has shaped every domain, and education is no exception. Digital transformation in education is a 21st -century necessity. Right from schooling to higher education, every level of our learning system is affected by technology. Rapidly evolving technology is transforming the way knowledge is imparted and absorbed today. Increasing digitalization making way for new communication instruments enabling faster knowledge sharing in schools and colleges. It is redefining learning models in education and skill development. In education, that target customer is often students, though it could also faculty, staff, alumni, and others. As the educational sector becomes more competitive, digital transformation is now becoming a necessary means of survival as this new digital world requires educators to adapt and adopt digital technologies, methodologies and mindsets.

Education has become the main target for the development of digital transformation, moving in line with the development of the education system. The educational institutions can adjust and design the education system according to current conditions. An education system based solely on face-to-face learning can thus use digital transformation to switch to one based on distance learning. Digital transformation represents both a challenge and an opportunity for the education sector.

Keywords: digital transformation, holistic way, AI, Education

OBJECTIVES

- To understand the impacts of digitalization in education sector
- To highlight the emerging changes in education sector due to digital transformation.

INTRODUCTION

Digital transformation in the education industry helps improve the learning experience for both students and teachers, as well as other people involved in the process. Such changes focus on improving engagement and accessibility through interactive and customizable learning. As a result, online education gets cheaper, more comprehensive, and more inclusive. Some of the opportunities that digital transformation in higher education enables are micro-lessons, interactive videos or tests, and even games or AI-based learning methods. All these options help a student get more involved in the process and interact with respective elements or tasks.

Digital transformation of the country is underway and digital evolution of the economy and society is possible only through digital education. The concept of digital learning is not new and has existed in various forms. The emergence of the internet and ever-evolving technology has made learning interactive, engaging, motivating, and handy. Education is not anymore limited to textbooks and classrooms; it has become an amalgamation of technology, innovative learning, and digital content. The government is actively involved in taking essential steps to come forward with policies that will boost the digital education market in India. The efforts are being made to uplift the standard of digital infrastructure pan India to help facilitate the utilization of innovative educational tools. In near future, digital education like all other sectors will witness noticeable amendments in the way educational institutions function.

Digital Education is a technique or method of learning which involves technology and digital devices. This is a new and broad technical sphere which shall help any student attain knowledge and gain information from any corner across the country. It is believed that Digital Education in India is the future of education and learning. Various channels have been defined by the Government of India for a widespread of the sources and means to provide education to different corners of the country. Discussed further in this article are the channels and initiatives taken up by the Government for Digital Education in India.

CURRENT EDUCATION IN DIGITAL TRANSFORMATION

In the current education system in India, the vitality of the grading system is emphasized. The students in schools and colleges are not just tested based on their learning abilities but also on their acquired knowledge and skills as well as their performance in extracurricular activities. This system is implemented in order to emphasize the importance of the overall growth of the child to broaden their horizons. The academic institutions in India, be it primary, secondary or higher education, are embracing advanced technologies in facilitating learning and bringing a revolutionary change to the same-old classroom teaching.

In the spirit of innovation, new diplomas and vocational courses, have been introduced to give the students a basic idea of what to expect out of a degree course as well as provide them with the necessary grounding for skill-based education. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education.

IMPORTANCE OF DIGITALIZATION TRANSFORMATION IN EDUCATION

- Today, digital platforms have become an integral part of our daily routine. Digitalization in education has revolutionized the industry in a big way.
- The technologies continuing to grow and providing newer avenues for learning, it is

essential for educators and students to embrace a digital form of learning in a big way by adopting a more cohesive hybrid and blended form of learning to accelerate the learning process and thereby enhance the overall learning experience.

- The growth of technology has resulted in positive learning experiences, effective teaching methods and engagements, and better knowledge retention.
- By digitalization in education, we mean, providing access to education through various digital tools and resources, along with technology to maximize the learning experience which is also known as Technology Enhanced Learning (TEL), digital learning, or eLearning
- Education is no longer limited to textbooks and classrooms but has a wider scope now. It is also a digital alignment of innovative learning, digital content, and technology.
- The government has been involved in taking necessary steps and has come forward with policies and measures that will boost digitalized education markets in the years to come. With the advancement in technology, efforts are being made to uplift the standards of digital education, by providing better infrastructure and technology, to facilitate the utilization of innovative educational tools and resources.
- Digitalization in Education brings along with it Artificial Intelligence (AI) based learning methods, game-based learning, micro-learning, interactive audios and videos, online tests, augmented and virtual reality, etc which help students get more involved in the learning process.

KEY AREAS OF DIGITAL TRANSFORMATION IN EDUCATION

1. Use Classroom Coaching Technologies

Education technology means the use of all kind of modern media and materials for maximizing the learning experiences. Education technology is suggested by expert as one of the potential means of impairing education effectively and efficiently.

Computer in the classroom Wireless classroom microphone Digital video-on-demand Online media, Online study Tools

2. Learning from Augmented Reality (AR) and Virtual Reality (VR)

Augmented and virtual reality is growing in education extensively. Enhanced reality is an immersive Environment in the physical world where computerized perceptual knowledge improves real-world artifacts. On the other hand, virtual reality is a simulation of a 3D environment that people can interact using VR Glasses or headgears. These technologies make subjects like History, Geography, and Biology come to life. Initially, schools took technologies such as Zoom and Google Meet for the conduct of classes. But Organizations now can integrate their website with these resources and re-establish a seamless experience on a Digital basis.

3. Intellectual Exam Portal

Educational institutions also face challenges in evaluation and grading. Often, students struggle to pass unfair examinations. Institutions should incorporate webcams into their online exam portals in order to avoid this. It will help to monitor suspicious activities like

opening tabs, chat boxing in the background, picture exchange and more while taking examinations.

4. Transformation in Teaching and Learning Methodologies

The educational institutions to adopt a hybrid model of imparting education if not Entirely online. The recent acquisition of Aakash by BYJU' svali dates that EdTech leader sees a promising Future in the hybrid-learning model. The digital transformation in education journey has been like a fast-paced Time- lapse, providing a closer peek at the schools of the future. And this is not just in context to classrooms going virtual but a complete transition in the mindset, outlook, and approach to learning.

MAJOR GOVERNMENT INITIATIVES FOR DIGITAL TRANSFORMATION

1. New education policy
2. Digital Infrastructure for Knowledge Sharing (DIKSHA) platform
3. Swayam
4. Massive Open Online Course (MOOC)
5. Directorate General of Foreign Trade (DGFT)
6. Niryat Bandhu Scheme

ADVANTAGES OF DIGITAL TRANSFORMATION IN EDUCATION

The advantage of Digital Education in India includes- Freedom for students to engage in learning at any place at any time, and learning can be made more engaging and interactive between the students and teachers.

1. Cooperative Learning

In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

2. Future Focused Curriculum

An institution teaches potential curricula, robots, artificial intelligence, automation, science- fiction films. More access to appropriate and frequently updated content is available to students. The Ability to quickly upgrade and function requires daily access to new material and functionality.

3. Tracking of Student Results

On impact of digital transformation on education is that it provides a more realistic way of monitoring the Success of students. In recording the information in the work of students, technology can play an important Role that lets teachers and parents track their development.

4. Makes Student Smarter

Learning tools and technology allow students to grow effective self-directed learning skills. The students are capable of analyzing what they require to learn to search and use online resources. Digital learning enlarges their efficiency and productivity.

5. Expanded Learning Opportunities

The digital learning is extending learning opportunities so the students can grasp the fact that learning occurs various times and in several places, and digital learning will allow this varied learning opportunity. Students learn many new things from digital tools and technology

CHALLENGES OF DIGITALIZATION IN EDUCATION

1. Unequal Access

Considering the costs associated with modern technology, not every student could possibly afford it. This is Why, if overall digital transformation is to succeed, then classes need to provide students with all the Necessary tools and materials in a universal manner.

2. System-Based Compatibility

In the world of today, most companies and organizations depend on systems and infrastructures that are technologically oriented, ensuring a smooth and successful operation every day. A major problem with digital transformation in education systems is not compliant with modern digital technologies to advance them.

4. Inferior Knowledge or Skills

An adequate level of trust, expertise and skills is important for g innovation in the organization. Education institutions must compete to reach a small pool of or follow new approaches for upgrading emerging players through cloud infrastructure in order a smooth and efficient digital conversion.

5. Data Reliability

In this digitally rich age, numerous measurements provide insights into future learners, internal efficiencies User experiences and much more from schools, universities, and trainers. The problem is that these data are smooth, sometimes inaccurate and unreliable, particularly in the education sector.

6. Lack of Strategy

One of the key challenges to progress today is to know where to proceed with digital transformation in any Sector or industry. Because the prospect of mass change can be overwhelming, it can be difficult to understand which path to take or how to build a solid strategy.

CONCLUSION

Digital transformation is one of the biggest catalysts of the business environment today, and higher education is not excluded from this evolution. It is a move that goes beyond the scope of systems and new technologies, while also representing the modernization of organization philosophy, purpose, competition, and patterns that change with emerging audiences.

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34	IMPACTOFNEWEDUCATIONPOLICY2020ONHIGHEREDUCATION Ms. G.Nithya&Dr.N.Giri	135
35	OVERVIEW OF NATIONAL EDUCATIONAL POLICY IN INDIA Dr.P.GomathiDevi	138
36	BEST PRACTICES IN HIGHER EDUCATION Dr.R.Vidwakalyani,Dr.B.IndiraPriyadharshini	142
37	QUALITY OF HIGHER EDUCATION FOR CURRENT SCENARIO K. Vimaladevi, K. Poonkodi, R. Mini , V. Prabhu,M. Anusuya	145
38	EVIDENCE AND CHALLENGES OF NEW NATIONAL EDUCATION POLICY IN INDIA Mr.A.Muruganandham, Dr.R.Nandhakumar	147
39	PERCEPTION ABOUT NEW EDUCATION POLICY (NEP) IN TEACHING FRATERNITY - WITH RESPECT TO COIMBATORE CITY Dr.N.Ponsabariraj, Ms.P.Sudha	152
40	A STUDY ON YOUTUBE AS AN INNOVATIVE TEACHING STRATEGY V. Poornima	158
41	REVAMP OF NEW EDUCATION POLICY IN HIGHER EDUCATION Mr.M.Prem&Dr.B.Rohini	161
42	ONLINE ASSESSMENT TOOL FOR TEACHERS Dr.S.Nathiya, Dr.D.Ananthi, Dr.S.Umarani,Dr.V.Karpagavalli	164
43	NEP – CHALLENGES & OPPORTUNITIES FOR HIGHER EDUCATION Dr. N. Priya Dharshini	169
44	ISSUES AND CHALLENGES OF NEW EDUCATION POLICY Dr.N.Rameshkumar&Mr.M.Rajakrishnan	173
45	INNOVATIVE TEACHING STRATEGIES: STUDENTS PERCEPTION TOWARDS ONLINE COURSES WITH REFERENCE TO MOOCs IN ACCORDANCE WITH NEP Dr. B. Saranya	175
46	USAGE OF TECHNOLOGY IN EDUCATION Mrs.Sasikala, M. Lavanya, T. Priya, K. Priyadharshini	179
47	NEP – CHALLENGES & OPPORTUNITIES FOR HIGHER EDUCATION Mrs. N. Sathyapriya, Kaviyalosani S, Priyadharshini J, Vijayabharathi S	182
48	NEW EDUCATION POLICY 2022: CHALLENGES OF HIGHER EDUCATIONAL INSTITUTIONS Dr. K. Vijayavenkateshwari, Ms. R. Kirthana	187
49	IMPLICATION OF NEP 2020 TO HIGHER EDUCATION IN INDIA Dr. M. Akilanayaki	189
50	A COMPARITIVE STUDY ON NEP1986 V/S. NEP 2020 Dr.M.Kalimuthu	193
51	USAGE OF TECHNOLOGY IN EDUCATION Mrs. Sasikala, M. Lavanya	198
53	ROLE OF THE EDUCATOR IN IMPLEMENTING JIGSAW STRATEGY-A STUDY ON INNOVATIVE TEACHING Dr. D. Gayathri Devi1, M. Santhiya, D.Neevetha.	204

PERCEPTION ABOUT NEW EDUCATION POLICY (NEP) IN TEACHING FRATERNITY - WITH RESPECT TO COIMBATORE CITY

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Abstract

The paper aims to analyses the perception about new education policy (NEP) in teaching fraternity. The study is based on the primary once. The primary data was collected for the period of one month from 1st September, 2022 to 30th September, 2022 on interview schedule method. In addition, other required data was collected from various journals, magazines, various newspapers, website work and reports. The collected data have been used for analysis with the help of statistical tools. The statistical techniques namely, percentage analysis and chi-square test. The primary data for the study has been collecting from a sample population of 117 respondents based on convenient sampling method, using a well-structured interview schedule. The data have been collected from the learners, professors and teachers in Coimbatore city. The interview schedule is based on the respondents chosen at Coimbatore city. The sample size has been restricted to 117 is determined by the total population respectively. Finally, the study concluded that to benefit from the results of the current study in identifying the New Education Policy (NEP) in New Revaluation of Teaching fraternity. The variables that are gender positively significant impact on learners, professors and teachers during the study period. So, the study could recommend that the above policy definitely lead for betterment. It will help to increase the education in different dimension.

Keywords: About NEP, Opinion about NEP, Execution of Percentage analysis and Chi-square test.

INTRODUCTION

Education Policy sets importance on the development of the innovative potential of all individual. Education must develop not only cognitive dimension such as foundational dimension of literacy, proficiency and higher order cognitive dimensions critical thinking and problem solving, but also social, ethical and emotional capacities and dispositions. The teacher are the most respected and essential members of society so there is need to empower teachers and assist them to do their jobs effectively and efficiently. With NEP 2020, the talented teachers enter the education system by ensuring livelihood, respect, dignity and autonomy. The new education policy must provide quality education to all students, irrespective of their place of residence, historical background, disadvantaged and under-represented groups. Education is a great tool for achieving economic, social mobility, inclusion and equality. All students must be provided with various opportunities to excel in the field of education. These elements must be incorporated taking into account the local and global needs of the country and with a respect for and deference to its rich diversity and culture. Divulging knowledge of India along with its diverse social, cultural and technological needs, inimitable artistic, language and knowledge traditions and its strong ethics in India's young people is considered essential for being a national pride, co-operation and national integration. To implement the educational policy successfully, the stakeholders must know it. If the stakeholders have complete knowledge of it, then only there is enhance in quality education

Ajay Kurien and Sudeep B. Chandramana (2020) depicts in their study on "*Impact of New Education Policy 2020 on Higher Education*", This article mainly focuses on NEP 2020 and its impact on Higher Education. This paper also outlines the salient features of NEP and analyses how they affect the existing education system. The new NEP has been introduced with an aim to formalize changes in the system from school level to college/university level. Keeping in mind the developing scenario, education content henceforth, will focus on key-concepts, ideas, applications and problem-solving angles. The National Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. The study conclude that the new education policy has a laudable vision, but its strength will depend on whether it is able to effectively integrate with the other policy initiatives of government like Digital India, Skill India and the New Industrial Policy to name a few, in order to effect a coherent structural transformation. Hence, policy linkages can ensure that education policy addresses to and learns from Skill India's experience in engaging more dynamically with the corporate sector to shape vocational education curriculum in order to make it a success.

Rahul Pratap Singh Kaurav, K.G. Suresh, Sumit Narula and Ruturaj Babe (2020), stated in their study on "*New Education Policy: Qualitative (Contents) Analysis and Twitter Mining (Sentiment Analysis)*", This paper aims to identify the concerns and focus of NEP 2020. The authors have utilized qualitative data analysis techniques to understand critical areas of focus of policy documents and computer-assisted qualitative data analysis software to address the issues. To allow rigor and efficiency to the findings of the research, NVivo software was extensively used throughout the data analysis process. The data set (higher education policy and UGC downloaded from Twitter) revealed that the GOI has well-analyzed the requirements from higher

education. The data indicated that public opinion was also considered and the international education system is also well-taken care of by making this policy. The NEP 2020 offers an elaborate framework so that there can be development in the educational system of a country. Generally, it takes decades to replace the policy. The current policy is third in sequence and replaces the NEP 1986. The NEP 2020 provides a concrete path to education in the country. However, it is also not mandatory to follow. Under NEP 2020, the top universities across the world will be able to start their campuses in the country. Under the NEP 2020, there is an extensive focus on reshaping the curriculum. Its appropriate execution will be the way into its prosperity. It will be carried out till grade V. With NEP 2020, it is expected to revolutionize the education scenario in the coming future and this will certainly push India's claim towards becoming a superpower in the future.

Deepa Choudhary (2022), examine in her study on **“A Study on National Education Policy – 2020 and its Impact on Stakeholders w.r.t Higher Education Institutions of Nagpur City”**. This paper highlights about National Education Policy – 2020 which is majorly concentrated on practical training among the students to develop creative potential, skill and analytical thinking to meet the industry requirements apart. This study focusses on NEP 2020 and its impact on stakeholders especially related to college who are aware about the NEP-2020 and their opinion regarding the policy. The paper also discusses the outcomes and possible drawbacks of the NEP-2020. The study is based on primary as well as secondary data. The primary data is collected by questionnaire through Google forms from the respondents. 52 responses have been received through and taken for the purpose of study. Secondary data is collected through NEP 2020, Ministry of Human Resource Development. The method of sampling used is Convenience sampling. Finally, the study concluded that The NEP 2020 leads all the stakeholders to meet the demand at industry, national and global level ensuring for standard of living and overall economic growth. Any changes in the present scenario will have both positive and negative impacts hence the concentration should be more on the positive impacts and adopt it effectively and work efficiently for the welfare of the country.

IDENTIFICATION OF THE RESEARCH GAP

From the above reviews of empirical work, it is clear that different authors have approached National Education Policy (NEP) different ways in varying different levels of analysis. As an evident from the many earlier and recent studies conducted which have recognized by the NEP is vital role play in teaching learning dimensions. The above all the reviews to provide base for the researcher to getting new idea and design for the present study to do the **“Perception About New Education Policy (NEP) in Teaching Fraternity - With Respect to Coimbatore City”**.

PROBLEMS THAT HAVE BEEN FOCUSED ON THE STUDY

The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2021. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. The NEP 2020 enacts numerous changes in India's education policy. It aims to increase state expenditure on education from around 4 per cent to 6 per cent of the GDP as soon as possible. The main problems faced by the Indian higher education system includes enforced separation of qualifications, early specialization and student streaming into restricted research areas, less focus on research at most universities and schools, and lack of competitive peer-reviewed academic research funding and large affiliated universities leading to low levels of undergraduate education.

In the present study, the researcher wants to know whether Coimbatore city learners, professors and teachers are aware of the experience of National Education Policy (NEP) enabled teaching in their hometown and its concept with adoption. By conducting this study, the researcher will be able to provide better insight into How the National Education Policy (NEP) will lead the better education environment to the society. What are the ways National Education Policy (NEP) education field? With this backdrop the researcher has made an attempt to analyze the **“Perception About New Education Policy (NEP) in Teaching Fraternity - With Respect to Coimbatore City”**. Hence, the researcher wants to know the answers for the following research questions:

➤ What is the perception about New Education Policy (NEP) for teaching fraternity in Coimbatore city?

RESEARCH OBJECTIVES

- ❖ To know the demographic profile of the respondent in Coimbatore city
- ❖ To understand the opinion about New Education Policy (NEP) for teaching fraternity in Coimbatore city
- ❖ To offer policy implications and conclusion of the study

RESEARCH HYPOTHESIS

H_01 = There is no association between demographic profile and opinion about New Education Policy (NEP) for teaching fraternity in Coimbatore city

RESEARCH METHODOLOGY ADOPTION AND EXECUTION OF ANALYTICAL TOOLS

(a) Sources of data

The study is based on the primary once. The primary data was collected for the period of one months from 1st

September, 2022 to 30th September, 2022 on interview schedule method. In addition, other required data was collected from various journals, magazines, various newspapers, website work and reports.

(b) Techniques of Analysis

The collected data have been used for analysis with the help of statistical tools. The statistical techniques namely, percentage analysis and chi-square test.

(c) Sampling Design

The primary data for the study has been collecting from a sample population of 117 respondents based on convenient sampling method, using a well-structured interview schedule. The data have been collected from the learners, professors and teachers in Coimbatore city. The interview schedule is based on the respondents chosen at Coimbatore city. The sample size has been restricted to 117 is determined by the total population respectively.

ANALYSIS AND INTERPRETATION

(a) Execution of Percentage Analysis

The following table -1 shows the analysis of *identify the demographic profile of respondent in Coimbatore city.*

Table – 1

Demographic Profile of respondent in Coimbatore City During the Study Period

Particulars	Variables	Frequency	Percent
Gender	Male	74	63.20
	Female	43	36.80
	Total	117	100.00
Age	18 to 35 Years	30	25.60
	36-40 Years	3	2.60
	41-45 Years	21	17.90
	46-50 Years	26	22.20
	51-55 Years	34	29.10
	56 Years and Above	3	2.60
	Total	117	100.00
Education Qualification	Undergraduate (B.Ed)	20	17.10
	Postgraduate (PG)	19	16.20
	Professional	78	66.70
	Total	117	100.00
Type of the family	Nuclear family	81	69.20
	Joint family	36	30.80
	Total	117	100.00

Source: Primary Data

Table – 1 exhibit that the demographic profile of learners, professors and teachers in Coimbatore city during the study period. The 63.20 per cent of the respondents were in the male and remaining of 36.80 percent respondents were in the female. ***It is shows that majority of the respondents categorised under the male.***

The value of 29.10 per cent of the respondents were in the age groups between 51-55 years followed by 25.60 per cent of the respondents belong to the age groups between 18 - 35 years, 22.20 per cent of the respondents belongs to the age group of 46-50 years, 17.90 per cent of the respondents belongs to the age group of 41-45 years, 2.60 per cent of the respondents belongs to the age group of 36-40 years and 2.60 per cent of the respondents belongs to the age group of above 56 years and above. ***It is reported that majority of the respondents belongs to the age groups between 51-55 years.***

The value of 66.70 per cent of the respondents were in the Professional 66.70 per cent, followed by 17.10 per cent of the respondents are Undergraduate (B.Ed) and 16.20 per cent of the respondents are Postgraduate (PG). ***It is reported that majority of the respondents under the category of Professionals.***

The high value of 69.20 per cent of the respondents were in the nuclear family and followed lowest by 30.80 per cent of the respondents comes under the category of Joint family. ***It is reported that the majority of the respondents under the category of nuclear family.***

(b) Chi-square test Analysis

The following table -2,3,4 and 5 revels the analysis of ***Objective – 1: To understand the opinion about New Education Policy (NEP) for teaching fraternity in Coimbatore city.***

Table – 2

The concept of New Education Policy (NEP) known by the respondent in Coimbatore City during the study period

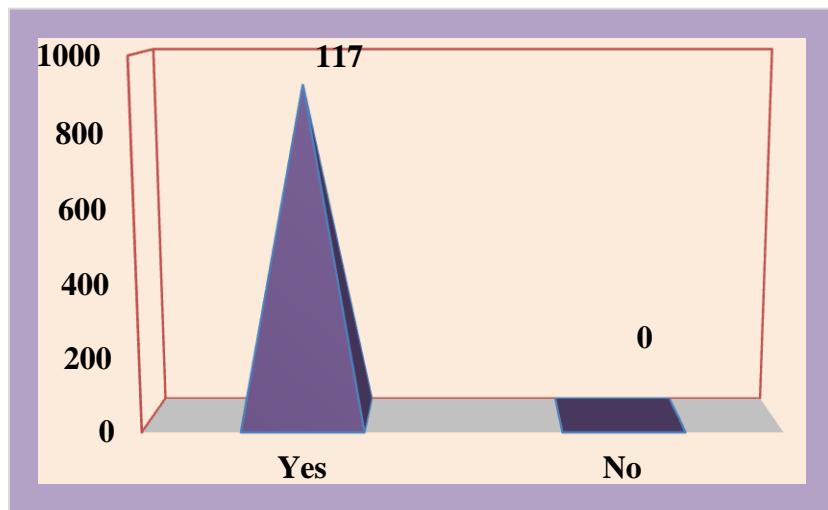
		Frequency	Percent
Valid	Yes	117	100.00
	No	0	0
	Total	117	100.00

Source: Primary Data

Table – 2 exhibits that the concept of New Education Policy (NEP) known by the respondent in Coimbatore City during the study period. The 100 percent of the respondents agreed that they know the policy of NEP with new dimension approaches in education system.

Exhibit - 1

The concept of New Education Policy (NEP) known by the respondent in Coimbatore City during the study period



Source: Primary Data

H_{01(a)} = There is no association between demographic profile and opinion about New Education Policy (NEP) for teaching fraternity in Coimbatore city

Table – 3
Chi-Square test analysis for demographic profile (Gender) and the concept of New Education Policy (NEP) known by the respondent in Coimbatore City during the study period

		How did you become aware NEP?				Total	Chi-Square
		Friends/Relatives	Television	Word of Mouth	Flyer Advertisement		
Gender	Male	1	36	32	5	74	.327 (NS)
	Female	1	20	22	0	43	
	Total	2	56	54	5	117	
		How many years have you been updating policies?				Total	Chi-Square
		Less than 1 years	1-3 years	4-6 years	More than 6 years above		
Gender	Male	21	25	23	5	74	.311 (NS)
	Female	8	22	11	2	43	
	Total	29	47	34	7	117	
		What is the most important reason for choosing an ICT tool in teaching pedagogy?				Total	Chi-Square
		Improve the education system	Well-equipped teaching	Standard Teaching policy	Universe systematic approach		
Gender	Male	47	2	23	2	74	.723 (NS)
	Female	25	3	14	1	43	
	Total	72	5	37	3	117	
		What primary impact/outcome of NEP?				Total	Chi-Square
		Students can set their goal at early stage	Students would have skill set required for the job	Students can develop analytical skills	creative combination of subjects		
Gender	Male	39	10	12	13	74	.036 (S)
	Female	22	6	14	1	43	
	Total	61	16	26	14	117	

Source: Primary Data, S/NS: Significant/ Not Significant

Table - 3 makes it clear that the cross tabulation with chi-square test analysis for demographic profile (Gender) and the concept of New Education Policy (NEP) known by the respondent in Coimbatore City during the study period χ^2 value is 0.036 which shows statistically significant and less than the 0.05 level. Hence, the null hypothesis is rejected and it can be concluded that there is an association between demographic profile and opinion about New Education Policy (NEP) for teaching fraternity in Coimbatore city.

(e) Policy for Implications of the study

The following implications are outcome of the analysis **Objective – 2: To offer Policy for implications and conclusion of the study**

✓ It was found with the help of percentage analysis that all the respondents had sensible knowledge about opinion of New Education Policy (NEP) for teaching fraternity in Coimbatore city. Therefore, the learners, professors and teachers should expect need proper training for implementation and changes.

✓ The learners, professors and teachers should agree and revise the policy of NEP. It will help to education system in new dimension and create the innovations in student centric method of development.

Conclusion of the study

To benefit from the results of the current study in identifying the New Education Policy (NEP) in New Revaluation of Teaching fraternity. The variables that are gender positively significant impact on learners, professors and teachers during the study period. So, the study could recommend that the above policy definitely lead for betterment. It will help to increase the education in different dimension.

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REVAMP OF NEW EDUCATION POLICY IN HIGHER EDUCATION

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"Education is not about loading a child with information. It is to develop the body and the mind to the highest possible capability"

Introduction

Education is the best tool by which any nation can make progress in every facet. To live a happy and healthy life we need to be educated. Because education teaches us how to live a happy life. It teaches us science and technology. It teaches us engineering and literature. It teaches us the past - history. In simple terms, education is very important to know about this gigantic universe. Quality higher education should mean to foster people who are astounding, smart, well-rounded, and inventive. It should empower an individual to concentrate on at least one specific spaces of interest at a top to bottom even out and foster person, moral and established qualities, scholarly interest, logical attitude, innovativeness, administration soul, and the abilities across a scope of fields, including sciences, social sciences, artistic expression, humanities, dialects, individual, mechanical the professional subjects. The New Education Policy, provides a comprehensive framework for education at all levels, from preschool to higher education, and fosters vocational training and skilling both in urban and rural India. This policy is allied with the 2030 agenda, which aims to transform India's education system and make the country a -global knowledge superpower| that which made the researchers to analyze about the changeover made in the New Education policy.

Glimpse of Higher Education

The objective of this reformation of the Indian education system is -No child will be left behind|. It is intended to fill the gaps in the current education scenario. To increase the public investments in the education sector to reach 6 % of GDP at the earliest and for this, both the centre and states will work together. It aims to increase the Gross Enrolment Ratio in higher education to 50% by 2035. The new educational policy aims to improve the quality of education from primary education to higher education.

Before the new education policy, the education system used to focus on the subject way of teaching. It was subject-centered. However, many government institutions felt the need to bring some major changes to the education policy. So the government formulated a committee that was assigned to find gaps and issues in the previous education policy. Therefore, the government decided to bring major changes to the education system. It is now child-centered. It aims to help students to pursue multi-disciplinary career paths as per their caliber and will.

The New Education Policy is expected to bring positive and long-lasting impact on the higher education system of the country. The fact that foreign universities will be allowed to open campuses in India is a commendable initiative by the government. This will help the students experience the global quality of education in their very own country. The policy of introducing multi-disciplinary institutes will lead to a renewed focus on every field such as arts, humanities and this form of education will help students to learn and grow holistically. Thus, students will be equipped with stronger knowledge base.

The teaching community must coordinate, work well together, and be driven by a desire to change students' lives via the development of their skills and character, as the NEP is implemented on the ground. The main aim of launching the National Education Policy 2022 is to remodel India's education policy. Under this new national education policy, nobody is forced to take any particular language. Now the students can choose the language according to their interests. The policy aims to transform the education system in India and make it at par with international standards. It also emphasizes on providing quality education to all, regardless of their socio-economic background. This is a significant step forward for India's education system. It will bring about massive reform and change in the country and its people substantially push online and digital learning through a modern and crisp curriculum to bring out each student's unique capabilities.

Changeover in New Education Policy

Higher education plays an important role in improving human well-being and developing India. This policy brought some positive changes in the education policy of India. The policy provides for reforms at all levels of education from school to higher education. NEP aims to increase the focus on strengthening teacher training, reforming the existing exam system and restructuring the regulatory framework of education. New Education Policy (NEP) has done work in reshaping and revamping various aspects of the undergraduate education system. NEP is all set to change the background of higher education institutions in the current academic year. The discussion for implementing the NEP in the higher educational institutions was going on various platforms. Committee to develop the new National curriculum Framework (NCF) in line with the New education polices. It will act as a guide for deciding syllabus of different classes, textbook contents, teaching and learning methods and practices all over India. After years of remission and comments from the stakeholders, it has now been decided to bring an ambitious expectation from higher education institutions, that paves,

- ✓ The focus is to gear up the higher education institution to make Indian education the best in the world.
- ✓ Planning, execution, and involvement of all stakeholders is being now envisaged

- **EdTech to solve India's core education problems**

The New Education Policy strongly focuses on utilizing the power of modern technology at all levels of learning to make education accessible to everyone. The main idea is to improve classroom effectiveness with technological advancement so that no child is left behind. The NEP education system provides EdTech companies and startups the guidelines and impetus to develop and implement ERP software, learning management systems, online labs, assessment platforms etc. for schools. Thus, the new policy aims to provide uninterrupted education to all societies.

- **Inclusion of essential subjects and skill**

The New Education Policy emphasizes the importance of preparing students for today's fiercely competitive world. Therefore, it aims to empower students with 21st-century life skills such as teamwork, creativity, critical thinking, problem-solving, etc. The motive is to prepare students for further education or enter the workforce. According to the NEP education system, certain subjects and skills should be learned by all students to become innovative, productive, adaptable, and successful. It recommends schools offer subjects based on mathematics and computational thinking, right from the foundational stage, through various fun and indigenous learning methods.

- **The promotion of multilingualism and knowledge of India**

The New Education Policy proposes using mother-tongue, local, or regional language as the medium of instruction in private and public schools till Class 5 and preferably till Class 8 and beyond. The suggestion is a result of various studies that have proved that children tend to get a better grip on concepts when taught in their mother tongue/home language. Moreover, the NEP education system emphasizes learning Sanskrit and foreign languages. It also states that students will learn three languages in their school, of which two should be native to India. It recommends teachers use a bi-lingual approach while interacting with their students. The idea is to widen their awareness, tolerance, and cultural sensitivity.

- **A strong focus on teacher empowerment**

The New Education Policy considers teachers and faculty the heart of the learning process. It demands a complete overhaul of the teaching profession in India to create a robust merit-based structure of salary, promotion, and tenure that recognizes and rewards outstanding teachers. The NEP education system strengthens the teacher recruitment process and makes it transparent. According to the new policy, teachers and principals will undergo Continuous Professional Development modules every year to improve their leadership, teaching, and school management skills and implement competency-based learning.

NEP focuses on technology integration in Higher Education

India has evolved into a —information intensive society over the last decade, and there is an increasing need to adopt technology in the field of education. One of the core principles guiding the education system, according to the policy, would be the _extensive use of technology in teaching and learning, removing language barriers, increasing access, and education planning and management. Students and teachers have been forced to re-imagine traditional learning and teaching methods under the new —pandemic conditions,|| with interactive learning replacing in-person learning experiences. The policy's introduction at this critical juncture is important because it details the vision of education for future generations and will be a crucial tool in the development of a —self-reliant|| society.

The importance of applied learning, multiple learning pathways, and resource sharing is emphasized in NEP. There's also the focus on technology-enabled pedagogy beginning in grade 6 and versatile subject combinations. It also paints a positive image of learning that is built on a solid basis of 5 years of activity-based learning and another 3 years of preparation. The policy recognizes the value of technology in assisting teachers, bridging the language gap between teachers and students, building digital libraries, popularizing language learning, and ensuring greater educational access.

Important aspects of the technology policy below:

- **India gone digital** – Investment in digital infrastructure, development of online teaching platforms and resources, creation of virtual laboratories and digital repositories, training teachers to become high-quality online content creators, developing and implementing online tests, and defining content, technology, and pedagogy standards for online teaching-learning are all part of the strategy. The policy calls for the establishment of a dedicated unit to plan the growth of digital technology, digital content, and capacity building for both school and higher education's e-education needs.

- **Education at the primary level** – The policy recognizes the value of technology in assisting teachers, bridging the language gap between teachers and students, building digital libraries, popularizing language learning, and ensuring greater educational access. It is also suggested that coding be included in curriculums of school as a necessary skill for students to learn. The policy also recognizes that technology can be a useful tool in promoting teacher education and promotes the use of online teacher-training platforms.
- **Education administration** – The policy also includes the establishment of an Academic Bank of Credit to digitally store academic credits earned from various HEIs in order to promote the award of degrees based on credits earned over time. The policy’s focus on using technology to ensure the quality and accountability of regulatory bodies including the State School Standards Authority and the Higher Education Commission of India, as well as its four verticals – the National Higher Education Regulatory Council, National Accreditation Council, Higher Education Grants Council, and the General Education Council – is an intriguing aspect.
- **Higher and professional education** – The importance of embracing technology in professional education as well as incorporating technology to accelerate the goal of achieving 100 percent literacy has also been raised.
- **Getting used to AI** – The policy acknowledges the problems that have arisen as a result of the widespread use of artificial intelligence and emphasizes the need to adapt to the changes that have occurred as a result of the increased use of AI across sectors. It has charged the NETF with defining and categorising emergent technologies based on their –potential|| and –estimated timeline for disruption,|| and presenting a periodic analysis to the MHRD, which will then formally classify those technologies that require appropriate responses from the educational system.

Conclusion

New Education Policy is not just about the degree. It is all about focus on life skills and vocational courses. It will be student centric approach where affordability and accessibility will be there and where the students can leverage the most out of education. Increased access, equity, and inclusion through open schooling, online education and Open Distance Learning will be promoted. Thus opening doors for foreign universities to have campuses in India with the aim to stop the brain drain. The NEP provides an important opportunity to move Indian Education from –sorting and selection|| to –human development,|| enabling every student to develop to their maximum potential.

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IMPLEMENTATION OF ICT SKILLS FOR THE STUDENTS OF THEIR EMPLOYMENT IN SKILL BASED JOBS



Volume 1



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S.no	Title	Page
11	Employability Skills of Students – an Empirical Evidence from Arts and Science College in Erode <i>M.Murali and Dr.TNR Kavitha</i>	89
12.	A Study on Effectiveness of Information and Communication Technology (ICT) in Strengthening Higher Education System in India <i>Dr.M.V. Sathiyabama, U.Ponmani and P.Shiney</i>	102
13.	Impact of ICT on the Indian Education Sector During COVID-19 <i>Dr. Ahila. D and Dr. N. Bagyalakshmi</i>	108
14.	An Empirical Study on the Impact of Information and Communication Technology (ICT) in New Revaluation of Teaching Pedagogy – with Special Case of Coimbatore City <i>Dr.N.Ponsabariraj</i>	116
15.	Banking Before ICT Vs Banking with ICT <i>Dr.P.Archana</i>	136
16.	ICT in Education: A Critical Literature Review and Its Implications <i>T.M.Hemalatha and C.Kanishma Devi</i>	139
17.	Information Communication Technology in the Workplaces <i>Dr.M.Jeeva</i>	149
18.	ICT in Our Daily Life - Positive and Negative Impact <i>G.Nithya</i>	155
19.	ICT Enabled Banking Services – a Multiple Regression Model <i>Dr.M.Paulmurugan and Rinu Mathew</i>	160
20.	Importance of ICT in Education and Teaching-Learning Process <i>S.Kaleeswari and Dr.R.Amsaveni</i>	172

S.no	Title	Page
21.	The Role and Influence of ICT in Enlightening The Eminence of Education: An Overview <i>Naveen Shanmugam.T, Shree Mukhi, E.S and Dr. Lekha Shree. S</i>	183
22.	Positive and Negative Impact of ICT on Education <i>Dr.N.Giri and K.Gnanasundari</i>	193
23.	Utilization of ICT in Everyday Life <i>V.Ruba and Dr.P.Anitha</i>	200
24.	Online Education During the Covid-19 Pandemic <i>A. Anandhiprabha</i>	206
25.	The Role of ICT in Socioeconomic Development: Towards a Multi-Dimensional Framework <i>V. Priyanka and Dr.T.M. Hemalatha</i>	214
26.	A Study on the Indian Banking Scenario Before and After Information and Communications Technology (ICT) <i>V.Poornima</i>	219
27.	Students' Preference Towards Kahoot Application <i>Dr. S.Poongodi and Dr. P.Jayanthi</i>	228
28.	Various Types of ICTs and their Applications in Teaching and Learning <i>S. Kokilavizhi</i>	234
29.	Banking Sector and ICT - a Two Dimension Study in Coimbatore City <i>Dr.G.Vignesh and K. Gowthaman</i>	242
30.	Problems Facing by the Student on Attending the Online Classes - an Empirical Study <i>Dr.I.Siddiq, S. Krishna Prasad and Karan.R</i>	259

AN EMPIRICAL STUDY ON IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN NEW REVALUATION OF TEACHING PEDAGOGY – WITH SPECIAL CASE OF COIMBATORE CITY

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ABSTRACT

The paper aims to analyses the impact of information and communication technology (ICT) in new revaluation of teaching pedagogy usages above specific location. The study is based on the primary once. The primary data was collected for the period of one months from 1st September 2022 to 30th September, 2022 on interview schedule method. In addition, other required data was collected from journals, magazines, newspapers, website work and reports. The collected data have been used for analysis with the help of statistical tools. The statistical techniques namely, percentage analysis, cross tabulation with chi-square test, mean score rank and ANOVA. The primary data for the study has been collecting from a sample population of 117 respondents based on snowball sampling method, using a well- structured interview schedule. The data have been collected from the learners, professors and teachers in Coimbatore city. The interview schedule is based on the respondents chosen at simple random sampling method from Coimbatore city. The sample size has been restricted to 117 is determined by the total population respectively. Finally, the study concluded that the variables that are gender and age positively significant impact on learners, professors and teachers during the study period. Similarly, few factors not satisfactory while noted in analysis that are cloud computing base, collaborative learning and easy assessment. So, the study could recommend that the above issues for betterment. It will help to increase the green environment practices.

Keywords: ICT, awareness level, opinion about ICT, execution of percentage analysis, cross tabulation with chi-square test, mean score rank and ANOVA test.

Introduction

Introducing information and communication technology in teaching and curricular program domains, classroom management was generally revolved and it is performed by a research-based and student-based procedure. The responsibility of the teachers is no longer gathering and transferring information, but he/she assumes responsibilities and he/she should be a multi-skilled person. Closed, limited and concentrated pattern of teaching resources and traditional learning is also converted into open, non-concentrated, and unlimited pattern and devoid of time and space limitations and presents procedural results for teaching and learning system. Curricular subjects obtained from technology have multi-dimensional and motional nature and its designers have process-based policy not context-based one. In traditional attitude towards this subject, teacher- based policy is the basis and foundation of human teaching.

Educational improvement is one of the important educational essentials and naturally, it should be revolved proportional to information age. By reviewing the existing statistics and information about the development of ICT in developing countries' education, we find out that in many countries such as the developed and developing countries, to equip the schools with facilities such as computer and Internet, comprehensive programs have been compiled and it is a long time when they have paid a special attention to the role of information technology tools in their curricular programs and have spent a considerable cost to implement proper tools in teaching. The invention of new educational methods, exploiting from computer in classrooms, exploiting from educational software and multi-media, exploiting from Internet, and e-mail (**Mohammad Reza Ghaznavi, Alemeh Keikha and Nour-Mohammad Yaghoobi, 2011**).

In the beginning of the implementation of ICT there were optimistic beliefs about profound changes in teaching and learning practices, among both educational researchers and policy-makers. Although there have been several development projects, experiment and pilot studies on using ICT in tertiary institution, the studies about long-term and unending effect of ICT are still. The significance of education in the growth of every country cannot be underestimated. Tertiary education especially universities have over the years become the core of every economy's growth. However, people have become

disturbed about the falling standards of tertiary education in the country. One of the contributing factors is poor teaching. Teaching is coring the success of education and the role of information and communications technology in adding teaching in the tertiary education is significant. There has always been debate among educators on how the technology should be used and what improvements in teaching could be expected. Initially microchip or integrated circuit (IC) computers were used to teach programming but the development of the microprocessor in the early 1970s saw the introduction of affordable microcomputers into tertiary institutions at a rapid rate. Computers and applications of technology become more pervasive in society which led to a concern about the need for computing skills in everyday life (**Abdullah M. Al-Ansi1, Imam Suprayogo and Munirul Abidin, 2019**).

Reviews from Earlier Studies

Many research studies have been conducted on the subject of **Information and Communication Technology (ICT)** in respective areas. These studies have revealed that certain variables are consistently correlated with respondents. This segment presents a brief review of earlier literature relevant to the study of '**An Empirical Study on Impact of Information and Communication Technology (ICT) in New Revaluation of Teaching Pedagogy – With Special Case of Coimbatore City**'. The collection of reviews has been made from studies undertaken by academic journals, publications working papers and the like.

Mohammad Reza Ghaznavi, Alemeh Keikha and Nour-Mohammad Yaghoubi (2011), stated that '**The Impact of Information and Communication Technology (ICT) on Educational Improvement**' The present research aims to study the effect of information and communication technology on the educational improvement of third grade high school students in Khash-Iran. The research was a descriptive survey. The population included the third-grade high school students of Khash city who were about 1900 people studying in 35 educational units in 2010. The sample size was determined using Kirgizia and Morgan statistical tables and was determined to be 320 people. Random multistep method was employed for sampling among male and female students in proportion with the community size. A researcher-made 24-question questionnaire with a

grading scale of Likert type was used for data collection whose validity and reliability were confirmed by Cronbach's α . The method of measurement type was used for data analysis; frequency distribution table, frequency percentage and diagram drafting were used descriptive statistics section, The Khi (chi-square), U Mann –Whitney and Kruskal-Wallis statistical tests were used in inferential statistics section with regard to the measurement scale. Research findings reveal that using information and communication technology is effective in increasing educational motivation, improving questioning skill, improving research spirit and raising school marks. It is generally effective on third grade high school students' educational improvement to a great extent. This effect was the same among male and female students with different average scores, ages and fields. However, its effect on vocational and high schools' students was different.

Felix Quaye, Wolali Ametepe and Nana Kofi Annan (2015), discussed in their study '**The Impact of ICT on Teaching and Learning in Tertiary Institutions: A Case Study of Wisconsin International University College, Ghana**', The study specifically aimed at evaluating the benefit of ICT tools used by tertiary institutions and examines the challenges tertiary institutions face in terms of implementing ICT in teaching and learning. Another objective is to determine the role of lectures, administrators and students in integrating ICT into tertiary institutions. The research was conducted on lecturer's administrators and students of Wisconsin International university College, Ghana and information was gathered through administration of structured questionnaires. Three null hypotheses were postulated and tested at 0.05 level of significance. Results from the study indicated that there is a positively high impact of ICT on teaching and learning in tertiary institutions in the sense that, broadband is a major factor in increasing collaboration between teachers; Interactive whiteboards make a difference to aspects of classroom interaction. Motivate both lecturer students to use ICT. The findings also presented challenges, where students need to access computers in an easy way; recurrent technical problems; and the use of software applications require skills that have to be gotten. It was then recommended based on the findings of the study that, policy makers should include new competencies in the curricula and in assessment schemes, implement new forms of continuous professional development in a workplace environment and also Keywords: Information system in education, Teaching and Learning, Important of ICT.

Abdullah M. Al-Ansi1, Imam Suprayogo and Munirul Abidin (2019), made an analysis with '**Impact of Information and Communication Technology (ICT) on Different Settings of Learning Process in Developing Countries**', Learning process were examined in three different levels which are: Secondary schools, undergraduate and postgraduate. This study included main objective which is: analysis the impact of ICT on learning process in different settings of learning in developing countries. Applications of ICT have been explained as part of this study. Quantitative method (surveys) was used in this study. Participants of this study were 144 students at high school (junior and senior levels), 155 students of undergraduate level and 137 of postgraduate were selected randomly. This study was conducted in three different parts according to the settings of learning (secondary, undergraduate and postgraduate). Based on data collection, quantitative approach was used in this study. This research was conducted in Malang city, Jawa Timur Indonesia. The sample was collected from three schools and one university in districts of Malang and Batu. The results of this study were: ICT have positive and significant impact on learning process in high school. ICT factors have positive and significant impact on learning process in undergraduate and postgraduate level except devices and tools of ICT was negative in undergraduate level and insignificant in both levels. In addition to Techniques and methods of undergraduate level was positive but insignificant and infrastructure of higher education was insignificant as well. There is a positive relationship between using of ICT and learning process. Usage and benefits of using ICT applications is more effective in higher levels of education related to many factors such as: policies of learning, difference of abilities, capacity of absorption, specification of studies, extent of need and complexity.

Identification of the Research Gap

From the above reviews of empirical work, different authors have approached Information and Communication Technology (ICT) different ways in varying different levels of analysis. As an evident from the many earlier and recent studies conducted which have recognized by the ICT is vital role play in teaching learning pedagogy. These are all the studies to provide base for the researcher to getting new idea and design for the present study to do the '**An Empirical Study on Impact of Information and Communication Technology (ICT) in New Revaluation of Teaching Pedagogy – With Special Case of Coimbatore City**'.

Problems Focused on the Study

Impact of technology in teaching and learning skills especially after the revolution of the internet can be positive or negative according to utilization of this technology and this impact can be high or low connected to level of study. Traditional learning aims to give knowledge while modern learning is aiming to make education more specific and concentrating on objectives and outcomes of learning. Knowledge is available to all at the current time, not only students can have ideas about specific subject, so the importance of specification of learning in primary and elementary schools will have priority to all who is involved in education process in future. Applying modern technology in educational institutions became a necessity to change the traditional approaches. Outcomes of education are high in developing countries, but no effectiveness and sometimes no jobs for these graduated persons. Changing the way of teaching and learning, minimizing the cost, maximizing the outcomes of learning and effectiveness of tools and educators are the best approaches to keep developing countries challenging the developed ones. This study analyses impact of Information and Communication Technology (ICT) on different levels of learning process. This study will focus on using modern technology in learning process. So, the main hypothesis of this study is “modern technology (ICT) has a positive and significant impact on learning process”. This study explores the obstacles and challenges of education in developing countries. This study gives a call for authorities and policies makers of education institutions.

In the present study, the researcher wants to know whether Coimbatore city learners, professors and teachers are aware of the experience of ICT enabled teaching in their hometown and its concept with adoption. By conducting this study, the researcher will be able to provide better insight into How the ICT tools will lead the better education environment to the society. What are the ways ICT providers can improve their services? With this backdrop the researcher has made an attempt to analyse the **“An Empirical Study on Impact of Information and Communication Technology (ICT) in New Revaluation of Teaching Pedagogy – With Special Case of Coimbatore City”**.

Hence, the researcher wants to know the answers for the following research questions:

- What is the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city?
- What is the opinion of ICT enabled teaching pedagogy with users in Coimbatore city?

Research Objectives

- To analyse the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city
- To understand the opinion of ICT enabled teaching pedagogy with users in Coimbatore city
- To offer implications and conclusion of the study

Research Hypotheses

H01 = There is no association between demographic profile and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city

H02 = There is no association between demographic profile and opinion of ICT enabled teaching pedagogy with users in Coimbatore city

Research Methodology Adoption and Execution of Analytical Tools

(a) Sources of data

The study is based on the primary once. The primary data was collected for the period of one months from 1st September, 2022 to 30th September, 2022 on interview schedule method. In addition, other required data was collected from journals, magazines, newspapers, website work and reports.

(b) Techniques of Analysis

The collected data have been used for analysis with the help of statistical tools. The statistical techniques namely, percentage analysis, cross tabulation with chi-square test, mean score rank and ANOVA.

(c) Sampling Design

The primary data for the study has been collecting from a sample population of 117 respondents based on snowball sampling method, using a well-structured interview schedule. The data have been collected from the learners, professors and teachers in Coimbatore city. The interview schedule is based on the respondents chosen at simple random sampling method from Coimbatore city. The sample size has been restricted to 117 is determined by the total population respectively

Analysis and Interpretation

(a) Execution of Percentage Analysis

Table 1 shows the analysis of identify the demographic profile of electronic bike consumers in Coimbatore city.

**Table 1: Demographic Profile of Electronic Bike Consumers
in Coimbatore City during the Study Period**

Particulars	Variables	Frequency	Percent
Gender	Male	74	63.20
	Female	43	36.80
	Total	117	100.00
Age	18 to 35 Years	30	25.60
	36-40 Years	3	2.60
	41-45 Years	21	17.90
	46-50 Years	26	22.20

Particulars	Variables	Frequency	Percent
	51-55 Years	34	29.10
	56 Years and Above	3	2.60
	Total	117	100.00
Educational Qualification	Primary School	12	10.30
	Higher Secondary /Diploma	9	7.70
	Undergraduate (UG)	8	6.80
	Postgraduate (PG)	78	66.70
	Professional	10	8.50
	Total	117	100.00
Type of the family	Nuclear family	81	69.20
	Joint family	36	30.80
	Total	117	100.00

Source: Primary Data

Table 1 exhibits that the demographic profile of learners, professors and teachers in Coimbatore city during the study period. The 63.20 per cent of the respondents were in the male and remaining of 36.80 percent respondents were in the female. **It is shows that majority of the respondents categorised under the male.**

The value of 29.10 per cent of the respondents were in the age groups between 51-55 years followed by 25.60 per cent of the respondents belong to the age groups between 18 - 35 years, 22.20 per cent of the respondents belongs to the age group of 46-50 years, 17.90 per cent of the respondents belongs to the age group of 41-45 years, 2.60 per cent of the respondents belongs to the age group of 36-40 years and 2.60 per cent of the respondents belongs to the age group of above 56 years and above. **It is reported that majority of the respondents belongs to the age groups between 51-55 years.**

The value of 66.70 per cent of the respondents were in the Postgraduate (PG) followed by 10.30 per cent of the respondents are Primary School, 8.50 per cent of the respondents are Professional, 7.70 per cent of the respondents are Higher Secondary / Diploma and 6.80 per cent of the respondents are Undergraduate (UG). **It is reported that majority of the respondents under the category of Postgraduate (PG).**

The high value of 69.20 per cent of the respondents were in the nuclear family and followed lowest by 30.80 per cent of the respondents comes under the category of Joint family. **It is reported that the majority of the respondents under the category of nuclear family.**

(b) Cross Tabulation with Chi-Square Test Analysis

Tables 2,3,4 and 5 revels the analysis of **Objective – 1: To analyse the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city.**

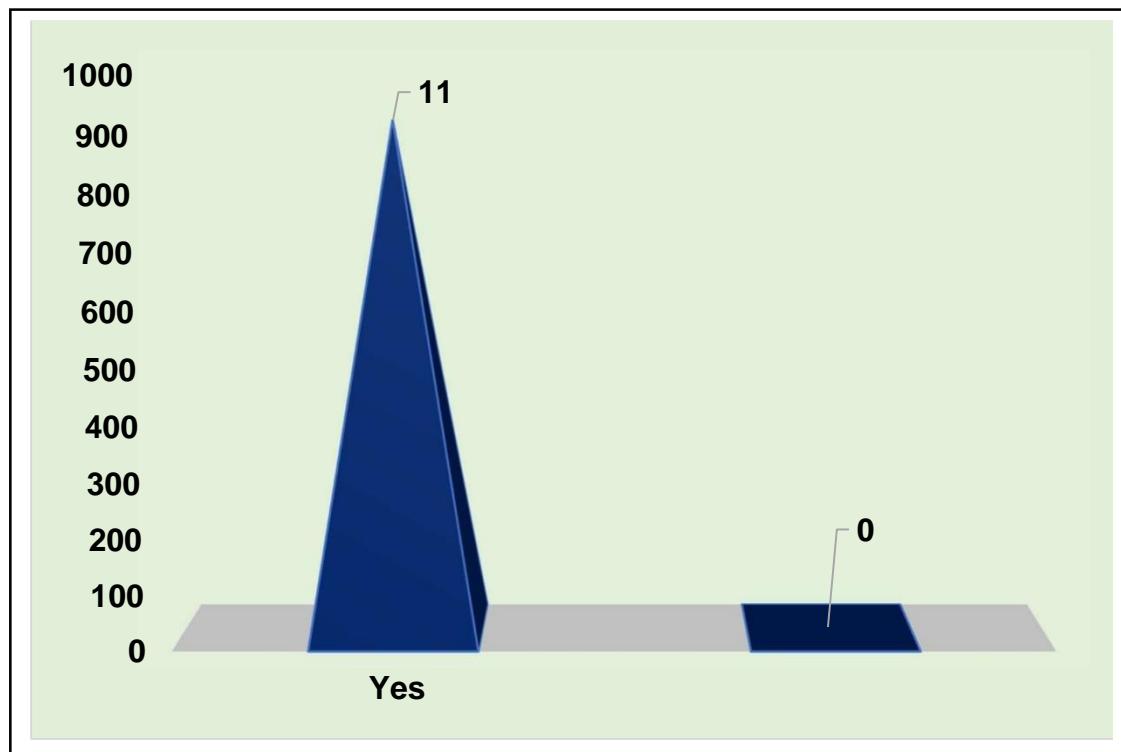
Table 2: Experience of Using ICT Enabled Teaching and Learning Pedagogy with Users in Coimbatore City During the Study Period

		Frequency	Percent
Valid	Yes	117	100.00
	No	0	0
	Total	117	100.00

Source: Primary Data

Table 2 exhibits that the experience of using ICT enabled teaching and learning pedagogy with users in Coimbatore city during the study period. The 100 percent of the respondents agreed that they and engaged and enabled with ICT Teaching and Learning Pedagogy.

Exhibit 1: Experience of Using ICT Enabled Teaching and Learning Pedagogy with Users in Coimbatore City During the Study Period



Source: Primary Data

H01(a) = There is no association between demographic profile and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city

Table 3: Cross Tabulation with Chi-Square Test Analysis for Demographic Profile (Gender) and the Impact on New Revaluation of ICT Enabled Teaching Pedagogy with Users During the Study Period

		How did you become aware of the ICT tool?				Total	Chi-Square
		Friends/Relatives	Television	Word of Mouth	Flyer Advertisement		
Gender	Male	1	36	32	5	74	.327 (NS)
	Female	1	20	22	0	43	
Total		2	56	54	5	117	

		How many years have you been using an ICT tool?				Total	Chi-Square
		Less than 1 years	1-3 years	4-6 years	More than 6 years above		
Gender	Male	21	25	23	5	74	.311 (NS)
	Female	8	22	11	2	43	
Total		29	47	34	7	117	
		What is the most important reason for choosing an ICT tool in teaching pedagogy?				Total	Chi-Square
		Environment Friendly	Low Maintenance Charge	Cost Efficient	Easy Installation and usages		
Gender	Male	47	2	23	2	74	.723 (NS)
	Female	25	3	14	1	43	
Total		72	5	37	3	117	
		What primary impact/outcome of ICT enabled teaching?				Total	Chi-Square
		Educational Applications	Analytical Tools	Web-based Simulation	Devices and Tools		
Gender	Male	39	10	12	13	74	.036 (S)
	Female	22	6	14	1	43	
Total		61	16	26	14	117	

Source: Primary Data, S/NS: Significant/ Not Significant

Table 3 makes it clear that the cross tabulation with chi-square test analysis for demographic profile (Gender) and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city during the study period ' χ^2 ' value is 0.036 which shows statistically significant and less than the 0.05 level. Hence, the null hypothesis is rejected and it can be concluded that there is an association between demographic profile and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city.

H01(b) = There is no association between demographic profile and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city

Table 4: Cross Tabulation with Chi-Square Test Analysis for Demographic Profile (Age) and the Impact on New Revaluation of ICT Enabled Teaching Pedagogy with Users During the Study Period

		How Did You Become Aware of the ICT tool?					Chi-Square
		Friends/ Relatives	Television	Word of Mouth	Flyer Advertisement	Total	
Age (Yrs)	18 to 35	0	29	1	0	30	.000(S)
	36-40	0	1	2	0	3	
	41-45	0	5	13	3	21	
	46-50	1	9	15	1	26	
	51-55	1	11	21	1	34	
	59 and Over	0	1	2	0	3	
Total		2	56	54	5	117	
		How Many Years Have You Been Using an ICT tool?					
		Less than 1 years	1-3 years	4-6 years	More than 6 years above	Total	Chi-Square
Age (Yrs)	18 to 35	18	4	8	0	30	.000(S)
	36-40	0	1	1	1	3	
	41-45	2	9	7	3	21	
	46-50	4	11	9	2	26	
	51-55	4	21	8	1	34	
	59 and Over	1	1	1	0	3	
Total		29	47	34	7	117	

		What is the Most Important Reason for Choosing an ICT Tool in Teaching Pedagogy?					
		Environment Friendly	Low Maintenance Charge	Cost Efficient	Easy Installation and usages	Total	Chi-Square
Age (Yrs)	18 to 35	7	0	22	1	30	.000(S)
	36-40	2	0	0	1	3	
	41-45	13	3	5	0	21	
	46-50	19	2	4	1	26	
	51-55	28	0	6	0	34	
	59 and over	3	0	0	0	3	
Total		72	5	37	3	117	
		What Primary Impact/Outcome of ICT Enabled Teaching?					
		Educational Applications	Analytical Tools	Web-based Simulation	Devices and Tools	Total	Chi-Square
Age (Yrs)	18 to 35	6	1	11	12	30	.000(S)
	36-40	2	0	0	1	3	
	41-45	13	3	5	0	21	
	46-50	14	7	4	1	26	
	51-55	23	5	6	0	34	
	59 and over	3	0	0	0	3	
Total		61	16	26	14	117	

Source: Primary Data, S/NS: Significant/ Not Significant

Table 4 shows that the cross tabulation with chi-square test analysis for demographic profile (Age) and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city during the study period ' χ^2 ' value is 0.000 which shows statistically significant and less than the 0.05 level on all categories. Hence, the null hypothesis is rejected and it can be concluded that there is an association between

demographic profile and the impact on new revaluation of ICT enabled teaching pedagogy with users in Coimbatore city.

(c) Mean - Score Ranking

The following table -5 express the analysis of **Objective – 2: To understand the opinion of ICT enabled teaching pedagogy with users in Coimbatore city.**

Table 6: Mean - Score Ranking Analysis of the Opinion of ICT Enabled Teaching Pedagogy with Users in Coimbatore City During the Study Period

V.No	Variables	Mean - Score	Rank
V1	Eco friendly	5.0855	VII
V2	Easy Maintenance	5.0085	IX
V3	Easy to Handle	6.1966	I
V4	User friendly	5.0171	VIII
V5	Low operation costs	6.0256	II
V6	Synchronous and asynchronous	5.3333	VI
V7	Virtual Learning	5.6838	IV
V8	Status Symbol	5.7778	III
V9	New in Market	5.3675	V

Source: Primary Data

Note: V.No : Variable Number

Table 6 analyse that the mean - score ranking analyse of the opinion of ICT enabled teaching pedagogy with users in Coimbatore city during the study period. The result indicates that the stages of perception from the learners, professors and teachers in Coimbatore city. The analysis followed and assigning the rank and suggested by mean score it can be concluded that Easy to Handle is occupying the first rank and Low operation costs is second rank, Status Symbol is third rank. From the least of Easy Maintenance is occupying the nineth rank.

(d) ANOVA Test

The following table -6 denotes the analysis of the opinion of ICT enabled teaching pedagogy with users in Coimbatore city during the study period.

H02(a) = There is no association between demographic profile and opinion of ICT enabled teaching pedagogy with users in Coimbatore city

Table 7: ANOVA Test for Demographic Profile (Gender) and Opinion of ICT Enabled Teaching Pedagogy with Users in Coimbatore City During the Study Period

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Comfortable with eco-friendly	Between Groups	.549	1	.549	1.662	.200 (NS)
	Within Groups	37.981	115	.330		
	Total	38.530	116			
Web Based Learning	Between Groups	.186	1	.186	.754	.387 (NS)
	Within Groups	28.344	115	.246		
	Total	28.530	116			
Virtual Learning	Between Groups	.300	1	.300	.442	.508 (NS)
	Within Groups	78.025	115	.678		
	Total	78.325	116			
Audio and video Computers, tablets mobile devices Projector Smart Boards Webcams	Between Groups	1.630	1	1.630	4.243	.042 (S)
	Within Groups	44.182	115	.384		
	Total	45.812	116			
Cloud computing base	Between Groups	.075	1	.075	.147	.702 (NS)
	Within Groups	58.506	115	.509		
	Total	58.581	116			

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
		Sum of Squares	df	Mean Square	F	Sig.
Collaborative learning	Between Groups	.402	1	.402	.747	.389 (NS)
	Within Groups	61.905	115	.538		
	Total	62.308	116			
Easy Assessment	Between Groups	.003	1	.003	.005	.943 (NS)
	Within Groups	65.228	115	.567		
	Total	65.231	116			

Source: Primary Data, S/NS: Significant/ Not Significant

Table 7 denotes the ANOVA test for demographic profile (Gender) and opinion of ICT enabled teaching pedagogy with users in Coimbatore city during the study period. As far as gender is concerned the Audio and video Computers, tablets mobile devices Projector Smart Boards Webcams (.042) have the p-value which is less than the 5 per cent significant level. That means there is a significant association between the gender and opinion of ICT enabled teaching pedagogy with users in Coimbatore city. Rest of the variables are not significant.

H02(b) = There is no association between demographic profile and opinion of ICT enabled teaching pedagogy with users in Coimbatore city

Table 8: ANOVA Test for Demographic Profile (Age) and Opinion of ICT Enabled Teaching Pedagogy with Users in Coimbatore City During the Study Period

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Comfortable with		Between Groups	4.618	5	.924	3.023
						.013 (S)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
eco- friendly	Within Groups	33.912	111	.306		
	Total	38.530	116			
		Sum of Squares	df	Mean Square	F	Sig.
Web Based Learning	Between Groups	2.891	5	.578	2.503	.035 (S)
	Within Groups	25.639	111	.231		
	Total	28.530	116			
Virtual Learning	Between Groups	11.052	5	2.210	3.647	.004 (S)
	Within Groups	67.272	111	.606		
	Total	78.325	116			
Audio and video Computers, tablets mobile devices Projector Smart Boards Webcams	Between Groups	3.825	5	.765	2.022	.031 (S)
	Within Groups	41.987	111	.378		
	Total	45.812	116			
Cloud computing base	Between Groups	1.589	5	.318	.619	.686 (NS)
	Within Groups	56.992	111	.513		
	Total	58.581	116			
Collaborative learning	Between Groups	1.966	5	.393	.723	.607 (NS)
	Within Groups	60.342	111	.544		
	Total	62.308	116			
Easy Assessment	Between Groups	3.993	5	.799	1.448	.213 (NS)

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	61.238	111	.552	
	Total	65.231	116		

Source: Primary Data, S/NS: Significant/ Not Significant

Table – 8 express the ANOVA test for demographic profile (Age) and opinion of ICT enabled teaching pedagogy with users in Coimbatore city during the study period. As far as gender is concerned the Comfortable with eco-friendly (.013), Web Based Learning (.035), Virtual Learning (.004) and Web Based Learning (.031) have the p-value which is less than the 5 per cent significant level. That means there is a significant association between the age opinion of ICT enabled teaching pedagogy with users in Coimbatore city. Rest of the variables are not significant.

(a) Policy for Implications of the study

The following implications are outcome of the analysis **Objective – 3: To offer implications and conclusion of the study**

- It was found with the help of percentage analysis that all the respondents had sensible knowledge about ICT enabled teaching used in their institutions in Coimbatore city and many of them actually used the technology adoption. Therefore, the learners, professors and teachers should expect need proper training for implementation of advanced technology.
- The ICT need to adopt foreign based evaluation, activities and digital barcode system enable for smart class system. This will help to increase the productivity of the learners, professors and teachers.
- To increase an optimum usage of ICT enabled teaching in Coimbatore city, the student has connected the teachers for the learning platform for easily and frequent. The large review of the above issues may help the management (ICT - Buyers) to mitigate on short-term issues.

Conclusion

To benefit from the results of the current study in identifying the Impact of Information and Communication Technology (ICT) in New Revaluation of Teaching Pedagogy. The variables that are gender and age positively significant impact on learners, professors and teachers during the study period. Similarly, few factors not satisfactory while noted in analysis that are cloud computing base, collaborative learning and easy assessment. So, the study could recommend that the above issues for betterment. It will help to increase the green environment practices.

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BANKING SECTOR AND ICT - A TWO DIMENSION STUDY IN COIMBATORE CITY

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ABSTRACT

The advent of Information and Communication Technology (ICT) to every aspect of human life and business has been so obvious that it does not need to be accentuated more. Information and communication technology has been of great essence in banking system. Indian banking has undergone a total transformation over the last decade. Moving seamlessly from a manual, scale-constrained environment to a technological leading position, Information and communication technology has attracted many foreign banks to India, thereby opening up new markets, new products and efficient delivery channels for the banking industry in the development of Indian Economy, Commercial Banks in India are now becoming a one-stop Supermarket. The focus is shifting from mass banking to class banking with the introduction of value added and customized products. Technology allows banks to create what looks like a branch in a business building's lobby without having to hire manpower for manual operations. The branches are running on the concept of round the clock working, made possible using ICT services these technologies driven delivery channels are being used to reach out to maximum number of customers at lower cost and in most efficient manner

Keywords: banking sector, ICT, banker and customer

Introduction

Banking industry is backbone of Indian financial system, and it is afflicted by many challenging forces. One such force is revolution of information and communication technology. In this Globalized era, technology support is important for the successful functioning of the banking sector that is Information and Communication Technology

(ICT) is at the centre of the global change. The application of information and communication technology concepts, techniques, policies and implementation strategies to banking services has become a subject of fundamental importance and concerns to all banks and indeed a prerequisite for local and global competitiveness. ICT directly affects how managers decide, how they plan and what products and services are offered in the banking industry. It has continued to change the way banks and their corporate relationships are organized worldwide and the variety of innovative devices available to enhance the speed and quality of service delivery. This paper indeed focuses on the perception of bankers and customers towards ICT in banking sector.

The banking sector includes a lot of key players, including retail and commercial banks, mobile (telecommunication) network operators, and financial institutions. Information and communication technology (ICT) has changed how business is conducted, how individuals live, work and think. There is stiff competition amongst banks and has also paved way for many new and exciting banking products and services being offered nowadays for customers with so many banks to choose from. The banking sector has paved way for the use of ICT in different ways namely the personal computer (PC), personal digital devices (PDAs), tablets, smartphones, automatic teller machines (ATM) and standalone machines within the banks. All the above technologies named assist the customer and employees to access bank account information they need at the present time.

Statement of the Problem

Banks and financial institutions are now offering many services that benefit their potential and current customers in many ways. The management has now seen that with the technology they have to keep up with the times in order to keep the customers happy and interested in their products. ICT has also brought about stiff competition wars within the industry. ICT also aids the employees of the bank as well as the banks and financial institutions themselves. Operations are now automated making life simpler and easier. Telecommunication Mobile Operators, Internet Service Providers (ISPs), computer hardware manufacturers, software developers, mobile device manufacturers, and the operating software manufacturers have all assisted in the giving the banking sector the much-needed boost. Mobile devices meet the following criteria, having light operating

software (mobile phones, smartphones, tablets and Personal Digital Assistant (PDA) and being portable.

The scientific and technological development witnessed in the banking arena, and the resulting widespread use of the tools and electronic banking channels in developed countries which exceeds in terms of quantity and quality that seen in developing countries, expansion is linked to the main parties accountable for it and represented in banks and their customers as the monetary authority, the regulator of the banking sector, responsible for legislation, regulations, monetary and banking policies which contribute in providing the banking environment that banks operate within its scope, thus affecting the size and quality of e- banking, Banks as being considered the responsible party for providing quantitative and qualitative Electronic Banking Tools which requires knowledge of the importance of each of the organizational factor, financial, behavioural, environmental, and other factors associated with the application of information and communication technology. One of its important components is the Electronic Banking Tools; due to their impact on banks' profitability and market share and Individuals as dealers with the Electronic Banking Tools and trying to determine the extent of their habits and banking behaviour progress and awareness with regard to broaden the use of E-banking base.

Need of the Study

The need of the study is to state the advantages and disadvantages, the different models to test the effects of individual's intention to adopt mobile banking, the different technologies that are being implemented currently by banks and what the future holds for mobile banking. Information and communication technology (ICT) has evolved over time and has changed the way business is conducted. The way people conduct business has been made easier and more efficient. ICT has opened many doors for new technologies that are used within business and for individual use; the Banking sector is of no exception. Mobile banking is the fastest growing channel of banking as a result few people are walking into bank branches nowadays. Banks now need to remain relevant by catering to the needs and expectations of the customers and to the technology advancements. By providing better services and products customers are able to utilise. The role of ICT in the banking sector can be divided into two categories: Communication and connectivity, and individual and

business transactions. ICT enables for sophisticated products to be developed with better frameworks, execution of dependable strategies and help with communication so to connect with people from different countries, businesses across the globe, geographical distance and diverse markets.

Review of Literature

Mcphail, Fogarty, Gerard (2020) study conducted on Australian bank customers, where the study aimed to identify the demographic variables for the customers and the use size of ICT self-service banking of those customers.

Brynjolfsson and Hitt ‘Beyond computation: information and communication technology, organizational transformation and business performance,’ less convictions in using new electronic channel, especially for the Spoken Bank; the age factor was found to have more impact than other factors, such as academic achievement and income. The study suggested that to focus on the privileges of using E-channels in saving time and effort, in addition, it is necessary to study the cultural and social factors of the environment surrounding the customer.

Anguelov, Hilgert and Hogarth (2019) study that was lead on the American Banks’ clients intended to attest that the growth and reception of electronic banking technology practice such as: ATMs, Internet Bank, and electronic payment means relays on the consumer characteristics and features as demographic variables; age, income, and other. The study revealed that E-Banking products are used by those of high-income, high financial resources, youth groups, and individuals with advanced educational accomplishment. The study resolved that the main vital impediment in respect to the Service is the lack of privacy and security, and ease of use. The study endorsed that the American Federal Bank to issue Depositary Receipts to be electronically subscribed.

Satish Tanaji Bhosale (2018) ‘Technological Developments in Indian Banking Sector’ This paper talks about the role of banking sector in the development of Indian Economy, so banks need to optionally leverage technology to increase penetration, improve their productivity and efficiency, deliver cost-effective products and services, provide faster. Efficient and convenient customer service and thereby, contribute to overall growth and development of the country.

Manoharan (2017) highlighted the e-payment system in India and its performance impact on Indian banking sector. The author described that competition in banking industry had forced the banks to rethink the way they operate their business. So, e-banking has made it possible

Satish Tanaji Bhosale (2018) ‘Technological Developments in Indian Banking Sector’, Information and communication technology Journal 6 (4): 490-49. to find alternate banking practices. In the paper, the author divided the payment system in India into three parts, for instance, large value payment system, retail payment system, and retail electronic system.

Sobol and Cron (2016) ‘Impact of information and communication technology on Indian banks’, this article has conducted the study to find the relationship between computerization and several measures of overall firm performance. Three performance comparisons are presented: users versus non-users of computers, three levels of usage, and class of computer usage. Results indicate that computerization is related to overall performance. Non-users tend to be small firms with about average overall performance.

Prabhakar Rao (2014), Indian banking in 2015 IBA Bulletin Special Issues, in this study discussed about the revolutionary changes that witnessed in the financial sector around the world. He stated that net worked branches, ATMs, technology-based payment and settlement system, technology vision of RBI, floating rate of interest have changed the Indian banking sector. He concluded that brick and mortar bank branches will disappear and customers will be able to operate their accounts through electronic devices.

Cowdhury M.S.A. and Marufullah M (2013), in their research paper entitled “Usage of Information and communication technology by the Commercial Banks Operating in Bangladesh-Current Situation and Its Future “describe that the positive impact of Information and communication technology on productivity of banks is difficult to determine in net profit and asset (predominantly loans) increases. However, banks can enhance productivity by increased spending on ICT and better management of ICT resources. That would lead to increase in their competitiveness through differentiation and customer service improvement, reduced costs, better risk avoidance and maintaining the stability of their customer base and market share.

Objectives of the Study

- To study the perception of customers and bankers towards ICT in the study area.
- To understand the services rendered by banking sectors to their customers through ICT.

Research Methodology

- Sample size – Bank employees 50 (5 each) and customers 150 (15 each)
- Respondents - Customers of the bank (account holders) and Bankers (Employees)
- Sampling Method - Stratified sampling method,
- Sample Plan - Interview schedule (Primary Data)
- Sample Unit – the banks in Coimbatore city (10).
- Sample area - Coimbatore city
- Data analysis - SPSS (IBM 25.0)

Limitations of the Study

- The study is confined to the respondents of Coimbatore city only.
- Only a few banks based in the study area was taken for the study.
- Due to time constrain, the research period was limited
- The primary data were collected through interview method which is subjected to recall bias.

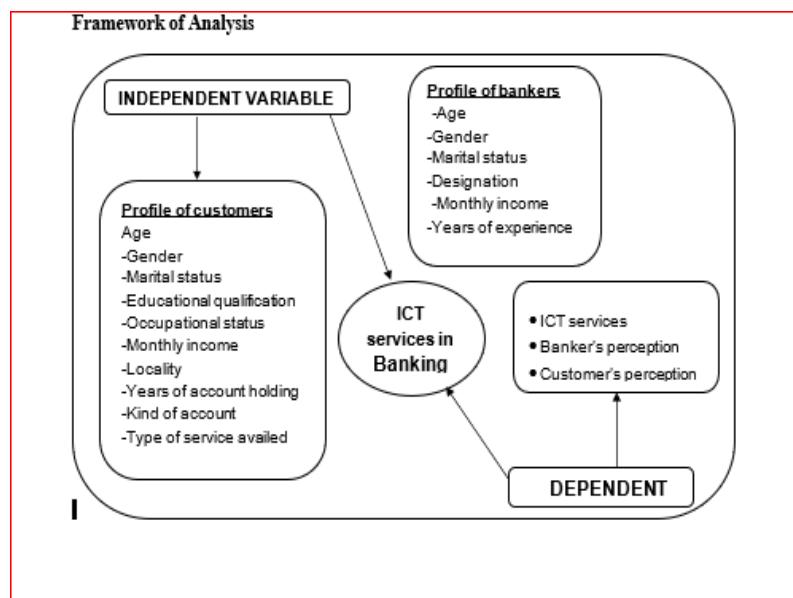
Framed Hypotheses

- **Ho:** There is no significant relationship between the profile of respondents (bankers and customers) and ICT service rendered by the Banks.
- **Ho:** There is no significance relationship between service rendered and perception of respondents (bankers and customers).

Table 1. Distribution on Sample Units and Respondents

Sl. No.	Name of the banks	No. of Respondents	
		Bank Employees	Customers
1.	AXIS bank (S1)	15	15
2.	Bank of India (S2)	15	15
3.	Canara bank (S3)	15	15
4.	Central Bank of India(S4)	15	15
5.	HDFC bank (S5)	15	15
6.	ICICI bank (S6)	15	15
7.	Indian bank (S7)	15	15
8.	Indian Overseas Bank (S8)	15	15
9.	State Bank of India (S9)	15	15
10.	Union Bank of India (S10)	15	15
Total		150	150

Source: Primary data



Analysis of Data

Table 2. Distribution on profile of bankers (Employees) - 150

S.No	Particulars	Variable	No. of respondents	Percentage
1	Age	41-50 years	48	32
2	Gender	Female	87	58
3	Marital status	Married	108	72
4	Designation	Assistant manager	33	22
5	Monthly income	50,001-10,0000	45	30
6	Year of experience	Less than 5 years	60	40

Source: Primary Data

Table 3. Distribution on profile of Customers - 150

No	Particulars	Variable	No. of respondents	Percentage
1	Age	36-45	57	38
2	Gender	Male	102	68
3	Marital status	Married	89	59
4	Educational qualification	UG/PG	50	33
5	Occupational status	Business	19	28
6	Monthly income	30001-40000	39	26
7	Locality	Semi-urban	60	40
8	Years of account holding	11-15 years	41	27
9	Kind of account	Savings	111	74
10	Type of service availed	Regular service	95	63

Source: Primary Data

Table 4. Distribution on ICT services in banking sector (Simple ranking)

Sl. No.	Particulars	Mean	S.D	Rank
1	ATM Banking	3.17	2.20	II
2	Telephone Banking	4.40	1.79	V
3	Credit card	2.18	0.68	VIII
4	Debit card	3.45	2.43	I
5	Mobile banking	4.88	2.17	III
6	PC Banking	1.89	1.45	VII
7	Electronic Fund Transfer (EFT)	2.72	1.81	IV
8	Internet banking	4.33	1.73	VI

Source: Primary Data

Table 5. Distribution on banker's (employees) perception towards ICT in banks (WAS)

S. No	Perception of bankers	5	4	3	2	1	MS	MR
1	PB-1	385	211	51	3	2	4.86	1
2	PB-2	347	201	64	10	4	4.66	2
3	PB-3	202	240	80	36	5	3.75	14
4	PB-4	232	225	78	25	9	3.79	13
5	PB-5	282	194	100	15	3	4.00	10
6	PB-6	181	204	136	28	3	3.68	16
7	PB-7	527	162	7	2	1	4.64	3
8	PB-8	352	246	28	11	3	4.27	7
9	PB-9	333	213	60	13	4	4.15	8
10	PB-10	361	246	33	8	1	4.33	6
11	PB-11	206	195	117	40	1	3.73	15
12	PB-12	410	244	9	6	1	4.46	5
13	PB-13	208	340	49	8	3	4.13	9
14	PB-14	235	194	122	18	4	3.83	12
15	PB-15	384	276	8	2	1	4.47	4
16	PB-16	286	195	102	13	4	3.99	11

Source: Computed Data

Table 6. Distribution on customer's perception towards ICT in banks (WAS)

S. No	Perception of customers	5	4	3	2	1	MS	MR
1	PC-1	162	162	8	2	1	4.59	3
2	PC-2	352	246	28	11	3	4.27	6
3	PC-3	333	213	60	13	4	4.15	7
4	PC-4	361	246	32	8	2	4.32	4
5	PC-5	223	168	121	42	3	3.71	10
6	PC-6	525	165	3	2	1	4.69	2
7	PC-7	403	185	34	17	4	4.28	5
8	PC-8	342	205	61	12	4	4.84	1
9	PC-9	232	225	82	24	8	3.80	8
10	PC-10	190	248	81	34	6	3.72	9
11	PC-11	181	204	136	27	4	3.67	11

Source: Computed Data

**Table 7. Chi-square distribution on profile of the bankers
and ICT services rendered**

S.No	Variables	Chi-squarevalue	Standardised statistics
1	Age	0.082	1.629
2	Gender	0.317	1.000
3	Marital status	0.028	1.845
4	Designation	0.026	1.845
5	Monthly income	0.317	1.000
6	Year of experience	0.123	1.515

Source: Computed Data

Table 8. Chi-square distribution on profile of the customers and ICT services rendered

S.No	Variables	Chi-square value	Standardised statistics
1	Age	0.246	0.741
2	Gender	0.336	0.430
3	Marital status	0.072	1.779
4	Educational qualification	0.782	0.310
5	Occupation	0.050	1.923
6	Monthly income	0.388	0.915
7	Locality	0.236	1.235
8	Years of account holding	0.017	2.178
9	Types of service availed	0.651	0.482
10	Kind of account	0.483	0.781

Source: Computed Data

Table 9. Distribution on service rendered and perception of respondents (Correlation)

S. No	Service rendered	Perception of banker	Perception of customer
1	ATM Banking	0.379	0.027
2	Credit card	0.937	0.031
3	Debit card	0.703	0.051
4	Electronic Fund Transfer (EFT)	0.260	0.838
5	Internet banking	0.031	0.283
6	Mobile banking	0.188	0.063
7	PC Banking	0.340	0.015
8	Telephone Banking	0.707	0.017

Source: Computed data

NB: significance @ 5% level of significance

Distribution on variables

Variables	QWL	WE	WS
QWL	1.000	0.582	0.520
PLE		1.000	0.511
PLS			1.000

Table 10. Distribution on ICT services rendered and sample units (Factor analysis)

S.No	Particulars	F1	F2	F3	F4	F5	F6	F7	F8	h2
1	S1	0.919	0.932	0.241	0.195	0.102	0.841	0.712	0.428	0.941
2	S2	0.939	0.198	0.386	0.153	0.466	0.666	0.370	0.201	0.900
3	S3	0.102	0.325	0.666	0.419	0.425	0.665	0.452	0.432	0.937
4	S4	0.466	0.545	0.609	0.137	0.386	0.609	0.616	0.193	0.721
5	S5	0.425	0.649	0.164	0.662	0.470	0.164	0.830	0.715	0.900
6	S6	0.386	0.666	0.371	0.366	0.417	0.371	0.457	0.305	0.909
7	S7	0.466	0.665	0.452	0.325	0.101	0.102	0.163	0.864	0.866
8	S8	0.241	0.609	0.616	0.875	0.091	0.919	0.198	0.319	0.211
9	S9	0.919	0.998	0.941	0.949	0.925	0.939	0.919	0.928	0.946
10	S10	0.939	0.919	0.567	0.319	0.195	0.102	0.841	0.919	0.875
Eigen Value		2.645	1.227	1.596	4.844	2.545	2.227	1.506	1.046	
Percentage of variation		8.111	16.906	11.754	14.598	18.181	15.906	10.754	7.469	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization, A Rotation converged in 8 iterations										

Source: Computed Data

Findings of the Study

Profile of Bankers: It was found that majority on respondents under age group fall under the category 41-50 years 16(32%) followed by gender – female 29(58%), marital status – married 36(72%), designation – Assistant Professor 11(22%), monthly income- 50001-100000 15(30%) and years of experience – less than 5 years 20(40%).

Profile of Customers: It was evident those majorities on respondents under age group fall under the category 36-45- 57 (38%) followed by Gender- Male 102(68%), Marital status- Married 89 (59%), Educational qualification - UG/PG 50 (33%), Occupational status- Business 19 (28%), Monthly income - 30001-40000 39 (26%), Locality - Semi-urban 60(40%), Years of account holding - 11-15 years 41 (27%), Kind of account Savings-111

(74%) and Type of service availed - Regular service 95(63%).

ICT Services (simple ranking): Among the eight important ICT services it was found that Debit card was ranked first followed by ATM Banking second, Mobile banking third, Electronic Fund Transfer (EFT), Telephone Banking, Internet banking, PC Banking and last Credit card.

Perception of Bankers (WAS): PB-1: Less Human Interpretation, PB-2: Paper less transaction, PB-3: Reduce mailing cost, PB-4: Inventory Holding will be reduced, PB-5: Fast recovery, PB-6: Reduce Rush of Customers in Bank, PB-7: Increase in branch Productivity, PB-8: Updated information, PB-9: Increase in employee Productivity, PB-10: Innovation in Products and Services, PB-11: Reduce load on other branches, PB-12: Time Reduction, PB-13: Bank Branching with anytime, PB-14: Facilitate Centralized Data Base, PB-15: New product Launch, PB-16: Online-Real -Time Data Availability. It was found that PB-1 that is less human interpretation is ranked first followed by PB-2: Paper less transaction and so on and the last rank is Reduce Rush of Customers in Bank.

Perception of Customers (WAS): PC-1: Queue management, PC-2: Facility of fund transfer to third party, PC-3: Access to current and historical transaction data, PC-4: Anytime and anywhere banking facility, PC-5: Low transaction fees, PC-6: Easy to use and user friendliness, PC-7: Convenience, PC-8: reduction in paper bank formalities, PC-9: online transfer and payments, PC-10: Flexible virtual banking system and PC-11: reliability. It was found that PC-8: reduction in paper bank formalities followed by PC-6: Easy to use and user friendliness and last rank PC-11: reliability.

Profile of Banker and Service Rendered (Chi-square): The chi-square value @ 5% level of significance showed significant relationship thus the Ho is rejected and Ha is accepted which means there is significant relationship between demographic profile of respondents (bankers) and service rendered.

Profile of Customer and Service Rendered (Chi-square): The chi-square value @ 5% level of significance showed significant relationship thus the Ho is rejected and Ha is accepted which means there is significant relationship between demographic profile of respondents (customers) and service rendered.

Service Rendered and Perception of Respondents (Correlation): The result of Pearson and Kendall correlation shows high positive correlation i.e. a perfect positive linear reliability is found between the factors, therefore the null hypothesis is rejected and the alternative hypothesis [H_a : There is no significant relation between service rendered and perception of respondents (banker and customer)] is accepted.

Factor Analysis: Sample Units: It was found that State bank of India (S9) showed the highest factor loading $h = 0.946$.

Suggestion and Recommendations

- Marketing campaign aimed at increasing awareness among banking customers with E- channels and services provided through it. Through this marketing campaign, which must be periodically, customers are introduced to the features and benefits they receive through their use to the service over these E-channels such as saving time, effort, fees and other.
- Up keeping campaign to E-cards promoting, along with, the ATM card, as the bank ought to advertise further E-cards such as Visa card, MasterCard, on-line shopping cards, and other cards that boost customers to employ such electronic channels. It is imperative that commercial banks to perform procedures in order to facilitate customers get those cards such as exempting the client of card issuance commission for the first year. The bank should concentrate on creating awareness to the business holders and other people.
- The involvement of female customers should be improved by the bank, the transactions relating to senior citizens such as pension and retirement benefits should be provided through e banking and the activities should be undertaken by the bank to attract the new customers towards internet banking.
- The bank should minimize the traditional way of methods to maximize the internet banking services, ensure the security and confidentiality of customer information, provide a platform from where the customers can access different accounts at single time without extra charge and create a trust in mind of customers towards security of their accounts.

- It is important to acknowledge and understand of the obstacles that prevent the expansion of E-banking customers, as well as the study of the client's current and future needs, listening to their problems and suggestions in this regard. That can be achieved by commercial banks through carrying out studies on this topic periodically and by trained and qualified staff targets to encourage customers to employ electronic channels. Aimed at the same purpose, it is essential to investigate several free services that clients can attain over these E-channels, even for a limited period, additionally to the central bank to support these studies conducted by banks.

Conclusion

To conclude Information and communication technology is the most important facilitator for the transformation of the Indian banking industry. This paper focuses on the main objective of understanding the importance of technology in banking industry and to find out the awareness, perception, and the level of satisfaction of customers towards the use of technology in banking industry in Mangalore in India based on primary data. The data collected for the purpose will be analysed and interpreted to draw a meaningful conclusion. This study will have a positive contribution to the field of existing knowledge on technology in banking industry.

Banks and financial institutions will continue to experiment with financial innovations and technological innovations and electronic, information-based services. Particularly with the invention of the internet, there is a great potential for growth and experimenting different innovations.

At this stage it is therefore unknown as to what payoffs these financial institutions will get once they have heavily invested in these new technologies. As every innovation has some drawbacks, banks should therefore be prepared for worse scenarios, as it has been experienced that many computers and sometimes systems go down bringing the entire office world to an untimely end. For this reason it is management's responsibility to keep abreast with the new systems and technologies and make sure it is sure updated with the flow of information and communication technology.

Scope for Future Research

1. Role of ICT in service sectors
2. Comparative study on E-Banking in Private and Public sector banks

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IMPLEMENTATION OF ICT SKILLS FOR THE STUDENTS OF THEIR EMPLOYMENT IN SKILL BASED JOBS



Volume 2



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S. no	Title and Author	Page
11.	Customer Preference Towards Grocery Online Shopping in Coimbatore District <i>Sabeen Farveen and Dr. N. Bagyalakshmi</i>	77
12.	ICT Skills for Higher Education <i>D. Saranya and Dr. P. Anthia</i>	86
13.	ICT Skills in the Workplace <i>Dr. E. Renuga, Dr. G. Akilandeswari and Dr. K. Priyatharsini</i>	93
14.	Teachers' Perception Towards ICT Tools <i>Dr. P. Jayanthi, Dr. S. Poongodi and A. Prahalathan</i>	103
15.	A Study on the Usage of Internet Communication and Technology (ICT) as a Learning Tool <i>B. Anusuya and R. Dhanalakshimi</i>	109
16.	Influence of ICT in Teaching and Learning Pedagogy of Indian Education <i>A. Gomathi</i>	116
17.	ICT @ Education in Coimbatore District <i>Dr. N. Bhuvaneshkumar and B. Madhankumar</i>	123
18.	Role of ICT in Green Economy and Sustainable Development <i>Dr. Nirrmala Sathish and P.L. Vetha Hanumand</i>	130
19.	Impact of ICT on Education <i>Pavithra. M, Dr. R. Velmurugan and Swathinewashini. S</i>	140
20.	Importance of ICT in Education <i>Dr. K. Priyatharsini, Dr. G. Akilandeswari and Dr. E. Renuga</i>	148

S. no	Title and Author	Page
31.	Emerging Trends in ICT-Based Teaching and Learning <i>V Sowmya, C. Kavya and G. Nivedha</i>	216
32.	A Study on ICT in Education <i>U. Ponmani, G. Jenfin Samuel, Sidharath S Nair, Advaid Krishna, R.B. and Aswin</i>	222
33.	Emerging Trends of ICT-Enabled Teaching and Learning <i>G.K. Ragavi</i>	231
34.	Exploration of Google Forms in the Academic Era <i>Dr. B. Rohini and S. Pratheepa</i>	235
35.	Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools <i>P. Shiney and R. Suresh</i>	242
36.	A Study on the Positive and Negative Impact of ICT in Our Everyday Life <i>U. Ponmani, V. Sudharsan, S. Aakash and K.R. Sriharan</i>	250
37.	ICT in Our Daily Lives <i>P. Sasikumar and M. Jeeva</i>	257
38.	Wireless Network in Information and Communication Technology <i>Dr. R.Nandhakumar</i>	263
39.	Information and Communication Technology in Our Daily Lives <i>B. Nithya</i>	277
40.	ICT Tools in Teaching Learning Process <i>Dr. R. Gayathri and P. Sudha</i>	285

S.no	Title and Author	Page
61.	Information and Communication Technology (ICT) in Education <i>M. Deepa</i>	426
62.	An Overview of ICT Integrated Teaching Strategies <i>Dr. Praseeja. P, Dr. N. Lakshmi Priya and Soni Pawar. P</i>	432
63.	ICT Skills for Higher Education <i>Dr. R. Judithpriya, Ilakkiya G</i>	440
64.	Scope of ICT in Higher Education <i>Aiswarya. S, Udisha. O and Dr. J. Sudarvel</i>	448
65.	Impact of Financial Performance and Growth Opportunities on Success or Failure of Companies in India <i>V Varsha</i>	454
66.	ICT in Education: An Implementation in ICT Tool <i>Lavanya. RT</i>	461
67.	The Impact of ICT on Learning: A Review of Research <i>Adithya Sudheerkumar</i>	467
68.	ITC Skill in WorkPlace <i>Sreshya</i>	472
69.	ICT in Daily Life <i>A.S. Malavika</i>	476
70.	Information and Communication Technology in Education <i>Dr. L. Prabha, Srimathi. S and Sanmathi. R</i>	481
71.	Importance of ICT in Education <i>Dr.N.Lakshmi Priya M. Prema</i> <i>Dr.Praseeja. P</i>	489
72.	Challenges of ICT-Enabled Teaching in Primary and Secondary Education System in India <i>Dr. G. Vignesh and M. Prem</i>	496

ICT @ EDUCATION IN COIMBATORE DISTRICT

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ABSTRACT

ICT (Information and Communications Technology) enabled learning is educations that take place over internet. It is often referred to as e-Learning among other terms. ICT enabled learning has gained popularities in recent times. However, student satisfaction plays an important work with all the education related works. In this concern the study is confined to Coimbatore district, by taking several factors such as app preferred by students for ICT enabled learning, fees paid for ICT enabled learning, and problems experienced during e-learning. The primary objective of the study is to find out prospect of towards ICT Enabled learning, problems faced during e-learning in Coimbatore District. In other words, online education is a form of education where students use their home computers or their personal computers through the internet. For many non-traditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. E-learning typically refers to the online interaction between you as a student and the teacher; basically, you receive the training through an online medium, even though your teacher may be in the same building. E-learning can be used in a classroom or an online setting.

Keywords: ICT enabled learning, student satisfaction, online learning, online education.

Introduction

In the last 20 years, the Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. It has changed the way people communicate, socialize, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Online

education or ICT Enabled Learning is a form of education where students use their home computers or electronic gadgets that supports through the internet to continue their education. For many non-traditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. Often online graduation and course programmes, some of which are conducted using digital technologies, are provided via the online learning portal of the host university. The Boston-based consulting firm Edu-ventures, Inc (2006) accepts more than 60 percent of employers with the high quality of online learning, but students' perceptions differ. Only about 33 percent of prospective online students said that they perceive the quality of online education to be "as good as or better than" face-to-face education. At the same time, 36 percent of prospective students surveyed cited concern about employers' acceptance of ICT Enabled education as a reason for their reluctance to enroll in online courses.

Operational Definition

Cent per cent ICT Enabled Education: ICT Enabled Educational degrees are earned from the comfort of your home with no required visits to your college or university campus.

Hybrid Education: Hybrid education allows students to pursue a combination of online and on-campus courses.

Online Courses: While online courses may be part of a degree program, they can also be taken on their own in order to master a certain subject or learn a specific skill.

MOOCs: MOOCs, or massive open online courses, are usually delivered in lecture form to online "classrooms" with as many as 10,000 people.

Objectives of the Study

- To portray the current trend of ICT Enabled education in Coimbatore District.
- To identify the profile of stakeholders undergoing online education.
- To make know the society on the strengths and weakness of ICT Enabled education.
- To suggest optimum statements for uplifting the ICT Enabled education.

Methodology Statement

Until now online education or ICT Enabled Education was a choice, due to this unprecedented situation such as Covid, it has become the new norm. In order to study the actual situation of the same, this study is carried out through convenience sampling method from the selected student population (80) located in the Coimbatore District. The Period of study is two months (April and May 2022). To conclude with the analysis part, Simple Percentage Analysis and Ranking Methodology were carried out. As a coin has both sides, there are equal numbers of Strengths and Weakness to this ICT Enabled education. It is been discussed as below

Statistical Analysis in ICT Enabled Education

Table 1: Education level

Description	Frequency	Percentage
Schooling	13	16.2%
UG	27	33.8%
PG	40	50.0%
Total	80	100%

Source: Primary data

Table 1 reveals that 50% of the respondent (40) are PG Students, 33.8% of the respondents (27) belong to students of UG and 16.2% of the respondent (13) are School Students. Majority of the respondents are undergoing their Post Graduation.

Table 2: Age Completion

Description (in years)	Frequency	Percentage
Above 21	39	48.75%
18 – 20	27	33.75%
Below 17	14	17.50%
Total	80	100%

Source: Primary data

Table 2 shows that 48.75% of the respondents (39) are above 21 years, 33.75% of the respondents (27) are belonging to age group 18 to 20 and the remaining 17.50% of the respondent (14) are below 17 years of age. Most of the respondents (48.75%) are above 21 years.

Table 3: Family Income

Description (in Rupees)	Frequency	Percentage
Above ₹50,001	17	21.25%
₹30,001 - ₹50,000	20	25.00%
₹15,001 - ₹30,000	25	31.25%
Below ₹15,000	18	22.50%
Total	80	100%

Source: Primary data

Table 3 exhibits that 21.25% of the respondents (17) are earning above ₹50,001, 25% of the respondents (20) earn between ₹30,001 and ₹50,000, 31.25% of the respondent (25) earn above ₹15,001 and ₹30,000 and the remaining 22.50% of the respondent (18) are earning below ₹15,000 as their family income. Majority of the respondents come in the range ₹15,001 and ₹30,000.

Table 4: Offline Classes is Best Teaching

Description	Frequency	Percentage
Yes	59	73.75%
No	21	26.25%
Total	80	100%

Source: Primary data

Table 4 reveals that 73.75% of the respondent (59) says offline classes as the best method of teaching by giving YES as their opinion and 26.25% of the respondents (21) says its second to online teaching by opting the option NO.

Table 5: Frequency of Problem Faced in Online

Description	Frequency	Percentage
Regularly	51	63.75%
Rarely	10	12.50%
Frequently	19	23.75%
Total	80	100%

Source: Primary data

Table 5 depicts that 63.75% of the respondent (51) has regularly faced the problem 12.50% of the respondents (10) have rarely faced the problems and 23.75% of the respondents (19) have frequently faced the problem. Majority of the Respondents have faced the problems while ICT Enabled Teaching

Table 6: Ranking on the strengths of ICT Enabled classes

S. No.	Strengths	6	5	4	3	2	1	Total	Arithmetic mean	Rank
1.	Work from anywhere, at any time	11	20	10	20	9	10	80	3.71	IV
		48	80	28	48	12	7	223		
2	Review lectures instantly	31	11	15	9	7	7	80	4.31	I
		126	45	52	21	10	5	259		
3	Group communication	16	20	12	11	11	10	80	3.98	II
		66	95	36	21	14	7	239		
4	Cost	10	9	32	10	10	9	80	3.63	III
		48	35	88	24	16	7	218		
5	Diversity	9	13	8	13	27	10	80	3.80	V
		36	45	24	33	38	9	185		
6.	Flexible learning schedule	3	4	14	9	24	26	80	2.30	VI
		12	20	20	27	38	21	138		

Table 6 presents those six strength parameters of ICT Enabled education is studied using ranking method. The results are as shown. The Review lectures instantly is Ranked as I, followed by Group communication as II, Cost as III, Work from anywhere, at any time as IV, Diversity as V and Flexible learning schedule as VI rank Respectively.

Suggestions Through the Analysis on ICT Enabled Learning or Online Education

When it is seen, the strengths deemed to be there always, and it sounds great. But when the weaknesses are addressed, it requires the following suggestions. If they have been fine-tuned, we can take online education to the next level in the higher education.

- The students in the online classes must be allowed to give feedback. Although it cannot be asked from everyone, at-least it must be heard optimum.
- It is seen from majority of the students that E-Learning can cause social Isolation; it has to be prevented. Although the classes are conducted ICT Enabled, some practical works are to be given using the society and it has to be monitored.
- Every student must require strong self-motivation and time management skills. It has to be embedded by the course teacher through their strong endurance.
- ICT Enabled classes urge heavy lack in communicational skill development. It is true and it has to be taken care by giving seminar, just a minute talk and also through snap talk through the same online mode itself.
- Teachers must follow strategic move in-order to prevent cheating during online assessments. Although it is complicated to eradicate but if assessment is done through some specific moves, it can be curtailed.
- ICT Enabling instructors can also tend to focus on practice so that the students may not feel boredom during their virtual classes.
- The students and teachers must in majority times, should focus on video recorded classes. This will help the teachers to focus on the eye contact or the attention of the students in the classes.
- The management and the parents are equally responsible to provide computer literacy to their students so that the overall population is moving towards uplifting the quality standards and this may not lead to lack of accreditation and quality assurance in online education.

Conclusion

The facts seen in this study are the strengths and weakness of ICT Enabled education and it is similar to every type of learning environment. Students have to analyse both the pros and cons factors which contribute them greatly on the direction of his/her career path in the current situation. Students have to decide, how they are going to accomplish their goals: online, in the classroom or a combination of both. It is also true that learning is highly dependent on the individual's motivation to learn. So, the bottom line is that the efforts that a student puts into the education will eventually determine the beneficial experience to shape the future career.

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EXPLORATION OF GOOGLE FORMS IN ACADEMIC ERA

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Introduction

ICTs will continue to be a significant part of our future as it connects itself to more and more parts of our lives that will continually evolve and change. On personal growth, professional growth, creativity, and joy, consumption, and wealth. ICT, such as the Internet, computers and advanced electronic devices are becoming essential in everyday life and have changed the education systems equally.

ICT has become essential part of education in the modern past due to the increased usage of internet by the parent and students. ICT plays the same role in our information and communication process and their outcomes, as played by other technologies in making our life comfortable and purposeful. ICT in education has tremendous potential to serve and help the people connected with the process and product of education. It can reach the target audience within no time and can be accessed 24 hours. ICT not only helps the learners, it also helps the teachers to prepare their lesson's using computer and internet. Teachers can access lot of updated information and material from the web sites using internet. The teachers also find it easy to give homework or assignment through a shared internet-based space as the learners can access it from anywhere any time. Moreover, there are forums run by teachers from different countries and different education institutions helps the teachers to try and implement new teaching methodology in their teaching process.

After the inception of ICT in schools, students found learning in a technology enhanced environment more stimulating and engaging than in a traditional classroom

environment. ICT has an important prominent role in knowledge due to its changeable ability and its capability to making relationship among students. It gives new job opportunities for many people to become successful self-employer to work from their home and the researcher is interested to study the importance of one of trending ICT Tools Google Form. Online survey tools or web-based survey tools have become common data collection instruments in today's networked environment. Researchers in academia and marketing use the online survey tools for data collections. The advantage of web technology has come in handy in designing, developing and obtaining users' response in a simpler way (Vasantha Raju and Harinarayana, 2016), So the author, is interested to the study about the exploration of google forms in Academic Era.

Overview of Google Forms

Google Forms is a free form builder tool that enables users to create surveys and questionnaires online to collect and organize information, simple or complex. It is a cloud-based data management tool used for designing and developing web-based questionnaires and freely available on the web to anyone to use and create web-based questionnaires. Forms can be used to plan events, manage registrations, set up a poll, collect contact information, create a pop quiz, and more. Users can send all collected data to a spreadsheet and analyze data right in Google Sheets. Google forms allow us to include diverse types of questions such as short answers, paragraphs, multiple selection, verification boxes, pull-down, linear scale, grid of several options, among others.

The anywhere-anytime-access and other advantages have made Google Forms a popular product in online survey research. Google forms are widely used to create surveys easily and quickly since they allow us to plan events, ask questions to employees or clients and collect diverse type of information in a simple and efficient way. Google Forms is a web- based app used to create forms for data collection purposes (Wiemken et al., 2018; Thuan, 2018). The form is web-based and can be shared with respondents by sending a link, emailing a message, or embedding it into a web page or blog post. Data gathered using the form is typically stored in a spreadsheet. Although there are other online survey apps, Google Forms is an excellent free option.

Google Forms is a survey software solution that makes it easy to collect valuable information, opinions, and other data. Forms can be customized according to our specifications, empowering us to gather accurate data from customers, employees, and other people whose opinions can drive a more productive work environment. The web-based product comes as part of the Google Workspace suite that includes messaging, calendar management, and slideshow presentation solutions. Google Forms can benefit organizations of every size operating within any business sector.

The functions of the google form for education include providing online practice/test assignments through website pages, collecting people's opinions, collecting several student and teacher data, making online registration forms at schools, and distributing questionnaires to people online. Research on the use of Google as a learning medium, evaluation, registration form, and assignment has been carried out by several researchers, such as (Batubara, 2007; Fauzi, 2014; Fatria, 2017; Vasantha Raju and Harinarayana, 2016). Some find that, as an unconventional formative assessment tool, Google Form has been successful in accommodating students' feedback for the improvement of the course instruction (Haddad and Kalaani, 2014). A Google form can be considered by teachers as a learning evaluation instrument and as an alternative to making online questions (Thohir and Muslimah, 2020).

Google Forms enables us to gather data using a professional-looking survey page that elevates brand's status in the eyes of customers. The system helps us to create custom questions and add images and videos to enhance the customer experience. Forms also aggregate completed surveys into a central location. Completed answers are automatically added to a separate Google Sheets file, where they are stored and analyzed for future use. The drag-and-drop application helps us to concentrate on writing efficient questions instead of spending all day fighting complicated coding requirements.

Key Benefits of Using Google Forms

Google Forms' smart data validation rules help ensure that email addresses are properly formatted, data is correct, and that people receive the proper questions based on previous answers. Keep forms private by adjusting the sharing settings for each Google form and control who can view and edit information. Create questions and analyze results

with the team with features for real-time collaboration and create forms quicker without having to send multiple versions of the file and all forms are responsive, meaning that users can create, edit, and respond to forms using any device such as a smart phone, tablet, or desktop computer.

Ventures of Google Forms

- For Personal Use Contact Information, to store information/data colleagues/friends (name, address, e-mail, phone number, etc.) that find a Time, to set an appointment with choose a possible day and time.
- For Work Event Feedback, to find out the level of participant satisfaction to an event that has been attended and Customer Feedback, to find out the level of customer satisfaction regarding the goods/services that has been used.
- For Education Blank Quiz, to create quizzes with shapes other than available templates, learning and collect data about students' difficulties in learning understand the learning material.

Reasons for Using Google Forms

- **Create Surveys to Meet Curriculum Objectives**

Learning objectives typically include research design, data collection, data analysis, and reporting outcomes. Scientific inquiry should be listed as a learning objective, which includes asking questions, collecting data, organizing findings, analyzing and interpreting data, and communicating results.

- **Ask Various Types of Questions**

Google Forms allows us to ask both open-ended and closed-ended questions. We can use drop down menus, multiple choice, checklists, rating scales, and short answers text boxes to gather data. Types of questions used in a Google Form include Text, Paragraph Text, Multiple Choice, Checkboxes, Scale, and Grid.

- **Apply Validation Options to Control Data Entry**

Data validation is a rule applied to data entry to make sure that the information is correct and/or useful. Google Forms offers many options for controlling answers provided

by respondents. Questions can be set to require preventing respondents from skipping a question. A number or text can be restricted to a specific entry, character count, or range. Validation options provided by Google Forms help to improve the quality of the data recorded.

- **Create Professional Looking Forms using Themes**

Google Forms helps us to create a professional looking form. Themes are available allowing you and your students to select from over twenty pre-set designs. In addition, a custom option promotes creativity. The header, text, form background, and page background can all be customized.

- **Multiple Ways to Administer Forms**

A form can be included in the body of an email allowing a respondent to submit their responses from their Inbox. A link can be generated allowing respondents to answer the questions using a web-based form. Code can be generated and then embedded into a blog or web page as another option for data collection.

Pros of Using Google Forms

- Create Surveys to Meet Curriculum Objectives
- Asks Various Types of Questions
- Apply Validation Options to Control Data Entry
- Create Professional Looking Forms Using Themes
- Multiple Ways to Administer Forms Google Forms lets you and your students collect data using multiple methods.
- Pricing
- Get quick answers
- Create or respond instantly anywhere
- It is a free online tool that allows us to collect information easily and efficiently.
- The interface is easy to use.

- The assistant is simple to use.
- Privacy
- Google forms stores the feedback received.
- Google Forms is a easy way to prepare forms, survey, and quizzes. The help page allows users to find an answer to their questions.
- Google forms allows is to see how the survey will look before sending it over to the recipients.
- We can send the form by email, integrate it into website or send the link via social networks.
- Google Forms is collected in a Google Spreadsheet, which allows for further analysis. Google Forms also offers a “summary of responses” feature that creates visual representation of close – ended questions.
- Google allows users to embed, link and email Google forms, so that you can easily share the results with others.

Cons of Using Google Forms

- It is necessary to have internet to be able to use this tool.
- The design customization is limited.
- There are some security concerns, user has to create a good password and protects it to increase the level of security.
- Google forms can facilitate the contact with our customers or with our organization members and it is helpful to gather information that might allow us to have a greater control of our company production and distribution processes.

Conclusion

Google forms are an easy-to-use and time-saving tool, which can be used for a wide range of applications in our business. They are great to use both on an individual level and as a survey tool. Google forms allows us to create user-friendly surveys that can reuse

anytime and anywhere. They help us to gather insight into the opinions of clients and also measure our self against competitors through real-time feedback. Google forms can be embedded directly onto our website and their marketing potential is unrivaled. Google forms to assess their learning and set the learning goals as well as to collect data for their research projects. Teachers can use forms for a variety of productivity tasks. Teachers can collaborate with their co-workers at the same time to build surveys in working with their teams or departments. Forms can be used for lesson planning, professional development planning or surveys, and assessment forms.

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ICT TOOLS IN TEACHING LEARNING PROCESS

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ABSTRACT

ICT stands for Information and Communication Technologies. ICT is a part of our lives for the last few decades affecting our society as well as individual life. ICT is broadly used in educational world. Teacher, Student, administrator and every people related to education are popularly used ICT. Teacher use ICT for making teaching learning process easy and interesting. A competent teacher has several skills and techniques for providing successful teaching. So, development and increase of skills and competencies of teacher required knowledge of ICT and Science and Technology. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. So, the knowledge of ICT is essential for both prospective teachers as well as in-service teachers also. This will help teachers to know integrated technology with classroom teaching. This paper highlights the usage of ICT tools in teaching learning process.

Introduction

Higher Education Institution use a diverse set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become integral to the teaching-learning interaction, through such approaches as replacing chalkboards with interactive digital whiteboards, using students' own smartphones or other devices for learning during class time, and the "flipped classroom" model where students watch lectures at home on the computer and use classroom time for more interactive exercises.

When teachers are digitally literate and trained to use ICT, these approaches can lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in society and the workplace.

Computer technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power around the world. Graduates who are less familiar with digital culture are increasingly at a disadvantage in the national and global economy. Digital literacy—the skills of searching for, discerning, and producing information, as well as the critical use of new media for full participation in society—has thus become an important consideration for curriculum frameworks. Following are the ICT tools used in the classroom:

Interactive White Boards or Smart Boards

Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied. Simultaneously, handwritten notes can be taken on the board and saved for later use. Interactive white boards are associated with whole-class instruction rather than student-centred activities. Student engagement is higher when ICT is available for student use throughout the classroom.

E-Readers

E-readers are electronic devices that can hold hundreds of books in digital form, and they are increasingly used in the delivery of reading material. Students—both skilled readers and reluctant readers—have had positive responses to the use of e-readers for independent reading. Features of e-readers that can contribute to positive use include their portability and long battery life, response to text, and the ability to define unknown words.

Flipped Classrooms

The flipped classroom model, involving lecture and practice at home via computer-guided instruction and interactive learning activities in class, can allow for an expanded curriculum. There is little investigation on the student learning outcomes of flipped classrooms. Student perceptions about flipped classrooms are mixed, but generally positive, as they prefer the cooperative learning activities in class over lecture.

Google Classroom

Google Classroom, as the name suggests, is a virtual classroom that makes learning easy and fun. Teachers can integrate educational apps or websites and create interactive

assignments. This way, students learn better and enjoy their learning experience. Also, Google Classroom allows to go paperless. Paperless assignments can be easily created and grade students within a few minutes. This way, time can be saved to focus more on improving the learning experience.

Furthermore, a separate drive folder for assignments, grade sheets, and attendance sheets can be created. All these can be accessed from the mobile or laptop. Google Classroom allows virtual meetings. Parent-teacher meeting sessions can be hosted online from home. It's beneficial both for students and the parents, especially during the lockdowns. All in all, Google Classroom offers a complete solution for online teaching.

Trello

Trello is a collaborative tool that is used widely in IT companies with large teams. Fortunately, it has several applications for you educators as well. Trello is preferred for project-based learning for students. Trello has digital boards. Different boards for assignments, and test papers can be created. And in those boards, different cards can be created to discuss a particular topic in that card. Students are invited to view that card. Students can put in comments, doubts, or ask questions and even attach images, videos, etc. Also, students can easily look at their projects, set deadlines, and track progress online. In a nutshell, Trello takes a lot of burden off your shoulder while enriching the learning experience for students.

Microsoft Teams

Microsoft Teams is another popular tool for IT professionals. And similar to Trello, it has several applications for teachers and educators. Microsoft Teams is a Microsoft Office 365 product. It simply means you can host meetings, chat, share files, and use every Microsoft Office app using Teams. One of the best features Teams comes with is the Class Notebooks from One Note. Class Notebooks resemble individual student notebooks (physical) but come with additional features and ease of use.

Teachers can assign individual notebooks to students and provide them with real-time feedback. You can easily distribute exams, hand outs, quizzes, and homework instantly to your students. Also, the students can use amazing tools within Teams for taking

notes and highlighting important things. This helps the students engage more and enjoy learning. Overall, Teams can reduce the manpower and can completely replace the use of paper. It's yet another amazing tool that ensures effective education online.

Kahoot

Allows creating quizzes that serve to test students' knowledge or review content that has already been worked on in the classroom. There are four types of tests: contest, puzzle, debate, and survey. Games can be projected on a screen, making the entire class participate and having students respond from their computers or mobile devices.

Dropbox

This accommodation space has different tools to save files such as documents, images, and presentations. But storage is not only feature, as it allows to synchronize folders with classmates, students, and family members. It allows other users to talk through the feedback system and access it from different devices.

We Transfer

IT is ideal for exchanging files. Without having to be registered to an account, files can be sent that do not exceed 20 GB, which really allows for professional use.

Mindomo

One of the best resources for creating mental and conceptual maps. It allows creating and collaborating online, synthesizing ideas, analyzing and generating new ones, and solving problems.

Visually

Create and view info graphics. In addition, it allows you to share the content you've created on social networks.

Feedly

Feedly helps to stay up to date with new content and news that are emerging in the world of education and use them in the classes.

Clippings

Perfect for reading on electronic devices and also underlining appointments and creating notes. It allows importing clippings from eBooks, and then selecting them and organizing them into categories and tags.

Conclusion

Teaching occupies an honourable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process. Teachers in India now started using technology in the classroom. Laptops, LCD projector, Desktop, Educom, Smart classes, Memory sticks are becoming the common media for teacher education institutions. So, we should use information and communication Technology in Teacher Education in 21st Century as because now teachers only can create a bright future for students.

Teachers need specific professional development opportunities to increase their ability to use ICT for formative learning assessments, individualized instruction, accessing online resources, and for fostering student interaction and collaboration. Such training in ICT should positively impact teachers' general attitudes towards ICT in the classroom, but it should also provide specific guidance on ICT teaching and learning within each discipline. Without this support, teachers tend to use ICT for skill-based applications, limiting student academic thinking. To support teachers as they change their teaching, it is also essential for education managers, supervisors, teacher educators, and decision makers to be trained in ICT use.

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CHALLENGES OF ICT-ENABLED TEACHING IN PRIMARY AND SECONDARY EDUCATION SYSTEM IN INDIA

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ABSTRACT

ICT – Information and Communication Technology has its involved in nearly all the area concede, and Education is considered one of the Parts. ICT right now are impacting each element of human life. They play notable parts in workplaces, business, education, and entertainment. Although ICT has the potential to enhance the education system of every country to a great extent, this is not the case in some of the developing countries face a number of challenges. Technologies allow students to work excess productively than in the past, but the teacher's role in technology is more insistent than before. ICT has the implicit to convert the nature of education, but most developing countries face a number of demanding situations and challenges. The aim of the study is to give an evaluation of the ICT enabled in the school system in a developing country; by assessing the present use of ICT as well as the challenges encountered when enabling ICT in the education system.

Keywords: education, ICT, challenges, schools, teaching

Introduction

Primary and Secondary education has grown experiential in the last Six decades. School Education is the dependence of our country. In the ultramodern world ICT plays a phenomenal part in School Education. Information and communication technology in schools give lots of opportunities to students to make over their learning with improved educational content and further effective learning methods. In Primary and Secondary levels the use of various multimedia devices such as computer applications, OHP, videos,

television, and smart classes offer a more exacting and engaging learning environment for students. ICT improves the learning process through the provision of more interactive educational materials that increase learner's motivation and facilitate the easy acquisition of basic skills. In twenty first century teaching learning skills emphasize the need to shift from traditional teacher centered pedagogy to further learner-centered system. Active cooperative and collaborative learning environment is eased by ICT and its gadgets. Not only teaching learning system but administrative system also can be bettered by the use of ICT.

Overview of ICT-Enabled Education

India is a substantial landscape with varying stages of enhancement in extraordinary factors of the country, and therefore exploits of using ICTs for education across the country also replicate this range. At all situation from structure accessibility to availability of trained faculty, there is tremendous variation between local and rustic areas developed and less advanced states and access for economically and socially weaker sections eye to eye with the more wealthy in the country. While some interventions have been immensely successful in one area the same interventions in another part of the country have not succeeded. The most significant perception through this study has been that a whole diapason of results using ICTs in the education space is needed in India. This can range from initiatives using community radio for non formal education through general community rallying and attention creation in rustic areas to the state-of-the-art technology-enabled learning spaces and other advanced e-learning practices in select schools.

ICT vs Current Scenario

In the present period, we are living in a constantly developing digital world. Now a day's, ICT has revolutionized the social, political and monetary aspect of our life. ICT has an impact on every aspect of our lives from working to socializing and attainments to playing. The digital age has changed the way young people communicate, network, seek help, access information, and learn. We must know that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones. It is in this base that educational technology and e-learning is

educated in or out of the classroom since educational technology is used by learners and preceptors in homes, schools, businesses and other settings. ICT has come an integral part of everyday life for multiple people. It increases its consequence in people's lives and it is anticipated that this trend will continue to the extent that ICT knowledge will come a functional necessary for people's work, social, and personal lives. ICT has the eventuality of promoting jobs and entrepreneurship and contributing towards the socio-economic development of the country.

Objective of the Study

- To identify the challenges of ICT-enabled teaching in primary and secondary education system in India.
- To think of solution after the analysis of Issues and challenges.

Methodology

The research method adopted for this study was descriptive, as the researchers only describe the existing phenomenon based on the data in the available documents and personal observations in classroom teaching in various schools especially during supervision exercise. No research instrument was developed to collect data as the discussion of this research article was based on the existing situation as relates to teachers' use of ICT facilities in classroom teaching which has been one of the challenges dealing with the teaching profession in the country with specific reference to India.

ICT Benefits Both School and Students

Benefit of ICT in School Education

Like other developing countries, India uses ICT as an education tool. Its possibility for enhancing the quality and norms of pupil's education is significant

ICT Benefits for Students

- (i) Students using voice connection aids gain confidence and social credibility at school in their communities.
- (ii) Increased ICT confidence among students provokes them to use the Internet at home for practice and make their curiosity fulfill.
- (iii) Computer can enrich independent access for students to education
- (iv) Students with profound and multiple learning disabilities can freely communicate more and
- (v) Visually impaired students using the Internet can access information along their observed peers.

Challenges of ICT-Enabled Education

First is the excessive price of acquiring putting, operating, keeping and changing ICT. Although probably of exquisite importance the combination of ICT in education is still in its infancy. The advent of ICT structures for education in growing nations has a particularly high opportunity cost because installing them is normally extra high price in absolute terms than in industrialized nations while in contrast alternative investments (for example, buildings, Equipment) are relatively less high price. The use of unlicensed software program may be problematic, not only legally but also in maintenance costs, especially if the pirated software varies in standard formats. Although students can significantly advantage from well produced learning resources, online teaching has its own unique challenges since not all faculties have ICT abilities and can teach the use of ICT tools.

Limited Technical Support of Schools

Without each proper technical helps with in-side the classroom and whole-school resources, teachers cannot be predicted to overcome the obstacles preventing them from using ICT (Lewis, 2003). Pelgrum (2001) found that in the view of primary and secondary teachers, one of the top barriers to ICT use in education was lack of technical assistance.

Technical problems had been determined to be a main barrier for teachers. These technical barriers included expecting websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers system, and teachers having to work on old computers.

Unskilled Personnel

It is fund that the academics had been lacking in the knowledge and capabilities; and they were reluctant about the modifications and incorporation of extra learning associated with computers into their teaching practices. Hence there may be a trouble of teachers“ acceptance and adoption of ICT. Accordingly, teachers who do not use computers in classrooms claim that “lack of skills” is a constraining factor preventing them from using ICT. It was also found that teachers“ lack of knowledge and abilities in teaching was a serious obstacle of using ICT in technical and higher educational institutions.

Lack of Effective Training

Most the teachers lack the skill to use the ICT in teaching-learning process because they did not get enough training chances. Teachers were infrequently seen using ICT in a classroom environment because utmost of the teachers were reluctant to use innovative technology. Modern technologies need to be integrated in the classroom and teachers have to be trained in the use of these ICT in particular. In this regard some earliest training is wanted for teachers to develop appropriate skills, knowledge, and attitudes regarding the effective use of computers to support learning.

Poor Financial Support

Effective and efficient use of technology depends on accessibility of hardware, software and having access to resources by teachers and students and administrative staff. Most of the computers in the schools are as a result of donations or projects from private companies or foreign donors. When the project is still funded by the donor, the maintenance of the computers as well as funding for the teachers, is included. Immediately the project ends, then the government has to take over and that is the beginning of the

Lack of Equipment

The development of ICT infrastructure in a country is relying on availability of resources. There are different resources that are needed such as computers, printers, multimedia projectors, and scanners which are not available in the institutions. The school may additionally have the computer and one printer, but the other resources are not available. Using up-to-date hardware and software resources is a key feature in the diffusion of technology but a rare experience in educational institutions. The computers are also not enough for the schools, some classes are exceptionally large and therefore, it becomes a problem when teaching the students when you do not have enough computers. However, the private schools have up to date resources.

Maintenance

There were tasks from the Ministry, the non-public and global partners to introduce ICTs in schools in the country. Government initiatives have been limited by budgetary constraints. Schools that had computers donated by the private sector or bought by government have had challenges in the maintenance and upgrading of the computing equipment. In the case of a project, at the start of the project the computer laboratories have all the resources needed as well as networking the computers and Internet connectivity facilities. When the project phases out, the preservation of the computer must be borne by the students.

An Analytical Way of Possible (Solutions)

- Governments ought to take the initiatives for the creation of good knowledge. To conduct several conferences and gatherings can be organized for this purpose.
- The administration or Government to take the decision to initiate the ICTs in Schools.
- To produce new innovative ideas to implement ICTs in the education system in India.
- Teachers need to take the proper training before Using ICTs tools.

- Students should be provided proper training for the basic fundamental information's of ICTs and these pieces of training should be properly reviewed time to time and the curriculum of these pieces of training must be compatible as per the ultramodern requirements.
- Effective use of ICTs can contribute to the prompt transmission of data and information's, subsequently thereby helping education systems meets this challenge.
- ICTs help to motivate physically challenged students to take part in active learning.

Conclusion

Quality in education through ICT and its attention among stakeholders will have positive impact on society. ICT can be helpful in upgrading quality and norms of education by enforcing it in other phases of education. ICT can be employed in correct and incorrect types of education and would some time make the learners exploitable and socially useful part of the society. By using ICT in teacher training, a lot of capitalists of the Government can be saved. Also, a lot of facilitative development can be seen as resource persons for the training can be wonderful for the world. By employing ICT in administration, it can help in solving the problem of Absenteeism of students and teachers. Good class content is one of the serious issues and directly affects the standards of education and quality. For prostrating certain challenges involved in education, ICT can help a lot. Impeccably, a lot of quality enhancement is possible after careful and planned perpetration of ICT in school education by various stakeholders.

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Rural Women Empowerment through Entrepreneurship

Volume I



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RURAL WOMEN EMPOWERMENT THROUGH ENTREPRENEURSHIP

© **Dr. M.V. Sathiyabama**
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29	Economic Empowerment through Micro Enterprise Development and Rural Women Entrepreneurship Dr. M. Kalimuthu & Surendharan S	212
30	Entrepreneurship in economic growth of India Dr. N. Dharmarasu	226
31	Perception about the Scheme of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 3.0 and the Growth of Indian Economy Dr. R. Gayathri & Dr. N. Ponsabariraj	233
32	E-Entrepreneurship in Indian Rural Market Dr. M. Sirajudeen & T. Balaji	250
33	Rural Entrepreneurship in India Reshma. R	259
34	Empowering the Rural Woman Through Entrepreneurship Ms. R. Indhurekha & Ms. M. Suvetha	264
35	Empowering Women through Education Ms. V. Shylin Dabral & Mrs. C. Saroja Devi	271
36	Women Entrepreneurship In India Dr. M. Jeeva	275
37	Factors Influencing Women Entrepreneurs with Special Reference to Pollachi Thaluk Dr. P. Bruntha, Ms. Subaithani & Ms. Shabana. S	280
38	Women Empowerment through Entrepreneurship Dr. D. Sasikala Devi & Dr. P. Soundaravalli	290
39	The Scenario - Opportunities and Challenges towards Women Entrepreneurs in India Mrs S Revathi & Mrs. C A Anuradha	297
40	Glance at Entrepreneurship Startups Courses and Schemes Dr. N. Bhuvanesh Kumar & Dr. B. Rohini	304
41	Greatness of Women S. Maheswari & D. Gnanasoundari	309
42	Higher Education - A Milestone for Women's Empowerment Dr. V. Suganthi	318
43	Rural Women Empowerment through Entrepreneurship (Start-Ups and Innovative Entrepreneurship) Asiya Beegam . U	324
44	Savings and Investment Pattern of Women Agricultural Labourers Dr. N. Giri, B. Pavithra & K. Gnanasundari	330

61	Rural Women Entrepreneurship in Rural India: Work Life Balance and Empowerment Nithya M & Dr. K. Sumathi	436
62	Women's Contribution for Rural Transformation of India Dr. G. Vignesh & B. Madhankumar	442
63	Socio-Economic Condition of Particularly Vulnerable Tribal Groups: an Empirical Study in Nilgiris District Dr. P. Chellasamy & S. Kannamudaiyar	452
64	Role of Self Help Groups in Women Empowerment N. S. Divya Sri, S. Rahana	463
65	Women Entrepreneurship in Rural India: Key to India's Economic Growth Ms. G. Nithya	471
66	Effects of Entrepreneurship Courses on Development Start-up S. Sathya & S. Uma	480
67	Drivers of Startup Ecosystem in India Dr. R. Sharmila & Dr. R. Kavitha	484
68	Entrepreneurship Education as a Strategic Approach K. Shalini & N. Vidhya Mahalakshmi	489
69	Women Empowerment and its Importance in India Dr. C. Kothaiandal & Ms. Shilpa. S	493
70	E- Entrepreneurship in India Rural Market M. Ganapathy Uthraraj & S. Tamilarasan	497
71	Rural Womwn Entrepreneurship S. Sabareeshwaran & S. Dharanish	502
72	A Study on Empowerment of Women through Self Help Group Dr. R. Ramya & P. Divyabharathi	513

PERCEPTION ABOUT THE SCHEME OF PRADHAN MANTRIKAUSHAL VIKAS YOJANA (PMKVY) 3.0 AND THE GROWTH OF INDIAN ECONOMY

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Abstract

This paper tries to analyse the variables that creates an impact on the implementation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in India. Thus, the present study is an endeavor to discuss mainly on the awareness and schemes, training, guidelines, eligible beneficiaries, allocations of fund to the trainee and entrepreneurship. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was thus envisaged as a key measure to impart skills-based training to young men and women, making them capable of earning and supporting the nation's anti-poverty endeavours. The scheme is more important in India as it has the world's largest youth population that requires employable skills. On March 20, 2015 the Government of India gave the Ministry of Skill Development and Entrepreneurship the official go-ahead to formulate and implement the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) through the National Skill Development Corporation. With a total outlay of about INR 1,500 crore, the PMKVY is likely to impart skills training to the 24 lakh youth of the country, focusing on the Class X/XII dropouts and lower income groups. From this study, the researcher is to find how the new innovator (or) beneficiary utilizing the scheme and aware about the scheme in time line. So, the researcher purposively selects the entrepreneur in pollachi region. This article is purely based on the primary data. The collected data have been analyzed with the help of Percentage and Regression analysis.

Key words: Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in India, Percentage and Regression analysis.

Introduction

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a unique initiative by the Government of India that aims to offer 24 lakh Indian youth meaningful, industry relevant, skill based training. Under this scheme, the trainees will be offered a financial reward and a government certification on successful completion of training and assessment, which will help them in securing a job for a better future. This is the flagship scheme for skill training of youth to be implemented by the new Ministry of Skill Development and Entrepreneurship through the National



Skill Development Corporation (NSDC). The scheme will cover 10 million youth during the period 2016 -2020. Even as he launched the Make in India campaign inviting investors from all over the globe to invest and set up businesses in India, Prime Minister Narendra Modi promised an abundance of skilled labour in the country. Complementary to this was the idea of skills development among the youth of the nation. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was thus envisaged as a key measure to impart skills-based training to young men and women, making them capable of earning and supporting the nation's anti-poverty endeavours. The scheme becomes all the more important in India as it has the world's largest youth population that requires employable skills. On March 20, 2015 the Government of India gave the Ministry of Skill Development and Entrepreneurship the official go-ahead to formulate and implement the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) through the National Skill Development Corporation. With a total outlay of about INR 1,500 crore, the PMKVY is likely to impart skills training to the 24 lakh youth of the country, focusing on the Class X/XII dropouts and lower income groups. The scheme was developed over a period of almost three months and its implementation started in select states (primarily Bihar) by early June 2015. The scheme was launched in all states of the country on July 15 which is observed as National Skills Day. India's unemployment rate averaged about 4.9 percent by early 2014. It is hoped that this scheme will bring that number down by a reasonable measure.

This includes implementation of the website and running awareness campaigns. In this effort to create awareness about the PMKVY, the NSDC will partner with state governments and municipal organisations and use the administrative machinery extensively to mobilise candidates from the grassroots level. The NSDC has also partnered with various business houses and corporates in an effort to garner mentorship for the candidates and to secure placements once their training is completed. The government has allocated INR 67 crore towards this. The scheme has the youth of the North Eastern region of India in special focus. This region has been traditionally neglected and hence a separate allocation of INR 150 crore has been made towards the training of youth in this region.

Importance of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) Scheme in India

- On the first anniversary of the scheme's launch, the Union Cabinet approved an outlay of Rs 12,000 crore to give skills' training to one crore people over the next four years.
- According to the government, around 18 lakh candidates have been enrolled and 17.93 lakh trained till July 18, 2016 under the scheme. It further says that the

number of minorities candidates trained and certified under Kaushal Vikas Yojana are 2,37,067 and 1,48,351 respectively.

- The National Skills Development Corporation is going to set up 50 India International Skill Centres in the country by the end of 2016. The centres will provide training to healthcare workers, retail, security, tourism, hospitality, capital goods, auto, construction and domestic workers.
- Training Centers List: As on March 23, 2017, a total of 2150 PMKVY training centers have been operating all over the country for providing skill training to the youth. These training centers are operated by different authorized training partners of PM Kaushal Vikas Yojana. The highest number of 356 PMKVY training centers are in Uttar Pradesh followed by 257 in Rajasthan and 139 in Tamil Nadu. For the complete list, you can click on this link- <http://pmkvyoofficial.org/Training-Centre.aspx>
- Courses List & Job Roles: The new list of PMKVY courses was released on December 16, 2016 by the Ministry. At present, there are 221 courses offered in different industry verticals through 34 Skill Councils.

Problem that has Been Focused in the Study

An entrepreneur is an individual who creates a new business, bearing most of the risks and enjoying most of the rewards. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods, services, and business/or procedures. Entrepreneurs play a key role in any economy. These are the people who have the skills and initiative necessary to anticipate current and future needs and bring good new ideas to market. Entrepreneurs who prove to be successful in taking on the risks of a startup are rewarded with profits, fame and continued growth opportunities. Those who fail, suffer losses and become less prevalent in the markets. Entrepreneurship is one of the resources economists categorize as integral to production, the other three being land/natural resources, labor and capital. An entrepreneur combines the first three of these to manufacture goods or provide services. They typically create a business plan, hire labor, acquire resources and financing, and provide leadership and management for the business.

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a unique initiative by the Government of India. Under this Scheme, Training and Assessment fees are completely paid by the Government. Skill training would be done based on the National Skill Qualification Framework (NSQF) and industry led standards. The Short Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills



Qualification Framework (NSQF), TCs shall also impart training in Soft Skills, Entrepreneurship, Financial and Digital Literacy. Duration of the training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs).

Under PMKVY, the entire training and assessment fees are paid by the Government. Payouts shall be provided to the TPs in alignment with the Common Norms. Trainings imparted under the Short Term Training component of the Scheme shall be NSQF Level 5 and below. The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs). Special Projects are projects that require some deviation from the terms and conditions of Short Term Training under PMKVY for any stakeholder.

Thus, the present study is an endeavor to discuss the mainly on awareness and schemes, training, guidelines, eligible beneficiaries, allocations of fund to the trainee and entrepreneurship.

Hence, the researcher wanted to know the answers for the following research questions:

- What is the relationship between Pradhan Mantri Kaushal Vikas Yojana (PMKVY) schemes 3.0 for youngsters and small entrepreneurs in Pollachi taluk.
- What is the perception towards Pradhan Mantri Kaushal Vikas Yojana (PMKVY) schemes 3.0 for youngsters and small entrepreneurs in Pollachi taluk?

Objectives of the study

The following are the objectives of the study PMKVY

- To assess the relationship between demographic variables and Pradhan Mantri Kaushal Vikas Yojana (PMKVY)schemes.
- To find out the impact of factor variables on Pradhan Mantri Kaushal Vikas Yojana (PMKVY) schemes.



Research Methodology

Data Source

The data collected for the study is both primary and secondary data. The required data for the study were collected and compiled from various respondents from youngsters, budding and small entrepreneurs. In addition, other required data were collected from various magazines and journals.

Techniques of analysis

The collected data have been used for analysis with the help of statistical tools. The statistical tools namely percentage analysis and regression analysis.

Sampling Design

The secondary data collected from Ministry of Skill Development and Entrepreneurship. The primary data collected from structured interview schedule for the 50 respondent of youngsters, budding and small entrepreneurs in and around of Pollachi taluk.

Research Hypothesis

The following are the hypothesis has been framed in the presented study.

H01: There is no significant relationship between demographic profile and PMKVYSchemes 3.0 support.

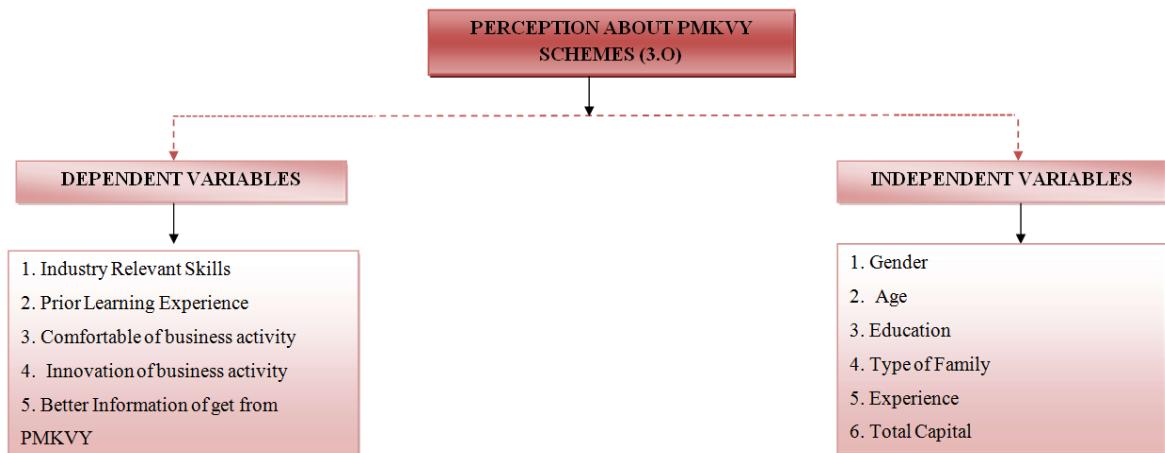
H02: There is no significant difference between demographic profile and PMKVY Schemes 3.0 support.- looks similar

Significance of the Study

- The study has academic relevance in new theoretical and practical knowledge inyoungsters.
- The present study helps to the youngsters, budding and small entrepreneurs to know morerelevant information about PMKVY scheme 3.0.
- The study positively creates impact on trends and growth of Pradhan Mantri KaushalVikas Yojana (PMKVY) in India.

Analysis and Interpretation

MODEL DERIVED FROM THE STUDY



Source: Researcher Developed

Table-1
Percentage Analysis of Personal Factors of the Respondent

Variables		Frequency	Percentage
Gender	Male	35	70
	Female	15	30
	Total	50	100
Age	Up to 35 Years	12	24
	36-40 Years	11	22
	41-45 Years	8	16
	46-50 Years	4	8
	51-55 Years	11	22
	56-58 Years	4	8
	Total	50	100
Education	Primary School	5	10
	Higher Secondary / Diploma	23	46
	Undergraduate	12	24
	Postgraduate	10	20
	Total	50	100
Type of Family	Nuclear family	32	64
	Joint family	18	36
	Total	50	100



Experience	Less than 5 years	11	22
	6-10 years	30	60
	11-20 years	9	18
	Total	50	100
Total Capital	Less than Rs.1,00,000	10	20
	Rs.1,00,001-Rs.5,00,000	15	30
	Rs.5,00,001-	10	20
	Rs.10,00,000		
	More than Rs.10,00,001	15	30
	Total	50	100

Source: Compiled and Calculated from the Primary Data

Table 1 reveals the percentage analysis of personal factors of the respondent during the study period. As far as gender is concerned 70 per cent of the respondents are male and 30 percent of the respondents are female. It is implied that majority of the male respondents are availing the loan facilities compared to the female respondents. From the age-wise classification, it is clear that majority of (24 per cent) the respondents belong to the age group of 35 years, followed by (22 per cent) respondents belonging to the age group of 36 – 40 years and 22 per cent respondents belonging to the age group of 51 – 55 years, 16 per cent respondents belonging to the age group of 41-45 years and 8 per cent respondents belonging to the age group of 46-50 years and age groups of 56 – 58 years respectively. Majority of the respondents belong to young and middle-age group. It is because of the increase in the number of business with highest participation of young businessmen.

From the education-wise classification, it is understood that majority (46 per cent) of the respondents have studied up to Higher secondary or hold a diploma, followed by 24 per cent of the respondents who are undergraduates, and 20 per cent of the respondents have studied postgraduates. Only a least percentage of respondents, i.e. 10 per cent up to Primary School level are found in the category. From this, it is understood that majority of the respondents who have studied up to Higher Secondary level or who hold a diploma when compared to the respondents who are postgraduates. The analysis of the respondents' type of family shows that majority (64 per cent) of them are from nuclear family and the remaining 36.1 per cent of the respondents are from the joint family. It clearly understood that majority of the respondents who come from joint family to start the business.

As far as experienced is concerned, majority (60 per cent) of the respondents have 6-10 years experience in this field, followed by 22 per cent of the respondents

who have an experience of less than 5 years. As low as 18 per cent of the respondents have an low experience of 11-20 years experience respectively. It is solely because of the increase in the number of MMSME with the highest participation of the youngsters. It is clear from the analysis that most of the owners have two decades of experience in this field.

The analysis of the total capital reveals that majority (70.4 per cent) of the respondents belong to the capital group of Rs.5,00,000 - Rs.10,00,000, followed by 22.4 per cent of the respondents who belong to the capital group of Rs.1,00,001 - Rs.5,00,000. As 30 per cent of the respondents belong to the capital group of Rs.1,00,001 - Rs.5,00,000 and more than Rs.10,00,001 respectively. This indicates that majority of the owners in business have invested up to Rs.10,00,000. The low percentage i.e 20 per cent have an less than Rs.1,00,000 and Rs.5,00,001 - Rs.10,00,001 respectively. It shows middle kinds of business also aware and availing the loan facilities.

H01: There is no significant difference between Gender and PMKVY Schemes 3.0 support.

Table-2
Gender wise response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	.001	1	.001	.002	.961
	Within Groups	453.573	824	.550		
	Total	453.574	825			
Prior Learning Experience	Between Groups	.160	1	.160	.179	.672
	Within Groups	737.822	824	.895		
	Total	737.982	825			
Comfortable of business activity	Between Groups	2.181	1	2.181	2.637	.105
	Within Groups	681.572	824	.827		
	Total	683.753	825			



Innovation of businessactivity	Between Groups	.552	1	.552	.619	.432
	Within Groups	735.443	824	.893		
	Total	735.995	825			
Better Information of get from PMKVY	Between Groups	.869	1	.869	.891	.345
	Within Groups	803.253	824	.975		
	Total	804.122	825			

Source: Compiled and Calculated from the Primary Data

Table - 2 shows the Gender wise response for PMKVY Schemes 3.0 support. The all dependent variables are greater than the 0.05 level of significant. Hence, the hypotheses are accepted and there is no significant relationship / impact of gender and PMKVY Schemes 3.0 supporting factors.

H02: There is no significant difference between Age and PMKVY Schemes 3.0 support.

Table-3
Age wise response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	10.881	3	3.627	6.735	.000
	Within Groups	442.693	822	.539		
	Total	453.574	825			
Prior Learning Experience	Between Groups	.719	3	.240	.267	.849
	Within Groups	737.263	822	.897		
	Total	737.982	825			
Comfortable of business activity	Between Groups	11.265	3	3.755	4.590	.003
	Within Groups	672.488	822	.818		
	Total	683.753	825			



Innovation of businessactivity	Between Groups	3.095	3	1.032	1.157	.325
	Within Groups	732.900	822	.892		
	Total	735.995	825			
Better Information of get from PMKVY	Between Groups	24.623	3	8.208	8.655	.000
	Within Groups	779.499	822	.948		
	Total	804.122	825			

Source: Compiled and Calculated from the Primary Data

Table - 3 reveals the age wise response for PMKVY Schemes 3.0 support. The variables namely Better Information of get from PMKVY, Comfortable of business activity, Industry Relevant Skill dependent variables are less than the 0.05 level of significant. Hence, the hypotheses are rejected and there is significant relationship / impact of age and PMKVY Schemes 3.0 supporting factors and rest of the variables are greater than the 0.05 level of significant.

H03: There is no significant difference between Education and PMKVY Schemes 3.0 support.

Table-4
Education wise response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	4.816	3	1.605	2.940	.032
	Within Groups	448.758	822	.546		
	Total	453.574	825			
Prior Learning Experience	Between Groups	4.858	3	1.619	1.816	.143
	Within Groups	733.123	822	.892		
	Total	737.982	825			
Comfortable of business activity	Between Groups	13.185	3	4.395	5.387	.001
	Within	670.568	822	.816		



Groups						
	Total	683.753	825			
Innovation of businessactivity	Between Groups	2.577	3	.859	.963	.410
	Within Groups	733.418	822	.892		
	Total	735.995	825			
Better Information of get from PMKVY	Between Groups	8.551	3	2.850	2.945	.032
	Within Groups	795.571	822	.968		
	Total	804.122	825			

Source: Compiled and Calculated from the Primary Data

Table – 4 highlights the education wise response for PMKVY Schemes 3.0 support. The variables name Comfortable of business activity dependent variables are less than the 0.05 level of significant. Hence, the hypotheses are rejected and there is significant relationship / impact of age and PMKVY Schemes 3.0 supporting factors and rest of the variables are greater than the 0.05 level of significant.

H04: There is no significant difference between type of family and PMKVY Schemes 3.0 support.

Table-5
Type of family wise response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	14.374	4	3.594	6.717	.000
	Within Groups	439.200	821	.535		
	Total	453.574	825			
Prior Learning Experience	Between Groups	24.993	4	6.248	7.195	.000
	Within Groups	712.989	821	.868		
	Total	737.982	825			



Comfortable of business activity	Between Groups	10.211	4	2.553	3.112	.015
	Within Groups	673.542	821	.820		
	Total	683.753	825			
Innovation of business activity	Between Groups	4.871	4	1.218	1.368	.243
	Within Groups	731.124	821	.891		
	Total	735.995	825			
Better Information of get from PMKVY	Between Groups	11.192	4	2.798	2.897	.021
	Within Groups	792.930	821	.966		
	Total	804.122	825			

Source: Compiled and Calculated from the Primary Data

Table - 5 shows the type of family wise response for PMKVY Schemes 3.0 support. The variables name Prior Learning Experience, Industry Relevant Skills dependent variables are less than the 0.05 level of significant. Hence, the hypotheses are rejected and there is significant relationship / impact of age and PMKVY Schemes 3.0 supporting factors and rest of the variables are greater than the 0.05 level of significant.

H05: There is no significant difference between experience and PMKVY Schemes 3.0 support.

Table-6
Experience response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	16.642	4	4.161	7.818	.000
	Within Groups	436.932	821	.532		
	Total	453.574	825			
Prior Learning Experience	Between Groups	5.398	4	1.349	1.512	.197



	Within Groups	732.584	821	.892		
	Total	737.982	825			
Comfortable of business activity	Between Groups	9.812	4	2.453	2.988	.018
	Within Groups	673.941	821	.821		
	Total	683.753	825			
Innovation of business activity	Between Groups	22.015	4	5.504	6.329	.000
	Within Groups	713.980	821	.870		
	Total	735.995	825			
Better Information of get from PMKVY	Between Groups	7.905	4	1.976	2.038	.087
	Within Groups	796.217	821	.970		
	Total	804.122	825			

Source: Compiled and Calculated from the Primary Data

Table – 6 reveals the experience wise response for PMKVY Schemes 3.0 support. The variables name Innovation of business activity, Industry Relevant Skills dependent variables are less than the 0.05 level of significant. Hence, the hypotheses are rejected and there is significant relationship / impact of age and PMKVY Schemes 3.0 supporting factors and rest of the variables are greater than the 0.05 level of significant.

H06: There is no significant difference between total capital and PMKVY Schemes 3.0 support.

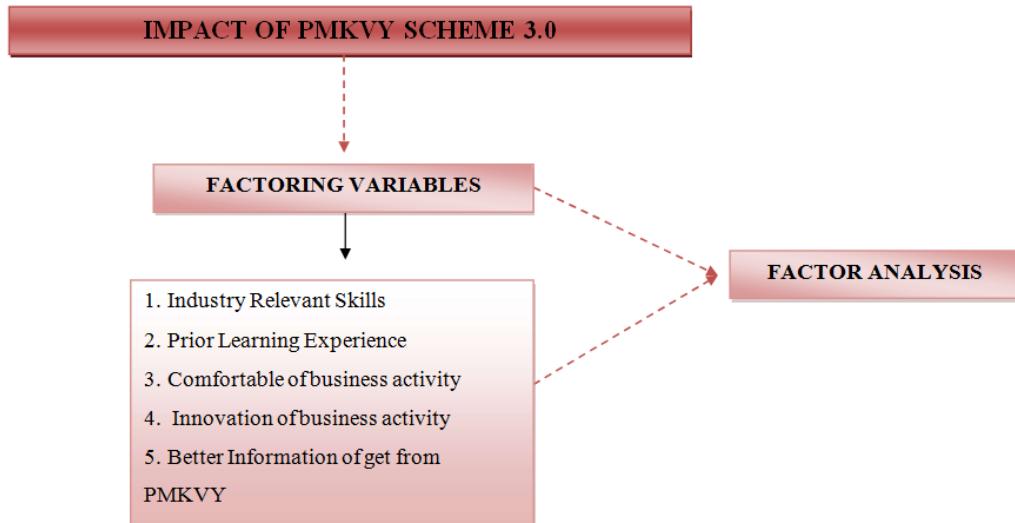
Table-7
Total capital wise response for PMKVY Schemes 3.0 support

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Industry Relevant Skills	Between Groups	9.651	1	9.651	21.547	.000
	Within Groups	369.085	824	.448		
	Total	378.736	825			
Prior Learning Experience	Between Groups	.001	1	.001	.002	.964
	Within Groups	487.108	824	.591		
	Total	487.109	825			
Comfortable of business activity	Between Groups	.139	1	.139	.315	.575
	Within Groups	363.856	824	.442		
	Total	363.995	825			
Innovation of businessactivity	Between Groups	.502	1	.502	1.207	.272
	Within Groups	343.091	824	.416		
	Total	343.593	825			
Better Information of get from PMKVY	Between Groups	3.769	1	3.769	6.357	.012
	Within Groups	488.497	824	.593		
	Total	492.266	825			

Source: Compiled and Calculated from the Primary Data

Table - 7 disclose the experience wise response for PMKVY Schemes 3.0 support. The variables name Industry Relevant Skills dependent variables are less than the 0.05 level of significant. Hence, the hypotheses are rejected and there is significant relationship / impact of age and PMKVY Schemes 3.0 supporting factors and rest of the variables are greater than the 0.05 level of significant.

Model Derived from the Study



Source: Researcher Developed

H06: There is no significant impact on demographic factors and PMKVY Schemes 3.0 support.

Table-8
Demographic wise response for PMKVY Schemes 3.0 support

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.0426
Bartlett's Test of Sphericity	Approx. Chi-Square	1230.514
	df	15
	Sig.	.000

Communalities

	Initial	Extraction
Industry Relevant Skills	1.000	.526
Prior Learning Experience	1.000	.645
Comfortable of business activity	1.000	.741
Innovation of business activity	1.000	.592
Better Information of get from PMKVY	1.000	.565

Extraction Method: Principal Component Analysis.

Table - 8 disclose the experience wise response for PMKVY Schemes 3.0 support. The highest impact variable is Comfortable of business activity (.741) and followed by Prior Learning Experience (.645). The least variable namely Industry

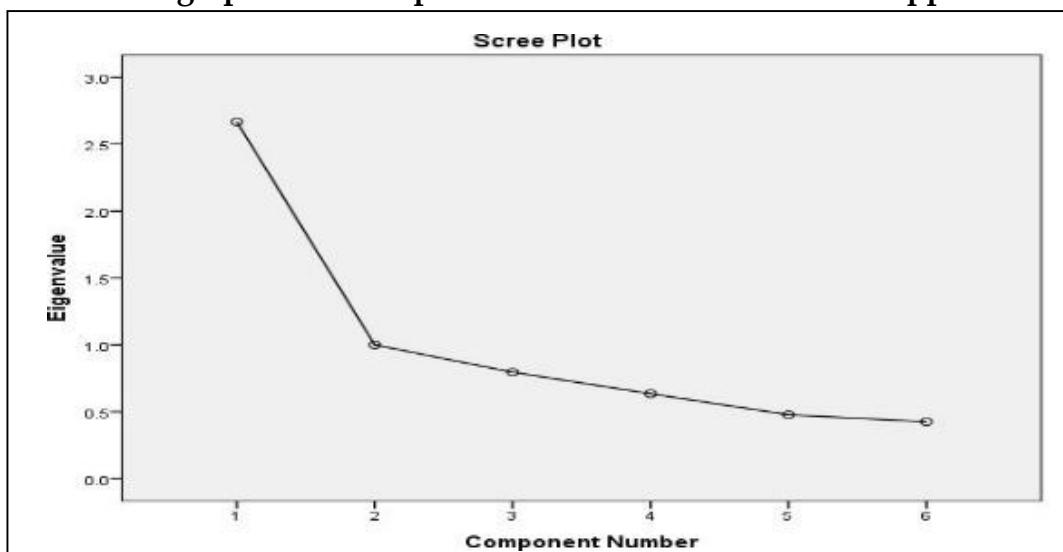


Relevant Skills is shows (.526) there is significant relationship / impact of age and PMKVKY Schemes 3.0 supporting factors.

Component	Total Variance Explained					
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.667	44.445	44.445	2.667	44.445	44.445
2	1.000	16.672	61.117	1.000	16.672	61.117
3	.795	13.257	74.374			
4	.635	10.580	84.954			
5	.478	7.958	92.912			
6	.425	7.088	100.000			

Exhibit - 1

Demographic wise response for PMKVKY Schemes 3.0 support



Policy for Implication and Conclusion

The Pradhan Mantri Kaushal Vikas Yojana (PMKVKY) is the government launched scheme in 2015 and revamped it in 2016 to impart skills to one crore persons by 2020. The revamped scheme, called PMKVKY 2.0, moved to a grant-based model where the training and assessment cost would be directly reimbursed to training providers and assessment bodies in accordance with common norms. According to official data, over 69 lakh candidates have been trained across the country under the PMKVKY till November 11, 2019. The relationship between the age and the other independent variables is found to be very less impact on age



perception. The age factor is highly negative impact rather than the other factors of PMKVY scheme impact on economic development in respective reign. Finally, the result depicts the satisfactory during the study period. The overall performance of PMKVY scheme in India when compare to other schemes in India. it will definitely support MSME sectors in stabilize market and financial indicators in future.

Study Limitations

- The study is confined only to the Pradhan Mantri Kaushal Vikas Yojana (PMKVY)scheme not for relating to other schemes and provisions of MSME.
- Pradhan Mantri Kaushal Vikas Yojana (PMKVY) depending upon respondent perception, the result does not applicable to any other schemes relating to MSME.

Scope for Further Research

- Awareness and Perception towards Pradhan Mantri Kaushal Vikas Yojana (PMKVY).
- Impact of PMKVY scheme in Small Scale Industries (SSI) in India.

Reference

1. Ministry of Skill Development & Entrepreneurship (MSDE),<https://www.msde.gov.in/pmkvy.html>.

GLANCE AT ENTREPRENEURSHIP STARTUPS COURSES AND SCHEMES

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Introduction

To build a successful career in business, we need to start with a solid foundation. The Entrepreneurial courses fundamental skills to help students become successful entrepreneurial thinkers and decision-makers. Accounting, finance, human resources, management and marketing knowledge to your budding startup by specializing in your idea is the prime task of start-ups, while big business is shrinking, small businesses are expanding. In fact, small businesses now make up almost half of the private workforce.

Startup India is a flagship initiative of the Government of India with the agenda to actively support startups and entrepreneurs that nurtures and protects innovation and startups in India, ultimately generating large-scale employment opportunities and leading to the sustainable economic growth of the country.

India boasts of being the third-largest startup ecosystem across the globe. The country has over 100 unicorns and more than 60,000 startups operating within the territory. This success can be partly attributed to the active support provided by the Indian government to startups and entrepreneurs through its various schemes and programs were accompanied by various government schemes and resources to provide financial assistance and working capital to startups.

Paradigm shift among undergraduates and graduates from the pursuit of white collar jobs to a culture of entrepreneurship geared towards job creation, economic growth and sustainable development.

To Study about various Entrepreneurship Courses on Developing Startups

Methodology

To gain knowledge about the available schemes launched by the government to Entrepreneurs.

This paper forms the base of Secondary Data. Data are collected from available source includes Websites and Text Books.



Glimpse on Various Course and Schemes on Startups

Experience has revealed that apart from counseling and training, delivery of credit poses the most serious problem for the poor women. Since such women will not be able to have an easy access to credit. Funding from investors and venture capital firms becomes available to startups only after the proof of concept . It is essential to provide seed funding to startups with an innovative idea to conduct proof of concept trials.

Many innovative business ideas fail to take off due to the absence of this critical capital required at an early stage for proof of concept, prototype development, product trials, market entry and commercialization. Seed Funds, Schemes and needed courses offered to such promising cases can have a multiplier effect in validation of business ideas of many startups, leading to employment generation.

Helps in the generation of employment, industrialization of rural and backward areas, providing gainful self- employment, developing small and medium sized industries and diversifying the sources of entrepreneurship 3

Guidelines of Entrepreneurship Oriented Courses

Directorate General of Training

The Directorate General of Training in Ministry of Skill Development and Entrepreneurship is the apex organization for development and coordination at National level for the programmes relating to vocational training including Women's Vocational Training.

The National Council for Vocational Education and Training

NCVET will subsume the existing skill regulatory bodies- National Skill Development Agency & National Council for Vocational Training and will act as an overarching skills regulator.

National Council for Vocational Education and Training

NCVET will regulate the functioning of entities engaged in vocational education and training, both long & short-term, and establish minimum standards for the functioning of such entities.

National Skill Development Corporation

NSDC is a unique model created with a well thought, underlying with upgraded skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.



National Skill Development Fund

The Fund is contributed by various Government sources, and other donors/contributors to enhance, stimulate and develop the skills of Indian youth by various sector specific programs.

National Institute of Entrepreneurship and Small Business Development

The National Institute for Entrepreneurship and Small Business Development is engaged in training, consultancy, research and publication in order to promote entrepreneurship and Skill Development. 4

Sector Skill Councils

Sector Skill Councils, Develops competency framework and conduct the Training Programs, conduct skill gap studies and Assess and Certify trainees on the curriculum aligned to National Occupational Standards.

Indian Institute of Entrepreneurship

National Institute to undertake training, research and consultancy activities in small and micro enterprises focusing on entrepreneurship development. Entrepreneurship summit aimed at offering a platform to promising start-ups and aspiring entrepreneurs.

An Overview of Entrepreneurial Schemes

ASPIRE - A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship

This scheme was introduced to set up a network of technology centers and incubation centers across India with the objective to accelerate entrepreneurship and encouraging innovations for unmet social needs in the agro-business industry. Scheme was launched with the purpose of generating employment and establishing enterprises in the agriculture industry. It provides knowledge to entrepreneurs for establishing their own businesses, to emerge as employers, and to ensure their self-sustainability.

Pradhan Mantri Mudra Yojana

Micro Units Development and Refinance Agency Ltd. "MUDRA" which supports development of micro enterprise sector in India provided to small businesses, for a variety of activities which provide income generation and employment creation. It is mostly offered to street vendors, store owners, traders, and other service providers and it is a unique scheme that is devised to empower Indian entrepreneurs.



Support for International Patent Protection in Electronics and Information Technology

The SIP-EIT scheme was launched by the Department of Electronics and Information Technology with the aim of providing government funding to technology startups and Micro Small and Medium Enterprises in India for filing international patents. This encourages innovation, builds brand recognition, and recognizes the importance and potential of having global intellectual property protection.

Multiplier Grants Scheme

MGS launched with the objective of encouraging industries to collaborate with premier academic and government R&D institutions for the development of packages and products. It would strengthen the link between industries and institutes, accelerate the development of indigenous products and packages, and bridge the gap between proof-of-concept and globalization

Credit Guarantee Fund Trust for Micro and Small Enterprises

To implement the Credit Guarantee Fund Scheme for Micro and Small Enterprises ,Credit Guarantee Fund Trust for Micro and Small Enterprises was established . This scheme strengthens the credit delivery system and facilitates flow of credit in the MSE sector. It provides loans at highly subsidized rates and with zero collateral to startups, small-scale industries, and micro-level businesses.

Single Point Registration Scheme (SPRS)

SPRS is a developmental scheme managed by the National Small Industries Corporation for supporting MSE. Undoubtedly, the Indian government is the single largest purchaser of a large array of goods. The objective behind this scheme was to increase the number of purchases from the small-scale sector.

Extra Mural Research or Core Research Grant

The objective of CRG is to help research labs, academic institutions and other R&D organizations carry out research in all frontier fields of science and engineering. Thus, it encourages upcoming and eminent scientists for an individual-centric competitive method of research funding. 6

High Risk and High Reward Research

Aims to support and invite new ideas and proposals which carry the potential to have a broad impact in the domains of science and technology. There is no prescribed budget limitation for these projects and the research grant shall cover



consumables, contingencies, equipment, and travelling costs apart from the overhead grants.

Design Clinic Scheme

The Indian government has recognized the importance of innovation and design in the growth of any brand and decided that every MSME and startup should build a design-centric approach for fueling their startup. In order to encourage small businesses to experiment with new and innovative designs for their goods, MSME established the Design Clinic scheme to create a sustainable design eco system through ongoing training and skill development.

Zero Defect Zero Effect Scheme

This mission seeks to motivate manufacturers to create better products, have zero defects and high quality, handholding scheme that provides an opportunity to MSMEs to embrace world-class manufacturing processes, use new technology and consistently improve their products.

Conclusion

The schemes serve a twofold purpose, which support and benefit the existing startups and businesses while also inspiring and encouraging budding entrepreneurs, students, and leaders from every domain to launch their own businesses and take another step towards the vision that enable the talent of India to dream of new ideas, implement them and ultimately, convert them into a successful and thriving business.

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WOMEN'S CONTRIBUTION FOR RURAL TRANSFORMATION OF INDIA

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Abstract

India's future lies in the hands of women in the villages and rural areas. 75% of the world's population are poor and are in rural areas in and around all the developing countries in the word. India is working on the development of rural areas through various development schemes and polices formed especially for women by the Ministry of Rural Development. More than 50 developing countries have got benefited through the globalization and it has considerably reduced the world poverty rate in past two decades. The old school thoughts are being changed and the villages are becoming smart with technological advancements. The major three dimensional challenges in transforming the women in rural area are exploitation of natural resources, acquisition of land area and migration of human capital. Although these seem to be the challenge, there are equal opportunities to overcome. They are the emergence of new pressures, demanding for better health care facility, stabilizing and reviving of agriculture, Rurban mission opportunities and development of FMCGs in rural markets. It is always said that the duty of the researcher is not only to show the challenges and opportunities but also to guide through new key drivers, so that it can change the direction of the flight. It is the additional responsibility of the paper to show better insights through these drivers. They are distributive manufacturing, drones, cloud computing and IoT (internet of things), decentralized energy systems, the future of food, future of education, the future of health, digital connectivity and shifting values

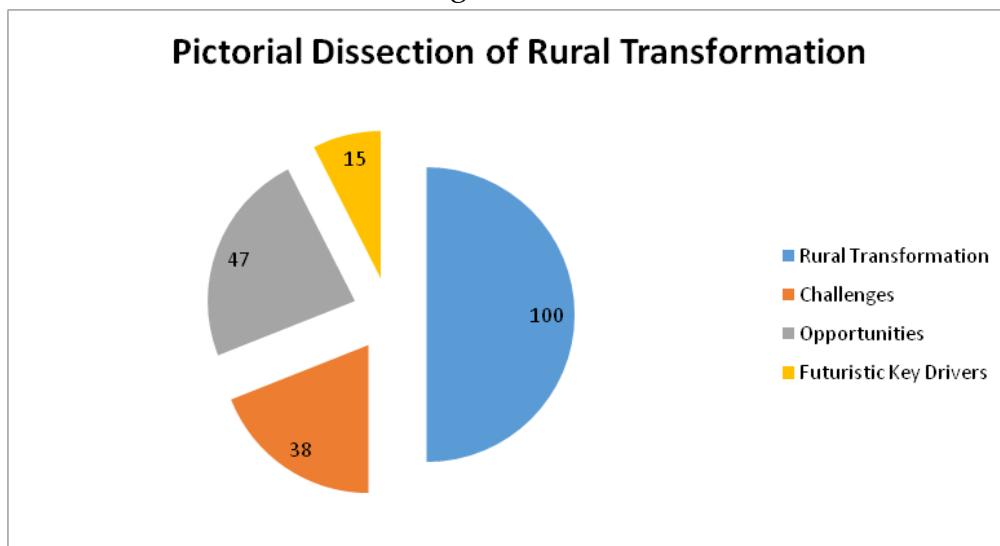
Keywords: India's future - hands of women in villages - world's population - Ministry of Rural Development - globalization - The old school thoughts - technological advancements - three dimensional challenges for women - equal opportunities - Rurban mission - new key drivers - better insights - distributive manufacturing - drones - cloud computing - IoT - decentralized energy systems - digital connectivity - shifting values

Introduction

India's future lies in the hands of women villages and rural areas where the world's 75% of the population are poor and are found in the rural areas not only in India but also around all the developing countries in the word. A statistics of World Bank says, In India the 80% of poor lives in the rural areas and the poverty rate is depicted as 25% in rural areas. India is working on the development of



women in rural areas for last five decades through various development schemes and policies formed by the Ministry of Rural Development focusing women. Now the world is in the verge of transformation to the digital and automation, which makes the rural villages to gear down the growth due to the urban domination in terms of the technological advancements. The globalization and urbanization have some positive impact and unprecedented economic growth through women in rural development of many countries, through acquisition of high skill levels and technological excellence. More than 50 developing countries have got benefited through the globalization and it has considerably reduced the world poverty rate in past two decades. It is the need of hour to view the rural development especially through women in a different dimension. The old school thoughts are being changed, the villages are becoming smart and agriculture is done with technological advancements. Hence this article describes the important contribution of women that are leading to the rural transformation.



I.Challenges of Women in Rural Transformation

The rural transformation involves development of the overall quality of life in rural areas. This entails in providing the awareness of investments in health, education and rural infrastructure, designing policies that promote greater benefits to the educated youngsters and the empowerment of rural people which includes women in agriculture households, especially the most vulnerable area is designing and implementing effectively the policies; providing the better infrastructure like logistics support, awareness on value additions, improving market access of small-scale farmers in innovative markets and strengthen their involvement in the whole value chain is a challenging mechanism to cop-up with the current changing environment.



Overcoming Old and Modern Challenges in Rural Development

i. Exploitation of Natural Resources

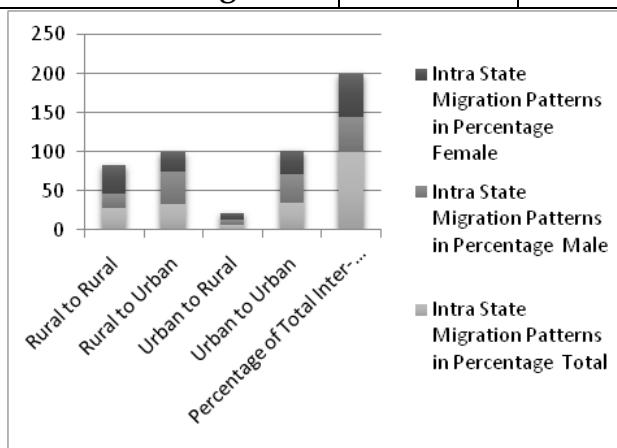
Whenever the concept of development is being spoken, the exploitation of natural resource is also been taken as a topic of debate in the Indian context. Here the fear of eradication of the available natural resources in the rural area is been there for ages, which might lead to the climate changes that will not only affect the agriculture sector but also the crop yield and productivity. Hence the technological advancements and development of rural infrastructure must be considered without disturbing the naturally available resources.

ii. Acquisition of Land area

As land essentially become an economic asset, the market for it has become rapidly globalized. Poor land owners have become victims to lose their land to those with economical advantage, political or social ability than themselves to lay claim to, or acquire the same tracts of land. These factors have contributed an increasing concentration of landholdings in many countries of Asia particularly in India. The globalization of land markets, combined with increasing opportunities for profit from agricultural production, is attracting the investments of multinational companies in land acquisition.

iii. Migration of Human Capital:

Intra State Migration Patterns in Percentage			
Type of Migration	Total	Male	Female
Rural to Rural	28.4	18.02	36.71
Rural to Urban	32.83	41.42	25.95
Urban to Rural	7.17	6.67	7.58
Urban to Urban	34.06	37.9	29.75
Percentage of Total Inter-State Migration	100	44.48	55.52



Source: <https://www.yourarticlelibrary.com/india-2/intra-state-and-inter-state-migration-as-seen-in-india/19859>

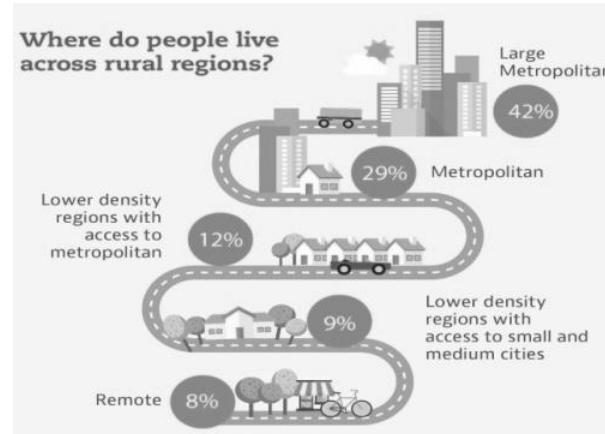
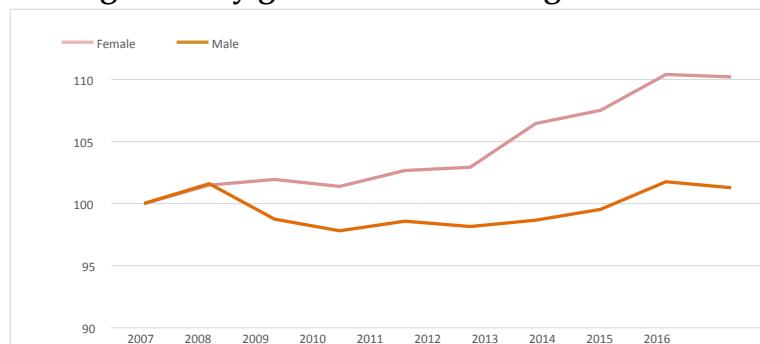


Table shows that females outnumbered males in half the streams of inter-state migration. Of the total 36.71 per cent were rural to rural, 25.95 per cent rural to urban, 7.58 per cent urban to rural and 55.52% urban to urban. Of the total male inter-state migrants, about 18 per cent were rural to rural, 41.42 per cent rural to urban, 6.67 per cent urban to rural and 44.48 per cent urban to urban.

(Source:OECD) recently developed a refined typology for small (Territorial Level3, TL3) regions introducing some spatial continuity between metropolitan and non-metropolitan areas.

iv. Employment rate growth by gender in remote regions



Rate calculated for working age population (15-64). Note: Based on regions with available data.

Source: (OECD, 2019) OECD Regional Statistics (database)

Opportunities for Rural Transmission in India

As per the current Covid 19 Pandemic situation in India, the people have realized the contribution of the rural India. It has created new opportunities in India. The post crisis will have a wide variety of changes for the growth in the rural areas. Many migrant workers have turned back to their own place and realizing that their own villages are the safe space, socially.



i. New pressures emerged

The lesson to be learned after the Covid 19 is that the people have developed strong survival skills and learned to create opportunities from the demand raised in the urban areas. The demand and the productivity in the rural market have been increased in last few months which indicate the real capacity and abilities of the rural India. People have adapted to the change very soon, they have found new jobs, new business to survive and to overcome the crisis. Many Labors have acquired new skills to work in the urban environment as a part of digital ecosystem. These trade proficiencies might help them create or find new opportunities in their local markets. Many of them, being young, could also bring new aspirations and a 'can-do attitude', which once the trauma is over, can be expressed more visibly.

ii. Share of employment in regions by productivity and employment performance by type of TL3 region, 2000-2016 and 2008-2016

Share of employment in regions with	Lower density with access to metropolitan		Non-Metropolitan with access to a small/medium city		Remote	
	2000-2016	2008-2016	2000-2016	2008-2016	2000-2016	2008-2016
Productivity and employment growth	62%	36%	59%	37%	49%	31%
Productivity growth and employment decline	22%	30%	20%	33%	30%	32%

Note: Productivity calculated as GVA over employment. Based on regions with available data.

Source: (OECD, 2019[4]) OECD Regional Statistics (database

iii. Demand for Better Health Care Facility

It is visible that the health care demand is raised in recent days; mostly the rural background is naturally provided with safety atmosphere and the medicine are also made of natural herbs. Even though the health care facilities can be made better in the rural areas, which can be supported by the urban society by providing the financial and infrastructure facility in the rural areas for the practice of the ancient way of health care methods.

iv. Stabilizing and Reviving of Agriculture

All over the world, all the industrial sectors are in situation to stop its production but the only sector that is successfully operating is the agriculture

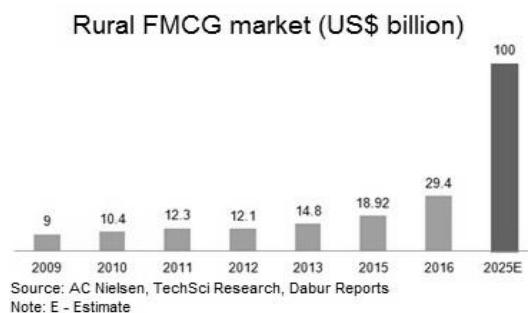


sector in the whole world. As it is known that India is a place which caters a larger agriculture resource in the rural areas, it must be stabilized by providing more schemes. The Ministry of Rural Development has initiated more than 15 active schemes and policies for the rural development, especially for the agriculture development. The technological support like biotech, GPS agriculture, Satellite Imagery, Drone or aerial Imagery and Farming Software will definitely bring a better productivity in the agriculture sector, so that the rural development can also be achieved quickly.

v. Rurban Mission Opportunities

The “*Villages are the center of Growth*” is the motive of the scheme by Ministry of Rural Development which aims to develop rural areas by providing economic, social, and physical infrastructure facilities. In particular, it focuses on clusters of proximate villages and settlements, given their economic drivers, locational, and competitive advantages from being near urban centers. Every state in India is provided with access to the Shyama Prasad Mukherji Rurban Mission.

vi. Development of FMCGs in Rural Markets



The Fast Moving Consumer Goods (FMCG) sector in rural and semi-urban India is estimated to cross US\$ 100 billion by 2025. The rural FMCG market is anticipated to expand at a Compound Annual Growth Rate of 17.41 per cent to US\$ 100 billion during 2009-25. Rural FMCG market accounts for 40 per cent of the overall FMCG market in India, in revenue terms.

Futuristic Key Drivers for Rural Changes through Women

i. Lessons from OECD (Organization for Economical Co-Operation and Development):

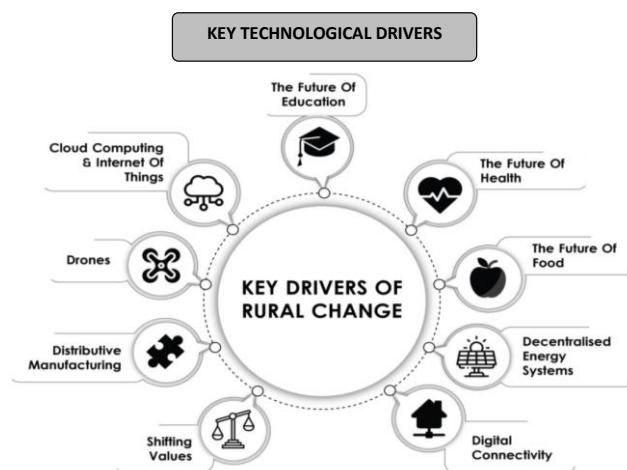
OECD Rural Development Conference which was held in Edinburgh on 9-12 April 2018, have given a set of drivers which will be leveraging the opportunity for growth of the rural economy. It says that “*Rural Areas Vital to National Economies*” provides guidance to governments to support rural economic development, it also declared that innovation will be critical to the future competitiveness and sustainability of rural economies.



ii. Challenges by type of rural area

Type	Challenges	Opportunities
Rural inside metropolitan areas	<ul style="list-style-type: none"> urban encroachment and competition over land use activities concentrate in the urban core loss of rural identity 	<ul style="list-style-type: none"> access to a large and complex market potential to capture benefits of urban areas while avoiding the negatives
Rural outside, but in close proximity to metropolitan	<ul style="list-style-type: none"> conflicts between new residents and locals may be too far away for some firms, but too close for others 	<ul style="list-style-type: none"> potential to attract high-income households seeking a high quality of life relatively easy access to advanced services and urban culture good access to transport
Rural remote	<ul style="list-style-type: none"> highly specialized economies subject to booms and busts limited connectivity and large distances between settlements high per capita costs of services 	<ul style="list-style-type: none"> absolute advantage in production of natural resource-based outputs attractive for firms that need access to an urban area, but not on a daily basis can offer unique environments that can be attractive to firms and individuals

Source: OECD (2016), OECD Regional Outlook 2016: Productive Regions for Inclusive Societies, OECD Publishing, Paris.





iii. Distributive Manufacturing

It has the potential to transform traditional manufacturing processes to larger centralized factories into a decentralized one. This will make the investors to attract towards the rural areas to utilize the local facilities and resources.

iv. Drones

The drones can change the whole range of social and economic activities in delivering methods and risk mitigations. This can also be used as the alternative logistics support for the minimum quantity and it can also be used for the surveillance of the farms through aerial imagery methods.

v. Cloud Computing and IoT(Internet of Things)

These are complementary Technologies that can help improving the productivity and service delivery in rural areas.

vi. Decentralized Energy Systems

These systems may rely on the Small-Scale generation from renewable energy sources and can supply electricity to remote regions at a lower fix cost. This will help the farmers and small-scale Business premises to get self-sufficient energy source.

vii. Augmented Food Industry

The synthetic meat Production or the Land-based fish farming and poultry can play a major role in food security in future and climate changes can also be mitigated.

viii. Futuristic Education

The technology can support the education system, a better delivery on the education service in the remote areas where the education can't be reached like urban system. This might bring equity in the skilled force of human capital while the migration for the purpose of education, to the urban area can also be reduced.

ix. Education level (general and technical) of usually employed rural workers of age 15-59 years (per cent)

Per cent of rural workers Persons	Male	Female
Education Level	2004-05	2017-18
Secondary education & Above	19.7	27.1
With technical education	1.7	1.6
With vocational training	14.2	15.4
	2004-05	2017-18

Source: Authors estimation based on unit-level NSS data on employment and unemployment survey



x. Virtual Health

The Virtual Medical services can improve the wellbeing for the rural dwellers who couldn't reach the medical facility to the urban areas. Through video conferencing, a regular follow-up through the digital medium can highly bring difference in the utilization of health-care services.

xi. Digital Connectivity

A Reliable connectivity is a vital factor to support the business growth and make it easier for the rural communities to get online.

xii. Shifting Values

The changing social attitudes and aspirations are significant drivers of changes in the rural areas. Here all the above futuristic drivers for the rural changes are achievable if the proper investments and the resources are provided.

Conclusion

Through this article, the challenges that are hindering the growth of rural society of the world are visibly seen. An attempt is also made by the author to show the significant opportunities for women that can convert threats and challenges into opportunities. It is also attributed that the current pandemic situation have given a kick start for the self-sustainment scenario for the rural environment that energizes the population to live safe and develop their rural pockets into socially uplifted environmental set-up, which in-turn organize and commute the rural India to transform better. The above paper has also thrown light on the women's contribution which can enrich the real transformation on the rural India.

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SOCIO-ECONOMIC CONDITION OF PARTICULARLY VULNERABLE TRIBAL GROUPS: AN EMPIRICAL STUDY IN NILGIRIS DISTRICT

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Abstract

India has largest concentration of tribal communities in the world except that in Africa. The tribal groups of India are known to be the autochthonous people of the land. This paper examines the socio-economic development of the primitive tribes in Nilgiris district. The respondents selected for this study were PVTGs of Nilgiris Districts. Purposive sampling technique was used for sample size determination. The survey of the total of 180 sample respondents were conducted by direct face to face interview by using a Pre-designed interview schedule. Nearly 63% respondents are in age group of 36-45. Majority tribes of the study area illiterates. Majority respondents income level is in between 5,000 -10,000 per month. The study concludes with, government policies, programs and schemes should take involvement of tribes to developed their socio-cultural, economic and health conditions in present day scenario by following transparency, participation and accountability criteria. And to promote both the welfare and development of the tribal people.

Keywords: Livelihood, Social sustainability, Ethnicity, Poverty, PVTGs.

Introduction

Tribal communities are frequently recognized by some distinctive characteristics, such as primitive traits, a distinctive culture, geographic isolation, shyness when interacting with the general public, and backwardness. In addition to these, some tribal groups have some distinctive characteristics, such as a reliance on hunting and gathering for food, pre-agriculture level technology, no or little population growth, and a very low literacy rate. These groups are called Particularly Vulnerable Tribal Groups (PVTGs).

The cultural practices, systems, self governance and livelihood practices of PVTGs have a lot of variations, depending on the group and locality. These tribal groups are widely different culturally. The level of inequalities in social and economical conditions is very high amongst PVTGs. Their problems are also very different from group to group. The growth of PVTGs' population is either stagnating or declining, compared to the general population growth. The key areas where the Scheduled Tribes and PVTGs face problems are the provision of basic amenities, educational development, employment generation, indebtedness and

WOMEN'S EMPLOYMENT, ENTREPRENEURSHIP AND EMPOWERMENT

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14	WOMEN EMPOWERMENT THROUGH EDUCATION Ms. T. Ramya & M.Shanmuga Priya	85
15	A CASE STUDY ON THE CONTRIBUTION OF GOVERNMENT INITIATIVES IN THE STRIDE TOWARDS WOMEN EMPOWERMENT Rithanya Priya K & Krishna Prakash R S	89
16	WOMEN EMPOWERMENT: IMPORTANCE OF WOMEN'S EMPOWERMENT IN INDIA Dr.S.Maheswari	94
17	UNDER THE THEME WOMEN@75 WOMEN'S EMPLOYMENT ENTREPRENEURSHIP AND EMPOWERMENT V. Vijaya Chithra Vinayagi	99
18	WOMEN EMPOWERMENT THROUGH SKILL DEVELOPMENT S. Ramya & K S Roghini	105
19	SCHEMES FOR EMPOWERMENT OF WOMEN IN RURAL AND URBAN AREAS S K Tharhun, Varun R Varma & Lakshana S	111
20	ROLE OF EDUCATION IN WOMEN EMPOWERMENT Dr.R.Ramya & Ms.M.Gayathri	116
21	A STUDY ON THE GOVERNMENT INITIATIVES TO HELP WOMEN ENTREPRENEURS Ms.V.Poornima	120
22	WOMEN EMPOWERMENT THROUGH EDUCATION Dr.P.Gomathi Devi	124
23	WOMEN'S EMPOWERMENT IN INDIA AND ITS IMPORTANCE Ms. A. Anandhiprabha	128
24	DIMENSIONS OF WOMEN EMPOWERMENT IN INDIA Dr.B.Rohini & Mr S.Pravin Kumar	134
25	WOMEN EMPOWERMENT THROUGH EDUCATION D.Saranya	139
26	WOMEN EMPOWERMENT THROUGH EDUCATION Ms. M. Shanmugapriya	144
27	WOMEN EMPOWERMENT THROUGH EDUCATION Dr.P.Gomathi Devi & S.Rama Prabha	147
28	EMPOWERING WOMEN THROUGH ENTREPRENEURSHIP DEVELOPMENT IN EMERGING ECONOMIES Ms.M.Ragaprabha	152
29	WOMEN EMPOWERMENT THROUGH ENTREPRENEURSHIP Dr. P. Jayanthi & Dr. S. Poongodi	159

DIMENSIONS OF WOMEN EMPOWERMENT IN INDIA

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Introduction

Empowerment refers to the increasing the spiritual, political, social or economic strength of individual and communities. Empowerment is a multidimensional process that helps people gain control over their own lives. Women Empowerment is the process and the outcome of the process by which women challenges gender based discrimination.

Women empowerment means freedom of women from the vicious grips of social, economical, political, caste and gender-based discrimination. It means granting women the freedom to make life choices. Women Empowerment itself elaborates that Social Rights, Political Rights, Economic stability, judicial strength and all other rights should be also equal to women. Swami Vivekananda quoted that, "There is no chance for the welfare of the world unless the condition of women is improved."

Status of Women in Indian Society

In order to awaken people, it is the people who have to be awakened, once she moves, the country moves and thus we build the Indian of tomorrow." Said by Pt. Jawaharlal Nehru. India is now in transition age-present century is the "Knowledge Century Era". A knowledge driven generation will be an asset for the progress and development of the nation. To achieve and sustain the high growth rates, access in education should be open for entire population without any discrimination. As women are the dynamic promoters of social transformation. Their empowerment and education is must.

Status in Ancient India

During this period, women had high social and religious status. There is sufficient evidence in Vedic literature that in Vedic period women were imparted Vedic education and used to take part in religious rites. They were also authors of certain Vedic hymns. Women of that age were capable of learning and understanding philosophical doctrines. In Vedic age women remain unmarried for higher studies. The women education has been highly appreciated in Atharva Veda. Manu emphasized that it was the duty of parents to give her daughters integral education. However, there was a gradual decline in female education during later Vedic age.

Status in Buddhist Age

With the rise of Buddhism, there came a relief to women. Buddhism thought describe illiteracy as a crime. They allowed women to recite, hear and learn by heart religious discourses.

Status in Modern India

- ❖ Position and starts of today's woman in India is considerably changed in modern Indian society. A country or a community cannot be considered civilized where woman is not honored.
- ❖ Indian laws are being need without any discrimination against woman.
- ❖ Indian woman enjoying high position in our society.
- ❖ Modern Indian woman today occupy high ranking pests live L.A.S. LPS... Defense services, participate in various sports.
- ❖ Woman of recent times like Mother Teresa. Vijay Laxmi Pandit, M.S. Subhalaxmi, Lata Mangeshkar our ex-president Smt. Prathibha Patil etc. have achieved international fame.
- ❖ Women have also achieved high fame in the areas of literature, music and acting. Moreover woman are joining the field of science and technology also.

Importance of Women Empowerment

- ❖ Establish high-level corporate leadership for gender equality
- ❖ Treat all women and men fairly at work - respect and support human rights and nondiscrimination
- ❖ Ensure the health, safety and well-being of all women and men workers • Promote education, training and professional development for women
- ❖ Implement enterprise development, supply chain and marketing practices that empower women
- ❖ Promote equality through community initiatives and advocacy
- ❖ Measure and publicly report on progress to achieve gender equality

Dimensions of Women Empowerment

- ❖ Women empowerment has multiple interrelated and independent dimensions focus the main areas as follows

We provide a framework in which we propose that women's empowerment can be differentiated in three different dimensions, namely personal, relational (with respect to relevant others such as spouse, family, and community), and societal (at the larger social context) empowerment

- ❖ Women's political and legal empowerment

To empower women there are some following laws: Equal Remuneration Act-1976; Dowry Prohibition Act-1961; Immoral Traffic (Prevention) Act-1956, Medical termination

of Pregnancy Act-1971; Maternity Benefit Act-1961; Commission of Sati (Prevention) Act-1987; Prohibition of Child Marriage Act-2006; Pre - Conception & Pre - Conception

❖ Women's Economic and Social Empowerment

Women's economic empowerment (WEE) as the transformative process that helps women and girls move from limited power, voice, and choice at home and in the economy to having the skills, resources, and opportunities needed to compete equitably in markets as well as the agency to control and benefit from economic

Stages of Women Empowerment

❖ Powerless

Girls are increasingly outperforming boys at all levels of education in a majority of countries, and yet women are still the vast majority of the world's poor and disempowered. How do so many smart girls grow up to become such powerless women. Most girls, no matter how highly educated they are or where they live in the world, will encounter three formidable barriers to realizing their full potentials – marriage, motherhood, and masculine work norms.

The "3Ms" operate together to dramatically reduce the time a woman has available for paid work, to inhibit her chances of success when she does work for pay, and to make the decision to forgo paid work, economic independence, and public influence the easier one. So powerful are these three interacting forces that without their deactivation the educational gains that girls make can never be fully realized in adulthood anywhere in the world, and no country can fully capture the potential gains from women's empowerment.

❖ Initiation

The Government of India has taken various steps to ensure empowerment of women through their social, educational, economic and political uplifting through various schematic interventions. While the schemes implemented by the Government like Pradhan Mantri Awas Yojana (Urban & Rural), the National Social Assistance Programme (NSAP), the initiatives like Samagra Shiksha, Scheme of National Overseas Scholarship, Babu Jagjivan Ram Chhatrawas Yojna, Swacch Vidyalaya Mission, etc. ensure that schools are girl-friendly especially for vulnerable sections of society and have adequate facilities in place to fulfil their special requirements.

In order to enhance the employability of female workers, the Government is providing training to them through a network of Women Industrial Training Institutes, National Vocational Training Institutes and Regional Vocational Training Institutes. To ensure economic independence of women through skill development and vocational training, the Government has also introduced Skill India Mission. The National Skill Development Policy focuses on inclusive skill development, with the objective of increased women participation for better economic productivity. Pradhan Mantri Kaushal Vikas Kendras lay emphasis on creating additional infrastructure both for training and apprenticeship for women; flexible training delivery mechanisms, flexible afternoon batches on local need-

based training to accommodate women; and ensuring safe and gender sensitive training environment, employment of women trainers, equity in remuneration, and complaint redressal mechanism. There are schemes like Pradhan Mantri Mudra Yojana and Stand Up India, Prime Minister's Employment Generation Programme (PMEGP), for helping the women to set up their own enterprise. Pradhan Mantri Ujjwala Yojna (PMUY) aims to safeguard the health of women by providing them with clean cooking fuel and also reduce burden on them from drudgery of collecting firewood.

The initiatives taken by the Ministry of Women and Child Development (MWCD) for empowerment of women and girls in the country during the last five years include following:

- ❖ POSHAN Abhiyaan
- ❖ Anganwadi Services Scheme
- ❖ Pradhan Mantri Matru Vandana Yojana (PMMVY)
- ❖ Beti Bachao Beti Padhao (BBBP) Scheme
- ❖ One Stop Centre (OSC)
- ❖ Universalisation of Women Helpline
- ❖ Child Protection Services Scheme
- ❖ Scheme for Adolescent Girls (SAG)
- ❖ Swadhar Greh Scheme
- ❖ Ujjawala Scheme
- ❖ Working Women Hostel

❖ **Participation**

The twenty-fifth anniversary of the Beijing Declaration and Platform for Action (1995). It is therefore timely to take stock of the overarching picture of the state of women's participation and empowerment in public life. Part I summarizes and captures relevant normative and legal policy frameworks and compares the conceptual and empirical interconnections among the three focus areas of the priority theme: women's participation in civic society, their empowerment in political decision-making, and the elimination of violence against women in public life. Part II describes the evidence analyzed in the paper for each of these dimensions. Global trends at national level are monitored using data from the Varieties of Democracy project comparing 202 nations and independent territories worldwide. Part III presents the results of the analysis which suggest that when women's participation and empowerment are understood as multidimensional, evidence suggests that progress across all pillars has not advanced at the same pace worldwide. Part V identifies several emerging challenges to women's political participation and empowerment observed during the last decade. Part VI identifies the key lessons and policy recommendations designed to counteract these emerging risks

❖ **Adoption**

The University and Higher Educational Institutions in India should focus on adoption of seven principles of Empowerment of Global Compact Network India (GCNI), which

comprise of gender equality, fair treatment to women, health safety & well-being of women, education / training / research on women, enterprise development with women, promoting equality through women participation at all levels and measuring progress of women empowerment interventions. These practices will create triple bottomline effect by improving eco-system, benefitting committee and boosting economic productivity" said Shri Pooran C Pandey, Executive Director, GCNI, New Delhi, while addressing the academic leaders, faculty and students at a joint meeting of CMR University and GCNI at CMR University, Bangalore.

❖ Leadership

Empowerment is a highly trending concept, especially from a leadership perspective, where the company grows and achieves success through the combined efforts of both men and women. Unfortunately, the corporate world was late to realize the power of women in an organization. Backed by sheer passion, women have emerged as the true driving force and reached the peak of top management. According to a report by Catalyst, presently 29% of top management roles are held by women which is the highest number ever recorded. In 2019, 87% of global companies had at least one woman succeeding in a senior management role. More women are being hired through the process of leadership hiring and helping companies achieve their goals more effectively.

Conclusion

Women play a very good role in the development of economy and society. Woman is the leader, planner of the family, the trainer, supplier of labour power and playing important role in the development of agriculture, industry and service sector. But status of women is so poor and incidence of poverty is more on woman only. Empowering women is the only solution for all the problems. If woman is educated and empowered her potential power can be utilized for the economic development.

Empowerment aspect visualizes the full participation of people in the decision making process that shapes their lives. The goal of inclusive growth and human development cannot be achieved without the development and empowerment of women. The women play a strategic role in the society and the economy. The status of women in India is rising. The government of India, by passing timely acts and implementing rules and regulations trying to empower the women. The effect of women employment on family and society is more evident in situations where women possess higher levels of employment and income. The empowerment of women employees is also higher when they are at high levels of employment. No doubt, the government of India has many weapons to fight for women empowerment.

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