International Journal of Research Culture Society

ISSN (O) : 2456-6683

Monthly Peer-Reviewed, Refereed, Indexed Research Journal

Internationally approved Scientific Journal

Scientific Journal Impact Factor: 5.743 & ResearchBib Impact Factor: 5.245

Eurasian Conference

on

"Digitalization, Socialization and Educational Development"

9 & 10 October, 2021

Conference Special / Proceedings Issue - 24

RESEARCH CULTURE SOCIETY & PUBLICATION

Email: editorijrcs@gmail.com

Web Email: editor@ijrcs.org

WWW.IJRCS.ORG

EURASIAN CONFERENCE

ON

"DIGITALIZATION, SOCIALIZATION AND EDUCATIONAL DEVELOPMENT"

(ECDSED – 2021)

9 & 10 October, 2021

Conference Proceedings Issue - 24

The Managing Editor:

Dr. Chirag M. Patel

(Research Culture Society & Publication)

Jointly Organized By :

Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine

'Scientific Research Association'

and

Research Culture Society

Eurasian Conference on 'Digitalization, Socialization and Educational Development'

9 & 10 October, 2021

(Conference Proceedings – Special Issue)

Published By:

INTERNATIONAL JOURNAL OF RESEARCH CULTURE SOCIETY (ISSN: 2456-6683)

Research Culture Society and Publication.

(Reg. International ISBN Books and ISSN Journals Publisher)

Email: editor@ijrcs.org / editorijrcs@gmail.com

WWW.IJRCS.ORG

About the organizing Institutions:

The history of **'Kyiv National University of Trade and Economics'** starts from Kyiv branch of the all – Union Correspondence Institute of Soviet Trade founded in 1946. By the Decree of the President of Ukraine № 1059/2000 of September 11, 2000 the University was granted the status of the National University. The first higher educational institution in Ukraine to be certified for meeting the requirements of the standard ISO 9001:2015.

'Research Culture Society' is a Government Registered Scientific Research organization. Society is working for research community at National and International level to impart quality and non-profitable services. Society has successfully organized 100+ conferences, seminars, symposiums and other educational programmes at national and international level in association with different educational institutions.

'Scientific Research Association' is a Government Registered organization working on to promote scientific activities, study research at international level, also coordinate with other institutions, universities and research organizations for the educational research development.

Objectives of the International Conference:

Our main objective is to observe the current scenario and trends of citizens' life in Digitalization and Socialization practices.

The aim of the conference is to provide an interaction stage for researchers, practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields.

Prof. Diana Fayvishenko

Prof. Yanina Lisun

Head, Department of Journalism and Advertising,
Kyiv National University of Trade and Economics,
Ukraine, Europe.

Message

Dear Professional Colleagues.

We are happy that Department of Journalism and Advertising (Kyiv National University of Trade and Economics, Ukraine) in collaboration with 'Research Culture Society' and 'Scientific Research Association' (Government Registered Scientific Research organization) are organizing Eurasian Conference on 'Digitalization, Socialization and Educational Development' during 9 & 10 October, 2021.

The aim of this International E-conference is to provide an interaction stage for researchers, practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields. The main objective is to observe the current scenario and trends of citizen's life in digitalization and socialization practices in Educational systems.

We believe, this International E-Conference will help in redefining the strong connect between education and digitalization and the holistic development of students in the academic institutions. An additional goal of this international conference is to combine interests and scientific research related to digitalization, socialization and education development to interact with members within and outside their own disciplines and to bring people closer for the benefit of the scientific community worldwide.

Our best wishes to the organizers and Participants of the conference. The deliberations in these two days will chart a way for future development of digital culture, social capital, information technologies in education and communication, media and media socialization.

Prof. Diana Fayvishenko (ECDSED-2021 Conference Chair)
Head, Department of Journalism and Advertising,
Kyiv National University of Trade and Economics, Ukraine, Europe.

Prof. Yanina Lisun (ECDSED-2021 Conference Co-ordinator)
Department of Journalism and Advertising,
Kyiv National University of Trade and Economics, Ukraine, Europe.

Conference Committee

Organizers – Conference Chair Members :

Prof. Diana Fayvishenko (PhD)
Head, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine, Europe.

Dr.Chirag M. Patel
Director, Research Culture Society.

Session Chair / Reviewer Committee:

Dr. Yanina Lisun (PhD)

Associate Professor, Head, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine

Dr. Bozhko Tatiiana (PhD)

Associate Professor, Department of Department of Commodity Science, Safety and Quality Management, Kyiv, National University of Trade and Economics, Ukraine.

Dr. Dmytro Yatsiuk (PhD)

Associate Professor, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine.

Dr. Halyna Aldankova (PhD)

Associate Professor, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine.

Dr. Halyna Bryukhanova (PhD)

Associate Professor, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine,

Dr. Dmytro Yatsiuk (PhD)

Associate Professor, Department of Journalism and Advertising, Kyiv, National University of Trade and Economics, Ukraine.

Dr. Levgeniia Kyianytsia (PhD)

Associate Professor, Department of Journalism and Advertising, Kyiv, National University of Trade and Economics, Ukraine.

Dr. Olena Semenets (PhD)

Professor, Department of Journalism and Advertising, Kyiv, National University of Trade and Economics, Ukraine.

Dr. Smriti Malhotra

Assistant Professor, Amity Institute of Education, Amity University, Noida, India

Dr. Rekha Pathak

Principal, Dr.D. Y. Patil College of Education, Pimpri, Pune, Savitribai Phule Pune University, Maharashtra, India

Dr.Madhuri S. Isave

Associate Professor, S. P. Mandali's Tilak College of Education, Pune, Maharashtra, India.

Keynote Speakers:

Dr.(HC) Rania Lampou

STEM instructor and an ICT teacher trainer, at the Greek Ministry of Education - the Directorate of Educational Technology and Innovation, Greece

Dr. Yanina Lisun

Associate Professor, Head, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine

Dr. Diana Fayvishenko

Head, Department of Journalism and Advertising, Kyiv National University of Trade and Economics, Ukraine, Europe.

Dr. Enkeleda Lulaj

Faculty of Management in Tourism, Hospality and Environment, University "Haxhi Zeka" Kosovo, Europe

Jasmina Radivojša

Neurolangauge Coach and an ELC Licensed Teacher Trainer, Serbia

Dr. Bhargavi D. Hemmige

Associate Professor, Department of Media Studies, Jain University, Bengaluru, Karnataka, India

Dr. Rekha Pathak

Principal, Dr.D. Y. Patil College of Education, Pimpri, Pune, Savitribai Phule Pune University, Maharashtra, India

*****

INDEX

PAPER ID	Table of Contents	Page No.
a)	About the organizing Institutions: Objectives of the International Conference :	**3**
b)	Message from the HOD, JDA, KNUTE, Ukraine	**4**
c)	Conference Committee	**5 - 6**
d)	Table of Contents	**7**
	Paper/Article Title & Author Name	
ECDSED01	IMPACT OF PRACTICE TEACHING ON PRE SERVICE TEACHERS PEDAGOGICAL COMPETENCIES IN WEST BENGAL -- ***Mr. Subhashis Chatterjee***	8-16
ECDSED02	LGBT Problems: A Moral Contention -- ***Dr. Bijay Kumar Sarkar***	17-22
ECDSED03	THE FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE SPECIALISTS OF MARKETING COMMUNICATIONS MARKET -- ***Halyna Aldankova, Tetiiana Bozhko***	23-28
ECDSED04	Projections of the aftermath of Corona Virus Disease (COVID-19): (An invisible threat to sustenance and sustainability) -- ***Shirshendu Deb***	29-36
ECDSED05	Socialization and its importance in Education -- ***Rupak Chakraborty***	37-39
ECDSED06	ATTITUDE OF SECONDARY LEVEL TEACHER TRAINEES STUDYING THROUGH DISTANCE MODE TOWARDS TEACHING PROFESSION -- ***Dr. Purna Chandra Behera***	40-46
ECDSED07	Promulgation of RTI and Effectiveness of Print Media in Popularizing it -- ***Mr. Tikayat Nayak , Dr.Pravat Kumar Dash, Dr. Bandita Kumari Panda***	47-55
ECDSED08	Impact of Social Media and Electronic Media on Education -- **V. Santhanam**	56-66
ECDSED09	STUDY THE DEVELOPMENT OF MULTIMEDIA MODULE IN SCIENCE SUBJECT TO IMPROVE THE LEARNING OF THE STUDENTS -- ***Dr.Lopamudra Dash***	67-77
ECDSED10	Impact of IoT integration with Mixed Reality on Manufacturing Operations -- ***Dhaval Sahija***	78-85
ECDSED11	A Critical Review on Instructional Design Model for E-Learning Course Development -- ***Madhuri Sheth***	86-97
ECDSED12	IMPACT OF EDUCATION ON SOCIO-ECONOMIC DEVELOPMENT OF WOMEN -- ***Monalisa Guchait***	98-109
ECDSED13	Digitization Social Change and its Impact on Education During Global Pandemic -- ***Dr. Rekha Pathak, Ms. Jaya Chetwani***	110-112
ECDSED14	DIGITAL EDUCATION AND SOCIAL MEDIA MARKETING: MAIN CHANGES TRENDS IN INDIA AND UKRAINE -- ***Dr. Yanina Lisun, Dr. Chirag M. Patel***	113-123
ECDSED15	Social Media : A Tool for Educational Development and Digital Learning -- ***Dr. Rekha Pathak, Mrs. Achsah Soloman Sathe***	124-128
ECDSED16	The role of social media in the knowledge transfer of creative firms -- ***Nam Trung Nguyen , Huyen Tran Le Thi***	129-139
	***	

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

IMPACT OF PRACTICE TEACHING ON PRE SERVICE TEACHERS PEDAGOGICAL COMPETENCIES IN WEST BENGAL

MR. Subhashis Chatterjee
Lecturer, Ramakrishna Mission Boys' Home Deled College, Rahara, Kolkata - 700118
Email - jaitara.7@gmail.com

ABSTRACT: *Teaching practice is an integral part for the preparation of pre service teachers and highlight them to real-world teaching situations. Because TP has been halted so frequently, there is worry regarding its contribution to strengthening pedagogical abilities. The goal of this study was to figure out how teaching practice affects the development of pedagogical abilities in pre-service teachers. A total of 81 respondents from different universities in West Bengal took part in the study, which used a case study methodology and a mixed approach. Respondents were chosen from their teaching practice stations to complete the 36-item surveys. Before taking part in the survey, participants gave their consent. Pre-service teachers see TP as an important element of teacher education because it enables them to consolidate pedagogical abilities, according to the research. Again, TP aided in the development of pre-service teachers' pedagogical abilities by combining theoretical knowledge with real practices, as well as how to choose, prepare, and apply teaching and learning materials and aids. Furthermore, data reveal issues such as the insufficiency of a single evaluation, a strained mentor-novice teacher relationship, and interruptions that cut into genuine teaching time. Some changes to TP are required, such as enhanced relationships between pre-service teachers and host teachers, as well as an increase in TP duration to compensate for missed time. Because of interruptions, pre-service instructors must be evaluated many times. Time for TP should be reconsidered in university curriculum to allow pre-service teachers to get practical experience and mentorship from experienced teachers. TP will become an apprenticeship with a significant influence on the teaching profession in this way.*

KEYWORDS: *Teaching practice, pre-service teachers, pedagogical skills, West Bengal are some of the key phrases.*

1. INTRODUCTION:

Teaching Practice (TP) is an important component of teacher education that prepares pre-service teachers and exposes them to real-world teaching situations (Mangope, Otukile-Mongwaketse, Dinama, & Kuyini, 2018; Mannathoko, 2013). AccordPre-service teachers are supposed to develop in four domains during TP, according to Manasia, Ianos, and Chicioreanu (2020):

(i) planning and preparation,

(ii) classroom atmosphere,

(iii) instruction, and

(iv) professional responsibility.

Although TP is required for granting or accreditation of educational programs, it serves a vital purpose in allowing instructors in training to apply theoretical information gained during the course putting theory into practice in real-life classroom situations (Aglazor, 2017). pre-service teachers are prepared for maximal practical and professional training through TP. Teachers-in-training gain knowledge and experience into practice in real school settings (Aglazor, 2017). According to Komba and Kira (2013), TP is regarded as a preparation of pre-service teachers for maximum practical and professional training. Pre service teachers learn and gain experience through participation and observation under the mentorship of experienced teachers in the host school. Preparing pre-service teachers for effective teaching requires the development of professional skills and competencies via exposure to real-world situations. Under the guidance of a mentor, pre-service teachers are given the chance to combine theories with real teaching in TP (Nakpodia, 2011). In order to influence pre-service teachers' competency in their professional activities, an effective TP is critical. This is because schoolteachers appear to be straining to grasp the concepts of excellent practice in order to give the optimal learning experience for their pupils in order to assist them accomplish their learning objectives (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2020). While teachers are one of the key players in the design and delivery of high-quality education, University and College tutors work to ensure that pre-service teachers are equipped with the necessary teaching skills via teaching practice. There are pauses throughout TP, such as preparation week after being allocated specific subjects to teach, examination weeks, and holiday weeks, which limit the amount of time available for real classroom engagement as planned. In this situation, the space is for pre-service instructors. The amount of time they have to apply their theoretical knowledge in a real-world classroom setting and to solidify their professional learning is limited. Few studies have looked into whether the TP time is sufficient to develop pre-service teachers' professional ability and how the TP is performed in order to fill this gap. For example, the following research looked on the usefulness of TP for creative and innovative West Bengal universities and colleges admit huge numbers of students into various educational programs in response to the growing need for teachers in elementary and secondary schools. To be qualified as a teacher, a pre-service teacher must have a thorough understanding of both the theoretical and practical aspects of teaching material and methods, as well as practical abilities that can be shown via teaching practice (Bernard, 2015; OECD, 2009). Two problems arise as universities and colleges seek to create a large number of certified and competent teachers: purposes, service instructors to combine ideas and practices in order to enhance teaching Bernard (2015) investigated the core qualities and competencies required for a teacher to have effective classroom management strategies knowledge and understanding of assessment strategies, and knowledge of teaching resources. to obtain. Pre-service teachers must go through teaching practice in order to learn and develop fundamental traits that will help them become better instructors. Pre service teachers are required to demonstrate mastery of time management, subject content, teaching methods, behavior control, personal characteristics, and the use of teaching materials during classroom presentations (Nzilano, 2013).

Furthermore, pre-service teachers are taught several taxonomies of teacher competencies. These include the subjects covered and the instructional methods used to deliver lessons (Manasia et al., 2020). Pre-service teachers practice teaching throughout this time. Pre-service teachers learn to recognize and solve problems as they arise in the classroom, as well as experience the genuine teaching process, during which they are supposed to improve their pedagogical abilities and confidence.

However, one of the most significant issues in teaching practice is the misalignment of theory and practice, as these two domains do not appear to be well linked (Hardman, 2009; Hardman & Dachi, 2012). When comparing West Bengal universities, which offer 8 weeks of TP for the first year and 8 weeks for the second year, the total time spent on the TP program is 16 weeks. West Bengal institutions appear to spend less time on the TP program overall than universities in other countries, which have more weeks for the TP (Wang et al., 2003). This casts doubt on the effectiveness of TP programs in building pedagogical abilities in pre-service teachers through the integration of theory and practical experience. As a result, the primary goal of this study was to determine the impact of teaching practice on pre-service teachers' pedagogical abilities. The following questions were addressed in order to achieve this broad goal: -

- How is the pre service teacher mentoring program carried out.
- What are the perspectives of pre-service teachers on the use of technology in education and How does the TP help pre-service teachers enhance their pedagogical skills

2. REVIEW OF LITERATURE:

This section reviews several research on the relevance of TP, its contribution to the development of pre-service teachers' pedagogical abilities, and how TP is done.

The Importance of Practicing Teaching Students must complete TP as a condition for receiving their degrees at the conclusion of their studies (Adeleke, Adesina, Salami & Adebayo,2011). What role does the TP play in helping pre-service teachers improve their pedagogical abilities. This section examines many studies on the importance of TP, its role in the development of pre-service teachers' pedagogical talents, and how it is implemented. Teaching practice is an important part of teacher education. It provides teachers with hands-on experience in a classroom setting. This implies that teachers are put in practical settings during their TP sessions, despite the fact that each teaching subject has certain teaching technique courses that must be completed prior to teaching practice. However, these courses primarily cover the academic aspects, depriving instructors of the opportunity to encounter genuine obstacles and failures that can only be obtained through TP sessions. Evaluating the success of certain units of study in accomplishing the objectives Then there are metacognitive techniques, which allow students to keep track of their work, control their own learning, and reflect as they go. Competent instructors must be able to handle all of these tasks, which may be learned over time with practice and guidance from more experienced colleagues. As a result, the importance of teaching practice in the development of pedagogical abilities in pre-service teachers cannot be overstated.

TP's Influence on Pedagogical Competencies Teaching practice allows preservice teachers to become familiar with and act like professional instructors (Kiggundu & Nayimuli, 2009; Komba & Kira, 2013; Mannathoko, 2013.They must learn a variety of skills from experienced teachers, including professional behavior and ethics. Pre-service teachers can learn about their pedagogical

skills and weaknesses through interacting with mentors, students, and the school environment. This provides pre-service teachers with the opportunity to learn particular techniques, methods, tactics, and experiences, which motivates them to develop and solidify their skills.

As a result, pre-service teachers must engage in teaching practice in order to hone their skills. Pre-service teachers must therefore go for teaching practice so as to develop their teaching capacity, TP is one of the learning environments where the preservice teachers experiment the acquired knowledge into real classroom practices. Hattie (2012) identifies components of effective teaching practices. These are; Teacher clarity- to provide learning goals and criteria for reaching them, classroom discussion – to engage students in the process of learning and observe their participation and Feedback –providing the success and failures of learners and making corrections. Furthermore, during TP, students are given chance to give feedback to their teachers. There is also formative assessment–which involves frequently and routinely this situation leads to failure of TP candidates to fully engage in practicing their theoretical package in school and classroom environment due to the over crowdedness, students who pursue postgraduate program in education are required to spend 12 weeks on teaching practice. This is a one-year program which awards students with a postgraduate certificate in education. West Bengal and other countries' teaching practice models Universities in West Bengal, such as the University of Calcutta, Kalyani University, and Jadavpur University, have a uniform teaching structure in which students have eight weeks off during their first year and eight weeks off during their second year TP is usually held during extended vacations between July and September, just after the completion of the second semester. Pre-service teachers must spend all of their time in individual schools during the TP period teaching subjects of their expertise while watching and learning from experienced teachers. Depending on the rules of a given university, university instructors assess students once or twice. The University of calcutta, for example, has a policy requiring at least two assessments each TP, University just requires a single assessment by university professors and one by the director of the host school. A single evaluation is insufficient since it does not allow pre service teachers to work on the recommendations made by supervising lecturers and have a second chance to teach and be evaluated on whether or not they have integrated the suggestions for improvement. Some colleges send students for TP between the conclusion of the first semester and the beginning of the second semester. During the first and second years, several universities send students for TP following the conclusion of the first semester, between February and May. Students from these universities spend five to seven weeks at these institutions, but the TP is administered three times throughout the course of their three-year degree program. Many universities sent their students for TP in the summer, which caused the TP timeframe to vary. resulting in overcrowding of pre-service teachers at hosting schools for a period of time Due to the overcrowding, TP candidates are unable to actively engage in practicing their theoretical package in the school and classroom setting.

3. METHODOLOGY OF STUDY:

This section covers the study's research design, population and sampling, data analysis, validity and reliability, and ethical problems.

4.1 DESIGN OF THE STUDY- The research was carried out at Calcutta University in West Bengal using a case study methodology. The case study likewise employed a mixed technique approach, with qualitative research taking precedence.

4.2 SAMPLING AND POPULATION- 150 pre-service teachers in their first and second years of study at Calcutta University's Bachelor of Education program made up the research's population. These pre-service teachers are enrolled in one of the university's three degree programs: Bachelor of Education in Commerce and Accountancy, Master of Education in Commerce and Accountancy, and Master of Education in Commerce and Accountancy. Bachelor of Education in Economics and Mathematics, as well as a Bachelor of Education in Languages and Management.

A total of 81 pre-service teachers were tested at secondary schools in the Khardah, Barrackpore, Sodepur areas, accounting for 23.5 percent of the population. Males made up 47 percent of responses (58 percent), while females made up 34 percent (42 percent). The respondents varied in age from 18 to 41 years old, with 44.4 percent being first-year students and 55.6 percent being second-year students. To acquire a sample of respondents to engage in the study by filling out the questionnaire, convenience **sampling and purposive sampling techniques** were employed. Researchers who gathered the data visited schools in the four areas for the aim of TP evaluation, therefore the convenience sample approach was acceptable. Pre-service instructors who were evaluated were included in the sample as informants during these visits. The surveys were filled out and returned by a total of 81 people (100%). The questionnaire was composed of 36 items, the majority of which were on a five-point Likert scale ranging from 1 strongly disagrees to 5 strongly agrees. The purpose of items 1-6 was to determine personal information. the number of people that responded The purpose of items 7-9 was to determine how teaching practice was carried out in the schools of the respondents. The purpose of items 10-13 was to find out how TP applicants felt about the importance of TP. The purpose of items 14-19 was to find out how they felt about the role of TP in the development of pedagogical abilities. Items 20-31 looked on how TP assessments were carried out, as well as their satisfaction and difficulties. Finally, questions 32-36 asked respondents to offer recommendations for how to enhance the way TP is performed. On the other hand, respondents for the in-depth interview were chosen using the purposeful sampling approach. Pre-service teachers' leaders in each TP station were selected. As a result, 18 respondents were chosen at random from the study's sample of 81 pre-service teachers to engage in a semi-structured in-depth interview. The following were the three leading interview questions: How is the pre-service teacher mentoring program carried out.What is the relevance of TP in the eyes of pre-service teachers? How does the TP help pre-service teachers enhance their pedagogical skills

4.3 ANALYZE THE DATA- The quantitative data from the surveys was analyzed using the descriptive tool in Ms Word software, and the findings were presented using frequencies and percentages. Data was transcribed after interviews were conducted using a voice recorder app on a smartphone.

Validity and Reliability are two terms that are often used interchangeably. Validity and dependability were carefully examined throughout the research procedure in this study. The study approach was reliable because it followed defined phases from developing the proposal to presenting it for peer review and debate, which refined the emphasis and methods of gathering data. The procedure of drafting, reviewing, and re-reading the transcript was also completed after receiving the data. In order to compare their data, the respondents were re-visited and conducted interviews on the same topics in a paraphrased manner

This section summarizes and analyzes the data gathered from respondents. It focuses on how TP is implemented in host schools, how it improves pre-service teachers' pedagogical abilities, and how pleased pre-service teachers are with the TP process. A thorough analysis is given below in response to the study's specific goals. The material given was gathered and evaluated using surveys filled out by respondents as well as information from interviews.

How is TP carried out at Host Schools- The study looked into how TP is carried out in host schools with the goal of determining the role of teaching practice in the pre-serum period.. they're fine. This shows that host schools worked effectively with TP applicants, which is a key contributor in their increased pedagogical skills. TP pre service teachers were not warmly received by certain instructors and children in host schools, according to 8.8% of respondents. This means that individuals who were supported by host school instructors were appropriately mentored and developed required teaching abilities, while those who did not collaborate did not have their skills enhanced for improved teaching. When questioned about access to teaching facilities and resources, 74 percent said they were given with what they needed, 8.6 percent said they didn't have what they needed, and 17.3 percent said they were neutral. Although some schools appear to lack required resources such as syllabi, textbooks, and other facilities, this implies that materials and facilities are available. Pre-service teachers may not be able to develop pedagogical competence in areas such as correct interpretation of curriculum materials or successful delivery of their courses in this setting. 86.4 percent of those who received support from host institution management said it was activeand good collaboration from the host institutions, whereas 13.6 percent felt the host institutions were uncooperative. “I got maximum cooperation and help from the school,” one student stated, “because they offer me with essential resources, facilities, and incentives like meals and housing” (Respondent 14, 2019). The survey also found that motivation and incentives are an issue in many schools, with 50.6 percent of respondents claiming that no incentives were provided to motivate them during TP and just 28.4 percent claiming to have received some incentives. Other respondents (21%) were undecided. When asked about the school, one kid stated, "The school is wonderful, and. The mean score for lecturers' evaluation, number of assessments, and students' comprehension of teaching practice was 3.94, 3.67, and 3.95, respectively, indicating a "neutral reaction." This indicates that respondents did not agree or disagree with specific assertions in the survey. As a result, as suggested by Komba and Kira (2013), there is a need to review the mode of assessment, duration of TP, and number of assessments during teaching practice to help preservice teachers improve their teaching capacity through the provision of feedback for improvements in order to raise respondents' perceptions of the quality of TP. This will determine the number of times pre-service instructors should be evaluated. The survey also found that pre-service teachers experienced significant difficulties when doing their TP. While syllabi and textbooks are essential for pre-service teachers to develop practical skills in interpreting curricular materials and presenting lessons in the classroom, 30.9 percent of pre-service teachers believe that instructional materials such as syllabi and textbooks are insufficient, compared to 28.4 percent who believe they are adequate. 40.8 percent of other pre-service instructors were neutral. Because they used internet sources to supplement existing paper copies of resources in school libraries, some pre-service teachers struggled to assess the sufficiency of materials. This might account for the large proportion of neutral responses. Another issue raised by pre-service teachers was their difficulty to maintain control over their classrooms, as well as their incapacity to use English as the language of teaching, which is the preferred language in schools. These findings point to a lack of skill in teaching preparations, a

limited command of the instructional language, and a lack of understanding of teaching techniques (Nzilano, 2013). Weak training and practice are most likely to blame for pre-service teachers' pedagogical struggles. The shortcomings in class management and control during teaching and learning necessitate adequate training during preservice teaching sessions. Conclusions and Discussion This section summarizes and analyses the data gathered from respondents. It focuses on how TP is implemented in host schools, how it improves pre-service teachers' pedagogical competencies, and how satisfied pre-service teachers are with the TP process. A full analysis is offered below in response to the study's specific objectives. The material presented was retrieved and analyzed using surveys filled out by respondents as well as information from interviews. How is TP carried out in Host Schools? The study looked into how TP is carried out in host schools with the goal of determining the role of teaching practise in the pre-serum period.

5. DISCUSSION:

This section summarizes and analyses the data gathered from respondents. It focuses on how TP is implemented in host schools, how it improves pre-service teachers' pedagogical competencies, and how satisfied pre-service teachers are with the TP process. A full analysis is offered below in response to the study's specific objectives. The material presented was retrieved and analyzed using surveys filled out by respondents as well as information from interviews. All of the respondents (100%) felt that TP is a vital hands-on experience that provides them with the knowledge they need to grasp the learning environment. When asked how they gain cooperation from host schools, 91.2 percent of responders said the school administration. I was able to work nicely with them. This implies that host schools worked successfully with TP applicants, which is one of the main reasons for their enhanced pedagogical skills. On the other hand, 8.8% of respondents said that cooperation was poor because some instructors and students in host schools did not like TP pre-service teachers. This means that individuals who received support from host school teachers were adequately mentored and learned necessary teaching abilities, while those who did not participate did not have their skills improved for better teaching. In addition, when asked about access to teaching facilities and resources, 74% said they were provided with everything they needed. I was able to work nicely with them. This implies that host schools worked successfully with TP applicants, which is one of the main reasons for their enhanced pedagogical skills. On the other hand, 8.8% of respondents said that cooperation was poor because some instructors and students in host schools did not like TP pre-service teachers. This means that individuals who received support from host school teachers were adequately mentored and learned necessary teaching abilities, while those who did not participate did not have their skills improved for better teaching. When it came to necessary resources and facilities, 8.6% said they weren't available, while 17.3 percent said they were neutral. Although some schools appear to lack necessary materials such as syllabi, textbooks, and other facilities, this shows that materials and facilities are available. Pre-service teachers may not be able to develop pedagogical ability in areas such as accurate interpretation of curricula materials or successful delivery of their lectures in this circumstance.

When it came to receiving support from host institution management, 86.4 percent stated the host institutions were active and positive in their cooperation, while 13.6 percent felt the host institutions were weak in their cooperation. The research also found that motivation and incentives are a problem in many schools, with 50.6 percent of respondents claiming that no incentives were provided to motivate them during TP and only 28.4 percent claiming to have received some incentives. Other respondents (21%) were undecided. “The school is nice, and I hope to come here

next time," one youngster stated when interviewed. We have remedial classes where the schools pay 5,000 per hour, and since I taught mathematics, I covered many hours....." (Respondent 5, 2019).

The majority of pupils were pleased with how TP was performed. Their satisfaction with the TP evaluation was rated at 4.17 on a scale of one to ten. This is an imposition. The mean score for lecturers' assessment, number of assessments, and students' knowledge of teaching practise was 3.94, 3.67, and 3.95, respectively, indicating a "neutral response." This indicates that respondents did not agree or disagree with specific assertions in the survey. As a result, as suggested by Komba and Kira (2013), there is a need to review the mode of assessment, duration of TP, and number of assessments during teaching practise to help pre-service teachers improve their teaching capacity through the provision of feedback for improvements in order to raise respondents' perceptions of the quality of TP. This will determine the number of times pre-service teachers should be evaluated. Should be evaluated on a per-TP basis. To prepare qualified and quality teachers, the TP should be extended, as it is in other nations.

The survey also found that pre-service teachers encountered significant difficulties when completing their TP. While syllabi and textbooks are essential for pre-service teachers to develop practical skills in interpreting curricular materials and presenting lessons in the classroom, 30.9 percent of pre-service teachers believe that instructional materials such as syllabi and textbooks are insufficient, compared to 28.4 percent who believe they are adequate. 40.8 percent of other pre-service teachers were neutral. Some pre-service instructors were torn between two worlds. 40.8 percent of other pre-service teachers were neutral. Because they used internet sources to supplement accessible paper copies of resources in school libraries, some pre-service teachers struggled to assess the appropriateness of materials. This could account for the large proportion of neutral responses. Another issue raised by pre-service teachers was their failure to maintain control over their classes, as well as their incapacity to use English as the language of teaching, which is the preferred language in schools. These findings point to a lack of ability in teaching preparations, a limited grasp of the instructional language, and a lack of expertise of teaching tactics (Nzilano, 2013). The most plausible explanation is that particular, 41% of respondents claimed they were not mentored by experienced teachers, 42% were indifferent because they couldn't accurately estimate the help they received, and only 16.6% said they were well mentored. While TP aims to increase teachers' professional capacity by strengthening pedagogical competences in a more practical way than through the theoretical component, mentoring novice teachers helps them comprehend professional practises in the field, thereby preparing them to teach (Mgeni & Anangisye, 2017). As a result, pre-service teachers require constant supervision and evaluation from host teachers at the schools where they are assigned. TP's Influence on Pedagogical Competence Despite a few issues raised by the findings of this study, the majority of respondents felt that TP contributes to the development of pedagogical competences. With a mean of 4.6, the response indicates that they agree that TP is highly useful. TP also helps to consolidate understanding of the subject matter and increases pedagogical competences for efficient class delivery, according to a large number of responders (92.4 percent). They were able to read and answer to questions posed by students in the classroom as a result of the experience, and they were able to master the content of the subjects they taught before entering the classroom. TP also improved the selection and utilization of instructional resources, as well as the design of teaching aids tailored to specific classes and classroom abilities. According to the findings, 93.8 percent of respondents said they had gained knowledge and improved their skills in designing, selecting, and using instructional resources precisely for the

classes they planned to teach. This is also reinforced by Vumilia and Semali (2017), who stated that student instructors will construct teaching aids for the lessons using locally available materials.

Classroom management and engagement skills were identified as another benefit by responders. This is demonstrated by the fact that 95% of theOverall, the findings suggest that teaching practise curriculum should be reviewed and redesigned to allow pre-service teachers ample opportunity to consolidate their teaching skills. This is because some pre-service teachers recognise the value of classroom experience but believe the time allotted is insufficient.

6. RECOMMENDATIONS AND CONCLUSIONS: The study's findings are presented in this part, followed by recommendations.

Conclusions of the Investigation TP helped pre-service teachers, according to the findings, despite a few flaws that need to be addressed. Concerning terms of the TP's implementation, the link between pre-service teachers and mentors aided the development of pedagogical competences, however the bond was weak in some schools, resulting in limited pedagogical competency acquisition. Pre-service teachers will not be able to integrate theory and practice in a professional manner in a five to eight-week period. Due to examination weeks, mid-term breaks, and preparation days, 8 weeks are usually shortened to less than 6 weeks. Pre-service teachers were dissatisfied with lecturers' assessment mode, which consisted of only one assessment and did not allow them to fix the flaws identified. The study advises that the host institution treat pre-service teachers as learners first and foremost; thus, experienced teachers' professional support and mentorship are what increases pre-service teachers' ability in managing teaching and learning. Experienced subject instructors should work hand-in-hand with pre-service teachers to assist them and help them attain maximum professional capacity through practice, in order to encourage mentorship. Pre-service teachers want supervision, correction, discussion, assistance, evaluation, general practice, and advice from their mentors in order to develop their professional practices. As suggests, assessments should be done twice or more times. Orientation is crucial because it provides pre-service teachers with a comprehensive picture of the school and environment they will be working in. TP evaluators should follow up with heads of schools to see if pupils left right after being assessed and before the completion of their session, so that necessary actions can be made against them**.**

REFERENCES:

1. Adegbola, F. F. (2019). Teachers' *pedagogical competence as determinants of students'* attitude towards basic science in West Bengal. Educational Research and Reviews, 14(18), 655–660. https:// doi.org /10.5897/ERR2019.3761.
2. Adeleke, M. A., Adesina, B. . A., Salami, M. O., & Adebayo., J. A. (2011). *Influence of Teaching Practice Exercise on Accidental Teacher Education Candidates* at the University.
3. Bernard M.(2015)*The good teacher; an investigation of the core competencies and attributes of an effective educator.* University of Toronto.
4. Egbo,B (2011).*Teacher capacity building and effective teaching and learning*. Mediterranean Journal of social science,2(5),11-17.https://doi.org/10.5901/mjss.2015.v6n4s3p256.
5. Hattie,J (2012). *Visible learning for teachers maximizing impact on learning*. London, Routledge.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

LGBT People: Social and Religious position

Dr. Bijay Kumar Sarkar
Assistant Professor of Philosophy
Cooch Behar Panchanan Barma University
Cooch Behar, West Bengal, PIN 736101
Email - bijaysarkar80@gmail.com

1. INTRODUCTION:

The abbreviation LGBT stands for lesbian, gay, bisexual, and transgender people. Lesbian is defined when a woman whose physical, romantic, or emotional attraction is to other women. Some lesbians may prefer to identify as gay or as gay women. Gay is used to describe people whose enduring physical, romantic or emotional attractions are to the same sex people. Sometimes lesbian is the preferred term for women. Bisexual means a person who has the capacity to form enduring physical, romantic or emotional attractions to both women and men. Bisexual people need not to have specific sexual experiences to be bisexual. The term transgender refers to those people whose gender identity or gender expression differs from what they assigned by birth. Many transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. But not all transgender people can take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures. There is also a recognized letter Q to mean those people who identify as queer or are questioning their sexual identity as LGBTQ, recorded since 1996. Before the sexual revolution of the 1960s, there was no suitable term for non heterosexuality; the nearest term, "third gender", traces back to the 1860s. The first widely used term, homosexual, was thought to carry negative connotations and indicates to be substituted by homophile in the 1950s and 1960s, and subsequently gay in the 1970s. The Lesbians think that they have been born homosexual and the term "lesbian" indicates to define sexual attraction. This was soon followed by bisexual and transgender people seeking the identity as legitimate categories within the larger community. After the initial movement, starting in the late 1970s and the early 1980s, there was a change in perception where some gays and lesbians became less accepting of bisexual or transgender people. It was thought that transgender people were acting out stereotype and bisexuals were simply gay men or lesbian women who were afraid to come out with their identity. Each community collectively struggles to develop its own identity to align with other gender and sexuality-based communities at times. The LGBT people have to face tremendous hindrances in society where heterosexuality is often presented as the only acceptable orientation and homosexuality is regarded as abnormal. They continue to face discrimination and exclusion across the world in all spheres of life. Homophobic violence and abuse targeting LGBT people occur on a regular basis. In the labor market, a majority of LGBT people continue to hide their sexual

orientation or to endure harassment out of fear of losing their job. The young LGBT people often get separation from family and friendship networks, harassment at school and invisibility, which can lead in some cases to underachievement at school, school drop-out, mental ill-health and homelessness. This discrimination not only denies LGBT people equal access to key social goods, such as employment, health care, education and housing, but it also marginalizes them in society and makes them one of the vulnerable groups who are at risk of becoming socially excluded. Before the 19th century, the terms *gender* and *sex* were synonymous, as these were based on an exclusive binary paradigm i.e., male or female. Until then, the only determinant of gender was a person's assigned sex at birth. However, in the mid-1920s, German sexologist Magnus Hirschfield published an article making the first differentiation between the desire for same-sex acts and the desire to live and/or dress as the opposite sex. Benjamin, Stoller, and Green believed that incongruence between a person's assigned sex at birth and their gender identity was of a biological, rather than psychological nature and went on to pioneer the establishment of gender identity clinics, as well as gender-related medical and surgical treatments.

2. Sufferings: LGBT people have to suffer inconceivably in the society due to only their non heterosexuality and queerness in appearance. They have to have these not respecting religion, caste, class, community, language etc. the major sufferings of LGBTs are—

i. **Family exclusion:** Most of the LGBT people have to be excluded from their family after waiting for sex determination. They are afraid of sex identity in public if they are to be rejected. The LGBT youngsters had few sources of information to learn about their identity like internet website, little magazines, news papers, social media etc. at the time of their adolescence. Families, relatives and friends have the major impact on LGBT issues. A group of researchers identified more than 100 behaviors that families and caregivers use to react to their LGBT children's identity. About half of these behaviors are accepting and half are rejecting. Each of these behaviors to show how family reactions affect an LGBT young person's risk and well-being. It is found that families who are conflicted about their children's LGBT identity believe that the best way to help their children survive in the world is to help them fit in with their heterosexual peers. So when their families prohibit to enter their child's gay friends, they take action and concern, believing that the actions will helpful to their children. But adolescents feel the opposite one that parents don't love them or even hate them. Lack of communication and misunderstanding between parents and their LGBT children increases family conflict. These problems with communication and lack of understanding about sexual orientation and gender identity can lead family disturbance that can result in an LGBT adolescent being removed from or forced out of their home. Many LGBT youth get shelter in foster care, or on the streets, due to family conflict related to their LGBT identity. These factors increase their risk for abuse and for serious health and mental health problems. A research regarding this issue shows that family rejection has a serious impact on LGBT young people's health and mental health. LGBT young people who are rejected by their families due to their identity and have fewer people to help them. The young LGBTs being rejected by their families, relatives and friends are also facing the hindrances in their mental health. They feel hopeless and shelter less, despairs and approach towards drug addiction.

ii. **Mental harassment:** The LGBTs do face social discrimination as well as mental harassment in their daily life in the global society. They get stress from experiences of homophobic maltreatment in schools, offices and also face physical and verbal attacks which negatively impact on their mental health, and intend to commit suicide or search for area where their life can be smooth with friends, family, neighbors, with medical services and associative activities. Gay and bisexual people face bitterly experience of depression and anxiety, stress, loneliness in the global social position, although some accused against patriarchal society for it, and it is ascribed that sexual non heteronomy is a kind of mental disorder of the concerned people. But it cannot be symptom of sexual orientation rather symptom of social discrimination. Being isolated and rejected by the family as well as society, the LGBT people fall in the poorer mental health. So it should be checked by the society.

iii. **Social exclusion:** Society neglects the LGBT people. They have the limited opportunities in society to uplift their community. They had no right to cast their vote before some decades. Social policies are biased to heterosexual people in the case of education, health service, political participation, economic prosperity, religious ritualistic activities and so on. They also face pain of racism, sexism and poverty which negatively impact on mental health. Hence the society excludes them and make them live in the little access. This social exclusion of LGBT prevents them for having education and other opportunities. As a result, LGBTs are dropping out from schools, excluded from dear ones of family, loss their job etc.

iv. **Vocabulary problems:** In all the languages of global world, there is no suitable term to indicate the LGBT people properly. The terms recently used lesbian, gay, bisexual and transgender are not appropriate term for them. As every language contents ambiguity and there is more or less vagueness to mean the exclusion and inclusion criteria. The term sexual orientation is preferred to sexual preference for psychological writing and refers to sexual relationships of LGBT people. The terms lesbian sexual orientation, heterosexual orientation, gay male sexual orientation, and bisexual sexual orientation are preferable to lesbianism, heterosexuality, homosexuality, and bisexuality. These are not at all proper term to denote the concerned people.

v. **Homophobic problems:** Generally homophobia means the hostility towards gay people. LGBT people like to conceal their sex identity due to homophobic environmental forces. It has many forms like jokes, physical assault, mental assault, discrimination in job places etc. The LGBTs usually take decision to declare their sexual orientation after having the prejudice from their families and dear ones. Thousands of LGBTs have no home and take shelter under the open sky and suppress their desires of normal life, and get hates from society. So, being immensely harassed by the society they expose to violence.

3. Arguments for non heterosexuality or gay marriage: There are many irrefutable arguments in favour of LGBT rights. Homosexuality or same sex couples should have access to the same benefits like heterosexual couples. It is discrimination if homosexuality is denied and it will be treated as second class citizens. The traditional marriage has been changed time to time, and the concept of this traditional marriage is the marriage between man and women which is historically inaccurate. Generally it is meant that the aim of marriage is procreation and getting child, but marriage cannot be only for procreation, it may have infertile couples who do not desire any child. So this type of couples should be allowed. The homosexual couples also may be the good parents of babies having from non sexual means. Many religious leaders hold that gay marriage or homosexuality is morally right and consisted with religious scriptures. Gene Robinson, the Bishop of the Episcopal Diocese

of Hampshire says "Scripture says where love is, there is God also. And they see that love in our families, and I think people can't help but be supportive." The Bible makes neither dispensation of same sex marriage, nor any reference to sexual orientation also.

4. Arguments against homosexuality: There are strong arguments against non heterosexuality and thousands of comments are hitting to suppress the gay marriages. Such as---- the heterosexuality is traditional and natural between man and woman, but gay is unnatural and it is something ridiculous. Homosexuality has the religious support which has been running from thousands of years as a form of institution. The purpose of marriage is to get the child or get the successors which can be possible only through the heterosexuality. The US constitution instructs that "Marriage is a privilege, not right." So, LGBT people cannot demand gay marriage. According to the European Courts of Human Rights, the state has valid interest in protecting the valid definition of marriage, and the Human Rights can also be protected by enshrining the traditional concepts like marriage between a man and a woman. Here the LGBTs cannot refute these. Society may not allow same sex marriage, and marriage between minor boy and minor girls, close relatives etc. Homosexuality or gay marriage is contrary to the world of God, and it is also incompatible beliefs and religious scripture. The Bible states in Leviticus 18:22 "Thou shalt not lie with mankind, as with womankind: it is abomination," which condemns homosexual relationship. In Islamic tradition, several Hadiths condemn gay and lesbian relationships, including the words "When a man mounts another man, the throne of God shakes," and "Sihaq or lesbian is zina or illegitimate sexual intercourse. So it should not be allowed by the society.

5. Hindu religious perspective: In Hindu belief, deities can take many forms, but all combine in the universal spirit of Brahman. Hindu belief centres on a continuous process of birth and rebirth that ultimately releases the true self from the limitations of body and the ego – a freeing of the spirit called moksha. That process includes a release from sensual experiences, including sexuality. Hindu sacred texts do not distinguish between heterosexual and homosexual acts. While Hindu sacred texts do not specifically use those terms, and they do distinguish between procreative sexual acts and non-procreative sexual acts such as oral, etc. There is no central Hindu authority, attitudes to LGBTQ issues vary at different temples and ashrams. Hinduism does not provide a fundamental spiritual reason to reject or exclude LGBTQ individuals, and that, "Given their inherent spiritual equality, Hindus should not socially ostracize LGBT individuals, but should accept them as fellow mourners on the path to moksha (emancipation)." The Vedas refer to a "third sex," roughly defined as people for whom sex is not procreative, either through impotence or a lack of desire for the opposite sex. Members of the third sex are not ostracized, however, and are sometimes recognized for having divine powers or insights. The Kama Sutra, a Hindu text detailing the pleasures of sexuality, states that same-sex experience is "to be engaged in and enjoyed for its own sake as one of the arts." The Hindu god Shiva is also found as "Ardhanarishvara" (with a dual male and female nature) Its right side is male and left side is female. The Gay & Lesbian Vaishnava Association (GALVA) notes that "everything in this world is a reflection of the original subtle and spiritual reality." The epic Mahabharata features the transgender character Sikhandi, and depicts the warrior Arjuna cross-dressing to become Brihannala, teacher of fine arts. GALVA further notes, "Vedic culture allowed transgender people of the third sex, known as hijras, to live openly according to their gender identity."

6. Islamic view: Islam's sacred texts have been used to oppress LGBTQ people across the centuries. A traditional reading of the Qur'an can lead to the condemnation of same-sex relationships and thus of same-sex marriage. Same-sex weddings are performed by very few imams individually, and at some Unity Mosques, and similar inclusive mosque communities across the United States and Canada. There is no formal ordination process in Islam. Worship is most often led by imams who have completed extensive theological studies and have proven themselves strong leaders. Female and LGBTQ imams now hold leadership roles in many communities, including Unity Mosques.

Due to the strong majority of Islamic conservatives Muslim transgender women are still suffering from heightened stigma and transphobia, discrimination and injustice, violence and persecution (Barmania & Aljunid, 2017, Carolina). There is a counter-narrative to Islamic hetero-patriarchal conservatism that constructs Islam as homo/bi/intersex/trans-phobic. The challenge is against conservative arguments based on the verse in the Qur"ān (4: 119) that states "God has created everything as it is", and "changes in one's body are only allowed under medical circumstances". These arguments are highly ambiguous and the verse has long been taken out of its original context by the conservative view (Youssef, 2016). For them, "God does not make mistakes", they are also irrelevant as far as modern medical science is concerned. Tantawi (Sunni) and Khomeini (Shia) fatwas are then explored as they allow Muslim transgender people to receive treatment and/or gender affirming surgery and, therefore, show how the fatwas provide trans-inclusiveness in Islam. Islam has always taken sides with the oppressed rather than with the oppressor since the day of its establishment, and this includes taking a stand against transphobia, xenophobia and misogyny (Duderija, 2016). Ironically, the spirit of Islam is all about empathy, tolerance and understanding, yet the practice of Islam carried out by many Muslims expresses the opposite. In challenging and remedying the normative discourse of prevalent unsympathetic conservative fatwas toward transgender people, we analyze the main sources of Shari'a, the Qur'ān and Hadith, while reclaiming transgender Muslim identity by highlighting Tantawi's (Sunni) and Khomeini (Shia) fatwas in relation to modern scientific arguments.

7. Christian View: There are numerous descriptions in The Bible about so called LGBT behaviour. These descriptions occur both in the Old and New Testaments. A surface reading of these passages would suggest to the casual reader that the Bible does in fact condemn such behaviour. However, when these passages are read in context, it is clear that all negative connotations about these persons are always secondary to a more primary message. For example, Christians who feel that people of the LGBT persuasion are sinners, typically quote from the Old Testament book of Leviticus at 18.22: "You shall not lie with a male as with a woman; it is an abomination." On the surface, this verse seems pretty straightforward. However, if we are to have a full understanding of the verse, we must know the context in which the verse is written.

The New Testament also has several discussions of what we now call LGBTs. The apostle Paul said that it was not necessary for heterosexuals to get married and thereby avoid all sexual activity. Most Christians feel that Jesus, himself, did not address the subject of what we now call LGBT behaviour. This belief may not be entirely correct. The comparison in this verse between eunuchs and LGBTs is interesting. Both are sexual minorities. The comparison is especially poignant in the first part of the verse when Jesus states the following, "For there are eunuchs who have been so from birth…" There is no negativity or condemnation at all in Jesus' words toward

people who are in a small sexual minority. In fact, Jesus is referring to them metaphorically with praise.

8. CONCLUSION:

After a brief discussion it may be concluded that there is a huge gap between claiming of the LGBT rights and approve of the rights by the society. What we should do and what we actually do are very different. LGBT people must have some rights which are genuine, but society cannot permit and tolerate due to so called traditional cultures. I think this dichotomy will survive for ever; sometime this problem may be minimized but cannot be abolished. LGBT individuals having different sexual orientation, face discrimination, exclusion from the society, and meet with obstacles to satisfy their needs. The social exclusion and rejection from home must vary from man to man. The simplest personal relations to the most general social ignorance, exclusion, ostracism, working simultaneously together, and can even violate the rights of life. Lesbian, gay, bisexual and transgender people have long been involved in efforts for racial and economic justice. According to Human Rights Commission, There is a growing support for a model of advancing LGBT rights which focuses on bringing specific LGBT issues on the human rights agenda by relating them to other issues which have an existing reception by the relevant human rights organization. This approach has become known as the 'mainstreaming' of LGBT rights. The Human Rights Committee says that the social and political decriminalization of homosexual acts make difficult to present a unified view on these issues. A non-political, neutral body of experts should provide a fertile ground for constructive progression. Due to the periodic nature of concluding observations the actual remedy is necessarily slow. However, complementary outputs are also amenable to the creation of broader strategies to explore and address the legislative frameworks and internal policies of the concerned states. Furthermore, as an expert body, the Human Rights Commission can approach the issues in a way which engages individual matters 'rather than being split into "pro" or "cons" camps on LGBT rights.

REFERENCES:

1. Cowell and Milon(2012). Decriminalisation of Sexual Orientation through the Universal Periodic Review' 2 Human Rights Law Review.
2. Human Rights Watch, Together Apart(2009). Organising around Sexual Orientation and Gender Identity Worldwide, Human Rights Watch.
3. LGBT From Wikipedia, the free encyclopedia, Retrieved 11 Feb. 2014 from http://en.wikipedia.org/wiki/LGBT
4. Majd, K, Marksamer, J, and Reyes, C. Hidden Injustice (2009). Lesbian, Gay, Bisexual, and Transgender Youth in Juvenile Courts.
5. Millman, Way of the Peaceful Warrior (2006). A Book that Changes Lives (California: HJ Kramer/New World Library.
6. Ryan, C (2009). Supportive families, healthy children: Helping families with lesbian, gay, bisexual and transgender children. San Francisco, CA: Marian Wright Edelman Institute, San Francisco State University.
7. Ryan, C., Huebner, D., Diaz, R. M., & Sanchez, J. (2009). Family rejection as a predictor of negative health outcomes in white and Latino lesbian, gay and bisexual young adults. Pediatrics, 123.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

THE FORMATION OF PROFESSIONAL COMPETENCIES OF FUTURE SPECIALISTS OF MARKETING COMMUNICATIONS MARKET

Halyna Aldankova
PhD, Associate Professor of the Department of Journalism and Advertising
Kyiv National University of Trade and Economics, Ukraine

Tetiiana Bozhko
PhD, Associate Professor of the Department of Commodity Science, Safety and Quality Management
Kyiv National University of Trade and Economics, Ukraine

Modern advertising is carried out not just in a particular social environment, but also in space and time. Such a space is the area of communication, where the advertiser establishes channels of communication with his audience: distributors and potential consumers of goods and services. The success of his work is determined, at first, by the extent to which it is possible to achieve the effect of communication, i.e. to organically build an effective advertising communication space [Romanov, 2007, p. 271].

According to AA Voata, advertising and information space - is one of the system-forming elements of society,… including various advertising and information messages and technologies for their support, as well as advertising and communication systems that operate on the basis of general principles of advertising information. [Voat, 2011]. The formation of advertising and information space is impossible without communication processes - data exchange, the purpose of which is to ensure understanding of the information created, transmitted and received by people.

The initiation of our study is related to the need to determine the peculiarities of the formation of students as future professional participants in the market of marketing communications communication competence - personality traits that determine its ability to perform activities based on competence - a set of knowledge, skills and abilities. Therefore, in modern conditions, the issues of training specialists for work in the field of advertising, who are able to work in advanced computerization with the use of technologies that have completely supplanted the traditional, and the possession of special software products today are a sign of general culture of higher education.

The initiation of our study is related to the need to determine the peculiarities of the formation of students as future professional participants of the market of marketing communications the communication competence - personality traits that determine its ability to perform activities based on competence - a set of knowledge, skills and abilities. Therefore, in modern conditions, the issues

of training specialists for work in the field of advertising, who are able to work in advanced computerization with the use of technologies that have completely supplanted the traditional, and the possession of special software products today are a sign of general culture of higher education graduates.

For example, let us consider the discipline "Computer Graphics in Advertising" as an optional component of the educational program of the master's degree, specialization "Marketing Management", which provides students with general and professional competencies and achieve program-learning outcomes. Thus, the general competence of the educational program is the ability to generate new ideas (creativity). Special (professional) competencies include the ability to correctly interpret the results of recent theoretical research in the field of marketing and practice of their application, to apply a creative approach to job in the specialty.

Program learning outcomes are:

- the ability to adapt and apply new advances in the theory and practice of marketing to achieve specific goals and solve the problems of the market entity;
- understand the nature and features of the use of marketing tools in the marketing decision-making process;
- make a choice and application of effective means of management of marketing communications of the market subject in the conditions of uncertainty.

For a modern student, mastering high-level information and computer technologies is a sign of professionalism, a way to gain the necessary outlook in their future profession. Therefore, an integral part of the training of students majoring in "Advertising and Public Relations", "Advertising Business", "Marketing", "Marketing Management", "Brand Management" is to obtain theoretical knowledge of computer graphics and acquisition practical skills of working with graphic editors. The discipline "Computer Graphics in Advertising" is closely related to the disciplines: "Marketing Communications", "Advertising", "Advertising Creative", "Design in Advertising". The programs of disciplines developed at the Kyiv National University of Trade and Economics (KNUTE) are based on the principles of development of creative thinking of students and technical implementation of specific ideas. The use of computer equipment and software products in teaching disciplines has the following goals:

- To provide students with tools for professional work, including editors for working with computer graphics: Adobe Photoshop, Adobe Illustrator, CorelDRAW;
- to intensify the process of professional training by accelerating the implementation of a number of educational tasks;
- To stimulate the development of certain personal qualities that are necessary for marketers and advertisers - imagination, creativity (according to Toffler, imagination is as important a factor as information in general) [Toffler, 1984, p. 26].
- To promote the formation of critical thinking about the perception, analysis of existing advertising appeals.

Thematic plans of disciplines include not only questions on the basics of working with applied graphic editors. Thus, the discipline "Computer Graphics in Advertising" considers the formation of the idea of advertising appeal, the study of the laws of composition and means of its harmonization, the history of the development of fonts and the conditions of their use in actual

publications. The educational process is built as follows: acquaintance with the theoretical part of the discipline; acquisition of skills of work with graphic editors in laboratory works; performing training exercises in a computer class (where the teacher acts as a consultant); performing individual creative tasks outside the audience; participation in the distance creative Olympiad in the discipline.

Acquaintance with the theoretical part of the discipline is carried out in lectures with the use of reference notes and projection of visual materials with the help of multimedia equipment. The skills of working with graphic editors are acquired in the computer classes of the Department of Journalism and Advertising and the Department of Marketing with a demonstration of the operations performed using the SMART Board interactive whiteboard. The material is consolidated with the help of training exercises provided in the textbook "Computer Graphics in Advertising", developed by the teacher.

Each academic group is divided into subgroups of 15 students. The teacher has the opportunity to advise every one of his workplace by using a remote administration software product for the Microsoft Windows Remote Administrator platform, which allows you to transfer files and fully work on multiple remote computers using a graphical interface. Students can realize their creative vision in solving the set tasks while performing individual tasks of independent work, based on lecture material and skills acquired in laboratory classes.

In a COVID-19 pandemic, there is a need to teach discipline online. In such cases, lectures and laboratory classes take place:

- live by Zoom,
- using the Viber call and messaging application to communicate and summarize the lessons;
- using Telegram - a multi-platform cloud messenger with VoIP features for smartphones, tablets and PCs, which allows you to exchange text, voice and video messages, photos and files in many formats;
- E-mail of the academic group and the teacher.

This approach enhances the motivation of learning, allows you to assess the integration of new information technologies with specific disciplines, and later with the topics of diploma projects, helps to overcome the psychological barrier in the development of innovative technologies. The learning process becomes exciting, develops the creative potential that is in each individual. However, we have to face a number of problems, including:

- High cost licensed software. Advances in information technology have led to the avalanche of computer technology. Powerful computers with huge speed and memory resources, specialized programs, Internet technologies, presentation equipment have appeared. All this could not but be reflected in the educational process.
- Choice of many software products that are suitable for use as a learning tool and are able to work with existing hardware.
- The process of acquiring the necessary "craft" skills is often inevitable in any creative profession, most often it based on imitation. It is possible to prevent this, if the debutant in the learning process will be given independent tasks that reveal his creative potential and demonstrate the ability to develop author's works.

A survey conducted among 3-4th year students showed that before studying the discipline "Computer Graphics in Advertising" 25% had already tried to work with graphic editors, 72% had the skills to master software products (Fig. 1).

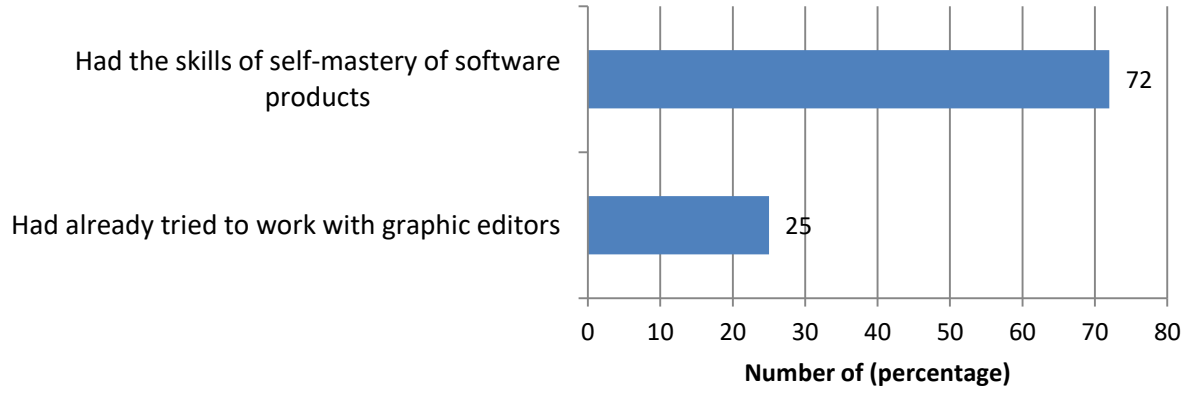


Fig. 1. Respondents' answers about skills in working with graphic editors

Thirty-two percent of respondents have no difficulty in learning a new program, and twenty-eight percent gave the opposite answer. Forty percent of students did not give a clear answer (Fig. 2).

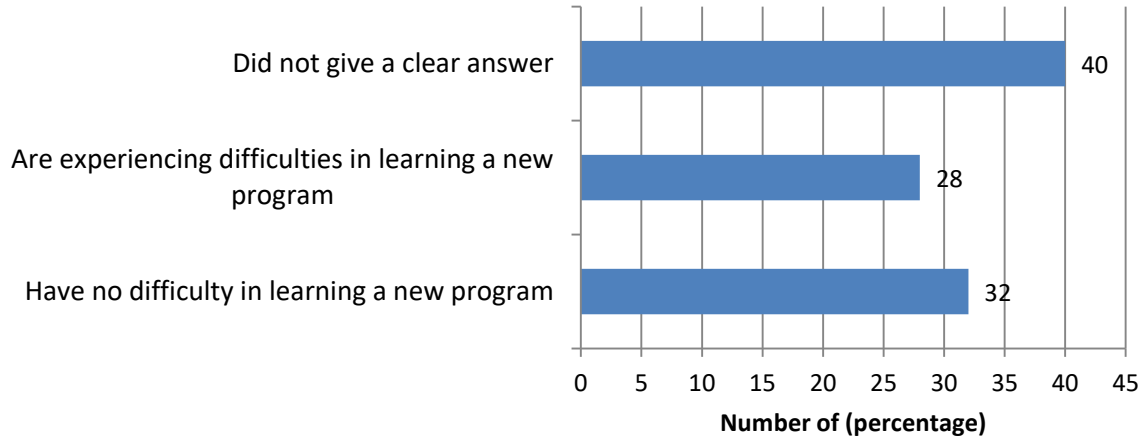


Fig. 2. Respondents' answers about the difficulties of learning a new software product

A significant number of respondents (88%) preferred to master software products together with the teacher, 16% in a group and only 4% alone (Fig. 3).

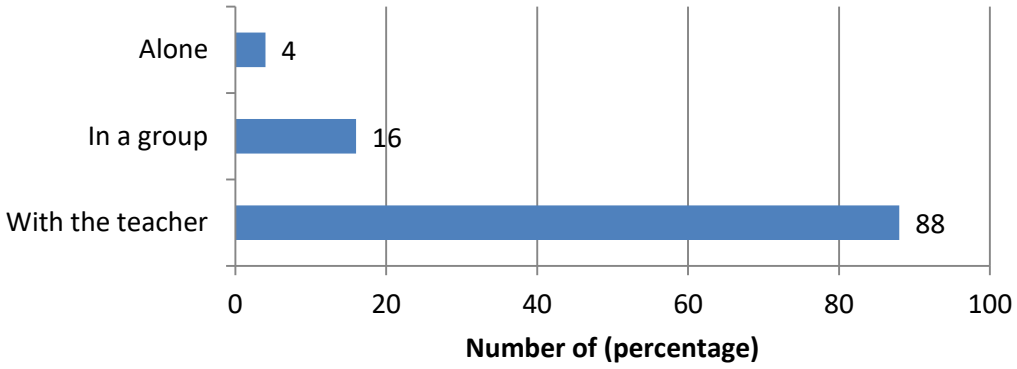


Fig. 3. Respondents' answers about options for mastering software products

Ninety-six percent are set up to study computer graphics, 80% would like to work in this field. Fifty-two percent are willing to spend as much time as necessary to achieve professionalism in the field of computer graphics, 20% - will always study, 20% do not know and 8% re willing to spend time studying at university (Fig. 4).

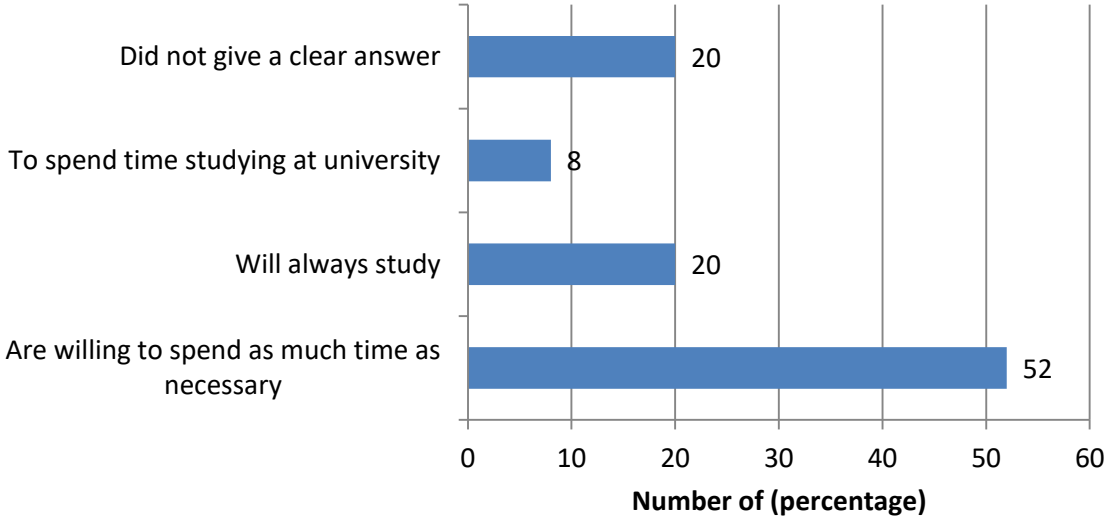


Fig. 4. Respondents' answers about time to achieve professionalism in the field of computer graphics

The professional and pedagogical qualifications of teachers who are advocates of innovative knowledge is another key issue in the teaching of computer graphics. M. Tardi in 1973 argued that modern students belong to a new, "iconic", i.e. visual civilization, and teachers - "pre-iconic" [Tardi, 1973]. The dynamics of the emergence and application of computer technology is growing rapidly. According to P. Smith, K. Berry and A. Pulford, all the technological knowledge used in 1992 in 2050 will be only 1% of the total amount of knowledge that will be collected at that time. [Smit, 2001, p. 249]. This highlights the need for quality teacher training, including various refresher courses, internships in advertising agencies and other universities, continuing self-education.

Graduates of higher education institutions must be prepared not only theoretically but also practically. Knowledge gained from a number of disciplines, such as "Marketing Communications", "Advertising", "Design in Advertising", "Computer Graphics in Advertising", "Layout in Advertising", etc., are in a state of anticipation of creative insights and of experimentations. Participation in competitions and advertising festivals allows you to express yourself, replenish your portfolio and collection of diplomas and awards, and teachers to adjust the curriculum of disciplines based on the results of competitions. Thus, in 2020-2021, KNUTE students won 55 prizes in various creative competitions [6], including:

- 25 prizes and GRAND PRIX in the VIII All-Ukrainian student competition of commercial advertising;
- 9 diplomas in the Ukrainian Student Advertising Festival;
- I place in the nomination "Check in the white - demand a fiscal check for equipment" in the hackathon "Advertising landfill";
- I and II place out of three in the nomination "Print advertising" "Advertising-fest" in Odessa;
- 3 diplomas in the VII Kharkiv Student Advertising Festival;
- 16 diplomas in the III International Advertising Competition "DO.IT ADS".

Obtaining prizes by students participating in creative competitions, confirms the correctness of the developed teaching methods.

Participation in creative competitions, connections obtained during visits to advertising agencies, facilitate freelance cooperation of future professionals with professional manufacturers of advertising products, who work with talented young people, whom they meet when participating as members of the professional jury of competitions.

Our study does not include a complete list of competencies for all specializations and disciplines related to the training of marketing communications professionals and can be used as a basis for further research aimed, for example, at studying the specifics of teaching disciplines in the new realities in a COVID-19 pandemic.

Continuation of our research will allow us to make greater use of the capabilities of computer and telecommunications technology to solve modern problems of training highly qualified personnel.

Thus, learning using the latest technologies today acts as a component of general cultural training of students in accordance with the social orders of modern civilization. It is designed to develop critical thinking, provide competencies that will help young professionals succeed in market conditions, find their own niche and provide decent living conditions. Therefore, the preparation of a new "computer" intelligentsia, including in the field of marketing communications, is one of the main areas of modern education.

REFERENCES:

1. Romanov, A.A. (2007), «Methodology of economic and statistical research of advertising activities», Abstract of Ph.D. dissertation, 08.00.12, Moscow, Russia, p. 379.
2. Voat A.A. «Advertising and information space and its influence on the formation of mass consciousness: socio-philosophical analysis», [Online], available at: http://www.dissercat.com/content/reklamno-informatsionnoe-prostranstvo-i-ego-vliyanie-na-formirovanie-massovogo-soznaniya-sot
3. Toffler E. (1984), Na poroge budushchego // «Amerikanskaya model'»: s budushchim v konflikte [On the threshold of the future // «The American model»: with the future in the conflict], Moscow, Russia, p. 326 c.
4. Tardi M. (1973), Professor i izobrazheniya [The Professor and the Images], University Presses of France, Paris, France.
5. Smit P. (2001), Kommunikatsii strategicheskogo marketinga: ucheb. posobiye : per. s angl. [Strategic marketing communications: Textbook. allowance: per. with English], Unity-Dana, Moscow, Russia, p. 415.
6. Presentation of disciplines and work - winners of creative competitions [Electronic resource]. – Access mode: https://knute.edu.ua/file/MTIyMzc=/bf99df407c452bf02b2611654d87ade5.pdf (02.10.2021)

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Projections of the aftermath of Corona Virus Disease (COVID-19): (An invisible threat to sustenance and sustainability)

Shirshendu Deb
Software Developer, Freelancing Silchar, Assam, India
E-mail: shirshendu123@rediffmail.com

Abstract : *Epidemics, every now and then, have always played a vital role in large-scale transformation. Be it nationally or internationally, it has caused widespread devastations all throughout. Over the past decades, infectious diseases have increasingly posed major global health challenges to humanity. Literally, both the words _epidemics' and _pandemics' are same. However, the distinction lies in their extent of influence and their after effects. Earlier, we used to hear about epidemics of infectious diseases such as cholera, meningococcal meningitis, typhoid, typhus and hepatitis that posed considerable threat to the populations of developed / developing countries, however with the change in dynamics of life style, pattern of living, etc. we have been able to fight with the dreadful diseases. Awareness, improved medical facility, cleanliness and hygiene, sanitation, adoption of newer ways and means of livelihood management along with a blend of other measures have really helped to lead life sustainably. What we were really concerned about was the pollution, the invisible threat to the humanity. But the outbreak of this COVID-19 disease has shattered the very basis of existence of human life. Through this paper, an attempt has been made to highlight the impacts of this dreadful disease (COVID-19), so that there should be no such areas left behind for procrastinating. Plus, the strategies that need to be adopted for re-structuring the different areas for sustainable growth and development post pandemic.*

Keywords: *Epidemics, Pandemics, Global health, Infectious diseases, COVID-19.*

1. INTRODUCTION:

But however secure and well-regulated civilized life may become, bacteria, Protozoa, viruses, infected fleas, lice, ticks, mosquitoes, and bedbugs will always lurk in the shadows ready to pounce when neglect, poverty, famine, or war lets down the defences.

—Hans Zinsser

Pandemics, as commonly known, are widespread occurrence of a disease having adverse effect on the humans. Pandemics can be correlated with catastrophes, as both the consequences have high negative impacts and also cover gigantic area encompassing several continents. Catastrophes are said to be massive destructions that has been recorded in the sands of time. Large-

scale transformations, demographic instability, financial crunches, economic destabilization, etc. etc. are some of the causes that can be attributed for impediments for growth and development. As such, disasters of high magnitude had been the carriers of uncertainty, massive economic loss, slow growth rate etc. etc. The main cause of a pandemic is a disease. Diseases are said to be intricately associated with mankind. Disease epidemiology is the study of how populations, rather than individuals, are affected by contagious illnesses. The field is inherently interdisciplinary. It requires epidemiologists to have an understanding of everything from statistics to geography to produce theories about different diseases. By studying a particular disease or population, public health policies can be used to resolve outbreaks or keep them from occurring. As such, epidemiology is more often an applied process than a purely academic one. COVID-19 is a pandemic. Because

i) it spreads around the world,
ii) spread will be really fast,
iii) there is no medicine, and iv) we are
not immune.

In order to understand the intricacies of the present situation, we need to go through a normal situation. For example, let us assume that a vehicle is moving with a moderate speed with a number of passengers. The driver of the vehicle is in full control. Suddenly he experiences that some anomaly might have occurred in the engine for which the vehicle is not moving properly. However, he overlooks as after sometime the vehicle meets with an accident. Here, some passengers are seriously injured while some others are slightly injured and the rest of the passengers are OK. Well, the readers might be astonished why this situation of journey is incorporated by the author in this present context. Pretty likely---yes, the normal journey of LIFE has come to a halt. In this world of hectic schedules, everyone was busy with their perspectives. All of a sudden, everything seems to be not OK. Normal pattern of life is disrupted. Everything is freezed. Global economy is seriously affected. The various wings of development and growth gets stagnated. The vital question is - What is going to happen
next?

2. Review of literature:

Historically, the word health appeared approximately in the year 1000AD. Dolfman (1973) and Balog (1978) studied the roots of the concept health. The word originally came from Old English and it meant the state and the condition of being sound or whole. More precisely, health was associated not only with the physiological functioning, but with mental and moral soundness, and spiritual salvation, as well. Though the word health has often been preceded by both positive and negative qualifiers such as good, bad or poor, it has always been regarded as a positive entity.

The World Health Organization (WHO), which is the United Nations Agency responsible for programmes to improve health standards, defines health as — a state of complete physical, mental and social well-being (WHO, 1968).‖ But health is a much broader concept than this. For most people, health is simply the absence of disease and infirmity. —Health‖, after all, is simply an everyday word used to designate the intensity with which individuals cope with their internal status and their environmental conditions (Illich 1976:16). In the dominant tradition, health is reduced to a clinical concept, where the body should be free from any infirmity or where disease is absent. This

functionalist perspective of illness is centred on the role of the sick and the role of the physicians, and according to this, ―illness is legitimate as long as it is justified by the medical job‖ (Gallagher and Riska 2001). Interestingly, disease gets a mention in both formulations of health, but its contextualization is completely different in the two formulations. Boorse (1977) explained that a ―disease is a type of internal state which is either an impairment of normal functional ability, a reduction of one or more functional abilities below typical efficiency, or a limitation of functional ability caused by environmental agents‖. Every disease has a number of characteristic features. These features allow diseases to be categorized and allow a better understanding of the disease, its diagnosis and management. A correct diagnosis should mean that appropriate treatment is given. Etiology refers to the cause of a disease. Etiological agents can be endogenous, in other words originating from within the body, or exogenous, coming from outside the body. Endogenous agents include genetic defects and endocrine disorders, while exogenous agents include microorganisms such as viruses (Fig: 1), bacteria (Fig:2) and fungi (Fig:3) that cause infections, chemicals, physical trauma and radiation. Many diseases are said to be predictable and arise as a direct consequence of exposure to the causative agent. Other diseases are considered probable in that they may be a consequence of the causative agent but the development of illness is not inevitable. An individual can be infected with a pathogenic microorganism but the outcome of the disease may depend on other factors such as the nutritional and immune status of the affected person.

Viral diseases: A virus is a tiny parasite living, growing and reproducing its kind inside a host cell. When viruses damage or destroy the cells they invade, they produce viral diseases:
Polio, smallpox and rabies are typical examples. Viruses are spread in a variety of way.

Earlier viral diseases like chickenpox, measles had an adverse impact on the human population. Many viruses are spread by insects; for example yellow fever and equine encephalitis viruses. In this century Corona Virus Disease (COVID-19) has left its
destructive effect upon the entire world affecting the economy and other arenas shattering the human lives. Health conditions and disease environments are important for economic outcomes. The following points establish the connection between health and income generation.

Unhealthy people are less productive. People with poor general health will often be sick and miss work. Perhaps more important, they will also have lower levels of energy, reducing their productivity even when they are at work, and perhaps encouraging them not to work (e.g., Schultz and Tansel 1997).

Poor health conditions reduce life expectancy, which may reduce human capital investments because have shorter horizons. This effect will be important if average human capital in a society is a major factor for economic growth, and if the elasticity of the response of human capital investments to life expectancy is high.
Poor health may directly reduce human capital investments. For example children may be sick or have less energy to attend school. Miguel and Kremer (2001) and Bleakley (2002) find evidence consistent with this view in the case of children affected with hookworm. Alternatively, workers with poor health may fail to invest in on-the-job human capital accumulation.

The entire digital platforms have left no stone unturned to highlight the news about COVID-19 in detail. Print media, electronic media, social media, blogging sites, websites, apps etc. etc. have covered this deadly disease in detail and from every possible perspective. Thus, it would be futile to mention the sources of information selectively. As a matter of fact, the entire world is flooded with

information's pertaining to this disease.

3. Objective: The purpose of this study is to throw light on the following aspects. Such as:

- how to counter the virus attack?
- how to improve our immune system?
- what are the probable losses for this unprecedented situation? strategies that need to be adopted for improving the economy?
- how to fight against all odds?

4. Methodology:

This paper is basically descriptive and analytical in nature. In this paper an attempt has been made to assess the overall situation due to Corona Virus (**COVID-19**). How the world is fighting to save the lives of the patients. This is, of course, a commendable job done by the medical fraternity as a whole. What necessary steps one should take in order to prevent from being attacked by the virus. The most disturbing fact is that, at present there is no such medicine that can cure this disease. Numerous researches are going on. However, one should take every possible measure before arriving at a considerable outcome. Various mass media platforms are giving their best to spread awareness among the entire population. In fact, all government, semi-government, as well as private organizations are leaving no stone unturned to give a fight against this deadly disease. The motto is: Together we can and together we will. In order to save ourselves from this deadly disease, we need to take proper precaution such as wearing masks, maintain social distancing, and time to time sanititizing our hands (Fig-4). At the same time, we should also keep an eye to maintain healthy lifestyle. Regular exercise is one of the pillars of healthy living. It improves cardiovascular health, lowers bold pressure, helps control body weight, and protects against a variety of diseases. Just like a healthy diet, exercise can contribute to general good health and therefore to a healthy immune system.

The following are some of the recommendations for healthy lifestyle.

- We should always consume a healthy diet rather than a single component.
- We should maintain a healthy body weight with Body Mass Index (**BMI**) 18.5-24.9kg/m^2 to 18.5-22.0 kg/m^2 for Indians.
- We should aim for optimal lipid profile with LDL less than 100mg/dl. (The principal amount of LDL is saturated fat and trans-fat).
- We should aim for a normal blood pressure (BP) < 120/80.
- We should aim for a normal blood glucose, less than or equal to 100mg/dL.

Specific dietary recommendations include:

- We should eat a variety of fruits and vegetables.
- We should choose whole grain, high fibre products.
- We should consume fish at least twice a week
- Total fat should equal to 25-35% of calories. Limit salt to 1.5 - 2.3 g/day
- We should avoid all kinds of tobacco, alcohol.

Fig. : Precautions for COVID-19

The probable losses for this unprecedented situation are immense. One cannot measure the quantum of loss as the whole world has been under lockdown. Industrial activities have come to a halt. Financial institutions were completely locked. Manufacturing, transportation sector and various other industries have come to a standstill. In such a scenario, losses are undoubtedly enormous. In order to improve the economy, concerned govt. should take adequate steps to utilize every available resource properly. Natural resource, human resource, infrastructure etc. should be properly tuned so as to enhance their productivity. In order to boost the morale of the citizens, various awareness campaigns can be initiated by the concerned stakeholders. As a matter of fact, entire world should work in co-ordination and should display the brotherly attitude with one another in order to combat the disease.

5. Discussion:

Before the outburst of this pandemic, the rate of unemployment was roughly 12% while the post pandemic situation has shot up to 27.2% (approx). (Source: BBC news portal, India Today, leading media houses). The significant feature of this disease is HUMAN TRANSMISSION. For example, when the disease was detected in South Korea, patients were not more than 50. It was said that a female experienced some abnormalities and being checked by the hospital administration, she was numbered as patient number 34. She was tested positive by the regular checkups by the hospital administration. Thereafter, she was interrogated about her TRAVEL HISTORY by the hospital authorities, it emerged that she attended 4(four) buffet party, Christmas Sunday Church gatherings, and one pool party. The result was that 1000 people were infected by this lady. According to the reports forwarded by Indian Council of Medical Research (ICMR), a good percentage of population in India are asymptomatic. Interestingly, the symptoms of the virus that originated in China have changed its nature when it traversed to other nations. According to some leading scientists of India and abroad 70% to 80% of world population are going to be affected by the disease.

Now the million dollar question is - What is going to happen next? This unprecedented situation calls for numerous hindrances for growth and development. Whenever the economic activity comes to a halt, global markets suffer most. Revenues will cease to generate. Agricultural productions will become low. Insufficient supply of goods shall result in price hike of commodities.

There will be a mismatch between demand and supply. As such, inflation will occur. Therefore, the following are some of probable consequences for this pandemic in the entire world.

Consequences of COVID-19 - The onset of Corona Virus Disease (COVID-19) has raised several questions relating to progress, growth, and sustainability from micro to macro level. Hence, depicting the consequences of such dreadful disease is of utmost importance. The probable after-effects are enumerated below.

Job loss / Recession-Unemployment is a menace not only for our country but for the entire world. Earlier skilled workers used to render their service in various sectors. Be it in automobile, construction, financial institutions, corporate houses, private concerns etc. etc. But the onset of COVID-19 has raised several questions pertaining to the sustainability of livelihood. Several industries had to lessen their workforce as they were unable to carry out their day-to-day operations and pay their wages. Those who remained had to sustain with lesser salaries.

Economic slowdown- Economy is said to be the backbone of a nation on which prosperity depends. Economic development seeks to improve the economic well being and quality of life not only for a community but also for a nation. For that we need to focus on technological advancements, infrastructural facilities, co-operation from other countries etc. etc. Also, it is true that technical progress and innovation are significant determinants of development of an economy even when factors of production are constant. The recent pandemic, COVID-19, forced the businesses to close and citizens isolate in their homes on an unprecedented scale worldwide. Lockdowns are having a devastating ripple effect. The corona virus had put a brake in all sorts of production and supply chain processes. The incidence of Corona Virus Disease (COVID-19) has raised several questions relating to the sustainability of human life. Are we really prepared to deal with such disasters? How much the economy is affected by the emergence of such kind of deadly disease? It is estimated that, global economy is going to suffer for coming years. Well, in fact it is the human resource that adds to the productivity of a nation. If the human resource gets affected, then automatically quality gets deteriorated. The people of a nation who are made useful to society by way of education, training, better healthcare, etc. are known as human resource. Human resources constitute the most important resource of a nation. A pandemic is a disaster on the entire population.

Global political scenario - The political scenario has a lot to experience both in global context as well as in Indian perspective. The major economic super powers have suffered badly. They are in a fix about the current situation. Global economic crisis have resulted due to the pandemic. Thus, in Indian context also the financial crunches are noticeable. In such a scenario, global leaders should lend their helping hand in order to combat the disease. In order to revive the global markets, monetary policy, fiscal policy and credit policy must be reviewed. Govt. must take care of smaller firms. Adequate income support should be provided. Subsidised loans for poorest and Micro Small and Medium Enterprises (MSME's) should be granted. Researchers from various nations should work collectively to find a probable solution for this pandemic. Ralph Waldo Emerson once said - ―What lies behind us and what lies before us are tiny matters compared to what lies within us‖. Therefore, we can work together united and win over this crisis. Instead of looking at the political gains, the need of the hour is to make the best possible utilization of resources from all countries.

Our Prime Minister, Shri Narendra Modi has rightly said - ―Jaan hain to jahan hain, which means that new vigour and energy we can march ahead. But first and foremost requirement is to save human lives.

Hybrid Education - redefining the process of teaching and learning- A pandemic is a threat not only for the economy but also for the sustainability of human life. It affects the morale of the individuals for which the productivity gets affected. Normally, everywhere the traditional method of imparting education is followed. For example, students assemble together in a class and a teacher gives lecture on a subject / topic. School, colleges, universities etc. are the ideal places where education is imparted. In the wake of a disaster of global magnitude, where the lives are at stake, this process of teaching and learning gets seriously affected and seems to be impossible. There arises the need for VIRTUAL mode of learning. Development of individuality of human beings has been accepted as one of the important aim of education since the very earliest times. Sir Percy Nunn has expressed it in a clear and emphatic manner. He says that ―Nothing good enters into the human world except in and through the free activities of individual men and women, and the educational practice must be shaped to accord with that truth‖. In such a scenario, ONLINE medium may be used for dissemination of knowledge to the students, in such a tough situation like this. The study materials should be prepared in such a way that they can be despatched ONLINE making the soft copies. The students can interact with the teachers through ONLINE mode. Various apps are available now-a-days to facilitate this process of teaching and learning. Now, the vital question emerges - Can tech- driven study be a substitute for classroom coaching? Well, the answer is perplexing. Because, lot of factors are there for grooming a child. Are the parents ready enough to adapt such kind of changes? Are the digital devices available to the students? How effective these ONLINE classes will be? The questions are endless. As there is a well known saying - ―Necessity is the mother of invention‖. So, in the present crisis - the stakeholders should throw light on those perspectives where the viable factors should be taken into consideration. Therefore, distant learning is the need of the hour. As such, course materials needs to be redesigned. Educators need to be constantly upgraded. The recent pandemic, COVID-19, has opened up several questions in every field of human life where one needs to adjust with the changing circumstances every now and then. The hybrid education system should have provisions for:

- Skill based training,
- Job centric pedagogy,
- Taking special care for the rural students,
- Applications of various technological tools,
- Capacity building of teachers, Sensitization of students.

The need of the hour is that we need to embrace newer technologies so that in times of crisis we can cope up. In such a scenario, Open and Distant Learning (ODL) should be a welcome approach for all of us.

6. CONCLUSION:

The first and foremost requirement is to overcome the disease. For that, we need to follow certain rules and regulations forwarded by the authorities. Strict adherence to the laws will certainly help in restoring normalcy in our life. As there is a well-known saying - ―Restricted diet is the key to long life‖, so in this hour of crisis we can say - ―Restricted movement is the key to long life‖. It will definitely pave the way for sustainable growth and development. Last but not the least; let us all join our hands and say - ―Together we can overcome this moment of crisis‖, because slow and steady wins the race. Finally, it would be futile if I don't mention the significance of spirituality. Irrespective of the form, we should pray to God to keep us safe and secure. Demoniac forces have gained strength because the people have lost their faith in the power of God. There is nothing which we cannot accomplish if we have faith in God and earn God's grace.

REFERENCES:

1. Hans Zinsser, *Rats, Lice and History* (London: Routledge, 1935), 13-14.
2. Rebecca M. Seaman, *Epidemics and War*: *The Impact of Disease on Major Conflicts in History*
3. Carol Hand, *Epidemiology: The Fight against Ebola and Other Diseases* (Minneapolis: Abdo Publishing, 2015), 19-20.
4. R.A. Sharma, *School Management and Pedagogies of Education*, Surya Publication, Meerut.
5. Aggarwal, L.C. (2005): *Essentials of Educational Technology. Teaching Learning: Innovations in Educations*, Vikash Publishing House Pvt. Ltd.
6. bbc.com/news 7.
7. cnn.com/news 8.
8. www.foxnews.com/science/historys-5-deadliest-pandemics-epidemics

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Socialization and its importance in Education

Rupak Chakraborty
Assistant Professor, Management Department, Bhavan's Tripura College of Science and Technology (Affiliated to Tripura University, A Central University)
Anandanagar, Agartala. Tripura (West). India. Pin-799004.
Email: talktorupak@gmail.com

Abstract: *Socialization is a lifelong process through which a person learns to deal with society, understands societal norms and values, attitudes and beliefs of society. Socialization has huge impact on education and also cultural patterns play a dominant role in education of human being. It is well known fact that development does not happen in a day; since the start of civilization human being have developed a lot in every field but we have to go a long way. A spiritual genius and a great social reformer Swami Vivekananda once said that, his Guru Shri Ramakrishna used to say , "As Long as I Live, so long do I learn, that man or that society which has nothing to learn is already in the jaws of death." We believe that children are the divine gifts of God and every child is unique and have an inborn capacity to learn, to communicate and to express their feelings. We know that a child first starts to learn from parents and other family members and at later stage starts learning from peer group, society, religious institutions, workplace etc. So, here all the agents of socialization play a vital role for the development and transformation of human being and makes him/her fit for a society. This present paper will highlight the meaning of socialization and its importance in education.*

Keywords*: Socialization, Education, Development.*

1. INTRODUCTION:

Education is the most powerful weapon developed by human being through which we can change the world. Progress of a nation depends on its education system and it has been observed that developed countries have high standard of education system. Knowledge has no limit and level of knowledge develops day by day through observation, interaction with others, reading books and newspapers, from elders, from educational institutions, religious places, from working places and from peer groups. So, we can say that all the above mentioned socializing agents play a vital role for the development of human being. Every person has few inborn talent, skills and other traits which makes him him/her different from others. Through socialization a person becomes more matured and learns social skills which make him/her perfect for the society. If a person can't properly communicate with others, or express his emotions or feelings to others and do not learn necessary skills then we can't consider him/ her as a properly learned person.

2. Objective of the Study: To be specific, the main objectives of this study are:

- To understand the concept of socialization and how does it work
- Role of socialization for the development of education

3. Background of the study:

Every human being belongs to a society and every society has their own set of values, norms, culture, traditions, food habits, way of living, religious practices. A person who belongs to a particular society generally follows the customs and traditions of that society and society has great influence on that person. As the world progress rapidly human being can't makes themselves confined in their own society, people are moving from one place to another place, from one state to another state, from one country to another country for various purposes like for business, trade, study etc. and adopting one another's culture, values and traditions. Through education a person can change himself and also his perception towards life, socialization has a direct relationship with education. For an example children of India must learn cultural values related to democracy and tradition, they have to learn voting system as well as education system and structure of our society. Sociologists recognize the importance of socialization for healthy human being and societal development.

4. Concept of Socialization:

Socialization is a process through which human being developed themselves continuously through various methods and makes them fit and complete human being for the society. According to Ian Robertson in his book 'Sociology' (1977) has mentioned about four types of socialization and every human being has to undergo through this four stages i.e.

- Primary Socialization- It is the first stage of socialization where a child starts to develop cognitive abilities, languages and basic norms from parents.
- Anticipatory Socialization- This is the stage between childhood and adulthood where the child learns to develop the culture of the group where he is expected to join.
- Developmental Socialization- This is the stage of adulthood and this stage is dependent on the early two stages where a person develops his skills takes challenges of life and has to play the role of husband, employee or employer or the head of a family.
- Re-socialization- When a person has to leave his old group and has to leave his old custom, tradition and practices and has to join a new group and bound to accept their culture is known as re-socialization.

According to H.M. Johnson socialisation as "learning that enables the learner to perform social roles". He further said that it is a "process by which individuals acquire the already existing culture of groups they come into".

5. How does Socialization work:

Socialization and education both are closely related and both plays a vital role for the development of human being.

- Community is a large social group which comprises of family members, neighbour, several other social groups, organizations and institutions. So all these socializing agents makes human being fit and perfect for society.
- A child belonging to a particular culture and community does not match with children from other community. Here culture and community makes person different from one another.
- Language and religious practices also have great influence on personality development and have huge impact on socialization.
- Celebrating festivals together plays an important role for the socialization of human being.
- Workplaces and Offices also have a set of specific rules and regulations and employees of that particular workplace must learn their culture and follow the rules and regulations.
- Traditionally India has joint family system where the elder person holds key position and all the family members must follow his order. Children belonging to such family grow up under strict supervision of every family member and at later stage become more responsible and disciplined.

6. Role of socialization:

- Socialization prepares human being to participate in a social group by teaching them its custom and tradition and practices.
- Socialization teaches human being to control their impulse and develops morality.
- Socialization prepares people to perform certain roles in a society.
- Socialization cultivates shared sources of meaning and value. Through socialization people can understand what is important for them and valued within a particular culture.

7. CONCLUSION:

Socialization is a process through which a person learns all the lessons which is necessary to live in a particular society. All agents of socialisation like parents, family members, friends, educational institutions, religious institutions, workplaces, mass media etc. plays a vital role for the all-round development of human being and also prepares him/her to take challenge in life. Before enrolling to get formal education from regular educational institution a person receives social education from society which develops socio-emotional, cognitive, aesthetic, psychomotor skills, so that in future he/she can play a lead role in society.

REFERENCES:

Websites:

- https://pressbooks.howardcc.edu/soci101/chapter/4-1-the-importance-of-socialization/#
- https://www.sociologylearners.com/types-of-socialization/
- https://www.yourarticlelibrary.com/sociology/socialisation-the-meaning-features-types-stages-and-importance/8529
- https://socialsci.libretexts.org/Bookshelves/Sociology/Introduction_to_Sociology/Book%3A_Sociology_(Boundless)/04%3A_The_Role_of_Socialization/4.01%3A_The_Role_of_Socialization/4.1A%3A_The_Role_of_Socialization

Books:

1. C.N. Shankar Rao (2016) Sociology. S. Chand
2. S.S. Chandra & Rajendra Kumar Sharma (1996) Sociology of Education, Atlantic Publishers.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

ATTITUDE OF SECONDARY LEVEL TEACHER TRAINEES STUDYING THROUGH DISTANCE MODE TOWARDS TEACHING PROFESSION

Dr. Purna Chandra Behera
Associate professor in Education, NKC CTE, Angul, Odisha, India.
Email - purnabehera1968@gmail.com

Abstract: *An attempt has been made in the study to find out the level of attitude of secondary level teacher trainees undergoing B.Ed course through distance mode towards teaching profession and to find out difference among the trainees in relation to their stream of study(arts and science), sex(male and female) and level of education(graduate and post-graduate). Survey method of research was followed to conduct this study with randomly selected 250 teacher trainees undergoing B.ED training run by IGNOU. Data were collected with help of a standardised attitude scale (ASTTP) and analysed quantitatively by following the statistical techniques like percentage, men, SD and 't' test. It was found that most of the trainees were having either high or above average level of attitude and there was not any significant difference among the trainees in relation to their stream of study, sex and level of education.*

Key words: *Attitude, teaching profession and distance mode.*

1. Rationale of the Study:

Keeping pace with the advent of the science and technology and explosion of knowledge some modern professions are coming up. In spite of it some committed people are still aspiring for teaching profession keeping in mind its sanctity and dignity. On the other hand, it also does not attract the talented brains as its financial return and material gain are not more lucrative than that of other modern professions. Therefore, some people are joining other modern professions leaving this profession as their last choice. It is also observed that some unwanted persons, who are not fit for any other profession are entering into this profession out of compulsion or frustration without having proper attitude towards the profession as a result of which a person cannot render qualitative services and cannot produce qualitative students from the educational institutions. These unwanted teachers cause an irreparable damage to the age old dignity of the teacher and his profession in one hand and the wastage of time, money and labour of the concerned individual and that of the nation on the other.

It seems that this process of deterioration does not occur during the period of their service; rather it starts from the period of their pre-service training, which is basically meant for building up proper attitude within teachers towards their profession in addition to the development of other

professional qualities. On the other hand this seems to be more problematic in case of the teachers who are serving in various schools without having any prior training, from among whom some are undergoing B.Ed. course through distance mode organized by various universities.

So it becomes a great question whether they have proper attitude towards teaching profession or not and how they manage their profession without required quantum of attitude towards their profession. This prompted the researcher to take up the present study to measure the level of attitude of the secondary level teacher trainees of distance mode and to prescribe certain remedial measures to overcome it. Keeping this in view a number of studies have been conducted to access the level of attitude of different categories of teachers serving in the country and to prescribe remedial measures to improve it. Some of the relevant studies are mentioned in the following.

M. Budhisagar and D. N. Sansanwal (1991) studied the relationship between achievement of the B.Ed. students and their intelligence and attitude towards teaching profession. S. Gangapati (1992) measured the impact of self concept of student teachers on their attitude towards teaching. V. Romohan Babu (1992) studied the attitude of the teachers of residential and non-residential schools towards teaching. D. Ramakrishaniah (1980) established the relationship between job satisfaction, job involvement and attitude towards teaching of the college teachers.

R. P. Singh and M. Das (1989) studied the attitude of the teachers towards creative leaning. S, A. Saran (1975) studied the teacher attitude towards teaching profession and certain personality variables as related to their level of Education and amount experience. M. B. Srivatsav (1989) studied the impact of teacher education programme of Lucknow University on pupil teachers' attitude towards teaching profession. Behera(2005) studied the attitude of primary school teachers towards teaching profession and Behera(1999) also studied the attitude of Neo-literate towards population education. Mahapatra(1995) studied the attitude towards success in teaching and Panda(1999) studied on attitude towards teaching and work values.

An analysis of the above studies relating to the present area of research shows that almost all researchers studied the attitude of the teachers or teacher trainees of various level towards teaching profession and their relationship with achievement, intelligence, creative learning, job satisfaction and personality variables. But no attempt has been made to study the attitude of the teacher trainees undergoing B.Ed. course through distance mode Thus there has been a research gap with regard to the study of attitude of secondary level teacher trainees of distance mode towards teaching profession, which prompted the researcher to conduct this study as an attempt to fulfil such research gap.

2. Objectives of the study :

- To find out the level of attitude of the secondary level teacher trainees studying through distance mode towards teaching profession.
- To find out the difference between arts and science teacher trainees studying through distance mode with regard to their attitude towards teaching profession.
- To find out the difference between the male and female teacher trainees studying through distance mode with regard to their attitude towards teaching profession.
- To find out the difference between the graduate and post graduate teacher trainees studying through distance mode with regard to their attitude towards teaching profession.

3. Hypotheses of the Study

H_{o1} There is no any significant difference between the arts and science teacher trainees of distance mode with regard to their attitude towards teaching profession.

H_{o2} There is no any significant difference between the male and female teacher trainees of distance mode with regard to their attitude towards teaching profession.

H_{o3} There is no any significant difference between the graduate and post graduate teacher trainees of distance mode with regard to their attitude towards teaching profession.

4. Methodology :

4.1 Population and Sample of the Study :

All the teacher trainees studying in all the 13 B.Ed. Study Centres run by IGNOU, New Delhi constituted the population of the study. Cluster or multistage sampling procedure was followed for the selection of sample of the study. Out of the above population 250 trainees (N = 250) constituted the sample of the study. One Training Institute from each Revenue Zone of Odisha, viz., Central, Northern and Southern was selected randomly. Accordingly, NKC CTE, Angul from Central Zone, CTE, Balasore from North Zone and DAV CTE, Koraput from South Zone were selected as the sample teacher training institutions.

4.2 Variables

The present study was conducted by involving Attitude of the secondary level teacher trainees towards teaching profession as the dependent variables and Sex (Male and Female), Level of Education (Graduation and Post-graduation) and Stream of Study (Arts and Science) as the independent variable of the study.

4.2 Tool of the Study

The present study was conducted with the help of a standardised attitude scale developed by Dr. (Mrs) Umme Kulsum, Senior Lecturer, Department of Education. Bangalore University namely "Attitude Scale Towards Teaching Profession (ASTTP)"

4.3 Procedure of Data Collection

Required data for the study were collected by the investigator personally by visiting all the three teacher training institutions under study. The Attitude Scale was administered on the students in a group. The respondents were requested to answer the tool as per the instruction given on it and sufficient time was also given to them for the said purpose.

4.4 Analysis and Interpretation of Data

Analysis of data of the present study was done in two parts. In the first part the level of attitude was analyzed in five categories i.e. high ,above average, average, below average and low and in the second part comparison of mean attitude score was made through 't' test to find out the relationships of the sub-groups of the teacher trainees like Science-arts, Male-female and Graduate-Post-graduate. Statistical techniques such as percentage, mean, standard deviation and't' test were followed to analyse the data collected through the above mentioned Attitude Scales

4.5 Analysis of the Level of Attitude among the Teacher Trainees

Level of attitude among the teacher trainees of the distance mode was analysed under 5 categories in terms of percentage as mentioned in the following table.

Table-1
Level of Attitude among all the Teacher Trainees of Distance mode towards Teaching Profession

Sl. No.	*Level of attitude*	*Attitude scores*	*Teacher trainees of distance mode*	
			No. of respondent	*% of respondent*
1	High	181—200	40	16
2	Above average	161—180	124	49.6
3	Average	141—160	48	19.2
4	Below average	121—140	25	10
5	Low	101--120	13	5.2
			250	

Result of above table shows that 49.6 percentage of teacher trainees of distance mode were having above average level of attitude whereas the percentage of teacher trainees were having high and average level of attitude is 16 and 19.2 respectively. Similarly 10% and 5.2% of trainees were there at below average and low level respectively. Thus it is evident that most of the teacher trainees were having above average level of attitude towards teaching profession.

4.6 Comparison of Mean Attitude Scores of the Teacher Trainees

Mean attitude scores of different categories of teacher trainees were compared in relation to their stream of study, sex, and level of education and significance difference between them was found out with the help of‘t’ test as mentioned in the following table.

Table-2
‘t’ Value of the Difference between the Mean Attitude score of Arts and Science Teacher Trainees of Distance mode

Group of teacher trainees	*N*	*Mean*	*S.D.*	SE_D	*‘t’*
Arts	175	161	20.05	2.94	1.36 (p>0.05)
Science	75	165	21.9		

Result of above table shows that mean attitude score of arts teacher trainees of distance mode is lower than that of the science teacher trainees. It is also evident that the calculated‘t’ value (1.36) is less than the table value (1.97) at 0.05 level of significance at df = 248. Therefore, the difference between mean attitude score of arts teacher trainees and science teacher trainees of distance mode (M_1-M_2 = -4.) is not statistically significant. Hence the hypothesis ***(H_{o1})*** “*there exists no significant difference between the arts and science teacher trainees of distance mode with regard to their attitude towards teaching profession*” is accepted.

Table-3

't' Value of the Difference between the Mean Attitude score of Male and Female Teacher Trainees of Distance mode.

Group of teacher trainees	*N*	*Mean*	*S.D.*	SE_D	*'t'*
Male	160	161.87	22.05	2.53	0.35 (p>0.05)
Female	90	162.77	17.4		

Result of above table shows that mean attitude score of male teacher trainees of distance mode is lower than that of the female teacher trainees. It is also evident that the calculated't' value. (0.35) is less than the table value (1.97) at 0.05 level of significance at df = 248. Therefore, the difference between mean attitude score of male teacher trainees and female teacher trainees of distance mode (M_1-M_2 = 0.9) is not statistically significant. Hence the hypothesis (H_{o2}) 'there exists no significant difference between the male and female teacher trainees of distance mode with regard to their attitude towards teaching profession" is accepted.

Table-4

t' Value of the Difference between the Mean Attitude score of Graduate and Post-graduate Teacher Trainees of Distance mode

Group of teacher trainees	*N*	*Mean*	*S.D.*	SE_D	*'t'*
Graduate	190	162.57	19.36	3.45	0.45 (p>0.05)
Post-graduate	60	161	24.44		

Result of above table shows that mean attitude score of graduate teacher trainees of distance mode is lower than that of the post-graduate teacher trainees. It is also evident that the calculated't' value (0.45) is less than the table value (1.97) at 0.05 level of significance at df = 248. Therefore, the difference between mean attitude score of graduate teacher trainees and post-graduate teacher trainees of distance mode (M_1-M_2= 1.57) is not statistically significant.

Hence, the hypothesis (H_{O3}) "there exists no significant difference between the graduate and post-graduate teacher trainees of distance mode with regard to their attitude towards teaching profession" is accepted.

5. Major Findings of the Study:

- Majority of teacher trainees of distance mode (49.6) were having above average level of attitude towards teaching profession followed by 19.2% of trainees were having average

level of attitude and 16% of trainees were having high level of attitude, whereas only 10% and 5.2% of trainees belonged to below average and low level of attitude respectively.

- There was no any significant difference between arts and science teacher trainees of distance mode with regard to their attitude towards teaching profession.
- There was no any significant difference between male and female teacher trainees of distance mode with regard to their attitude towards teaching profession.
- There was no any significant difference between graduate and post-graduate teacher trainees of distance mode with regard to their attitude towards teaching profession
- Hence it is concluded that stream of study, sex and level of education have no role in shaping the attitude of teacher trainees of distance mode towards teaching profession though there was a marginal difference between their mean scores.

6. Delimitation of the Study:

- The present study was confined to the teacher trainees undergoing B.Ed. training in different teacher training institutions of Odisha only through distance mode run by IGNOU, though it can be applied to all over the country.
- The present study was confined to only one dependent variable i.e. Attitude of Secondary Level Teacher Trainees and three independent variables such as Stream of Study (Arts and Science), Sex (Male and Female) and Level of Education (Graduation and Post-Graduation).
- Findings of the study in relation to the attitude of the B.Ed. trainees towards teaching profession was purely based on the data collected from a single source i.e. a standardised attitude scale namely "Attitude Scale Towards Teaching Profession (ASTTP)."

7. Educational Implications:

On the basis of above findings of the study the investigator recommends the following implications to improve the present educational practices.

- Since most of the teacher trainees of distance mode were having either above average or high level of attitude towards teaching profession, efforts may be made at the government or institutional level to enhance the level of attitude of rest trainees so that more number of teacher trainees exhibit higher level of attitude.
- Efforts may be made to increase the level of attitude of arts, male and post-graduate teacher trainees of distance mode as they were lagging behind their science, female and graduate counterparts respectively with regard to their attitude towards teaching profession.
- Scholastic activities like seminar, symposium, workshop, professional meetings etc. should be organised to develop the level of attitude of the teacher trainees.
- Co-scholastic activities like various competitions, extramural talks, school visits etc. should be organised for the same.
- The teacher educators should come forward to inspire the teacher trainees to nurture appropriate attitude towards teaching profession.
- Existing B.Ed. syllabus of IGNOU should be revised to accommodate some elements of interest and attitude of the teacher trainees towards teaching profession to be inculcated in them.

- The required steps should be taken during the counselling programme and workshop to boost up their interest and attitude.

8. CONCLUSION :

Building positive attitude towards teaching profession is one of the basic purposes of teacher training programme and the most fundamental responsibility of the teacher educators**.** Hence utmost care must be taken during the course of their training to fulfil such purpose. If the above mentioned measures are followed seriously positive attitude of the teacher trainees studying through distance mode towards teaching profession will be enhanced to a significant level as a result of which it will make them more sincere and committed towards their profession and will have a remarkable impact on the qualitative improvement of school education.

REFERENCES:

1. Behera, A. (2005). A Study of the Attitude of Primary School Teachers of Orissa towards their Teaching Profession. Ph. D. Thesis, Utkal University, Bhubaneswar.
2. Behera, P.C. (1999). Impact of Adult Literacy Programme on Attitude and Awareness of the Neo- literates towards Population Education. Ph.D. Thesis, Department of Education, Patna University, Patna.
3. Budgisagar, Meena and Sansanwal, D. N. (1991). Achievement of B.Ed. Students : Effect of Treatment, Intelligence, Attitude Towards Teaching Profession and their Interactions. Indian Educational Review, Vol. 27(4): 47-65
4. Ganapathy, S. (1992). Self-Concept of Student Teachers and their Attitude Towards Teaching Profession, M. Phill., Edu. Madurai Kamaraj University.
5. Mohapatra. P. (1985). “Comparative Role of Intelligence, Attitude and Interest towards Success in Teaching”, Ph. D. Thesis, Utkal University.
6. Panda, B. N. (1999). “Attitude towards Teaching and Work Values”, the Primary Teacher, No.1, Vol. xxiv, January, 1999.
7. Rama Mohan Babu, V. (1992). Job Satisfaction, Attitude towards Teaching, Job Involvement, Efficiency of Teaching and Perception of Organizational Climate of Teachers of Residential and Non-Residential Schools. Ph.D., Education, Sri Venkateswara University.
8. Saran, S. A. (1975). “A Study of Teachers’ Attitude towards Teaching Profession and Certain Personality Variables as Related to their Level of Education and Amount of Experience”, Ph.D. Thesis, Psychology, Agra University.
9. Srivastava, S. (1986). “A study of Job Satisfaction and Professional Honesty of Primary School Teachers with Necessary Suggestions”, Ph. D. Thesis, Education, Avadh University.
10. Singh, R. P. and Das, M. (1989). Attitude of Teachers towards Creative Learning and Teaching. Indian Education Review, Vol. 24 (2): 120-23.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Promulgation of RTI and Effectiveness of Print Media in Popularizing it

[1] Mr. Tikayat Nayak, [2] Dr.Pravat Kumar Dash, [3] Dr. Bandita Kumari Panda
[1]Research Scholar, Journalism and Mass Communication Dept., Utkal University
[2]Assistant Professor, Political Science Department, KBDAV College,Utkal University
[3]Associate Professor, Journalism and Mass Communication Dept., Berhampur University, Odisha
E-mail: [1]tikayat.nayak@gmail.com, [2] drpravatdash@gmail.com , [3]bandita.p@gmail.com

Abstract: *Right to Information (RTI) Act is a powerful tool in common man hands to get information from the public authority for the benefit of the individual and social interest. This Act can be a very effective tool to explore concerned information that can help anyone to make decisions and take the required action to solve the problem that is faced by an individual, community, or society. In this context, we have also got the equally powerful catalyst in our society called media to help us. With both the facilities of RTI and media, most of the issues can be resolved to a larger extent. But it's dismaying that many people are not very much aware of the RTI Act and its uses. The prime objective of media is to create awareness, educate the community and motivate them for active participation in the development process. Media and RTI both can play an important role to empower the people for social development which is attempted by the researchers by using the research methods of survey and expert interviews.*

Keywords: *RTI, Media, Transparency, Accountability, Governance, Print Media.*

1. INTRODUCTION:

Information is considered as the oxygen of democracy. If people do not know what is happening in their society, then they cannot take a meaningful part in the affairs of society. Access to information not only facilitates the active participation of the people in the democratic governance process but also promotes openness, transparency, and accountability in administration. "Right to Information" (RTI) gives voice to the needs and aspirations of the people and provides them access to relevant information. In this context, media is well placed to operate at several levels.

Media can expose the working of the government functionaries, especially any misuse of authority and corruption. With its access to authentic information, the media can caution those in authority against arbitrariness and surfeit issues. The media can take up worthy social and public causes and thereby influence executive decisions.

The media institutions provide a platform that enables the government to operate efficiently, effectively and transparently and be accountable to the public who are the makers of democracy. Right to Information Act is among one of the best core values of fantastic governance and thus the

media can make a real difference to the lives of poor and disadvantaged people of civil society if it emerges to be a true voice of each person.

Media can make people more aware of their rights and enabling people to have access to government programs, schemes, and benefits. It makes people more aware of political issues and options, helping to stimulate debate, educating the public on social, economic, and environmental issues. Drawing attention to institutional failings likes corruption, fraud, waste, inefficiency, cronyism, nepotism, abuse of power and others is also imperative. Such symptoms create pressure for improved government performance, accountability, and quality, and provide a space for citizens to dialogue with other prominent authorities in the governance process.

As the media have a vital role in this context, the media need to play the role of an honest representation of information for its readers without deliberate biasness. The media must consider its independence to be its most precious commercial, editorial and moral asset. Maintaining its independence through professional behavior and a code of conduct that is subscribed to all journalists, the media can be a powerful user of the RTI Act and an agent for the empowerment of people for a budding information society. The objective of the Act to steer in a practical regime of right to information cannot be attained without a proactive role played by the media.

1.1 RTI Scenario in Odisha at Present

In the Odisha administration, especially within the administration of communication and development, there have been many hurdles. Due to the lack of enough awareness amongst the stakeholder groups, especially the beneficiaries which belongs to the below poverty level group, the gaps gets down like delays in getting response, dissipation, and ambiguity of governance, etc. were prevailing considerably.

In the course of this context, the enactment of the Right to Information Act – 2005 is a path to information for breaking legislation to make sure all the citizens are well-informed and participation in governance through access to information is retained. Since the enactment of Odisha Information Commission, several schemes were introduced to enhance the life of poor and rural populace. Even, a lot of cash and other resources were invested to scale back poverty through employment generation and self-employment programs for the rural population. Rural housing, sanitation, educational, informational, health, sustainability and other programs were implemented. Even the approaches and methods are continuously revised and implemented with a new expectation. Despite a lot of investments and efforts from the Odisha Government, the specified results aren't achieved within the areas like poverty alleviation, well-being and employment generation or to mention in securing the development of the rural population.

2. Literature Review:

Rai(2016) states that “The RTI Act is really, a very powerful piece of legislation that has immense potential to help the people from many problems, particularly in rural society in their day-to-day life. The media has a major responsibility to play a more proactive role for RTI. But in many circumstances, it is shown that coverage of RTI messages in media is unsatisfactory due to many reasons. As a gatekeeper, it is the sole responsibility of the media for disseminating critical messages and highlighting issues about RTI to the public and make them aware of their rights and duties. So the coverage of RTI posts in the media needs to increase”.

Biswas(2017) expresses "RTI guarantees political accountability, effective working of the information, bureaucratic obligation and tries to bring stability between the government and the society. Democracy requires its citizen to be informed. Transparent information is important for the smooth functioning of democracy and to put a check on corruption".

Nanda(2017) explained that "In the age of information, ignorance and illiteracy has no place and the people are required to be more vigilant and informative. They should have the capacity to know and judge every aspect which involves their life and liberty and the freedom and rights which have been given to them should not be misutilised and unutilized. The Act is certainly beneficial. Legislation which has put a heavy responsibility on the media to act appropriately and interpret the decisions of the government appropriately before the public so that they can be able to make use of it".

Mishra(2017) mentioned that "Media has a vital role in implementation and enforcement of Right to Information Act. It catalyzes the effective implementation and enforcement of the Act, provides information, builds awareness on the Act, and acts as a watchdog on behalf of the government to expose the corruption and inefficiency. RTI as a tool can be used by the media for obtaining credible and evidence-based reporting on key public issues."

Ghose (2021) in an article, "Lack of leadership, accountability cause RTI plea pile-up" mentioned that the number of RTI applications that go unaddressed and remain pending with various departments rose by 33% between 2016-17 and 2019-2020, as per the Central Information Commission's (CIC) Annual Report2019.According to him, experts stated that "Commissions need to impose penalties since it gives a clue that violation of the norm shall not be tolerated. But since penalties are not imposed the public information officers do not feel accountable to give out information. So, when the PIOs do not give a proper response, people approach the commission. This increases the number of cases sent to the commission.

3. OBJECTIVES:

- To study the usefulness of RTI and Media.
- To understand the role of media for dissemination of information and promotion of the right to information.
- To analyze the effectiveness of print media in popularizing RTI among the people.

4. METHODOLOGY:

The research design of this study is based on the method of the survey research and expert's interview. The methodology used for the study is quantitative analysis for surveying through a questionnaire consisting of mostly closed-ended questions that measure respondents satisfaction. A survey was carried out on 100 samples in Odisha among all age groups. A random purposive sampling method has been adopted to choose the 100 samples by the researchers. The 100 respondents include both male (82) and female (18) ranging in the age group of 21 to 75. It was done as it was observed that both the gender groups have been using the different media and representing the population as required for the study. Telephonic interviews from 3 experts, i.e. one RTI activist, one media faculty and one senior journalist have been taken for further validation of the research.

5. ANALYSIS & INTERPRETATIONS:

The major findings from the Survey are:

5.1 Awareness about RTI

When respondents were asked whether they are aware of the Right to Information (RTI), around 92.9% of people said that they are aware of the RTI and only 5.1 % of them mentioned that they are not aware and 2% of people opted that they can't say anything about RTI. As a result, it shows that there are more numbers of people in our society that are very well aware of the existence of RTI act. It is difficult to achieve the 100% awareness as India has a massive population, still this mini-representation itself indicates that more and more RTI depiction in media can further reduce the lower part of the awareness level.

5.2 RTI Cases in Media

Almost 77.8% of those who responded said they know about RTI cases as they get to see and read in the media regularly. Only 22.2% of them said that they are not getting any RTI cases in the media. It reveals that not finding RTI cases in the media by the public is pointing that the media has to take more active participation in promulgating the news headlines with RTI in it. This may create wider publicity and can built-in RTI awareness.

5.3 Media coverage of RTI cases

RTI cases coverage through newspaper was voted by 41.7%, and in social media it is 32.3% and television 15.6% and other media covers only 10.4%. People are not getting RTI cases through radio. From these data, we can clearly state that, more number of RTI cases is found in newspapers as compared to other media. Hence, other media can profusely take up further coverage of RTI matters. The same has been represented in Figure 1 below:

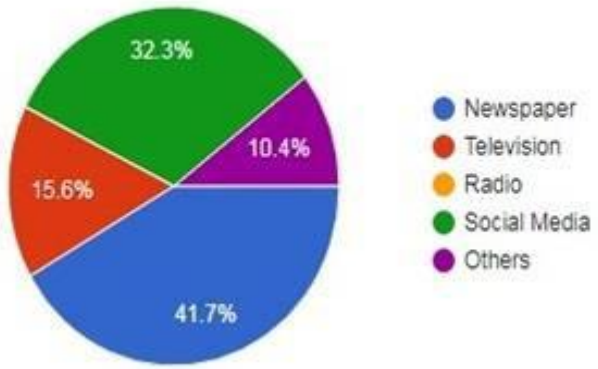


Fig.1: Media coverage of RTI cases

5.4 RTI issues covered in Newspaper.

Around 52% of people found RTI cases covered in newspapers and 48% of people haven't seen any coverage in newspapers. It is found that though more people are finding RTI cases in the newspapers similar percentage is noticed from survey participants who have choosen have not seen any coverage. This result creates confusion and can be considered that either the respondents failed to recognize the RTI cases covered by news dailies or the articles failed to grab the attention of the public.

5.5 Media gives detail regarding RTI Cases

The data shows that about 51.1% of the public said that the media is not giving details about RTI cases and around 48.9% of them said media gives details regarding RTI cases. From the above data, it is found that it's almost divided equally among the public when it comes to media providing particulars involving RTI cases. So it's difficult to say that media is not doing their duty but may be in the future if more cases are represented it may further change the outlook of the public attentiveness.

5.6 The interest level in getting feedbacks from RTI Cases

While 69.8% of people are taking interest to file RTI cases for getting feedbacks, whereas 30.2% of people are not interested to file RTI cases to get feedbacks. This data, clearly shows that a more number of people are taking interest to file RTI cases for getting reports. Still it is not highly noteworthy till more of the public gets concerned and follow the majority as indicated here.

5.7 Impact of Media on RTI cases

Almost 81.4% of the people are saying that there is a great impact of media on RTI cases, while 18.6% of people said that there is no impact of media on RTI. From the above data, one can clearly state that most people are thinking that there is an impact of media on RTI.

5.8 Media alertness to be aware of RTI issues

A majority of 92.7% of the people stated that the media should improve its alertness to cover RTI issues for the awareness of the people. While 7.3% of the public who partook in the survey said that the media is not improving its alertness for the awareness of the people. It is clear from the data that media should remain active and alert to cover RTI issues for the attentiveness of the society.

5.9 RTI Cases Filed

Almost 72.4% of people responded that they have filed the RTI cases and only 27.6% people said that they have not filed any RTI cases. The figures reveal that the number of people who had filed the RTI cases is more when compared to the people who had not filed any cases. It also points towards the incongruity that more of the respondents not only aware about RTI but also have implemented for getting response from the official authorities whenever there is some kind of dissatisfaction.

5.10 Duration for getting RTI information

Figure 2 as represented below signifies the duration taken to receive the response once a RTI case is filed. The respondents said that they got the RTI information within 30 days by 48% and getting no reply was affirmed by 30%, within 15 days was confirmed by 16%, within 60 days only ticked by 6%. When analyzing these data, it is found that more people are getting a reply through RTI within 30 days. Within a month receiving the reply was told by the majority which points out that on an average of a fortnight to two months time a person obtains the answer for which RTI was filed. Its equally appealing that the second lead of respondents never received any reply.

Fig.2: Duration for RTI information

5.11 Filing RTI cases

Around 94.9% of literate people are filing RTI cases, whereas only 5.1% of illiterate people are filing RTI cases as received from the respondents. From this data, it is concluded that the majority number of literate people are filing RTI cases but illiterate people are not filing it. This may be due to the lack of knowledge about RTI.

5.12 Expert's Opinion

After completion of the survey, the data were analyzed and interpreted**.** Based on the results and findings, questions were further framed and the opinion of the experts was included in the study which emphasized for more clear-cut approach. The researchers have taken the expert's interview from these three experts, i.e. 1) Dr.V.R.Raju, Journalism Faculty, 2) Manish Kumar, Senior Sub-Editor, Odisha Post and 3) Sri Pradeep Pradhan, RTI Activist. The interviews have been compiled in order of relevance. The interviews details are given below.

5.13 Print Media in popularizing RTI

Print Media is popularizing and promoting RTI as stated by Dr.Raju. Print Media is popularizing RTI to some extent but not fully, Sri Pradhan said. While Mr. Kumar told that print media is one of the few mainstream media options where RTI based news reports get ample space. This is because, unlike TV channels, newspapers and magazines have more options to accommodate more varieties of stories.

5.14 Print Media has a serious impact on RTI cases

Dr. Raju expressed that Print Media has a serious impact on RTI cases because people have believed that whatever comes in the newspaper is correct and Sri Pradhan also had a similar opinion. Mr. Kumar answered that "it is because print media reports are considered more authentic as it gives more time and space for such stories. These stories are also read by the policymakers and chances of action based on RTI based stories are more through print media".

5.15 Status of RTI in Odisha

Manish Kumar elaborated that, unlike central government agencies, the RTI system is not much robust in Odisha. In central government organizations, one can file online RTI where the whole processes ranging from filing, monitoring, payment, and first appeal are all online. However, in Odisha one still needs to print out a filed RTI, do the manual payment and submit it either in person by going to the concerned office or through postal services. It is not paperless like the central RTI system.

Sri Pradhan emphasized that "*the government* does not want to implement *the RTI Act* properly and trying their best to control RTI. *The information is not given* in stipulated time. It takes more time to get information through RTI. Data are not given in the public domain. The government website on RTI is not updated frequently. The commission usually takes 2 to 3 years on hearing the cases. It defeats the objective of the RTI Act. The government is not conducting any awareness program on RTI Act to popularize among the people, like hoarding, display board on RTI related issues. The government has not arranged any campaigns. NGO and Civil Societies are conducting awareness on these issues, but the government is not serious about this concern. Training in Gopabandhu Academy has closed for the last 4 to 5 years back", he concluded. Dr.Raju briefed that the benefits of RTI are not known to many people. So awareness of this milieu is required.

5.16 Recommendations if the replies are not received

Dr. Raju answered that stringent action is required for those who are not giving information. Public Information Officer (PIO) posts to be created for the reply of RTI.

Mr. Kumar told that "this is because the government to officials have become more aware how to dodge questions and not supply information citing vague reasons. This could be tackled if more persons appeal against such actions before the State Information Commission and demand deduction of salaries of erring public information officers in case of willful shielding of information. Provisions are there in the RTI Act 2005 for these".

Sri Pradhan elaborated that "the government should seriously see for the implementation of RTI. If Mo Sarkar and 5T is there, transparency should be maintained properly. All the data should be in the public domain. He added that there should be an online provision in Odisha. We are applying online, but a hard copy is to be deposited by post. As bureaucrats are not taking an interest to implement RTI Act, the government must be strict in this matter. Massive awareness is necessary for print media as well as television. Information Commission is giving orders written in English. While most people do not understand this order. RTI related information should be given in Odia".

5.17 Print media to make RTI more effective

More articles in this regard should be published frequently answered by Dr.Raju. A similar opinion was by Mr. Kumar, "more news coverage relating to RTI revelations and the use of RTI should be often done by reporters to bring original scoops and other analysis of RTI based stories needed to be done to make the government more accountable". Sri Pradhan added, "Print Media should cover all the RTI related news. They should highlight where ever they find such news. Recently, the information commission ordered that one popular deemed University should be under RTI. Wide coverage of the news is necessary. This news may be published on the front page of a newspaper. The print media should give RTI related advertisements from its side. So that RTI can be more active".

6. SUGGESTIONS:

• If the media wants to make the people aware of RTI Act then all RTI Cases needs to get published in detail. Then only the public will be interested to know about RTI Act and RTI Cases. All media sources like newspapers, radio, television, web media should cover further in their news for more awareness about RTI.

• Media should describe in detail the analysis about RTI Act, RTI cases, benefits of RTI Act regularly. Awareness among people by social media and campaigns in villages is highly necessary.

• Media needs to highlight the core issues of RTI extensively and regularly along with sensitizing both public and public authority to achieve the purpose of the Act.

• Media should be more transparent and responsible and must visit the public as well as the private offices for highlighting RTI related issues.

• RTI activists should give the information with required documents to the media person for easy coverage with more clarity and detailed information.

7. CONCLUSION:

The media provides a link between the citizens and their government. Using the RTI Act, the media can highlight key issues faced by the citizen, particularly those faced by the poor and voiceless. While media can play a vital role, most of the uprightness need to be carried out by the Government and Information Commissions. Sustained mass awareness campaign in the state is necessary to increase public awareness about the RTI and its operations, encourage citizen's involvement and increase transparency within the government. It requires better education of the people and a commitment from all to upholding the rule of law.

With the analysis of this research, it is clearly found that there is a natural link between the media and RTI Act as it is mutually beneficial. Print media strengthened the RTI messages and provided needed publicity to the Act. However, the study found that the role of print media in popularizing the RTI is auxiliary which can be converted into mainstream coverage.

The present study has limitations. The representation of the samples in the survey can be considered as a pilot work for further investigations. Future research work needs to involve content analysis of news dailies and case studies that will enable in wider outlook of the problem.

This testing of newspaper coverage of RTI issues provides one important component of an overall evaluation of media advocacy efforts. Other methods which will contribute to a broader understanding of the topic include interviews with advocates and journalists, popular opinion surveys on a wider universal sample and therefore the tracking of relevant policy changes can be found. Perhaps most significantly, future research must examine the putative links between the presentation of issues within the media, individual use of media, and the way that news articles are perceived by the public.

REFERENCES:

1. Babu, T, Suresh., & T. Shyam Swaroop,T., "Newspapers and Right to Information Act-Interface and Implications", *Indian Journal of Research*, Vol. 6 Issue- 4, 2017.
2. Biswas, Debleena, "Good Governance and Transparency: Bringing Down Corruption Levels Through RTI", *Right to Information Act: Implementation and Challenges*, 2017.
3. Das, Abhishek, "Mass Media and Right to Information Act 2005 : A Review". *Parbo Kagaj*, Vol:4, Issue:1,2018

4. Ghosh , Anuprova, "Lack of Leadership, Accountability Cause RTI Plea Pile –Up", *CIC Annual Report-2019* ,2021
5. Kothari, C R, and Garg, Gaurav, "Research Methodology, Methods and Techniques", 3rd ed ., *New Age International (P) Ltd*., New Delhi, 2014.
6. Mishra, Hiranmayee, "Right to Information and Role of Media-An Analysis", *Right to Information Act: Implementation and Challenges*, p 276-279,2017
7. Nanda, Sukanta Kumar, "Role of Media and The Press in the Age of Information", *Right to Information Act: Implementation and Challenges* , p-274,2017
8. Rai, Sushil, "Coverage of RTI Messages in Print Media: A Content Analysis", *Imperial Journal of Inter disciplinary Research*, Vol. 2, Issue 12,2016

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Impact of Social Media and Electronic Media on Education

V. SANTHANAM
Research Scholar, School of International Studies & Diaspora, Gujarat University.
E-mail: tvs208@gmail.com

Abstract: *Education and Media are two independent, distinguishable and at the same time integrated mechanism. This paper is presenting about the impact of Media on Education. It describes about the positive as well as negative impacts of Social and Electronic Media on Education. The positive impacts include providing of education, Distance and Rural Education, Health Education, Environmental Awareness and Communication. The negative impacts include causes distraction, impact on health, Reduces Learning and Research Capability, Lack of control on inappropriate content, relying too much on social media. Social media brings very fast changes in the society that is the big advantages of Media including on Education Sector. This paper is discussing in length the most crucial aspects of Social Media to get a clear picture of its impact on education.*

Keywords: *Media, Education, Facebook, Television, Radio, Environmental Awareness.*

1. INTRODUCTION:

Education is a social structure through which children's body and mind is developed including knowledge, skill, training, etc. Education also helps the society to maintain harmonies among all and guides the younger generation to look forward in future life. We can define education as a social company or organisation and it gives us knowledge and talent to manage the society. Education also gives culture, manners and shapes the every individual as a complete man. Education provides ability, business, and competitiveness with soul, discipline, beauties for concurrent contribution for better development of the society.

An educated person's life, the education comes throughout his life. At a same time if an any individual educated in his early life i.e. during his teenage, he is getting completeness in manhood and helps to contribute for the development of the National building and society upliftment. Early education in India commenced under the supervision of a *guru* or *prabhu*. Initially, education was open to all and seen as one of the methods to achieve eternity in those days, or empowerment. With the passage of time, social structure was decentralised and due to that the education was imparted on the basis of Varna. The related duties one had to perform on the basis of caste category. They learned about scriptures and religion while they were educated in the various aspects of warfare. The caste learned commerce and other specific vocational courses. The last lower category in the varna system is *Shudras*, were men of working class and they were trained on skills to carry

out these jobs. The earliest venues of education in India were often secluded from the main population. Students in ashrams. However, as population increased under the Gupta empire centres of urban learning became increasingly common and Cities such as Varanasi and the Buddhist centre at Nalanda became were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities increasingly visible.

Education in India is principally managed by state-run public education system, which comes under the command of the government at three levels: Central, State and Local. According to various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14.

Recent past, with the introduction and inception of Internet and Communication Technology (ICT) in education, we are seeing a lot of new and innovative changes in teaching methodologies of educational institutes these days. Educational institutions are improving their systems to enhance academic firmness. Universities are using social media in the teaching-learning process to find new value for creating suitable learning among students. Social media implementation is giving way to the development of the new educational system. Students are frequently exchanging thoughts and knowledge with each other on social media. On the other hand, scholars are offering online tutorials and collecting valuable information through social media.

In today's inter-networked world, the impact of social network on education is attracting a lot of attention. It is evolving as a powerful factor to gain a competitive advantage over peer institutions. Due to the growing influence of digital technology, the world is becoming flattered. It is altering the technique of conveying lessons. Social media influence is increasing day by day in education. It is becoming the new hope of obtaining knowledge for a student. It is changing their overall educational experience. With the introduction of digital media technologies, the delivery of educational programs has improved.

In the last 10 years, the following ways of teaching has changed i.e. eLearing is central of most academic programs, Media is designed to be duplicated & shared, Teachers are leading in everywhere, Mobility, Applications, Students & teachers are always connected, Equity & identity matter to students more than ever, Digital Games, Technology, and more visibility of Data than content.

2. Digital Media:

Any communication media that operates with the use of any of various encoded machine-readable data formats is called Digital Media. Digital media can be created, viewed, distributed, modified, listened to, and preserved on a digital electronics device. It changes the way we educate, entertain, publish and interact with one another on a daily basis. The Digital media is commonly used in software, social media, vedios, video games, websites, social media, and online advertising. However, with the constant upgradation and development in the Internet and Communication Technology (ICT), we cannot deny the impact that digital media has over our way of life. And, as a result of this influence, digital media pushes the business world out of the industrial age and into the information age. It is a basic means of communication for the public to communicate with each other. The most popular types of mass media includes Newspapers, Radio, Television, Internet, Magazines and many more and further dissemination and exchanging information through different

media platforms to reach the masses is called Mass Communication and it is different from Mass Media.

Common types of Mass Communication are: Radio, Journalism, Social Media, Television, Films, Television, Advertising, Public Relations, Books, Magazines, Newspapers and Journals, Photography, Audio Media like Community Radio, Podcasts, and Interactive Media like websites, video games, digital ads, etc.

3. Mass Media Categories:

- Print Media
- Electronic Media
- Social Media(Digital Media)

Print Media: This is the oldest form of media is print media and it consists of any type of printed material which includes newspapers , magazines, books, journals, newsletters and many more.

Electronic Media: The second one is electronic media which made information sharing and entertaining. The electronic media was made possible with the help of television, radio, movies and more.

Social Media: Digital Media is one way nothing but social media and it was because of technology evolving by leaps and bounds, digital media has in a way overtaken the other forms of media. Digital Media is a fast and efficient form of mass media.

4. Social Media: Education Redefining in the 21st Century:

What Is Social Media? Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. ... Users engage with social media via a computer, tablet, or smartphone via web-based software or applications. The Internet is a vast network that connects computers all over the world. Through the Internet, people can share information and communicate from anywhere with an Internet connection. Social Media are internet based sites offering the users a platform to communicate, share data and content including pictures, audio and video; create and participate in discussions about almost any topic relating to their interest and create and live a virtual life with the use of a mobile phone, computer, laptop, tablets and television.

Social Skills are the most important set of abilities a person can have. Great Social Skills help to meet interesting people, get the job, progress further in the career and relationships. The development of the relationship of an individual is depends on his health. If a person is not healthy, he is unable to do his duties and responsibilities with satisfaction. So, education has to train the individual how to develop and preserve the individual health. If a person can shine in his academic career; achievement is necessary. For school students academic achievement is very important because it will be decided by his future. It is commonly measured by examinations or continuous assessment. Being very thoughtful of the above conceptual base, the investigator has prepared his mind to study the impact of Social Media, Social Skills, and Health Awareness on Academic Achievement of High School Students.

Technology in the 21st century is bringing spectacular changes in our lives. It is hard to imagine life without Internet and Smartphones. Government of India is also pushing the agenda of integrating technology into education at all levels through its Digital India program. Educational entities are migrating from traditional mediums of teaching to more advanced methodologies involving the use of digital media technologies. Institutes are gradually introducing digital practices. Computer-based learning has become common in the education domain. Examinations are no longer limited to pen and paper. Learning also no longer revolves around the ability to just read, write and cram syllabus.

Digital media is now the new driver of change. Growth of latest new technologies in ICT such as artificial intelligence, robotics, nanotechnology etc. is bringing booming impact on the evolution of education. This kind of development drivers are also changing employment dynamics as new skills and understanding are required to meet the future demands of the job industry. This is why educational institutes are bound to incorporate digitization in the learning process to impart critical thinking, innovation, collaboration and problem-solving traits in students. The curriculum should also focus on innovations in technology and the general skills required to deal with the modern businesses. Such transformational changes due to digital media are bound to take education to a higher level.

5. Positive Impact of Social Media in Education:

The advancement of technological innovation in mass media means that education can now be transmitted simultaneously to too far off places and that too without any geographical hindrances. A person sitting in India, for instance, can benefit from a lecture being delivered in the United States. This saves a lot of time, effort, and money. The impact of social media on education is becoming a motivating factor. The technology referred to here really transpires just social media technologies such as Facebook, Twitter, and Snapchat. The world is getting smaller, and through the use of technology such as social media, the way we deliver instruction is changing. Social media and education can complement one another if utilized effectively. Due to ever-growing innovations in the technology, education can now be transmitted in real time over the computer screen from far off places.

i) Universal reach: Social Media has made the world smaller; it has connected people like never before. Education is something which must be universal. Social Media has helped extremely connecting that gap. In other words, social media is within everyone's reach now and making the world a better place.

ii) No Physical Boundries: Social Media has reduced the distance and made the world smaller village for every one goodness. Example, we no need to be present at the place physically to gain knowledge now, therefore, physical constraint not anymore.

iii) Information storage facility: Storing of information is the huge problem for the general public that was solved very precisely by social media and it also permits to access the information from anywhere at any time. It saves so much of time and human energy and makes it possible of availability at fingertips accurately.

iv) Well Organised Delivery/Presentation: Previously, the medium of information was rather unorganized. Now, the mass media of information offers much more organization and sophistication in delivering information. In addition, the authenticity of the information being imparted can be readily checked and reviewed. It is possible with the availability of mass media. This results in the reduction and elimination of false information or rumors.

v) Productive Results: In the social media, transmitting lectures via an audio-visual format is quite effective and another gigantic advantage of up to date technological innovation in mass media is the augmented memorization capability of students. Social Media has an exceedingly more encouraging impact on memorization power of the brain than simply an audio lecture. All of the above is possible only for the reason that of the social media.

vi) Encourage Online Learning: The Social Media platforms help students get encouraged and motivated to learn. It has made possible to learn from a reputed organisation by being at any location is called Distance Learning. There are many students study groups online for different subjects that stendents can join and gain knowledge from each other.

vii) Enhance Academic Performance: The students go through different online groups to gather information so as to find solutions for their assignments. This way helps student to enhance academic performances and increase their knowledge through data analysing and information gathering.

viii) Enhance Creative Element: Children are allowing them to enhance creative skills and later execute the same by doing it themselves. The Students have various hobbes that they post online via photographs/videos/diagrams/materials which help them to realise their potential for making it as career.

6. Promising Technologies for Education

- MOOCs
- Mobile Learing & Computing
- Cloud Computing
- Gamification and Games
- Tablet Computing
- Remote and Virtual Laboratories
- Open Content
- Wearable Technology
- Analytics Learning
- 3D printing

6.1) MOOCs: MOOCs are free of charge internet courses. A massive open online course is an online course aimed at unlimited participation and open access via the Web. They have a rich media that delivers the courses through a network. MOOCs provide interactive courses with user forums/social media group discussions to support interaction among professors, students and teachers.

6.2) Mobile Learning: Mobile learning is the simplest form of learning by sitting at comfortable place and in relaxes mind set for learning. As per the statistics available on social media, highest no. of education apps is downloaded and compare to the other apps, Educational apps are the second most downloaded apps. Colleges and schools have adopted mobile learning in their course of study. Besides, mobile apps help to understand difficult problems easily.

6.3) Cloud Computing: Cloud Computing provides lot of education based tools of cloud computing so teachers can create learning objectives and share digital learning stuffs to students and thereby side by side creating resource stores learning tools.

6.4) Gamification and Games: Gamification and Games are kind of tools for real-world experience and it can be very useful to learn history, architecture, and the medical field. The tools are useful for inspirational and training and help to learn about a variety of things and topics.

6.5) Tablet Computing: Tablet Computing is very useful to the student community as students can write to use many books and course material with the help of a tablet; also, they are easily carried from one class to another. In nutshell, it has all the necessary resources and tools in a single place. Apart from that the students can make their own personal notes and resources. The tablets are available in large variety with so many features. The tablets are very much useful to scientists to keep their records and use the as a digital microscope.

6.6) Remote and Virtual Laboratories: The Remote and Virtual Laboratories help students to do experiments without harming them or others. The experiments can be carried out many times for better understanding without wasting any resources and also they are very flexible to experiment. Also possible to test a new experiment in a controlled environment.

6.7) Open Content: Educational technology provides Open Content which is available for everyone. The Open Content gives the students the ability to assess, find, and use information.

6.8) Wearable Technology: The Wearable Technology help students and teachers can keep track of performance and also help in effective communication. This technology is very useful to everyone and helps to increase the productivity in humans and they use for gestures, vocice command, and other markers.

6.9) Analytics Learning: This is recent times gained popularity and it is an old field. The analytics learning has an ever more compound and effective impact on k-12 and higher education. The Analytics learning helps to learn from self-experience.

6.10) 3D Printing : The 3D Printing technology help students to make complex models and help students to learn the geology and the anthropology. This technology helps student to understand chemistry, fossils, and artifacts. Now, it is used to make prosthetics for PWD candidates.

7. Negative Impact of Social Media in Education:

7.1) Causes Distraction to Student: Social Media platforms are leading to distraction and hindrance of mind. Students are browsing on Social Media due to losing their focus on studies. This leads to wastage of time. Students are most of the time not submitting their work in the particular time since they are more focussed on Social Media platforms.

7.2) Reduece Learning and Research Capability: Using Social Media extensively, these days students are depending more on social media platforms to gain knowledge and information rather than looking out for in books, journals or notes. Reading, learning and research capabilities are reducing as it is easy to extract information online.

7.3) Impact of Health: Mental as well as physical effects on one's health, not taking food in time, do not take proper rest and continuously being on phone or laptop. Adoption of social media sites with slight carelessness can have mental and also physical effects on one's health.

7.4) Lack of control for inappropriate content: Social Media is a virtual world; anything can be accessed by the students including porno materials, therefore, no control for inappropriate content.

7.5) Inability to think independently: This is the biggest problem with social media. It can lead to groupthink, it may result in people not having original thoughts and making up their minds about issues.

7.6) Self-esteem issues: Many people have found they feel more lonely as a result of social media. This is especially true of younger people, such as students who have grown up with social media platforms. Since people are communicating more and more through electronic means, they tend to have a harder time interacting with people in the real world. They can chat online with ease, but not when it comes to face to face communication.

8. Electronic Media :

Digital media has become a powerful means of connecting, communicating, creating, and learning among students. Internet of things (IoT) has basically changed the condition of education in the country over the past few years. The electronic media was made possible with the help of television, radio, movies and more and the electronic media which made information sharing and entertaining. It is now a universal truth that T.V and other means of electronic media is a powerful source of not only providing information but also educate and entertain the masses. The exclusive effort of mankind in this social life is to learn more about the facilities and bounties of life spread around, to know them, evaluate them, and make the most of them.

The electronic media not only gives light but explanation, also facilitate through a explicit mechanism to reach to the peak in social life, beyond clouds, cross the surface of earth and to very depth of the seas. While scientific research also proved the fact that T.V certainly some impacts either good or bad (Jennifer 2008). According to Berkowitz & Rawlings (1963) "Electronic Media" can be define those communication means based on electronic or electromechanical means of production and most often distinguished from print media. The main electronic sources used by

general public normally include radio, television, sound recordings, video recordings and internet. It indicates the primary means of communicating with large group of people. There are four basic functions of electronic media which generally include informing, entertaining, educating and the most important to influence public opinion. The 20th century is heavily dominated by communication technology. The main mean of mass communication grew in succession as the century unfolded. Cinema arrived on scene in the first decade of this century and the Radio broadcasts started in 1920s and the television entered the arena in 1940s, followed by cable television in 1950s and the satellite television in 1970s. Lastly the personal computer gave access to Internet in 1980s. It transformed the interconnected computer networks through World Wide Web by the 1990s. The new media of communication facilitated not one-to-many but rather, many-to many communication services to the mankind in the age of globalization.

Electronic Media Management Concept: The electronic media include the use of electronics or electromechanical energy for the end user (intellectuals) to access the content. The primary electronic media sources familiar to the general public are radio broadcasting, television broadcasting, video recordings, audio recordings, multimedia presentations, slide presentations CD-ROM and online content. The electronic media may be in either analogue electronics data or digital electronic data format. The equipments used in the electronic communication process include –radio, television, telephone, desktop computer, game console and handheld device. The characteristics of electronic media include invisible intellectuals, invisible boundaries, speed, mass intellectuals, and 14 false identities. Electronic media brings mass intellectuals together in the same place, overcoming physical and emotional boundaries.

The different forms of electronic media include – television, radio, Cable Net or Internet, cable TV networks and satellite transmission. The largely used electronic media are radio, television and Internet. Radio is the very oldest form of electronic media which was very effective means of communication in the early 20th century. Television emerged as a powerful medium of communication in the mid 20th century. The visual appeal of television is perhaps unparalleled to any mass media. Even now it remains as the most popular mass media all over the globe. The Internet has emerged as another popular means of communication in the new millennium.

The electronic media are the important sources of information, education, entertainment, advertisement and propaganda in modern times. The people get these advantages through satellite transmission and cable network. The programmers of satellite transmission and cable network directly influence on the life of people. The electronic media produce new changes in the societies by giving different ideas in different programs. The electronic media spreads new ideas about standard of living, fashion, education and in the way of thinking by which people are greatly impressed and try to adopt them in their lives. The electronic media provide versatile services to the mankind across the globe. The role of Electronic Media is very important in the modern world. It is a source which is directly related to the lives of common people across the globe. Electronic media services should be delivered on the basis of moral values, professional ethics and social responsibility.

Basically electronic media combine numerous media - text, graphics sound, video, etc. - into a single message. They produce tailor made communication to the intellectuals. The electronic communications is interactive since it engages intellectuals in active, two way communications. The electronic media create a new form of many-to-many communications that lets geographically distributed groups communicate interactively and simultaneously through text, sound and video.

The modern organizations use 15 electronic media tools and technologies to reach out to the target groups who are spread across the globe.

9. Positive Impact of Electronic Media on Education:

01. Media has become an important part of our daily life. Electronic media also plays a central role in the process of education. It has a huge impact in shaping the lives of our future generation. Electronic media like internet is used to download information, play games, and retrieve information and so forth. It is also widely used for distance education. Media has both positive and negative effects. However, the positive effects outweigh the negative effects.

02. The development of internet as the global media, education has evolved to a large scope. Distance education programs are conducted through online media which has proved to be quite beneficial to people who hardly ever have the chance to have interactive classes. In the earlier days, distance education was conducted with the use of educational CDs, books and paper documents which were dispatched through post. But today, online modules are made available to the students through educational websites.

03. Through online media, distance education is conducted with online educational classes where the student and the teacher can learn and teach in that order through internet facilities from any part of the world. Today excellence online courses are offered to the students at an affordable price rate.

04. With the advent of electronic media, education and examination are no longer difficult or repetitive. There are many television programs that impart knowledge on various aspects of education including language, science, maths and so forth. There are various education related programs which help students to deal with competitive and board exams. Different teachers, intellectuals and professors from all over the world are roped in through electronic media to impart knowledge to the students. Students gain informative knowledge on various aspects of education and help them to cope with the burden of studies.

05. Electronic media has facilitated in motivating students to cope with the current educational system. It has altered their perception towards education. With the introduction of electronic media, education has earned a new meaning. The constant development of science and technology promises a bright future for the progress of education in the coming generation. Unquestionably, electronic media has made education more entertaining.

06. The Internet and World Wide Web based tools can transmit the message to the individuals and groups around the world. The advantages of electronic media are numerous in modern time. Important among them include - outreach is more and intellectuals are mixed, messages can be communicated within no time, messages can be communicated to large number of people at a time, variety of audio, video, text can be used in one single medium and great possibility of recording and archiving the content for future use. Practically, the electronic media like radio and television have extended the area of coverage of a traditional performance.

07. It has also opened the door for the latest form of media: Digital media which has paved its way through Electronic media in this industry; getting a whole new concept for the world to adapt to. It has overcome all the disabilities of Print media as the reach is increased and more people can be communicated through this form of media in a faster and easier manner.

10. Negative Impact of Electronic Media:

The negative effects of electronic media in particular on children are manifested in terms of their changing mental set-up and the deteriorating quality of their lifestyle. Children, who should invest their time in reading good books, studying, playing outdoors, exercising and engaging in social activities, today spend their evenings glued to the television. The electronic media technology has a negative impact on the process of education (Fried, 2008; Wentworth & Middleton, 2014), for the most part on the four areas stated below:

01.Declining of students' competencies in reading, writing, and arithmetic, which are the basic three skills any student is expected to master;
02. Dehumanization of education in many environments and alteration of the relationship between teachers and students;
03. Segregation of students in a digital and virtual world that distances them from any form of social interaction;
04. Deepening of social inequalities between the haves and the have-nots tht is students who can possess technology and those who cannot.
05. Health: Being exposed to electronic media 24/7 is not good, not in any sense of the word.
06. Psychological: Continues expose to scenes of superfluous violence in television programs, psychological effect on young viewers and cause them to become more reclusive.

The Electronic media plays a crucial role in our everyday lives and has a very strong influence in moulding the student. Examples of electronic media are television, radio, internet and e-magazines. There are lots of positive aspects in electronic media. Students receive loads of information and knowledge from electronic media. Electronic media is the best way to bring awareness in the society because everyone depends on some kind of electronic media for the updates. The positive effects of electronic media are welcomed by everyone. But, there is a need to prevent the electronic media from having a negative influence in moulding the student. The students at home and at school, must be taught to distinguish between the good and ill effects of the Electronic Media, especially, Internet. The negative effects of electronic media in a student's life change their mental set-up. Students should spend their time in reading good books, studying, playing traditional game outdoors, exercising or engaging in social activities. But, today, they spend their time glued to the television and their cell phones. The internet, which is easily accessible even for a small child exposes them to undesired contents which they should not know and will not understand.

11. CONCLUSION:

The Technology, over the past 50 years or so, has found its way to the classroom and has stubbornly altered the face of learning and teaching. Technology is not stagnant. It constantly changes, bringing in new devices and sending others to obsolescence. Taking this aspect of technology in consideration involves keeping up with that pace and aligning pedagogy with

technology, thus harnessing hindrances and augmenting benefits. Technology is now considered as one of the most important skills 21st century learners should possess. It is a new literacy that facilitates access to multitude sources of knowledge. Whether positive or negative, this move towards integrating technology in the classroom will never come to an end, and each new development will nurture another more appealing one. A lot has been written and said about students being technology crazy and they were given so many names: 'the Net Generation' (Tapscott, 1999), 'Digital Natives' (Prensky, 2001), 'the Gamer Generation' (Carstens and Beck, 2005), 'New Millennium Learners' (Pedró, 2006), etc. This craze about technology should be supervised, otherwise, risks would be numerous and effects would be drastic. In fact, while many of our students believe that they are learning well when using technology, many negative and non-educational attitudes are prevailing E-ISSN 2240-0524 ISSN 2239-978X Journal of Educational and Social Research Vol 9 No 4 October 2019 18 among them. Obviously, no one can imagine learning without technology and no one can currently understand how an educational environment can attain desired purposes and aims without actual use of technology.

REFERENCES:

1. The Khaama Press News Agency, Afghanistan, news@khaama.com.
2. The Positive & Negative Impacts of Social Media On Our New Generation By Khaama Press - Wed Nov 19 2014.
3. Using Social Media for Collaborative Learning in Higher Education: A Case Study Na Li, Sandy El Helou, Denis GilletÉcole Polytechnique Fédérale de Lausanne (EPFL)1015 Lausanne, Switzerland.
4. Alan Behrens: Alan Behrens is an experienced writer and our editor-in-chief. PNI's goal is to publish high-quality, educational content covering everything from history to current events.
5. The National Association for Media Literacy Education's Journal of Media Literacy Education.
6. https://en.wikipedia.org/wiki/Massive_open_online_course
7. Soumya Dutta (2011) "Social Responsibility of Media and Indian Democracy", *Global Media Journal* – Indian Edition/ Summer Issue / June 2011.
8. P Thirumoorthi, C Ramesh kumar (2015) , "A study on the impact of social sites among the youngsters with special Reference to Vishnu computers in Erode District", *International Journal of Applied Research* 2015;1(11): 09-12.
9. Dr. A. JesuKulandairaj (2014), "Impact of Social Media on The Lifestyle of Youth", *International Journal of Technical Research and Applications* e-ISSN: 2320-8163, www.ijtra.com Volume-2, Special Issue 8 (Nov Dec 2014), PP. 22-28.
10. *The Positive & Negative Impacts of Social Media On Our New Generation By Khaama Press - Wed Nov 19 2014.*
11. International Journal of Economics, Commerce and Management United Kingdom Vol. II, Issue 9, Sep 2014 *http://ijecm.co.uk/* ISSN 2348 0386
12. Dr. Khadija Alhumaid ; Four Ways Technology Has Negatively Changed Education, Zayed University, UAE, E-ISSN 2240-0524 ISSN 2239-978X Journal of Educational and Social Research Vol 9 No 4 October 2019.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

STUDY THE DEVELOPMENT OF MULTIMEDIA MODULE IN SCIENCE SUBJECT TO IMPROVE THE LEARNING OF THE STUDENTS

Simantini Bhoi
Research Scholar
&
Dr. Lopamudra Dash
Lecturer in Education, NKC CTE ANGUL, Odisha
Email - dash.lopamudra0@gmail.com

Abstract: *Technological development & mass media are playing a significant role in teaching and learning by replacing traditional class room system. The study focused on: to study the development of multimedia in science subject., to compare the level of achievement of class VIII students in the science subject with respect to the application of multimedia module. ,to compare the level of achievement of class VIII students in science subject with respect to their gender (boys and girls).,and to compare the level of achievement of class VIII students in science subject with respect to their IQ level (above average and below average).The hypotheses of the study are:**Ho1** There is no significant difference between the result of the pre and post achievement test of the students with respect to the use of multimedia module.Ho2There is no significant difference between enhancement of learning of boys and girls of class VIII students of Bargarh district with respect to application of multimedia module.Ho3There is no significant difference between enhancement of learning of above average and below average students of class VIII of Bargarh district with respect to application of multimedia module. The present study was experimental in nature. The researcher adopted pre-Experimental research Design. The findings of the study are :Multimedia Module enhance the Learning of the Students. Hence. The application of multimedia module is effective**(1)**There is significant difference between the result of the pre and post achievement test of the students with respect to the use of multimedia module of class VIII students of Bargarh district.**(2)**There is no significant difference between enhancement of learning of boys and girls of class VIII students of Bargarh district with respect to application of multimedia module.**(3)** There is significant difference between enhancement of learning of above average and below average students of class VIII of Bargarh district with respect to application of multimedia module.*

Key Words*: Multi Media Module, Learning, science subject.*

1. INTRODUCTION:

Today, education encounters challenges in all aspects of social, economic & cultural life of an individual. Scarcity of trained technical and skilled teacher is one of them. The continuous inventions and evolutions in all information technology fields open new channels and opportunities to enhance teaching and educational methods. In one side, those may improve the abilities of educators to present information in an interactive and media enhanced formats relative to traditional methods. Now the student has opportunity to learn at any time and at every place. So, the teachers have to learn to handle the use the modern teaching technologies to make their teaching smooth and effective. To improve the educational productivity, the teaching staff ought to mainstream technology within education, developing traditional techniques & using new educational methods. Mainstreaming the technological media in education is called "Multimedia" which leads to infinite applications of computer technologies. This may help students or learners through offering them the information in channels and methods that can be easier to understand, deal with, and retrieve. On the other hand, offering those alternative methods of teaching can be helpful particularly for children, people with special needs, or students in rural areas where they can have virtual or remote instructors especially for majors that have shortage.

1.1 Rationale of the study:

Multimedia module has the potential of providing effectiveness and enhancement in students' learning. It also fosters students' interest and involve them in the process of learning. This module defines a general framework that can be applied for the development of e-learning system across all the discipline and subject. According to **'Challenge of education' published by Ministry of Education (Government of India)**, Method of teaching is extremely important. Students need a sense of self-worth. Even the best curriculum and the most perfect syllabus remain dead unless supported by the right strategies of teaching. The search for educational effectiveness has always been a primary objective for the educators. In order to achieve educational effectiveness, it is important for the educators to adopt an effective teaching method that suits the individual learning style. Multimedia programs provide different stimuli in their presentations which include a number of elements as Texts, spoken words, sound & music, graphics, animations and still pictures. Inclusion of these elements in teaching in a comprehensive presentation provides effective education, which in turn will support the participation of the different senses of the learners in diverse syllabi. Multimedia provides the teacher with many possibilities in creating teaching strategies. Using the internet, pupils quickly find the required information. Formats of stored information are smaller in comparison with video cassettes (e.g., CD, DVD and USB). Multimedia educational tools are conceived on the principle of play, as extremely powerful techniques of learning, making teaching easier etc. The review of related studies throws light on the nature of work done in the area and helps the investigator in designing the study, formulating the objectives and selecting the methods, tools and techniques of the study. **Basu (1981)** developed a multimedia program using semi programmed text, tape-slide, workbook, film, kit transparency etc. In addition, concluded that this strategy enabled learners to reach the level of mastery learning. **Singh (1983)** strongly advocated that the use of media treatment in the teaching learning process is capable of creating high scores in students. In an attempt by **Ginapp (1985)**, the influence of teacher assessment module tapes on student teachers' performance showed that students in the experimental group received higher overall ratings by groups of student teachers, supervising teachers and co-operating

teachers indicating the effectiveness of module tapes. **Katz and Pyryt (1992)** undertook a project that focuses on improving students' self-image, self-motivation and decision-making skills by using technology like audio cassette microphone, video animation and computer software package, for sixth grade students. **Ahmad (2010)** in in his study the effectiveness of innovative and traditional methods of teaching Biology, and has experienced that multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to the students, which would make them more motivated to pay more attention to the information presented and retain the information better.

1.2 Statement of the research:

The present study is entitled as **"Study the development of Multimedia module in science subject to improve the learning of the students".**

1.3 Objectives:

The study was conducted keeping in the view of the following objectives: -

- To study the development of multimedia in science subject.
- To compare the level of achievement of class VIII students in the science subject with respect to the application of multimedia module.
- To compare the level of achievement of class VIII students in science subject with respect to their gender (boys and girls).
- To compare the level of achievement of class VIII students in science subject with respect to their IQ level (above average and below average).

1.4 Hypotheses of the study:

$\mathbf{H_{01}}$**:** There is no significant difference between the result of the pre and post achievement test of the students with respect to the use of multimedia module

$\mathbf{H_{02}}$ **:** There is no significant difference between enhancement of learning of boys and girls of class VIII students of Bargarh district with respect to application of multimedia module.

$\mathbf{H_{03}}$ **:** There is no significant difference between enhancement of learning of above average and below average students of class VIII of Bargarh district with respect to application of multimedia module.

2. METHODOLOGY:

Design of the study:

The present study was experimental in nature. The researcher adopted pre-Experimental research Design. Class VIIIof the respective school is comprised of 40 students only and there is no categorization of section. Due to the unavailability of larger sample, the one group Pre-test Post-test design was chosen for the present research. Also, another factor is that time constraint. In such a short period of time it is not possible for the researcher to teach in traditional method as well as teaching with multimedia module. The researcher did the real-time experiment for the present study, where it was difficult to use randomization for the selection of samples for experimentation and thus the researcher took the sample purposively. The experimental design of the present study is presented in figure below.

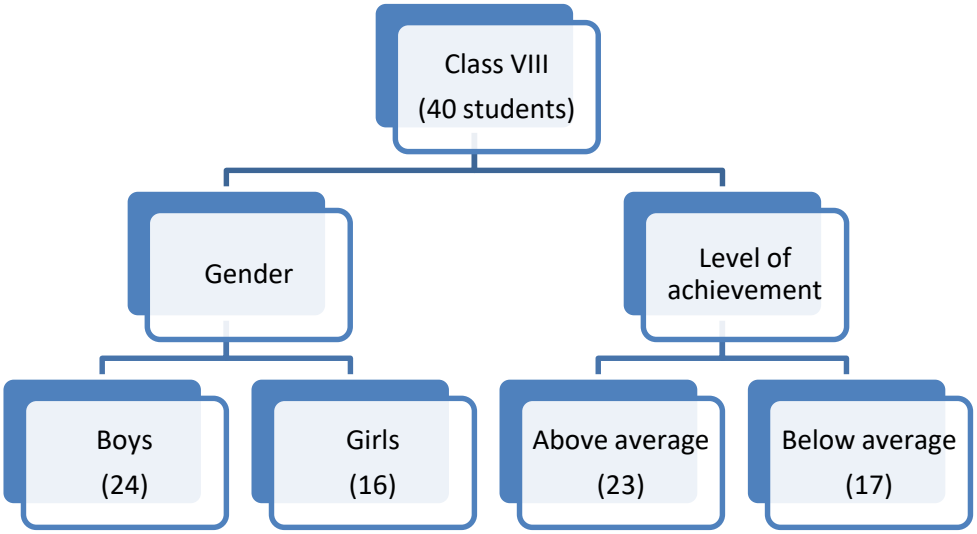
(pre-Experimental research Design).

Population of the study:

The population for the present study consisted all the student of Class VIII belonging to CBSE pattern of school of Bargarh District.

Sample of the Study:

For the selection of sample single intact class would be selected.



(Diagram of Sample Size)

Description of the tools:

The researcher used following tools for data collection.

Multimedia Module: Multimedia Module based on the topic "Micro-Organism: Friends and Foe" of class-VIII, science subject was constructed. This topic was classified in to 3 different part and based on those content 3 module was constructed by the researcher. The soft copy of multimedia Module is provided with the dissertation.

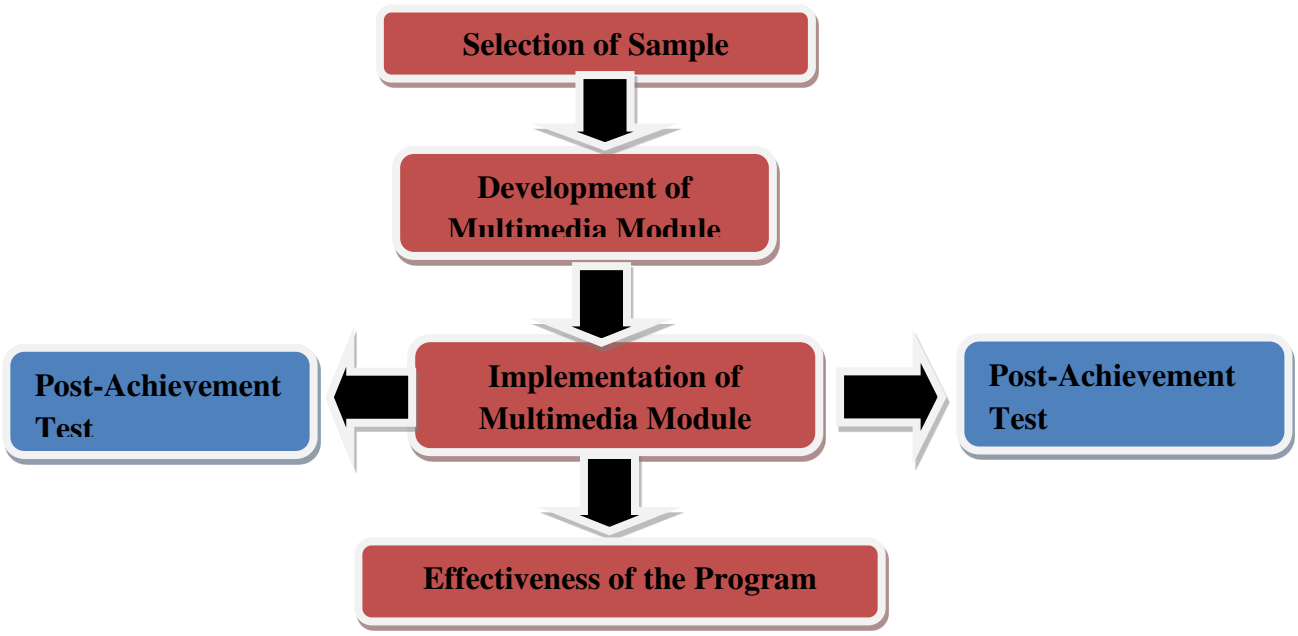
Development of Multimedia Learning Package:

The researcher developed multimedia learning package for enhancing learning in science subject. In order to develop a multimedia Module, the researcher followed different stages of its development.

- Selection of the content and categorization in terms of the respective topic& sub-topic.
- Assembling the features with text, pictures, audio, video graphics in multimedia Module.
- Developing video script and video of the content to be presented in the module.

Achievement Test: The researcher constructed achievement test as a pre and post-test to test academic achievement of the students.

Procedure for collection of data:



(Procedure of the Study)

Before Implementation of the study: The researcher made sure that the particular topic has been teach to them by their teacher. The teacher didn't use multimedia module. Due to COVID-19 online classes were conducted and by using illustration and example the teacher delivered the topic.

Phase 1: Development of Tools for Data Collection Present research has total two tools to collect data from the student-teachers. Researcher developed tools like Multimedia Module, Pre and Post Achievement test for the data collection. Researcher identified components of the tools. After develop the modules based on science subject, researcher designed blueprint for the achievement test. Suggestions were incorporated after discussion with guide. Valuable suggestions were collected and noted down.

Phase 2: Development of Multimedia Module was developed in the subject of science in the topic "Micro-Organism: Friends and Foe" as a combined output of varied aspects in the form of text, audio, video and animation. During design integration of module, it was important to select appropriate media and learner control along with content selection. The researcher took care of all these components, selected topics and designed learning material carefully, took care while use of text, images, audio and video carefully. Researcher also took care of learner control during development of the package. Researcher used language that is understandable for all learners.

Phase 3: Before delivering the content with the help of multimedia module, Researcher administered pre-test. For which Permission letter was granted from the teacher-education institute. All the students of Class VIII were informed about the test before implementation. Time duration of the test was forty-five minutes for the 30 marks" achievement test.

Phase 4: Implementation of the developed multimedia module was done after the administration of pre-test. Researcher managed total 3 periods(as the particular topic was divided in to 3 parts as per the content) with the duration of 45 minutes from during the academic year of 2020-21 for the implementation of the multimedia module. Due to the COVID pandemic classes were taken through online mode. Along with the process of teaching-learning the researcher acted as a facilitator and guide for the students. To facilitate self-learning, link of the multimedia learning module was given to all the students.

Phase 5: After the researcher completed the implementation program through multimedia module post achievement test was taken to check the improvement among the students. Same time was given to answer achievement test i.e., 45 minutes.

3. ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA:

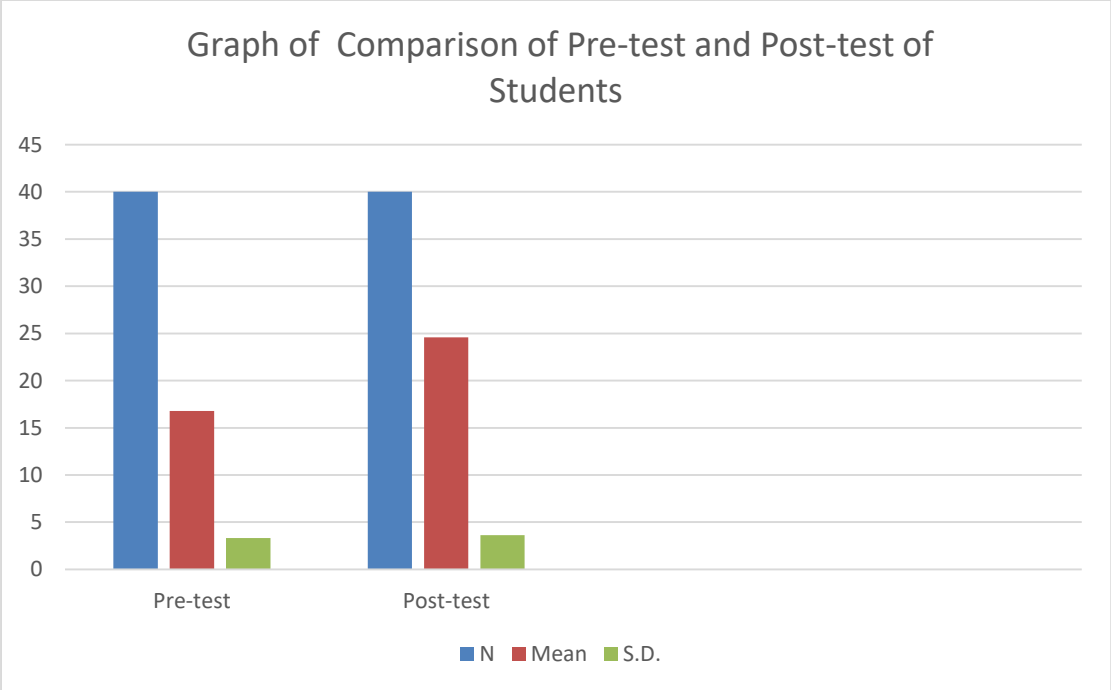
The main focus of this chapter is to find the difference between Pre and post achievement test with respect to application of Multimedia Module and find out whether there is any significant effect of multimedia module on students' learning or not.

Study the level of achievement of students

Objective – II: To compare the level of achievement of class VIII students in the science subject with respect to the application of multimedia module.

Hypothesis – I: There is no significant difference between the result of the pre and post achievement test of the students with respect to the use of multimedia module

Comparison of Pre and Post Achievement test of the students



Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 post-test - pre-test	7.80000	2.81206	.44463	6.90066	8.69934	17.543	39	.000

(Table -1 Paired t-test of Pre-test- and Post-test)

From the Table 1, it was found that the Mean of Pre and post achievement test was 16.7750 and 24.5750 respectively out of 30. The S.D. from the mean were found to be 3.30879 and 3.63662 respectively for pre-test and post-test with SE of Mean .52317 and .57500 respectively for pre-test and post-test. The calculated t-value is 17.543 which is significant at 0.05 level of significance (t Critical two-tail 2.023). Thus, we reject our null hypothesis.

Discussion:

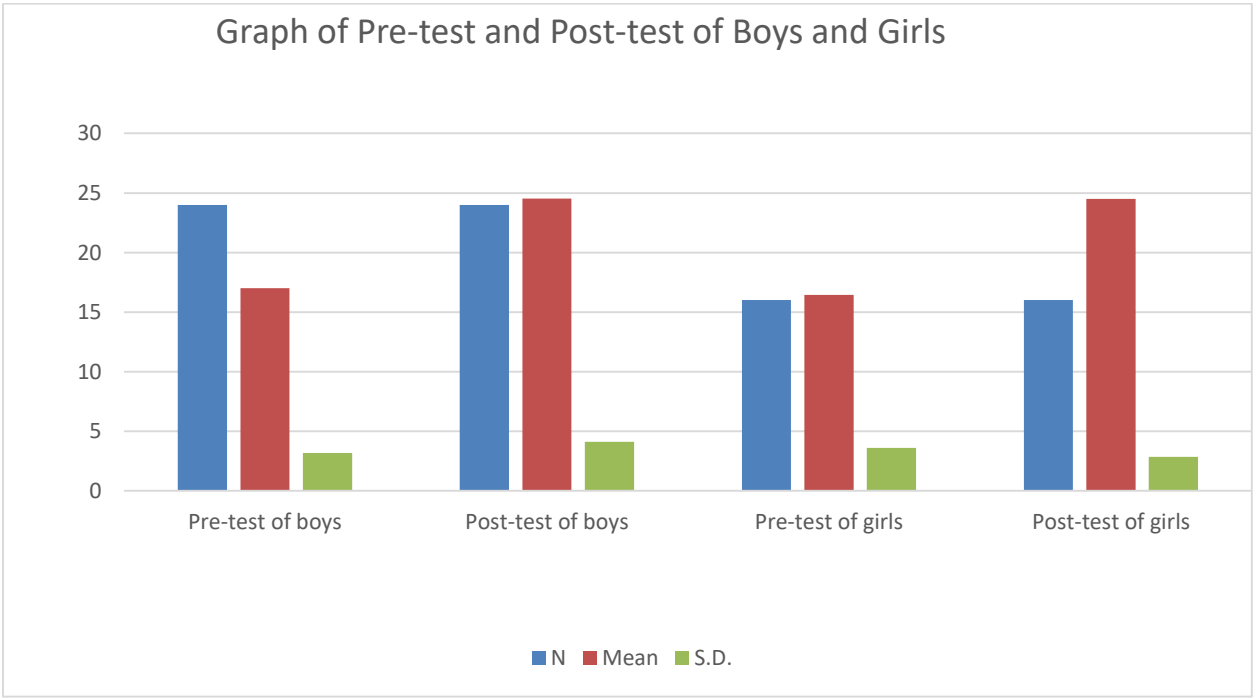
As we know that students always take interest in innovative method of teaching in-comparison to the traditional method. I think that multimedia module-based teaching played as a motivation for them which may resultant in significant difference between pre-test and post-test. The above result is also consistent with those of several earlier studies such as Dalwadi, N. (2001); Patel, R. (2001); Meera, S. (2000) where there is no significant difference between achievement of boys and girls. In this study Multimedia module is nothing to deal with gender of the students.Some studies such as Dange, J.K and Wahb, S.A(2006); Joy, B.H.H and Manickam, L.S.S(2002); Singh (2005) are not consistent with the above result.

Study the Level of achievement between Boys and Girls

Objective – III: To compare the level of achievement of class VIII students in science subject with respect to their IQ level (above average and below average).

Hypothesis – II: There is no significant difference between enhancement of learning of boys and girls of class VIII students of Bargarh district with respect to application of multimedia module

Comparison of Pre and Post Achievement test of Boys and Girls



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-test	Equal variances assumed	.159	.692	.522	38	.605	.56250	1.07801	-1.61982	2.74482
	Equal variances not assumed			.508	29.365	.615	.56250	1.10668	-1.69969	2.82469
Post-test	Equal variances assumed	2.990	.092	.035	38	.972	.04167	1.18233	-2.35184	2.43518
	Equal variances not assumed			.038	37.901	.970	.04167	1.10053	-2.18642	2.26976

(Table 2 Independent t-test of Pre-test and Post-test with respect to Gender)

From the Table 2, it was found that the Mean of Pre and post achievement test of boys were 17 and 24.5417 and the Mean of Pre and post achievement test of girls were 16.4375 and 24.50 respectively out of 30. The S.D. from the mean were found to be 3.16228 and 4.10704 respectively for pre-test and post-test of boys with SE of Mean .64550 and.83835respectively. The S.D. from the mean were found to be 3.59572 and 2.85190 respectively for pre-test and post-test of girls with SE of Mean .89893 and .71297 respectively for pre-test and post-test. The calculated t-value of Pre-test and Post-test are0.522 and 0.035 respectively which are not significant at 0.05 level of significance (t Critical two-tail 2.024). Thus, we accept our null hypothesis.

Discussion:

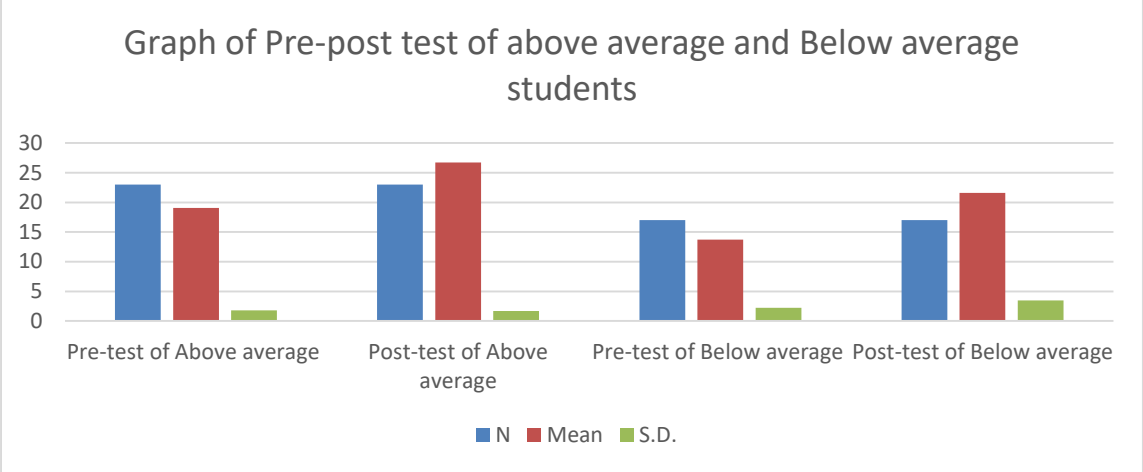
As per my point of view same intervention was given to boys and girls. Equal importance was given to them while presenting the topic with the help of multimedia module. Therefore, there is no significant difference between achievement of boys and girls both in pre-test and post-test.This result is also consistent with those of several earlier studies such as Joy, B.H.H. and Shaiju, S.L. (2004), Singh, R.D., Ahluwalia, S.P. and Verma.S.K.(1991); Burton (1995) where there is no significant difference between achievement of boys and girls.Some studies such as Haley, Mary Lewis, P. (1991); Das, I. (2003) are not consistent with the result. But, in this study, we found that multimedia module is nothing to deal with gender of the students.

Study the Level of achievement between Above average and below average students

Objective – IV: To compare the level of achievement of class VIII students in science subject with respect to their IQ level (above average and below average).

Hypothesis – III: There is no significant difference between enhancement of learning of above average and below average students of class VIII of Bargarh district with respect to application of multimedia module.

Comparison of Pre and Post achievement test of Above average and Below average Students



Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test	Equal variances assumed	.085	.773	8.442	38	.000	5.33760	.63226	4.05766	6.61753
	Equal variances not assumed			8.185	30.285	.000	5.33760	.65212	4.00631	6.66888
Post-Test	Equal variances assumed	6.696	.014	6.164	38	.000	5.10742	.82853	3.43014	6.78469
	Equal variances not assumed			5.604	21.637	.000	5.10742	.91135	3.21555	6.99928

(Table 3 Independent t-test of Pre-test and Post-test with respect to IQ level)

From the Table 3, it was found that the Mean of Pre and post achievement test of above average students were 19.0435 and 26.6957 and the Mean of Pre and post achievement test of below average were 13.7059 and 21.5882 respectively out of 30. The S.D. from the mean were found to be 1.79591 and 1.69048 respectively for pre-test and post-test of above average with SE of Mean .37447 and .35249 respectively. The S.D. from the mean were found to be .53389 and .84043 respectively for pre-test and post-test of below average students with SE of Mean .53389 and .84043 respectively for pre-test and post-test. The calculated t-value of Pre-test and Post-test are 8.442 and 6.164 respectively which are significant at 0.05 level of significance (t Critical two-tail 2.024). Thus, we reject our null hypothesis.

Discussion:

As we know that above average students have greater IQ, more grasping capacity, they are more studious than the below average students. Therefore, the level of achievement is higher in above average students in comparison to below average students.

But it is also showed in the study that there is more scope for improvement in below average students in comparison to above average students. It may be because of the increase motivation, interest level towards learning. This result is also consistent with those of several earlier studies such as Khirwadker, A. (1998); Joshi, C.L. (1992), Jeyamani, P. (1991) where there is significant difference between achievement of above average and below average students. In this study there is significant difference exist between achievement above average and below average students. No study found which is not consistent with the result. Hence, it is proved that there is significant difference in the achievement of student with respect to the IQ level even if in application of multimedia module.

Major findings drawn through data analysis are listed below:

1. There is significant difference between the result of the pre and post achievement test of the students with respect to the use of multimedia module of class VIII students of Bargarh district.

2. There is no significant difference between enhancement of learning of boys and girls of class VIII students of Bargarh district with respect to application of multimedia module.

3. There is significant difference between enhancement of learning of above average and below average students of class VIII of Bargarh district with respect to application of multimedia module.

Educational Implication of the study:

The Scope of the study indicates that this study is a drop in an ocean. But as drops makes the ocean, this study has educational implication especially for science teaching at school level. Multimedia based technology acts as catalyst to support change in teachers' pedagogy. With new technologies a teacher is no longer the sole source of knowledge but instead is a guide or facilitator who supports students learning. The individualized instruction of this multimedia approach-based education will allow students to advance at precisely the rate that will be advantageous for them.

In the light of multimedia-based approach in TE, changing roles of learners and teachers, high -tech classrooms, etc., it may be said that integration of multimedia-based approach in TE will make TE highly interactive, individualized, flexible, accessible, more relevant and affordable and computer mediated.

4. CONCLUSION:

From the present study it can be concluded that multimedia module helps in improving the learning of the students especially in science subject. However, multimedia module is nothing to deal with gender of the students. Though the level of achievement is higher in above average students in comparison to below average students yet it is also showed in the study that there is more scope for improvement in below average students in comparison to above average students.

REFERENCES:

1. Barnett, L. (2006). The Effect of Computer Assisted Instruction on the reading skills of emergent readers. Dissertation Abstracts International,67 ,1, p-130-A.
2. Cannon, T. R. (2005). Student success: A study of Computer –based Instruction versus lecture-based instruction in developmental Mathematics at a Tennessee Community College. Dissertation Abstracts International, 66 ,11, p-3938-A.
3. Dange, J.K. and Wahb, S.A. (2006) studied on "Effectiveness of Computer Assisted Instruction on the Academic achievement of Class IX Student's Physical Science. Journal of Educational research and Extension, Vol.43, No.4.
4. Desai,K.V.(1985). An investigation into Efficacy of Different Instructional Media in the Teaching of Science to the Pupils of Class VIII in Relation to certain Variables. Ph.D. Edu., SPU, 1985
5. Gao, Y.Q. (1992. Factors affecting use of Computer-Assisted Instruction by selected Chinese University educators.
6. Joshi C.L. (1992). The construction and try out of networks for some topics of physics for standard XII Science stream. An unpublished M.Ed. Dissertation. Surat: South Gujrat University.
7. Joy, B.H.H. and Manickam, L.S.S. (2002) studied on "Computer Assisted Instruction: Attitude of Teachers and correlates. Indian Educational Abstracts, Vol, 5, 1-2, p-26
8. Khirwadker, A. (1998). Development of Computer Software for learning chemistry of standard XI Khirwadker conducted a research on development of computer software for learning Chemistry of standard XI from M.S. University of Baroda.P-13 to 15.
9. Mehra, Vandana. (2007). Teacher's Attitude towards Computer use Implications for emerging Technology Implementation in Educational Institutions. Journal of Teacher Education and Research, 2(2), 1-13.
10. Patel, R. (2001) study on "A study of learning through Computer Assisted Learning Material in relation to selected production variables and contiguity.
11. Rosales, J. S. (2005) conducted a study on "The effect of Computer Assisted Instruction on the Mathematics achievement of ninth-grade high school students in the lower Rio Grande valley. Dissertation Abstract International, 66, 7, p-2482-A
12. Suwana, R. (2004) conducted a study on "Effectiveness of Computer Assisted Instruction for Primary School Students: An Experimental study. An Unpublished Ph.D. thesis. Surat: South Gujrat University.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Impact of IoT integration with Mixed Reality on Manufacturing Operations

Dhaval Sahija
Independent Researcher and Enterprise Solution Manager in Leading Digital Transformation Agency, Plano, USA
Email - dgsahija@gmail.com

Abstract: *Many manufacturing and engineering companies worldwide face many problems such as increased cost of production and operations, frequent machined and equipment breakdown, poor product quality, and inefficiencies in the production processes. Furthermore, since both MR/ AR headsets and IoT Systems are working in silos, engineering/operations managers in manufacturing companies cannot fully harness its true capabilities. These problems occur because of a lack of integration of mixed reality tools and IoT systems such as control systems, Scada, and industrial automation systems. Both mixed reality and IoT systems have different communication protocols, so integration is a challenge. However, currently, engineering and operations leadership are using various dashboard/reporting tools that fetch information from both systems separately, limiting the capabilities of these executives in terms of key decision making; that is something that can be overcome with the system integration. Therefore, this study aims to understand the impact of IoT integration with mixed reality on manufacturing operations. Once the integration is achieved, it will help the manufacturing companies overcome problems such as; energy inefficiency, high cost of the product, and poor maintenance of resources. The study used both semi-structured interviews and descriptive questionnaires to collect data.*

Keywords: *Mixed Reality, Augmented Reality, Factory Automation, Internet of Things, Industrial IoT, IIoT, Mixed reality for manufacturing, Industrial Augmented Reality (AR), Augmented Reality in Manufacturing, Intelligent Manufacturing, Cyber Physical Systems, Industry 4.0; Smart Factory.*

1. INTRODUCTION:

Mixed reality is described as the merger between the real and virtual world to develop a new environment and visualization where digital and physical objects interact and co-exist in real time. Over the years, many companies have used mixed reality to connect one office to another such that workers can easily collaborate and work with one another on a given project. For example, through mixed reality technology such as Hololens 2, everyone in two more departments can be involved and achieve a shared understanding of a given operation or project. Through organization can mixed reality technologies that support visualization where workers in the field can comfortably interact

with those in the offices to discuss and give different views about given issues on the project they are working on. On the same note, mixed reality has been employed to increase workers' productivity in the manufacturing sector. For example, mixed reality technologies such as workstations and PCs provide manufacturer engineers with data and allow them to check how to complete or do a certain mechanical task. Again, it helps automates various processes making it easier for the employees to do their work.

On the other hand, the Internet of Things (IoT) refers to the network of interrelated computing devices, digital machines, and mechanicals embedded with software, sensors, and other technologies with the objectives of exchanging and connecting other systems and devices over the internet. IoT enables different approaches to allow machines, equipment, and production lines by monitoring solutions offering automation to simplify their complex industrial tasks. For instance, IoT uses a machine or equipment or production as a service connected with the industrial IoT touchpoint to deliver information about a particular real-time operation. Furthermore, IoT helps in the optimization of processes in manufacturing plants. For example, smart factory, remote asset monitoring, and predictive maintenance. On the other hand, a cyber-physical system is a computer system where a mechanism is monitored or controlled by a particular computer-based algorithm. Cyber-physical system is transforming the manufacturing sector in that it provides companies with a set of the information-transparent environment that are used to maintaining productivity, facilitate asset management, and provide reconfigurability. Furthermore, cyber-physical involves designing HCI (home computer interface) in AR and MR by connecting it with IoT Systems such as; Scada, PLC, control systems, and industrial automation systems.

1.1 Problem Statement

This study aims to investigate the impact of IoT integration with Mixed Reality on manufacturing operations. In the ever-increasing competitive markets, technologies, and globalization of business, providing only physical products is not enough for manufacturers to stay competitive and relevant in the current business sector. Numerous studies have shown that it is easier for the business organization in the same industry to copy and imitate a physical product alone compared to imitating and copying an integrated innovation and product-service technology. Therefore, the applications of integrated technologies such as integrate IoT with mixed reality technologies have become a strategic method for innovative manufacturing companies to develop a commoditized trap and maintain their market competitive advantages. The following research questions will be used in this study;

1. How does an IoT integration with mixed reality technology improve the manufacturer's quality of products?
2. Would IOT integrated with mixed reality promote predictive maintenance in a manufacturing company?
3. How does an Integrated IOT with mixed reality impacts the manufacturing processes of an organization?

1.2 Significance of the Study

This study is among the very few researches examining the impacts of an integrated IoT with mixed reality on the manufacturing operations of an organization. Even though IoT and mixed reality have been linked to significant impacts on the operations of manufacturing companies, their

integrations, and mechanism of processes are not well understood. Therefore, this study would shed light on the impacts an integrated IoT with mixed reality has on an organization's manufacturing operations and processes. More importantly, this study will contribute to the servitization literature for being one of the keys and first effort research to investigate how an integrated IoT with mixed reality impacts an organization's critical manufacturing operations and procedures. Consequently, this study explores numerous strategies and approaches to value creation throughout IoT integrated with mixed reality in a manufacturing company to present the current perceptions and view the positive impacts and disruptions brought the application of the IoT integration with Mixed Reality on manufacturing operations of an organization. Besides, this study contributes to the discussion on the role of technologies in the manufacturing sector by providing empirical and framework evidence (Xu & Moreu, 2021). Thus, it will significantly help business organizations, especially the manufacturing sectors, to decide the kind of technology to use in their production system. Therefore, this study is significant because it aims to reveal different aspects and impacts of applying the IoT integrated with mixed reality on manufacturing operations and processes.

2. LITERATURE REVIEW:

2.1 Promotes Production of Produce Better Product

Many firms today have capabilities to produce better- and high-quality products, thanks to the continuous applications of the IoT integrated with the mixed reality technology [1]. According to these scholars, most manufacturers, in many circumstances forced to choose between quality and cost. However, the use of an integrated IoT with mixed reality helps the manufacturers to reduce cost hence giving producers more options for increasing the quality of their products. Using an integrated IoT with mixed reality makes it easier for an organization to fined tune its manufacturing operations with different sensors that can quickly and easily detect minor changes in machine operations and functionalities [2]. This makes and brings major differences in the product quality. [3] explains that Manufacturers use IoT integrated with mixed reality sensors to measure the different things and elements during the quality process control. For example, using both video and thermal sensors in different manufacturing stages helps an organization collect more complete product data. [4] further argued that an integrated IoT with mixed reality could also be used to test products at different stages throughout the development of the cycle of the product to get more quality and better products.

2.2 Data Visibility

An integrated IoT with mixed reality technology is useful in manufacturing operations because it makes it possible for the firm and its management to make unknown processes and procedures visible [5]. These researchers further explained that real-time visibility presents quality information provided by the integrated IoT with a mixed reality product system. The integrated technology transmits three types of information. First, it transmits contextual information, which is the data of an integrated IoT with mixed reality technology equipment's surrounding environment. For example, it records the temperature, motion, and even position of the products as they are being produced. Another type of information transmitted by integrated IoT with mixed reality technology during the production process is the Sense Aware which collects and out different data of environmental conditions and location of packages, containers, and pallets, thereby helping the organization to the conditions the products are being stored or ran sported [8]. This is very important

in the company's supply chain process since it helps improve the chain visibility by keeping all stakeholders from the management, production unit, storage, and transportation sector. It keeps the organization about the condition, status, and location of the product. Such data are very useful for sensitive products such as drugs, perishable and fragile goods [10]. The types of information transmitted by integrated IoT with mixed reality technology are the usage data that state the frequency and how long the product is used or consumed by the customers. This information is important to the manufacturers because it helps the organization the demand rate of their product, which dictates the level of productions of each product.

2.3 Manual Process Automation

Integrated IoT and mixed reality technology are applied in many companies today because they transform an organization's manual process automation [2]. Automation of a company process refers to using technology such as IoT and mixed reality innovations and devices to execute recurring manufacturing tasks. In this way, these technologies replace the manual process with automated techniques, thereby minimizing costs and improving the efficiency of the operations. According to [4], manual process automation refers to the ability of a manufacturing organization to optimize and contextualize manual processes, products and services' operations with minimum or no human intervention through the use of integrated IoT with integrated IoT mixed reality technologies. [2] argues that automating competence in the manufacturing sector involves reconfiguration ability in dynamic capability theory. The main purpose of automating manual processes such as storage, step procedures, order fulfillment, and administration is to be executed and retrieved quickly and with little effort.

2.4 New Employee Training

One of the key factors that determine an organization's success or failures is the type of pool of workers [1]. These researchers further stated that skilled and knowledgeable workers help an organization reduce its cost of production and reduce errors and accidents in the organization. Skilled employees also ensure that the firm maintains high levels of product quality, thereby constantly attracting consumers from different markets. [3] explain that today, many organizations are using IoT to provide eLearning in the workplace, especially with mixed reality technology. By using an integrated IoT with AR-based technologies, an organization can give AR-based training to engineers that have been hired [9]. Furthermore, new employee training powered by an integrated IoT and mixed reality helps an organization train their workers about using specific machines, production, equipment, and managing processes. Therefore, integrated IoT and mixed reality help to elevate new employee training programs in an organization.

2.5 Maintenance Procedure

[4] explain that integrated IoT with mixed reality helps to improve maintenance procedures of a manufacturing plant. These scholars explain that one of the main reasons modern organizations invest in IoT combined with other mixed reality technologies is because they provide an organization with the opportunity to manage its assets through predictive maintenance [4]. Rather than relying on calendar-based inspection and spare parts replacement, an organization, through integrated IoT and mixed reality technologies, can monitor the operations and conditions of equipment, thereby predicting failures [7]. For example, sensors implemented in the equipment can frequently check

the conditions the company has set up and trigger work orders when a given limit has been breached. [5] also explain that an integrated IoT with mixed reality helps a company improve equipment and machine maintenance because it helps initiate automatic repair recommendations. Equipment and machine break down, data failures can be detected and repaired through maintenance management software that is always built using an application programming interface that integrates mixed reality technologies and IoT devices with appropriate and accurate usable information.

3. METHODOLOGY:

3.1 Research Design

This study will use a descriptive qualitative data collection method. More precisely, the study will adopt online questions/surveys and onsite POC. We designed Proof of Concept by doing small integration of Automated Systems to AR interface. The POC (proof of concept) was given to Sr Managers in engineering team to test the impact of IoT integration with Mixed Reality on manufacturing operations. Therefore, the study used both, online questions/surveys and also onsite POC. These methods were used in this study because they provide an adequate opportunity to collect more data. For example, they provided there is enough time and space, a participant can answer the questionnaire questions by providing more illustrations and clarifications on the matter they must answer [6]. The same is also with the POC.

3.2 Data Collection Process

The main methods used to collect data in this study are; survey questionnaire and semi-structured interview. The data was collected from 20+ key manufacturing companies based out of Texas, USA. A total of 95+ Sr. Managers from engineering, operations and IT departments of the above companies were interviewed using a survey questionnaire. Feedback was also collected from them based on the experience and impact post usage of POC for limited period. The semi-structured interview, survey questionnaire and feedback collected after POC deployment, were leveraged as data collection methods.

3.3 Results

Table 1

Company Size	Productivity	Automation	Efficiency	Operation
0-250 Employee	80	12	52	60
250-1000 Employee	40	30	25	28
1000-2500 Employees	65	18	39	35
2500-5000 Employees	60	23	20	41
5000-10000 Employees	70	36	45	32

Table 2

SUMMARY OUTPUT	Column1	Column2	Column3	Column4	Column5	Column6	Column7	Column8
Regression Statistics								
Multiple R	0.88937805							
R Square	0.79099331							
Adjusted R Square	0.16397324							
Standard Error	13.5619279							
Observations	5							
ANOVA								
	df	*SS*	*MS*	*F*	*Significance F*			
Regression	3	696.0741129	232.0247043	1.26151195	0.56112467			
Residual	1	183.9258871	183.9258871					
Total	4	880						
	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*	*Lower 95.0%*	*Upper 95.0%*
Intercept	10.7461815	60.23984446	0.178389927	0.88761563	-754.673616	776.1659785	-754.6736156	776.1659785
automation	0.19652267	1.210189126	0.162390048	0.89751391	-15.1803881	15.57343348	-15.18038814	15.57343348
efficiency	0.61856503	0.604909696	1.022574173	0.49289491	-7.06754141	8.30467147	-7.067541407	8.30467147
operation	0.64246237	1.021658333	0.628842684	0.64262851	-12.3389376	13.62386231	-12.33893758	13.62386231

From the analysis:

Table 1 and Table 2 data shows that the automation of various company processes can be improved by integrating mixed reality apps into IoT systems. For instance, the data showed an improvement in automation by 13.62% when the mixed reality apps were integrated with IoT systems. Similarly, the productivity of engineers is also impacted positively due to the integration of mixed reality applications and IoT systems. The R-square indicated that this integration improves 97% of productivity of engineers. The data further showed that the manufacturing companies' efficiency in processes increased significantly by integrating mixed reality apps into IoT systems. It was shown that the efficiency increased by 0.61 when the integration was implemented. Lastly, the integration between mixed reality apps to IoT systems improved the operational visibility of the chosen manufacturing firms by a bigger margin. Therefore, it means integrating mixed reality apps to IoT systems improved the automation, productivity of engineers, efficiency of processes and operational visibility.

4. DISCUSSION:

4.1 Real-Time Operational Data

The integrated IoT and mixed reality help to promotes real-time operational data in an organization. It was that real-time operational data analytics enable an organization to eliminate any data latency, especially those required earlier to move information across various systems within an organization. For example, an organization that uses middleware servers and edge gateway easily integrate mixed reality apps with the IoT applications such as Scada, Plc, and Control system. This did help such firms institute real-time insights like health of assets, historical data, and other key performance parameters. The study results further showed that such integrations of IoT with different mixed reality technologies significantly help the company empower its floor engineers to have adequate skills and knowledge to carry automation tasks and manage steps procedures effectively.

4.2 Digital Twin

In addition, integrated IoT with mixed reality technology can build and use the digital twin of the production line and asset by getting data from systems and creating a simulated environment

within a mixed reality interface. The results indicated that digital twin contrivance performance of assets and production line depending on the historical data. As a result, the company's floor management was easily implemented different scenarios and monitored how the asset would perform in such conditions. Such scenarios make it possible for the company to notify a lope-hole or a gap in the employee skills, hence providing new employee training programs that will effectively benefit engineers in the company.

4.3 Remote Asset Monitoring

The combination of IoT and mixed reality did the benefits of improving an organization's remote asset monitoring. Remote asset monitoring helps an organization collect and analyze its asset information from connected products. This phenomenon allows manufacturers to access real-time data from devices, especially about the company's performance through different onboard wireless antennas. The key benefit of having remotes asset monitoring is that it enables organization field engineers to keep a close eye on the assets, which makes them have all information and ready to perform repair and maintenance. They can conveniently apply and use AR glasses to collaborate with other teams to have a strong field of view. As a result, of such an application, an organization, through its engineer, can efficiently perform maintenance procedures without attracting much cost or time.

4.4 Improves the Reconfigurability

The integration of IoT did help to improve the reconfigurability and interaction of various components of an organization. Reconfigurability means the degree to which a collection of heterogeneous components of an organization interact with one another can be added or removed. Software reconfigurability refers to the level at which the integrated IoT product system can accept adjustments or changes in the set of instructions and adjust the firm's manufacturing operations life cycle. A Reconfigurable system comprises a firm's technological ability to provide the right functionality needed at a given time. The configurable system can be achieved through an application interface comprising an integrated IoT and mixed reality technologies.

5. CONCLUSION:

In conclusion, this study confirms that the integration of mixed reality to IoT has many impacts on manufacturing operations. Firstly, direct integration of Augmented Reality App with IoT system is not secure, so its practical approach to do integrate is leveraging middleware as interface between both. Secondly, it was noted that integration directly impacts the automation of various processes and operations in manufacturing firms. In addition, the study results established that integration tends to improve the productivity of engineers and efficiencies of processes within the company. For example, it brings real-time operational data where manufacturing firms can easily use the integrated IoT with Mixed reality to access and retrieve data quickly. Moreover, the integration of these two technologies is also important to the manufacturing operations because it improves the operational visibility of the firms. The manufacturing firms also benefit from integrating IoT to mixed reality because it helps build digital twins, which they use to get information from systems and create a simulated environment within a mixed reality interface. Furthermore, the integration promotes remote asset monitoring. Most of the Managers within engineering and operations function do see value with integration, however IT Managers want to prioritize more upon cyber security and specific data confidentiality compliances.

REFERENCES:

1. A. Chiarini, "Industry 4.0 technologies in the manufacturing sector: Are we sure they are all relevant for environmental performance?", *Business Strategy and the Environment*, 2021. Available: 10.1002/bse.2797 [Accessed 7 October 2021].
2. M. Ciano, P. Dallasega, G. Orzes and T. Rossi, "One-to-one relationships between Industry 4.0 technologies and Lean Production techniques: a multiple case study", *International Journal of Production Research*, vol. 59, no. 5, pp. 1386-1410, 2020. Available: 10.1080/00207543.2020.1821119 [Accessed 7 October 2021].
3. J. Egger and T. Masood, "Augmented reality in support of intelligent manufacturing – A systematic literature review", *Computers & Industrial Engineering*, vol. 140, p. 106195, 2020. Available: 10.1016/j.cie.2019.106195 [Accessed 7 October 2021].
4. T. Kalsoom, N. Ramzan, S. Ahmed and M. Ur-Rehman, "Advances in Sensor Technologies in the Era of Smart Factory and Industry 4.0", *Sensors*, vol. 20, no. 23, p. 6783, 2020. Available: 10.3390/s20236783 [Accessed 7 October 2021].
5. C. Machado, M. Winroth and E. Ribeiro da Silva, "Sustainable manufacturing in Industry 4.0: an emerging research agenda", *International Journal of Production Research*, vol. 58, no. 5, pp. 1462-1484, 2019. Available: 10.1080/00207543.2019.1652777 [Accessed 7 October 2021].
6. S. Phuyal, D. Bista and R. Bista, "Challenges, Opportunities and Future Directions of Smart Manufacturing: A State of Art Review", *Sustainable Futures*, vol. 2, p. 100023, 2020. Available: 10.1016/j.sftr.2020.100023 [Accessed 7 October 2021].
7. R. Seiger, R. Kühn, M. Korzetz and U. Aßmann, "HoloFlows: modelling of processes for the Internet of Things in mixed reality", *Software and Systems Modeling*, 2021. Available: 10.1007/s10270-020-00859-6 [Accessed 7 October 2021].
8. V. Sima, I. Gheorghe, J. Subić and D. Nancu, "Influences of the Industry 4.0 Revolution on the Human Capital Development and Consumer Behavior: A Systematic Review", *Sustainability*, vol. 12, no. 10, p. 4035, 2020. Available: 10.3390/su12104035 [Accessed 7 October 2021].
9. O. Vermesan et al., "Internet of Robotic Things Intelligent Connectivity and Platforms", *Frontiers in Robotics and AI*, vol. 7, 2020. Available: 10.3389/frobt.2020.00104 [Accessed 7 October 2021].
10. J. Xu and F. Moreu, "A Review of Augmented Reality Applications in Civil Infrastructure During the 4th Industrial Revolution", *Frontiers in Built Environment*, vol. 7, 2021. Available: 10.3389/fbuil.2021.640732 [Accessed 7 October 2021].

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

A Critical Review on Instructional Design Model for E-Learning Course Development

Mrs. Madhuri Sheth
Assistant Professor, Dr. D.Y. Patil College of Education, Pimpri, Pune, India
E-mail: madhuri.shah01@gmail.com

Abstract: *Instruction planning is very essential part of any e-learning course development. Instructional design acts as blue-print for course development. Effectiveness of any course is depends upon how well it is being planned and implemented. There are various instructional design models available for planning and designing course. Each model carries various common components like analysis of learner needs, objective formulation, designing course content, and implementation of course and evaluation of learning outcome. Some model are flexible and we can make changes in its components as per course requirement and some are rigid and does not give any scope for changes. E-learning course have some specific features and particular learner requirements. In this article researcher is analyzing few selected instructional design models with reference to e-learning course. Purpose of this paper is to identify most suitable instructional design model for e-learning course development.*

Keywords: *Instructional design, e-learning course, instructional design model.*

1. INTRODUCTION:

Application of technology in education is not new in current education system. Technology assisted education has become a popular and essential over the last decade. Along with this MOOC (Massive open online course) became a new trend in education to peruse online courses. There are many online platforms like Swayam, Udemy etc. made available by government and private institutions for development of online course. National Education Policy-2020 also gave emphasis on online education and e-learning. In order to promote online education various technology based platform like DIKSHA, SWAYAM made available for online education (Anuradha, Kshirsagar and Chary, 2021). Online education made possible for academicians and professional working practitioners to go for any course anytime without disturbing their working schedule. This acts as catalyst in development of many e-learning industries.

E-learning is well blended integration of technology in education. E-learning is use of any electronic device like computer or Smartphone for learning purpose. It includes use of computer based technologies in any learning situation like classroom teaching, practical training or distance education. Although definitions of eLearning in the literature are diverse, there is general consensus that eLearning in some way involves the use of Internet communication technologies to enhance

and/or support learning activities (Kanuka,2006).As per old studies, e-Learning's success was largely depends on the use of instructional design model. Because instructional design model can provide a bridge between development of instructional material entrenched in learning theories and application of technology in development of e-learning course.

This conceptual paper is intended to provide a brief overview if instructional design, models of instructional design and use of instructional design model for development of e-learning course. There are many instructional design models developed, but in this paper 6 instructional design selected randomly for review. The main focus of this paper is to analyze which instructional design model is best for development of e-learning course. It also tried to critically review how instructional design model is useful to make e-learning course more effective.

2. Instructional design:

Instructional design is the process of translating general principles of learning and instruction into plans for instructional materials and learning activities (Kanuka,2006). According to Siemens George, Instructional Design is the art and science of creating an instructional environment and materials that will bring the learner from the state of not being able to accomplish certain tasks to the state of being able to accomplish those tasks. Instructional Design is based on theoretical and practical research in the areas of cognition, educational psychology, and problem solving.

In 1962, Robert Glaser introduced the concept of instructional design. His description of the five learning outcomes and the events of instruction became the foundation of ID practices (An, 2021). Instructional design has long been at home in training programs in the business sector and the military, easily fits the mechanics of digital programming, and has been professionalized through organizations such as the International Society for Performance Improvement (ISPI), the eLearning Guild, and the American Society for Training and Development (Redding, 2018).

Instructional design as a subject of knowledge, related to the research and theory of instructional programs. It also covers the development and implementation of all of these instructional programs. As a science instructional design covering the full range of norms of development, implementation, evaluation and situation maintenance, reducing complexity at all levels, whether related to the subject of small or large units (Ajmal, Arshad and Hussain, 2019).

In short instructional design is a process involving setting instructional objectives, developing systematic and organized method to implement learning activities and evaluate leaning outcome. As before conducting lecture teacher does lesson planning, similarly before implementing any course planning is carried out by instructional designers. This will give course planner surety regarding effectiveness and successful implementation of course. Due to this, instructional designer can be well prepared with solutions in advance for any possible difficulty ought to occur during course implementation.

3. Instructional design models:

On the most general level, the area of instruction can be views as being comprised of five major activities: design, development, implementation, management and evaluation. Each of these five areas within instruction is a professional activity done by people who are concerned with instruction (Taylor & Francis). Instructional development models serves as conceptual and communication tools for analyzing, designing, creating and evaluating guided learning ranging from broad educational environmental environments to narrow training applications. Instructional

developing modeling is one way to take into account the multiple backgrounds of learners: the multiple interactions that may occur during learning: the variety of contexts in which learning is situated: and necessity to guide, manage and communicate the ID (instructional design) process. (Powell and Gustafson, 1991).

Instructional design models help instructional designers to make sense of abstract learning theory and enable real world application. Instructional design models organize and visualize learning theories and principles to guide instructional designers through a learning development process. As per Kurt (2021) An instructional design model provides guidelines to organize appropriate pedagogical scenarios to achieve instructional goals.

There are many instructional design models developed by educators, academicians and psychologists. Some of the commonly used instructional design models are listed below:

(1) ADDIE Model
(2) Merrill's First Principles of Instruction
(3) Dick and Carey Model
(4) Gagné's 9 Events of Instruction
(5) Bloom's Taxonomy
(6) ASUURE Model

There is no any thumb rule regarding best instructional design models. All of the above models follow certain philosophy and learning theories. Instructional design model need to be selected as per learners' need for which course is being developed. All the instructional design models are based on certain principles of instructions and possess some pattern of instructions. These models can be used for designing e-learning course for online education. Few models are elaborated in detail in following phase of paper.

(1) ADDIE Model

This models is very popular and most commonly used for instructional development. The ADDIE Model was first created for the U.S. Military during the 1970s by Florida State University. This model includes five interrelated phases.

i. Analysis
ii. Design
iii. Development
iv. Implementation
v. Evaluation

In analysis phase, instructional designer will try to find out learners' needs, previous knowledge and purpose of learning. This will be kind of background study to identify nature of learners for which e-learning course will be developed. In second phase of design, learning objectives will be framed and methods and approach for delivering instructions are decided. Apart from this planning for content selection, learning material preparation and use of teaching media is carried out. At third phase e-learning course development starts. In this phase content development, preparation of videos, graphics, storyboard and lessons outline are produced and assembled. In fourth phase, whole e-learning course developed in earlier phase is implemented. Course content is delivered to learners using media and methods. In last evaluation phase, effectiveness of whole programme is determined. Formative and summative evaluation is carried out to find out loop holes

in e-learning course. Learners' and stack holders' feedback is also considered to check whether or not the course accomplished its objectives outlined in the analysis phase.

(2) Merrill's First Principles of Instruction

In 2002, Merrill advocated the First Principles of Instruction (FPI), which was based on existing ID theories and models. According to FPI, learning is promoted when:

(a) Learners are engaged in solving real-world problems
(b) Existing knowledge becomes the foundation for new knowledge
(c) New knowledge is necessary to demonstrate to the learner
(d) New knowledge is applied by the learner
(e) New knowledge is incorporated into the learner's world (Hao, Susono and Yamada, 2018)

Merrill's First Principles of Instruction is a problem-based theory. Learners use four different phases in this design. The basic definition is that the principles of activation, demonstration, application and integration are necessary to the success of a learner (Merklein, n.d.). There are five core principles that center on task-based learning. He suggests that truly effective learning experiences are rooted in problem-solving. Online learners must actively engage with the e-Learning content in order to fully grasp the information and apply it in the real world (Pappas, 2017).

(3) Dick and Carey Model

The Dick and Carey Systems Approach Model is another well-known instructional design model. The model was originally published in 1978 by Walter Dick and Lou Carey in their book entitled The Systematic Design of Instruction.

According to Yavuz, (2007), this model consists of following ten components:

i. Assessing needs to identify goals
ii. Conducting instructional analysis
iii. Analyzing the learners and contexts,
iv. Writing performance objectives,
v. Developing assessment instruments,
vi. Developing instructional strategy,
vii. Developing and selecting instructional materials,
viii. Designing and conducting the formative evaluation of instruction,
ix. Revising instruction
x. Conducting summative evaluation

The process is rigid and cumbersome for the real-life instructional design situations. The DC model follows a more behaviorist approach. This model is also known as system approach model.

(4) Gagné's 9 Events of Instruction

Gagne's 9 events of instructions model is well blended example of learning and instructions. According to Gagne et. Al., (2005) nine events of instructions creates general framework for preparing and delivering instructional contents. From the perspective of traditional instructional design, instructional events are assigned to learning objectives to make sure that learners will be able to know or do something that they had been not able to know or do before instruction(Lehmann, Blumschein, Podolskiy and Seel, 2017).

Gagne's nine events of instructions are given below.

i. Gain attention of the students
ii. Inform students of the objectives
iii. Stimulate recall of prior learning

iv. Present the content
v. Provide learning guidance
vi. Elicit performance/practice
vii. Provide feedback
viii. Assess performance

(5) Bloom's Taxonomy

The taxonomy organizes educational objectives into six major groups in increasing order of student's grasp of the material: knowledge, comprehension, application, analysis, synthesis, and evaluation. This taxonomy has been found useful not only for purposes of evaluation, but more importantly, designing courses and curricula (Christopher et. al., 2004).

It was later revised by Anderson and Krathwohlin 2001 and are known as the "Revised Taxonomy." As per revised taxonomy six levels of cognitive learning are: remembering, understanding, applying, analyzing, evaluating and creating. According to Ekholm and Lina (2020), in making the objectives - rather than the learner - central, Bloom and colleagues indicated their assumptions about the limited role learner diversity plays in effective learning design.They believed that, in addition to specific subject-matter skills and insight, students also need to develop knowledge about "the when and why" of using certain strategies, a distinction often shaped by sociocultural and situational norms.

To use the taxonomy properly, it is very important for the educators to share a common understanding of each category of the taxonomy (Sultana, 2010).

(6) ASSURE Model

Heinrich and Molenda developed the ASSURE model in 1999. "ASSURE" is an abbreviation refers to the six steps in the model:

(A) Analyze learners.
(S) State standards and objectives.
(S) Select strategies, technology, media and materials.
(U) Utilize technology, media and materials.
(R) Require learner participations.
(E) Evaluate and revise.
(Baran, 2010; Model, 2018)

(A) Analyze learners: The audience should be studied prior to the conception of the design. Learners' skills, prior knowledge, attitude, age, grade and learning style must be taken into consideration.

(B) Staten Standards and Objectives: The lesson objectives must be clear and sound. The instructor must state what the learner will achieve in the end. The most important objective can be summarized as follows: objective about intended audience, their learning behavior, learning conditions such as equipments, maps, dictionaries, note taking and the degree of proficiency of a learner to be eligible to continue further (Faryadi, 2007).

(C) Select strategies, technology, media and materials: The second letter (S) here refers to strategies, technology, multimedia and selected materials. In respect to your educational goals, it is necessary to select educational and technical strategies and media that will achieve the results you want. First, you have to define the best mechanism to deliver your instructions (Al-Khattat et. al., 2019).

(D) Utilize technology, media and materials: Each and every learning material and teaching media, which were selected and prepared in previous phase must be utilized optimally and effectively. Each media and teaching aid need to be well integrated with teaching method, so that learners can grasp instructions correctly.

(E) Require learner participations: Active engagement of learners in teaching-learning process must be ensure by instructor**.** This phase is very crucial, as success of previous planning is depend on this phase. Instructor should provide opportunity to learners to participate in meaningful activities and encourage them to involve in classroom discussions.

(F) Evaluate and revise: The final step in the ASSURE process is just as crucial as all of the others. In this step, you evaluate the impact of your teaching on student learning. This includes an evaluation of your teaching strategies and the technology, media, and materials that you used (Kurt, 2015). Another way of evaluation is collecting feedback from learners regarding teaching-learning process. This will allow instructor to improve teaching methods and increase course impact and effectiveness.

This model is quite similar to ADDIE Model. Only one step that is learners' participation is not found in ADDIE model.

4. Instructional design model for e-learning course:

There are many instructional design model available for development of e-learning programme. Here in this paper only 6 models are included. Most of the models can be used to develop e-learning course. These models can be modified as per course requirement, learners, needs, nature of content, purpose of learning, content delivery methods etc. Specific requirements of the course need to consider while selecting instructional design model for development of course. In order to create meaningful experience for learners online course should provide real-world examples.

Above mentioned models are prepared long back, when online education system was not exist. So, to use these models for development of online course, it needs to be modified. The Indian contexts are entirely unique and different. According to Nagpal and Kumar (2020), the ID Models practiced here are originally not developed in Indian contexts but borrowed from western education systems. So, need is to develop ID models suiting to the Indian conditions keeping in view the various challenges originating at teacher education and school education. The increasingly international and intercultural nature of e-learning environments demands that instructional designers not only recognize the importance of culture but also include the cultural diversity of learners as a critical aspect of their designs (Heaster-Ekholm, 2020).

The complexities of integration of the different ICT components according to these learning needs and sound pedagogical approaches, demand frameworks not too dissimilar to information systems design and development methodologies. These have been traditionally denominated Instructional Design (ID) methodologies (Gnanam, 2015).

5. Essential features for e-learning course :

Online education is now taking shape to provide proper learning environments, support teaching learning processes, and real life related experiences. Many of the features are possible in traditional classrooms and now being made available by online teaching platform services, with a few supplementary functions.

Following are some characteristics of e-learning course for online education. These features need to be keep in mid while choosing suitable instructional design model to develop e-learning course. Following characteristics also includes learners' point of view and qualities as well, who are learning from online course.

(1) Easy to access: Online education course should be such that can be easily access by students. It should not be much complicated due to which students cannot understand it. Course format should be compatible to variety of electrical devices especially mobile.

(2) Clarity in learning outcome: There should be proper drafting of expected learning outcome of learners who are interested in online course. E-learning course should have clearly listed objectives and goals. Apart from this learners need to made aware about future scope and opportunities after pursuing online course.

(3) Active engagement of learners: E-learning course should include such learning environment, in which learners required to actively work and learn. Online course content should include multimedia, animations and demonstrations with involvement of learners.

(4) Self-learning, self-discipline and self-motivation: It is very essential that learners have self-discipline and self-motivation to regularly study online, alert for deadlines, and complete your course assignments regularly.

(5) Interactive assignments and learning material: Interactive classroom assignments like live demonstration in online session followed by asking learners to prepares assignments on their observations and conclude it. Interactive learning material can also be provided which students can refer after session. Learning material should be such, that time to time provide feedback to learners about their progress and evaluate them.

(6) Timely revision and practice: This phase is mainly not found in online course or e-learning material. In the name of revision, some concluding sessions or prerecorded videos are provided to learners. But instead of that, online discussion forum and seminar on content of course can be arranged for revision. In online seminar, learners can be asked to present content as per their understanding.

(7) Assessment of learning: Assessment using online tools have many limitations and it is still a matter for further research. Online quiz or MCQ exams do not serves purpose of comprehensive evaluation of learners**.** Continuous evaluation is possible by formative and summative assessment, but is having limitation as it lacks ability to monitor and evaluate skill development and performance improvement in learners.

(8) Two way interaction and communication: Effective and timely communication is very essential for continuing learning and engaging learners in teaching learning process. Online course should ensure frequent two way communication set up so that learners receive proper direction regarding course content and continue learning without gap.

(9) Choose appropriate technology: The basis characteristic of e-learning course is use of internet and ICT in teaching-learning process. So, it is very essential to choose suitable technology like electronic device, assessment tool, enough bandwidth, media, learning management system, etc.

6. Analysis of instructional design model:

Instructional design model must be analyzed in context of learning theories and psychological principles on basis of which models is designed. Analysis of instructional design model is carried out by following certain criteria like course content, expected learning outcome,

learning style of learners, evaluation procedure. The systematic procedures embraced by these models not only acknowledge the interaction between different components but also require the coordination of all activities to ensure the integrity between these constituents (Saadet, Ozmen, Sinan, 2019). As per Mallinga (2019), from a designer's perspective, various models can be followed in the instructional design process. It is important to note that, at best, a model is a representation of actual occurrences and as such, should be utilized only to the extent that it is manageable for a particular situation or task.

Instructional design model should be flexible and adaptable rather than prescribing rigid method regardless of contextual differences (Akbulut, 2007). Instructional design model must be customized as per e-learning course objectives, teaching methods, and nature of learners. Researcher tried to analyze each of the above instructional design model in light of e-learning course features and types of learners. Certain components must be available in instructional design model specifically to develop effective e-learning course. These components in traditional Instructional design models are analysis of learners, setting objectives of course, developing learning material, planning for implementation of e-learning course, evaluation of learning outcome. But development of e-learning course is very specific task due to which some additional components can be added for Instructional design model for e-learning course development.

Following table is representing critical analysis of instructional design models with reference to e-learning course development.

Sr. no.	**Instructional design model**	**Components suitable for development of e-learning content**	**Customization/modifications required in model to make it suitable for e-learning course development**
(1)	ADDIE Model The SAM Model	• All the component of this model are basic and can be used for development of any kind of course, whether it is face to face mode of learning or online learning. • It includes clarity regarding learning outcome in design phase.	• This model is lacking planning part. For e-learning course development overall course planning is required after analysis learners. • Revision and practice is required for long term retention of learning, but it is not included in this model.
(2)	Merrill's First Principles of Instruction	• This model is centered around problem based theory, which can ensure active participation of learners and motivate learners to learns.	• When it comes to assessment part, this ID model is not having any components related to evaluation of learning. • This model is giving more focus to teaching phase of course, but assessment of leaning is equally important.
(3)	Dick and Carey Model	• This model is much more suitable to develop e-learning course as it has	• After reviewing this model researcher does not find any

		provision to incorporate all the essential features required to develop e-learning course. • Components of this model focuses on all major phase of any course development starting form framing objectives till evaluation. Additional very important component is revision make this model more unique.	limitation of this model except it is time consuming. • This model is rectilinear. The steps of this model are more rigid and prescribed model. As each component of this model are critical, it cannot be skipped.
(4)	Gagné's 9 Events of Instruction	• As this model is based on Gagne's 9 steps for learning, it includes many components to ensure better learning like Gaining attention of learners, elicit performance/practice and provide feedback. .	• Planning and developing learning material and planning for methods for delivering content is also very essential part of online e-learning course. It can be act as primary source of knowledge and major aspect for learning. There is no any clarity regarding this in Gagne's model.
(5)	Bloom's Taxonomy	• Blooms's taxonomy is providing very organized and systematic method for formulating objectives. It is primary guide to frame objectives covering all domains of cognitive learning. • This model also provides parameters for evaluation of higher order cognitive aspects.	• This model is only useful in initial phase of e-learning course development, when course objectives are framed. • This model does not provide any guidelines for further phase of course development, like how to develop learning material, how to ensure active engagement of learners in learning process.
(6)	ASSURE Model	• This model is comprising step like selecting and utilizing technology and media, which is specifically required for e-learning course development	This model is not involving revision and practice part as it is very important for effective online learning. This can also develop self-study habit among learners as every time instructor might not be available for learners in online education.

7. CONCLUSION:

Instructional design models are useful for planning and designing online course. As per nature of course and types of learners, model can be selected for course design. All the models carries some special features. Some of the models follows theoretical approach, while others are more practical in nature. But they have had a significant contribution and effect in education field. As per Heaster-Ekholm (2020), they also influence the development of e-learning products, as is evident by their continued use within the field of instructional design. As Instructional design models (ID) need to modified to ensure impact on learners learning, provide much better learning experience and develop skill and competency through online platforms. As indicated by Zain et al (2016), ID models will have to be re-modelled and re-designed to deliver instructions which are more learner-centered than process-centered.

REFERENCES:

1. Ajmal, M.,Arshad, M. and Hussain, J. (2019). Instructional Design in Open Distance Learning: Present Scenario in Pakistan. Pakistan Journal of Distance and Online Learning, Vol.5 (2). Pp.139-156. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1266717.pdf
2. Akbulut, Y. (2007). Implications of Two Well-Known Models for Instructional Designers in Distance Education: Dick-Carey versus Morrison-Ross-Kemp. (Online Submission) Retrieved from: https://eric.ed.gov/?q=two+well+known+models&id=ED496543
3. Al-Khattat, S., Habeeb, R. and Mohammed, A. (2019). An ASSURE-Model Instructional Design Based on Active Learning Strategies and its Effect for 1st Intermediate Student's Higher Order Thinking Skills in Teaching Science Text Book. Psihologija Vol. 52(5). Pp.: 339-349. Retrieved from: file:///H:/2021%20work/important%20research%20papers/Psihologija-2019-525-339-349820093556409121327.pdf
4. An, Y. (2021).A history of instructional media, instructional design, and theories. International Journal of Technology in Education (IJTE), 4(1), 1-21. https://doi.org/10.46328/ijte.35
5. Anuradha,R. V., Kshirsagar, S. and Chary, P.V. (2021). Educational planning and National Education Policy- 2020.Neelkamal Publication Pvt. Ltd., New Delhi.
6. Baran, B. (2010). Experiences from the process of designing lessons with interactive whiteboard: ASSURE as a road map. Contemporary Educational Technology, 1(4), 367-380.
7. Christopher, M. M., Thomas, J. A., & Tallent-Runnels, M. K. (2004). Raising the bar: Encouraging high level thinking in online discussion forums. Roeper Review, 26(3), 166-171.
8. Ekholm, H. and Lina, K. (2020).Instructional Design Models: Theoretical Roots and Cultural Considerations. International Journal of Education and Development using Information and Communication Technology (IJEDICT), 2020, Vol. 16, Issue 3 (Special Issue), pp. 50-65
9. Faryadi, Q.(2007). Instructional Design Models: What a Revolution!, UiTM Malaysia. Retrieved from: https://files.eric.ed.gov/fulltext/ED495711.pdf

10. Gnanam, P. S. (2015). Development and validation of a instructional design model for web based learning environment. (Doctoral Dissertation, Anna University, Chennai). Retrieved from: https://shodhganga.inflibnet.ac.in/handle/10603/49449
11. Hao, H., Susono, H. and Yamada, M. (2018).Effects Of Content And Language Integrated Learning Class Design Based On The First Principle Of Instruction Theory: A Case Study.15th International Conference on Cognition and Exploratory Learning in Digital Age. ISBN:ISBN: 978-989-8533-81-4 Retrieved from: https://files.eric.ed.gov/fulltext/ED600614.pdf
12. Heaster-Ekholm, K. (2020). Popular Instructional Design Models: Their Theoretical Roots and Cultural. International Journal of Education and Development using Information and Communication Technology(IJEDICT), Vol. 16, (3) (Special Issue), pp. 50-65
13. Instructional Design Theories and Models: An Overview of Their Current Status. (1983). (n.p.): Taylor & Francis. Retrieved from: https://www.google.co.in/books/edition/Instructional_Design_Theories_and_Models/0BpDf6AkqPAC?hl=en&gbpv=0
14. Kanuka, H. (2006). Instructional Design and eLearning: A Discussion of Pedagogical Content Knowledge as a Missing Construct. E-Journal of Instructional Science and Technology, Vol.9(2). Retrieved from:https://files.eric.ed.gov/fulltext/EJ846720.pdf
15. Kurt,S.(2021). Instructional Design Models and Theories. Retrieved from: https://educationaltechnology.net/instructional-design-models-and- theories/#:~:text=An%20 instructional%20design%20model%20provides,help%20facilitate%20learning%20most%20effectively.&text=These%20steps%20involve%20instructional%20design%20process.
16. Kurt, S. (2015). ASSURE: Instructional Design Model. Educational Technology. Retrieved from https://educationaltechnology.net/assure-instructional-design-model/
17. Lehmann, T., Blumschein, P., Podolskiy, O. A., Seel, N. M. (2017). Instructional Design for Learning: Theoretical Foundations. Germany: Sense Publishers. Retrieved from: https://www.google.co.in/books/edition/Instructional_Design_for_Learning/UmCwDgAAQBAJ?hl=en&gbpv=0
18. Mallinga, P. (2019). Instructional Design Model For E Content Development In computer Science And Engineering. (Doctoral Dissertation, University of Madras, Chennai). Retrieved from: https://shodhganga.inflibnet.ac.in/handle/10603/225552
19. Merklein, K. (n.d.). Instructional Design Models, Theories & Methodology: Merrill's First Principles of Instruction. Retrieved from: https://k3hamilton.com/LTech/merrill.html
20. Pappas, C. (2017). Merrill's Principles of Instruction: The Definitive Guide. Retrieved from: https://elearningindustry.com/merrills-principles-instruction-definitive-guide
21. Powell, G. C., Gustafson, K. L. (1991). Survey of Instructional Development Models. United States: ERIC Clearinghouse on Information Resources. Retrieved from: https://www.google.co.in/books/edition/Survey_of_Instructional_Development_Mode/2IQrAQAAMAAJ?hl=en&gbpv=0
22. Redding, S. (2018). Instructional Design. Center on Innovations in Learning, Temple University. Retrieved from:https://eric.ed.gov/?q=Instructional+Design+&ft=on&id=ED607628

23. Saadet, K.Ozmen, Sinan, K. (2019). S-TECHNO: An Instructional Design Model for Redesigning Instructional Technology Courses. International Journal of Education and Development using Information and Communication Technology, Vol. 15(1). Retrieved from: https://files.eric.ed.gov/fulltext/EJ1214263.pdf
24. Siemens, G. (n.d.)Instructional Design in Elearning. Retrieved from: https://eddl.tru.ca/wp-content/uploads/2018/12/instructional-design-in-e-learning-Siemens.pdf
25. Sultana, F. (2010).An Initial Study of a Method for Instructing Educators about the Revised Taxonomy.(Doctoral Dissertation, University of South Carolina). Publication number: 3433240ProQuest LLC. https://www.proquest.com/docview/835074712
26. Yavuz, A. (2007). Implications of Two Well-Known Models for Instructional Designers in Distance Education: Dick-Carey versus Morrison-Ross-Kemp Retrieved from: https://eric.ed.gov/?q=Dick+and+Carey+Model&ft=on&id=ED496543
27. Zain, I., Muniandy, B. and Hashim, W (2016). An Integral ASIE ID Model: The 21st Century Instructional Design Model for Teachers. Universal Journal of Educational Research 4(3): 547-554. DOI: 10.13189/ujer.2016.040311

Websites

1. Instructional Design Central https://www.instructionaldesigncentral.com/instructional designmodels
2. Top 7 Instructional Design Models to Create Effective Learning Material
3. https://creately.com/blog/diagrams/instructional-design-models-process/
4. Instructional Design Models: Comparing ADDIE, Bloom, Gagne, & Merrill
5. https://www.dashe.com/blog/instructional-design-models-comparing-addie-bloom-gagne-merrill
6. Sharathchandra Chaganti. What is Needed to Develop an E-learning Course? https://blog.commlabindia.com/elearning-design/needs-to-develop-an-elearning-course

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

IMPACT OF EDUCATION ON SOCIO-ECONOMIC DEVELOPMENT OF WOMEN IN WEST BENGAL

MONALISA GUCHAIT
Research Scholar, Education Dept., SEACOM Skills University
Email - monalisaguchait@gmail.com

Dr. Nimai Chand Maiti
Prof. (Education Dept.), SEACOM Skills University
Birbhum, West Bengal, India

Abstract: *Impact of Education on Socio-economic Development of women's is a topic that has been debated and deliberated world over. The socio-economic impact of women education constitutes a significant area of research within international development. Increase in the amount of women education in regions tends to correlate with high levels of development. The half of the population of the world is women, they reach in the top of the sky but till we are talking about development. Development of women means equipping them to be self-reliant, confident and economically independent with a positive self-esteem, ability to take decision to participate in developmental process and social change. Education can be considered as an important indicator for Socio-Economical development of women. Development cannot be fully achieved without the women's full participation in education. The study argues that there is a relation between women education and Socio-Economic development. The study discusses how education plays an important role towards socio-economic development of women. Socio-economic development, thus, is a process of improvement in a variety of ways. It has to influence all aspects of human life in a country. Hence this paper investigates the impact of education on socio-economic development of women in Howrah and Purba Medinipur district of West Bengal. Hope that my paper will help about to understanding the women educational scenario and importance of education in Socio-Economical field. The main specific objectives of the study are to analyze the impact of educational level, occupation and income level upon socio-economic development of women in the two districts named Howrah and Purba Medinipur of West Bengal.*

Keywords: *Education, Development, Socio-economic development.*

1. INTRODUCTION:

Women development is an important area of study in the modern era of Gender Equality. The study focuses on the Educational and Socio-economic development of Women.

Different indicators of human development show that Women have lesser access to property, resource, education, health facilities, medical care and lower percentage in earned income and finally lower participation in job market, if not least, in decision making power also, (World Bank, 2001).

Socio-economic development, thus, is a process of improvement in a variety of ways. It has to influence all aspects of human life in a country. *Development* is defined here as a planned and comprehensive economic, social, cultural and political process, in a defined geographic area, that is rights-based and ecologically oriented and aims to continually improve the well-being of the entire population and all of its individuals. *Socioeconomic development*, like the definition of development adopted here, emphasizes progress in terms of economic and social factors within a geographic unit.

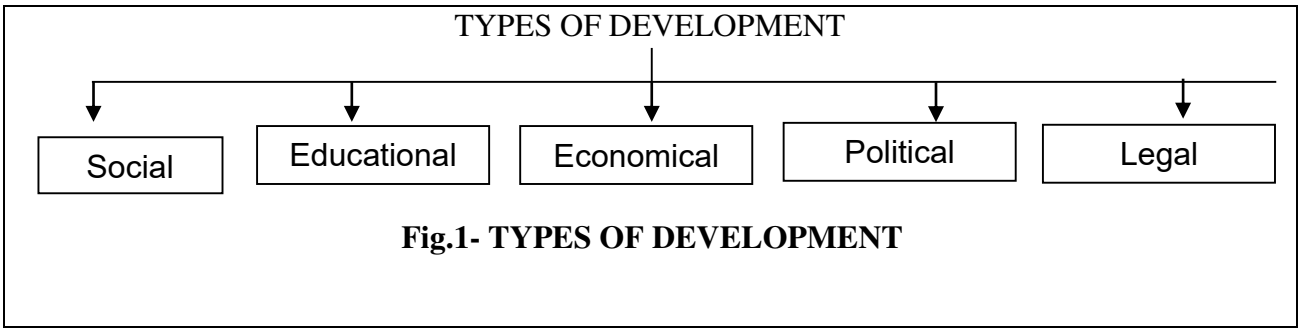


Fig.1- TYPES OF DEVELOPMENT

- **SOCIAL DEVELOPMENT :**

Social development is about inclusiveness, social justice and the common good. Indicators of social development provide comparative information about areas such as income, poverty, employment, employment security, education, health, crime and civic participation. Sometimes social development indicator lists also have included information about the environment. The indicators of social development of women include the base of gender inequality, sex ratios, life expectancy rates and fertility rates which shows the general status of women in terms of literacy, economic growth, availability of health care and birth control facilities, educational status of women, age at marriage, literacy rates and participation of women outside the home violence against women also need some real concentration. It demoralizes the women psychologically and physically.

- **ECONOMIC DEVELOPMENT :**

"Women who are economically empowered are an incredibly powerful source of development." – Peter Sands, Group Chief executive.

This development helps women to depend on themselves and also to claim their legal rights especially to land and other properties. The purpose of economic development is to improve the social and material well-being of all individuals and social institutions with the goal of achieving the highest possible level of human development. It means the improvement of people's lifestyles through improved education, incomes, skills development and employment. It is the process of economic and social transformation based on cultural and environmental factors.

- **EDUCATIONAL DEVELOPMENT :**

Education is one of the most important means of empowering women with knowledge, skills and self-confidence required to participate fully in the developmental process. Education is a milestone for women development because it enables them to respond to opportunities, to challenge their traditional roles and to change their lives.

Importance of Education and socio-economic Development:

Women education plays and important role to socio-economic development. Educating of women helps to socio-economic empowerment through increased productivity and increased female autonomy. In the socio-economic context, development means the improvement of people's lifestyles through improved education, incomes, skills development and employment. Education, employment and earning capacity has an impact on future generation and can accelerate socio-economic development. Socioeconomic development, therefore, requires the integration of economic and social development. Progress in the quality of social and economic life should only be seen as progress if it is rights based and minimally affects, conserves or improves the natural environment.

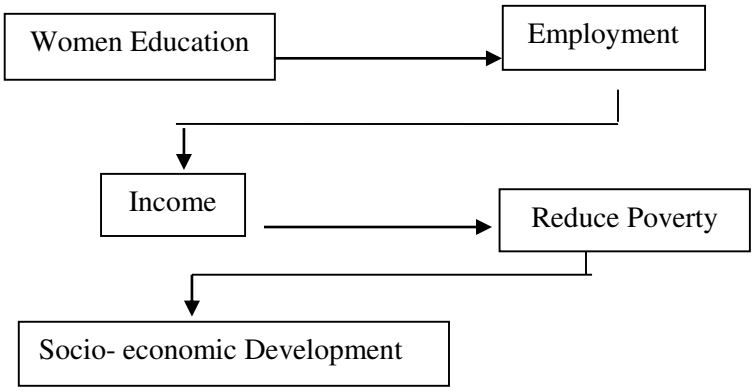


Fig.2- DEVELOPMENT FRAMEWORK

1.1 OPERATIONAL DEFINITION OF THE KEY TERMS

- EDUCATION: According to Wikipedia, "Education is the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits accumulate knowledge, skills and values from one generation to another."
- DEVELOPMENT: Development is defined here as a planned and comprehensive economic, social, cultural and political process, in a defined geographic area, that is rights-based and ecologically oriented and aims to continually improve the well-being of the entire population and all of its individuals.
- SOCIO- ECONOMIC DEVELOPMENT: The term 'socio-economic' focuses on the relationship between social behavior and economic factors. Hadi (2001) suggested that "socio-economic developed woman would be one who is self-confident, who critically analyses her environment and who exercises control over decisions that affect her life."
- WOMEN**:** The meaning of woman is an adult human female. In this study considered women age group between 18+ to 45 years because 18+ age is considering as a mature and adult women and 45 years age is the upper limit of joining any employment sector.
- AREA:

  Women empowerment refers to the empowerment of women residing in Howrah and Purba Medinipur districts in West Bengal.

The various component of researcher's study area's according to Census, 2011.

COMPONENT	WEST BENGAL	HOWRAH	PURBA MEDINIPUR
Population	9.88 Crore	48.50 Lac	50.96 Lac
Female population	5171070	256330	285665
Sex Ratio	950	939	938
Male Literacy	76.26%	86.95%	92.32%
Female Literacy	70.54%	79.43%	81.37%

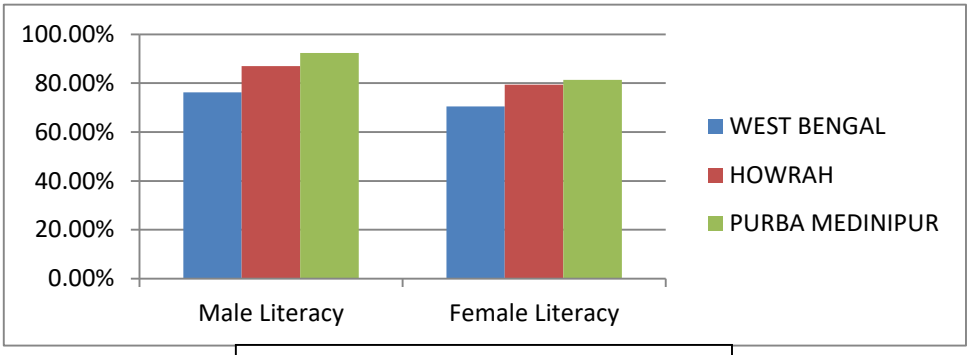


Fig.3-Literacy Graph of Study Area

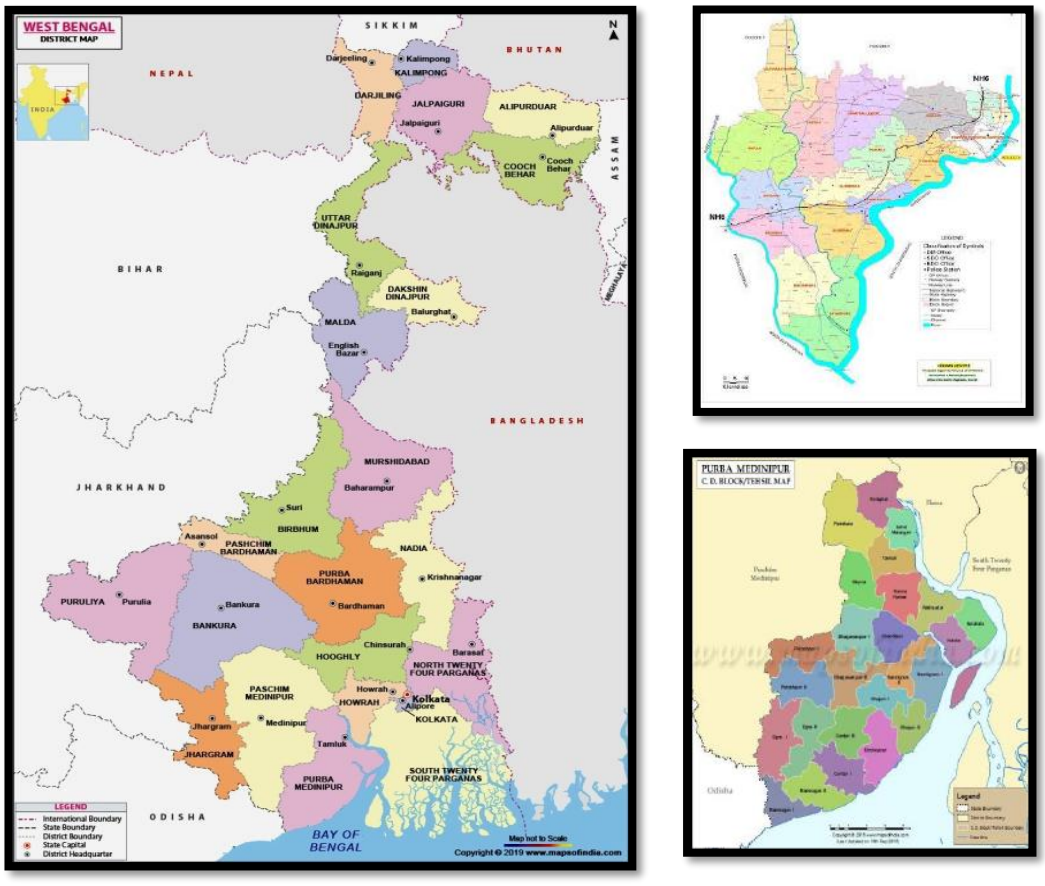


Fig.4- Geographical Map of Study Area

2. SIGNIFICANCE OF THE STUDY

- his study is significant because this helps the government to restructure the women oriented policies and programs in future.
- It also helps the Education Department to take special initiatives for strengthening the infrastructure facilities of schools and colleges of Howrah and Purba Medinipur districts.
- The study will help the women of different groups and ages of West Bengal.
- It empowers the uneducated and unemployed to encourage their future generation for better education.
- The study help to understand the empowerment scenario which can further help in identifying and developing new parameters.
- The study helps to develop the rural women who belong to first generation and living below poverty line.

3. DELIMITATIONS OF THE STUDY

- The study focuses on the educational and socio-economic empowerment measures for women of West Bengal. The other women empowerment measures are not part of the study.
- For the study, the sample is restricted within the age group of 18+ to 45 years.
- As far as the women are concerned from the rural and urban area of Howrah and Purba Medinipur districts only.
- The study covered the employed women of different sectors like Teaching, Health, Administrative and Finance service of Howrah and Purba Medinipur district.
- The study represent the unemployed women of Micro Finance & Homemaker group.
- The study considered educated women who have passed XII standard.
- The study concerned only the different level of income of women in rural and urban areas.

4. OBJECTIVES OF THE STUDY:

1. To study the level of education of women.
2. To study the occupational status of women.
3. To study the development status of women.
4. To study the relationship between occupation and women development.
5. To study the relationship between education and women development.
6. To study the relationship between income level and women development.

4.1 HYPOTHESES OF THE STUDY:

- No hypothesis for objective 1.
- No hypothesis for objective 2.
- No hypothesis for objective 3.
- There is no significant relation between occupation and women development of Purba Medinipur and Howrah districts.
- There is no significant relation between education and women development of Purba Medinipur and Howrah districts.

- There is no significant relation between income level and women development of Purba Medinipur and Howrah districts.

4.2 VARIABLES

INDEPENDENT VARIABLE

Education, Occupation and Income.

CATEGORICAL VARIABLE

- Howrah and Purba Medinipur district.
- Urban and Rural women.

DEPENDENT VARIABLE

Socio-economic Development.

Sample Size & Sampling Method

Study Type	-	Descriptive
Universe	-	West Bengal
Sample Frame	-	Howrah & Purba Medinipur dist.
Sample Unit	-	Urban, Rural, Educated Employed and Unemployed Women
Sample Size	-	400 women, age group 18+ to 45 years
Sampling Method	-	Stratified Random Sampling

4.3 TOOLS:

Information schedule is used as a tool and followed survey method for this study.

Development of Tools: The tool was self- made and devised by Modified Kuppuswami Scale for determining socio-economic status of women in Howrah and Purba Medinipur districts.

Standardization of Tools:

- The validity of the Information Schedule is 0.90 which is very high.
- The reliability of the Information Schedule is 0.81 which is very high and the method adopted for reliability is Split-half method.

The supervisor and different experts are agreed the content validity and suitability of the items.

5. DATA PRESENTATION, ANALYSIS AND INTERPRETATION :

There was variable wise analysis done for 2 districts to check whether there are any significant relation or not, by the use of parametric test and the correlation are also shown here. SPSS software version 20 has been used for statistical calculation.

Objective 1: To study the level of education of women.

The table presentation for the study of the level of education of Women.

Educational Qualification	Number (Total Sample 400)	Percentage
Illiterate	1	0.25%
Primary	4	1.00%
Elementary	12	3.00%

Secondary	80	20.00%
Higher Secondary	47	11.75%
Graduate	74	18.50%
Post Graduate	86	21.50%
Professional Degree	96	24.00%

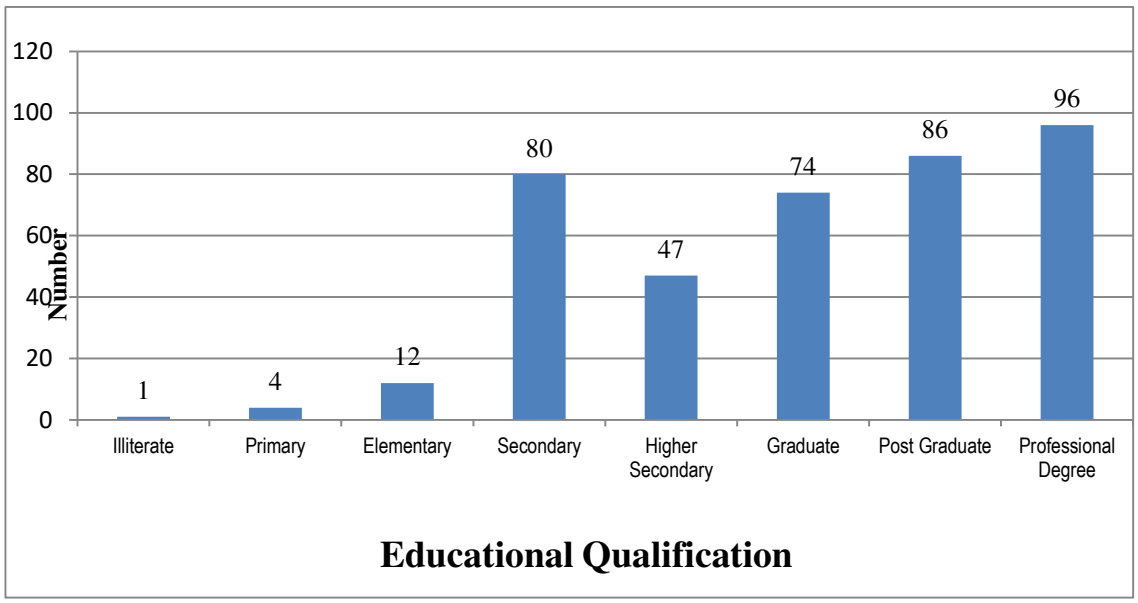


Fig. 5 : Graph showing the educational qualification of women in number

Interpretation: From the graphical presentation it is cleared that most of the women (24%) are completed their professional degree, post graduate (21.50%), graduate (18.50%), H.S (11.75%), secondary (20%). So it is ensured that most of the women are literate.

Objective – 2: To study the occupational status of women.
The table presentation for the occupational status of women.

Nature of Occupation	Number (Total Sample 400)	Percentage
Unemployed	202	50.50%
Unskilled worker	15	3.75%
Semiskilled worker	9	2.25%
Skilled worker	36	9.00%
Shop, Farm	3	0.75%
Office Assistant	26	6.50%
Semi Professional	12	3.00%
Professional	97	24.25%

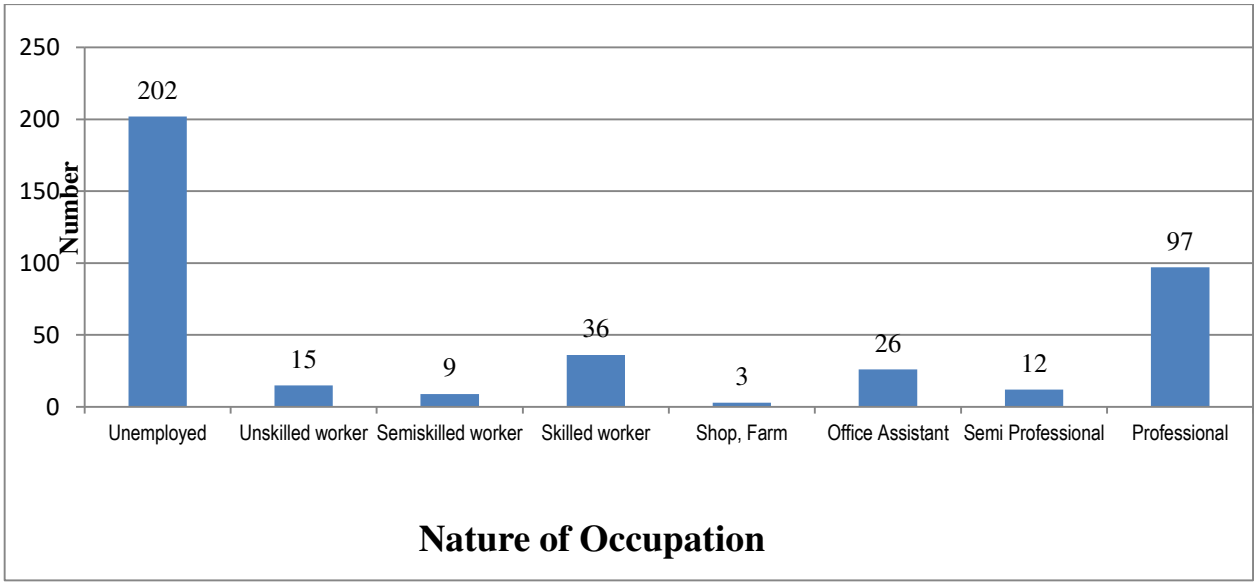


Fig. 6 : Graph showing the nature of occupation of women in number

. **Interpretation:** From the graphical presentation it is showed that most of the women 50.50% are unemployed, 9% are skilled worker, 6.50% are office assistant and 24.25% are professional in nature of occupation

Objective – 3: To study the development status of women**.**

The table presentation for the study of the development status of women.

DISTRICT / AREA	RURAL	URBAN
HOWRAH	27.07	29.00
PURBA MEDINIPUR	25.42	27.73

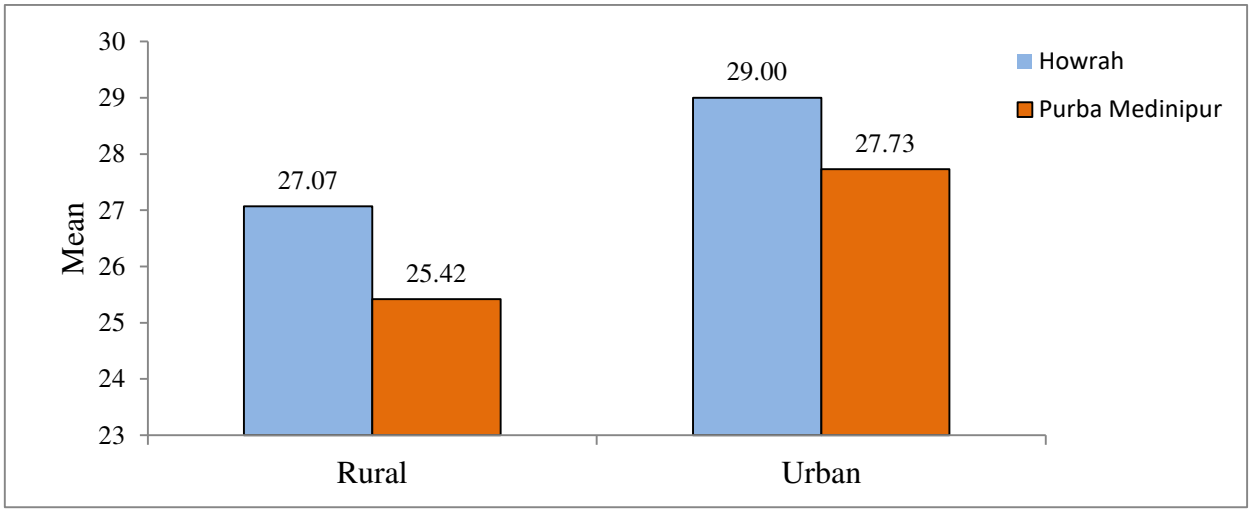


Fig.7: Graph showing the mean scores of rural and urban women of Howrah and Purba Medinipur districts in development

Interpretation: From the graphical presentation it is showed that women development status is high in urban area rather than rural area and high in Howrah rather than Purba Medinipur district.

Objective – 4: To study the relationship between occupation and women development**.**

H_1 : There is no significant relationship between occupation and women development of Howrah and Purba Medinipur districts .

Pearson Correlation (r)	N	df	r	p-value	Significance
Occupation vs. Development	400	398	0.673	0.000	Significant at 0.01 level

Interpretation: The above table shows that the correlation value (r) is 0.673 which is moderately positive and significant at 0.01 level as the p-value of 0.000 is less than 0.01. This indicates that when employment of women increases, the women development also increases significantly and the hypothesis H_1 is rejected.

Objective – 5: To study the relationship between education and women development.

H_2 : There is no significant relationship between education and women development of Howrah and Purba Medinipur districts.

Pearson Correlation (r)	N	df	r	p-value	Significance
Education vs. Development	400	398	0.709	0.000	Significant at 0.01 level

Interpretation: The above table shows that the correlation value (r) is 0.709 which is highly positive and significant at 0.01 level as the p-value of 0.000 is less than 0.01. This indicates that when education of women increases, the women are also developed significantly and the hypothesis H_2 is rejected.

Objective - 6

To study the relationship between income level and women development.

H_3 : There is no significant relationship between income level and women development of Howrah and Purba Medinipur districts.

Pearson Correlation (r)	N	df	r	p-value	Significance
Income vs. Development	400	398	0.825	0.000	Significant at 0.01 level

Interpretation: The above table shows that the correlation value (r) is 0.825 which is highly positive and significant at 0.01 level as the p-value of 0.000 is less than 0.01. This indicates that when income level of women increases, the women are more developed and more empowered significantly and the hypothesis H_3 is rejected.

CORRELATION VALUE	EMPLOYMENT	EDUCATION	INCOME LEVEL
r value	0.673	0.709	0.825

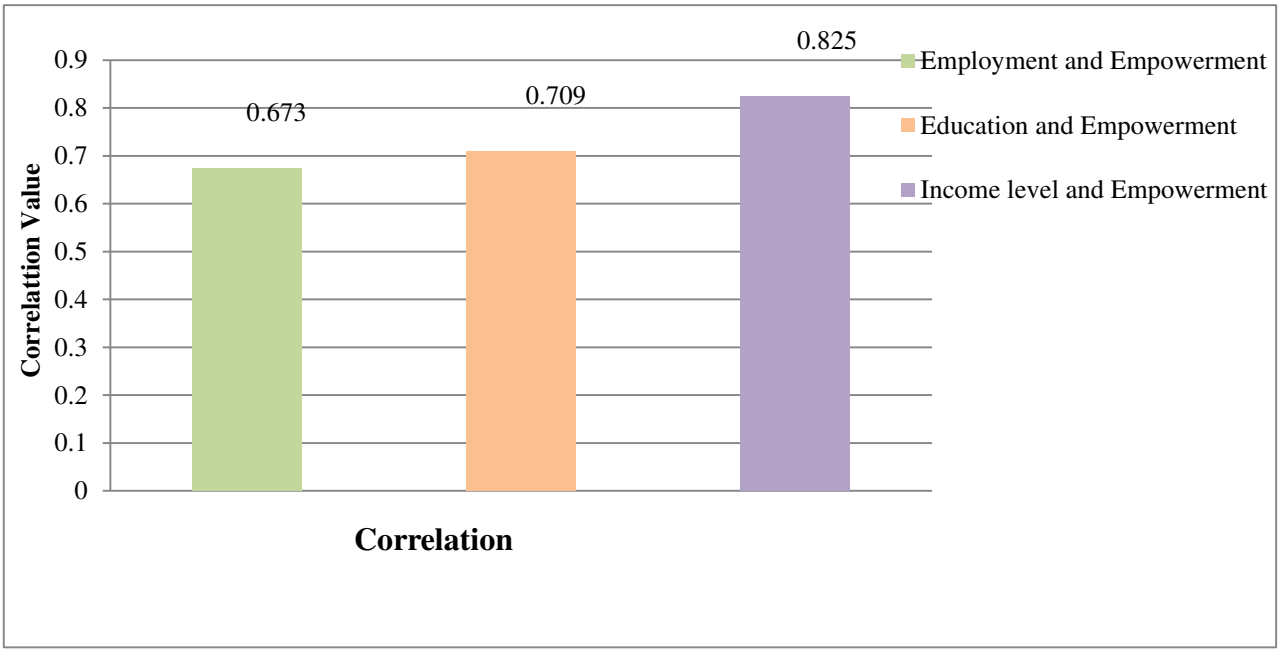


Fig. 15 : Graph showing the correlation values of women

Interpretation: The correlation value is 0.673 which is moderately positive and significant at 0.01 level. So it indicates that those women who are employed, they are developed and empowered rather than unemployed women.

The correlation value is 0.709 which is highly positive and significant at 0.01 level. So it indicates that educated women are more developed and empowered than uneducated women.

The correlation value is 0.825 which is highly positive and significant at 0.01 level. So it indicates that income level of women increases the women development.

6. MAJOR FINDINGS OF THE STUDY:

- The study revealed that most of the women are literate by Professional degree (24%) and 0.25% women are illiterate in the study area.
- It was found that most of the women 50.50% are unemployed, 9% are skilled worker, 6.50% are office assistant and 24.25% are professional.
- It was found that women development is high in urban area rather than rural area and high in Howrah rather than Purba Medinipur district.
- The study revealed that the Employed women are much developed than Unemployed.
- It was found that the educated women are much developed than uneducated women.
- The study revealed that those women whose income level is high they have much socio-economic development.

7. EDUCATIONAL IMPLICATIONS:

- Women education and empowerment have been identified as an important resource for socio – economic development. Women education and empowerment have been given high

priority to consume overall development. So the study creates many opportunities for Women.

- It is cleared from the above findings that women's education and development have been strongly linked to poverty eradication strategies. So encourages women to maintain the gender equality.
- Higher levels of education equip women with the skills and knowledge which help them to get an employment and income. So it helps to reduce domestically violence in the society.
- Educating of women help to socio–economic development through increased productivity and increased female autonomy of these districts.
- The study revealed that increases in the amount of female education in Howrah and Purba Medinipur
- Women's education in urban areas of both districts increases the income of women and leads to growth in GDP.

8. CONCLUSION:

From the analysis done under the study it is cleared that most of the women are H.S passed (75.75%) among them only 49.50% are employed. So it is said here that women are not conscious about their economic empowerment and also its may be for restriction of male members in family. Then there was no difference in the occupational status of women in Howrah and Purba Medinipur district but women of urban area are most conscious about their occupation. Also income level of women is high in urban area and Howrah district rather than rural area and Purba Medinipur district. It was found that educated-employed women are much developed than educated-unemployed women. So it brings a conclusion that Education, Occupation and Income level are more important factors for Socio-economic development of women in a society.

When we educate and empower one woman, we set off a chain reaction that transform the life of her community she lives in. Women education is very important for the developing women and gender equality. There is lot of obstacles in front of the women education; it's the duty of the state and responsibility of the society to provide space and opportunity for women's education. Maximum mobilization of human and material resources for qualitative and quantitative development of women's education through formal and non-formal approach will go a long way in socio-economic development as well as women empowerment. The speech of "Gender mainstreaming" is meaningless without developing women. So, it is cleared that Education plays a very important role for Socio-economic development of Howrah and Purba Medinipur districts in West Bengal. Without education of women, we can't raise social and educational standard in the state as well as the country.

REFERENCES :

1. Afsar, H. (2016), *"Empowerment of women: Illustration from the third World" Newyork*, NY: St Martin's through Sinha press.
2. Agarwal, Deepti, *"Empowerment of rural women in India."* Social welfare, 48 (4), 2001 (Jul): p. 3-4, 15.

3. Alsop, Ruth and Nina Heinsohn, (2005) *"Measuring empowerment in practice : structuring analysis and framing indicators"*, Washington D.C.: World Bank, 122p (Policy research working paper no. 3510.
4. Basotia, G.R. and Sharma K. K. (1999), Research Methodology Jaipur : Mangal Deep Publications. pp. 439 – 445.
5. Biswas. T. K. and Kabir, M., (2004), *"Measuring women's empowerment: Indicators and measurement techniques."* Social Change, Vol. 34 (3), pp. 64 – 77.
6. Chukuwka, Armah Benedict. (2000). Poverty and Social Development in Africa. *Building and Sustaining the Capacity for Social Policy Reforms*. Aldershot, England: Ashgate. (ed. by Belkacem Laabas), pp. 47-87. [The book has four sections – social development, poverty measurement, social reforms/social security and basic health services. Chukuwka's chapter appears in the section on social development. The book is based on a 1998 workshop on social policy reform that was organized by the Arab Planning Institute in cooperation with the African Training and Research Center in Administration for Development n Tangier, Morocco.]
7. Devdas et al. (1990). *"Literacy as a mean of empowered of women to achieve nutrional goals."* Indian Journal of Home Science. Vol. 23(12), pp. 64 – 65.
8. Davies. S., Lubelska, C. and Quinn, J. (1994) *"Changing the subject : women in higher education"*, London : Taylor and Francies, 101p.
9. Estes, Richard J. (1988). *Trends in World Social Development: The Social Progress of Nations, 1970-1987*. New York: Praeger. [The author discusses the social, economic and political factors that sustain social inequality.]
10. Estes, Richard J. (1998). *Resources for Social and Economic Development: A Guide to the Scholarly Literature*. Philadelphia: University of Pennsylvania, School of Social Work. [This volume introduces readers to scholarly materials on social development as well as identifies materials for scholars undertaking comparative development studies. There is an emphasis on work in the field of social work.]
11. Estes, Richard J. (2002) Toward a Social Development Index for Hong Kong: The Process of Community Engagement. *Assessing Quality of Life and Living Conditions to Guide National Policy: The State of the Art.* Dordrecht/Boston/London: Kluwer Academic Publishers. (ed. By Michael R. Hagerty, Joachim Vogel and Valerie Moller). [Estes discusses the creation of the Social Development Index (SDI-2000) in Hong Kong.
12. Garg, A. (1988), Doubly Enslaved, Social Welfare, August.
13. Kandiyoti, D , "*Gender, Power Contestation*" Feminist Visions of Development Routledge, London, Pp.135-51, 1998.
14. Lowe, Gary R. (1995). Social Development. *Encyclopedia of Social Work*. Pp. 2168-2172. [This entry discusses the definition, history and context of social development and the relationship of social development to social work.]
15. National Policy for the empowerment of Women – India, Department of women and child Development 2001. www.lio.org. public/English employment/skills/hrdr/init – 2 htm.
16. The SDI-2000 consists of 47 indicators in 14 sectors of social development including subindexes on youth, women, elderly, children, housing, economy, science/technology and personal safety.]

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Digitization Social Change and its Impact on Education During Global Pandemic

Dr. Rekha Pathak & Ms. Jaya Chetwani
[1] Principal, D.Y. Patil College of Education, Savitribai Phule Pune University, Pimpri, Pune, India
[2] Asst.Professor, D.Y. Patil College of Education, Savitribai Phule Pune University, Pimpri, Pune, India
Email - chetwani.jaya@gmail.com

Abstract: *Socialization and social media appear to be same in their connotations. Socialization is the process to be socialized or having the quality to be accepted in the society. In the same way social media gives utmost platform to interact with different people, scroll through their daily activities, to Venture into a new world of different possibilities. Social media also renders us with the opportunity to be informed and updated, giving us the opportunity to connect with the world at our finger tips. The adoption of new technologies, such as television, smart phones, and social media, often leads to fears of the decline of face-to-face interactions and the potential for decreased Happiness.*

Keywords : *socialization, social media, social institutions.*

1. INTRODUCTION:

The process of socialization starts at a very early age from home. Parents and family members have the major role to play here. Earlier, when there was no social media, internet, mobile phones etc, the process of socialization was different. But today social media has become an integral part of socialization Cell phones can be seen in the hands of each and everyone including toddlers too. The reason being, babies and children remain silent once they get to see and scroll through the cell phone and social media, according to parents. No one can deny the need of cell phones, internet and social media in the present day modern world. Social Media and handsets are no more things of luxury but have become very integral part of life.

The Indian population has taken to social media like duck to water. Indians, on average, spend about 2.25 hours on social media daily. In India, the number of social media users has been growing in 2021 at a steady rate of 448 million due to deep penetration of internet connectivity among people. The number of Internet users in India has grown to a whopping 624 million, which is roughly 45% of the total population of India. Now, social media has become one of the most essential parts of daily internet usage in India.

As we know that these technological developments create confusion between different form of digital and information media like internet and social media it will not make any sense of distinctive. Emerging mobile, television, watches which multi-features of smart-world changethe meaning of social media.

2. Objectives:

- To study digitalization, social change during global pandemic.

- To study the impact of digitalization, social change on education.
- To analyze role of digitization, social change on education during pandemic.

3. Impact on Education During Global Pandemic :

This Media is not only a strong medium of connecting different groups of peoples but it makes easier also the gap of distance, rural urban divide etc. it also provide an excellent platform for news sharing, creativity display and more learning. Researchers suggest that on average 50-75% of the teens around the word have online connectivity via computers or Phones and 73% of them used social networking or regular basis (Saravan, 2018). It has created Addiction for all learners specially school going students. We all are always expecting that every solution must available on as instant as possible because social media provide most of answer asked by anyone like 'What's App', 'you tube', website etc. This type of situation has created because our society faces less peer contact, degradation of social institutions.

Main cause of this type of alienation, self-centered thinking is the result of no any clear cut direction about teaching and learning in the environment of social media and less effort about counter technological development.

We find that there is huge gap between theory and practice of behavior of people. And old fashioned thinking that newer technological development is creating tension in society but many social scientists suggested that social media and its uses depends on our thinking pattern.

There are many social values which has mentioned in our constitution also like cooperation, fraternity, tolerance, sense of belongings, etc. these type of values can promote with the help of social media. The question arises that why we spread these types of social values? We always think that it is responsibility of police, government officials, and policy planner only but we forgot that it is the responsibility of every persons of society.

4. Some positive impact on socialization:

Social media provide a sound platform for all learners to extend familiarity with stranger, friendship in different regions of the world, making small group like sports, fun groups etc. It also helps new type of experiences like break the narrow mind thinking of cast, creed, religion, create motivational ideas etc. it also create feeling of empathy with marginalized communities. Social media promotes prevention from social evils like drinking, bad habits of actions with foreigners, other cultures. People who using social media feel moreindependent because they realize others ideas well. The power of social media for promoting change cannot be ignored. People have launched numerous campaigns that call their peers to question governments and business to become fair, such as exposing corruption, improving educational facilities in their locations, and fighting against gender stereotypes.

5. Some challenges for socialization:

Social media creates extra competitiveness, provoking feelings of other communities, endless usage, get influence easily with Blue whale game, cyber bulling, feel depressed, feeling loneliness after Disconnection of close friends, etc. Can be psychologically damaging Teenagers comprise of major percentage of social media users. Because of this, they are most vulnerable to its adverse **e**ffects on mental health. It is not only because it triggers insecurities or depression, but teens can fall Victim to online bullying from their peers. Because of information overload, we no longer have The chance to absorb and process information that is relevant to us. The result is that we are not as Well-informed as we should be about current events.

6. Some suggestions for socialization:

With the immediacy that social media offers, patience and persistence are becoming less- developed qualities. It is also observed that Social media is creating a need for instant gratification, receiving this instant response can create a need for immediacy in other things as well." Intentionally building patience could prove to be a very useful practice and help to decrease internal sensations of urgency and any resulting anxieties. Spending time on "real-life" activities is a great way to practice patience in a social setting.

7. Conclusion:

In the advent of pandemic as we all do our part to slow the spread by staying at home, we're turning to social media to keep us occupied and entertained of vibrant technological development we must be aware of our role and responsibilities which make ones more civilized citizen of nation. While social media acts as a powerful tool for connecting with others, the fact cannot be ignores that it's important, to still practice in-person interactions – which can strengthen one's communication, relationships, sense of responsibility, self-esteem and social skills

REFERENCES :

1. Abbott, E. (December 11, 2017). The Future of Social Media: 32 Experts Share Their 2018 Predictions. Retrieved from https://www.business2community.com/socialmedia/future-social-media-32-experts-share-2018-predictions-01973207
2. Chaffey, D. (2019). Global social media research summary 2019. Retrieved from https://www.smartinsights.com/social-media-marketing/social-media-strategy/newglobal-social-media-research/
3. Saravan, D.P. (2016).International Conference on Developing Thinking and Learning with ICT: Changing Education for Future Needs, 29th and 30th March 2016, Department of Education, Osmania University,(379-382), Volume-1, Hyderabad: Compendium of Abstract
4. Sonavane, Sheetal.(2019). Edtech : A digitalized evolution or Threat. Educational Resurgence Journal_Jan 2019_ ISSN : 2581- 9100.
5. Isave, Madhuri (2019),Transformation of society through social media. Educational Resurgence Journal_Jan 2019_ ISSN : 2581- 9100.

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

DIGITAL EDUCATION AND SOCIAL MEDIA MARKETING: MAIN CHANGES TRENDS IN INDIA AND UKRAINE

Dr. Yanina Lisun
Ph.D, Department of Journalism and Advertising
Kyiv National University of Trade and Advertising, Ukraine, Europe
Email - yanalw@ukr.net, yaninalissun@gmail.com,

Dr. Chirag M. Patel
Director, Research Culture Society.

1. Introduction: *Digital education has enabled the learners, students, scholars, teachers to carry on their activities in new mode because of the lockdown imposed due to COVID 19. Social media has become an important component of digital marketing. Social media is a core of strategies for brands and businesses of all sizes and in education also. Universities need to carry out their visibility in digital environment and social media. Main trend now in conditions of COVID-19 is the fact of changing consumer behavior and social media platforms (new platforms evolve and become more popular). That's why digital education and social media marketing are currently the points of focus in whole teaching learning process.*

Keywords: *digital education, information technology, virtual learning, transformational change, media, social communications, virtual employment, universities leadership.*

2. Literature Review: A lot of researcher put into attention digital education and the changing dynamics aspects (*Manvendra Singh, Tavseef Mir, 2020*). Some authors (*Sipos Katalin, Bodnar Karoly, 2020*) research innovative methods, such as digital game-based learning, which can be easily integrated into the traditional educational environment and its restrictive factors.

The role of new technologies in education, using of Internet and Social Media in combination with live communication grows in modern conditions *(Aneta Prezepiorka, 2021), (Yanina Lisun, 2020).* Therefore, technology is seen as a tool, as an elixir to the future of education *(Severine Pinto, A. Lourdusamy, 2021).*

3. Research Objectives are the changes and new directions of development in such spheres as digital education, social media marketing and socialization.

4. Research Method : The article uses such scientific research methods as analysis and synthesis, generalization method, graphic method.

5. Discussion and Analysis: As a result of penetration of citation databases, digitalization, globalization of universities, increasing of competition in higher education, using digital education technology, social media tools, and technologies of social media marketing for universities leadership became very important. Many authors put their attention to the leadership in education, using the higher education rankings (national and global ranking systems, for example: THE-QS World University Rankings (England); Webometrics (Spain); JAM College Ranking, India's Best Colleges (India), Compass National University Ranking (Ukraine)).

According to QS University Rankings 2021, TOP-5 universities of World are represented by the USA and United Kingdom. Table 1 below shows these indicators.

Table 1.

Top-5 QS World University Rankings, 2021

World Ranking	University Name/ Country Name	Overall Score	Total Student	Total students/ Total Academic Faculty Staff
1	Massachusetts Institute of Technology (MIT), USA	100	11342	3,77
2	Stanford University, USA	98,4	16260	3,63
3	Harvard University, USA	97,9	23583	5,18
4	California Institute of Technology (Caltech), USA	97,0	2237	2,11
5	University of Oxford, UK	96,7	20786	3,13

Developed based on: QS University Rankings of the https://topuniversities.com on 2021

All of those universities according to table 1 have research output at the «very high» level.

Among the TOP-5 India university (table 2) the Indian Institute of Technology Bombay (IITB) has maximum overall score 88,5 points (177 place in the world ranking).

Table 2

Top-5 QS World University Rankings in India, 2021

University Rankings		University Name, Location	Overall Score	Total Student	Total Academic Faculty Staff	Total students / Total Academic Faculty Staff
India	Asia/ World					
1	37 / 177	Indian Institute of Technology Bombay (IITB) Mumbai, India	88,5	11097	1015	10,9
2	56 /186	Indian Institute of Science, Bangalore ,India	84,7	4161	446	9,3

3	47 / 185	Indian Institute of Technology Delhi (IITD), New Delhi, India	82,2	9064	843	10,7
4	50 /255	Indian Institute of Technology Madras (IITM), Chennai, India	81,2	9688	884	10,9
5	58 /280	Indian Institute of Technology Kharagpur (IIT-KGP), Kharagpur, India	77,9	11899	770	15,5

Developed based on: QS University Rankings of the https://topuniversities.com on 2021

The authors of this article calculated the indicator «Total students / Total academic faculty staff», which shows the number of students per one teacher. This indicator is maximum 15,5 (Indian Institute of Technology Kharagpur (IIT-KGP). All universities according to table 2 have high number of students per one person of faculty staff (from 15,5 to 9,3), that in 3 times more than in world leader universities, as shown in table 1.

In this article we analyzed TOP-5university **in** Emerging Europe & Central Asia (EESA) by country location – Ukraine(table 3). Taras Shevchenko National University of Kyiv got maximum overall score 71,4 points (601-650 place in the world ranking and 33 place in EESA ranking). The indicator «Total students / Total academic faculty staff», which shows the number of students per one teacher is maximum 10,08 in this university. All universities according to table 3 have high number of students per one person of faculty staff (from 10,08,5 to 7,97), that in 1,5 times more than in world leader universities, as shown in table 1.

Table 3

Top-5 QS World University Rankings in Emerging Europe & Central Asia (EESA) 2021

University Rankings		**University Name, Location**	**Overall Score**	**Total Student**	**Total Academic Faculty Staff**	**Total students/ Total Academic Faculty Staff**
Ukraine	**EESA/ World**					
1	33 / 601...650	Taras Shevchenko National University of Kyiv, Kyiv, Ukraine	71,4	24624	2442	10,08
2	66 / 701…750	National Technical University of Ukraine «Igor Sikorsky Kyiv Polytechnic Institute»	53,2	21150	2652	7,97
3	67 / 511…520	V. N. Karazin Kharkiv National University, Kharkiv, Ukraine	52,3	17006	2091	8,13
4	98 / 801…1000	Lviv Polytechnic National University, Ukraine	38,4	20880	2212	9,43

5	115 / 651…700	National Technical University «Kharkiv Polytechnic Institute», Kharkiv, Ukraine	33,2	11347	1429	7,94

Developed based on: QS University Rankings of the https://topuniversities.com in 2021

A number of researches in a higher education institution focused on providing perspectives on the future of educational programs by analyzing trends in educational programs' designs, students and professors' needs for innovative education (*Severine Pinto, A. Lourdusamy, 2021), (María-Soledad Ramírez-Montoya, Lucy Andrade-Vargas, Diana Rivera, May Portuguez Castro, 2021).*

According to the *Horizon Report https://library.educause.edu/*, the six trends in education for the next five years are: artificial intelligence (AI); blended and hybrid course models; learning analytics; microcredentialing; open educational resources (OER); quality online learning.

Nowadays the main professional requirements to the teacher and latest global trends in education are: (*María-Soledad Ramírez-Montoya, Lucy Andrade-Vargas, Diana Rivera, May Portuguez Castro, 2021*)**.**

– presence of artificial intelligences flexibility of the education offer;

– transformation of the teaching role and the digitalization of the educational environment;

– ability to locate, organize and adapt resources for various contexts, as technological advances have opened up significant teaching and learning opportunities;

– integrating digital tools and social networks in their teaching.

The world around us and particulary within the digital world transforming is the process of understanding and recalling. The basic factors of learning are students' ability to read and understand, as well as task tolerance. Issues concerning attention, concentration and motivation come to the fore. As learning motivation has changed, education is also facing a new challenge, which at the same time still uses traditional methods. A new generation of pupils with – maybe - unusual learning needs adapted to the information age, pose a real challenge for the existing school system. Effective teaching methods are expected to be used, and as a result, new forms of learning and unusual teaching locations can also help to deepen knowledge.

Demand on high quality education and presentence of universities on social media (for example Facebook, Instagram, TikTok) contains various groups of people (*Abbas Fadhil Mohammed Ali AL-Juboori, Dr. Do Jae Su, Dr. Prof. Franz Ko, 2011*):

– any level of students who will choose a university;

– academicans who want to work for a qualitative university;

– administration of universities which deal with rule making and policy production;

– national authorities who define long term goals for higher education system;

– media who wants to inform the society for the quality of universities;

– companies who will offer a job for students graduated from a university.

Use of technology in education has not been new, but the coronavirus outbreak leased a new life to the already existing process of digital education. Digital education involves the use of digital modes of technology for learning, teaching and other associated aspects. Digital education has altogether changed the notions of a traditional regular classroom teaching.

The world has entered into an information age and developments in communication, information and technology opened up new and cost effective approaches for providing the reach of higher

education to the youth as well as to those who need continuing education for meeting the demands of explosion of information, fast changing nature of occupations and lifelong education.

At the same time for digital education, security threats can be categorized into two aspects, user side (incorrect behavior) and the management side (competitors of one learning platform can trick the learners or students from another one or losing some personal information).

As the digital education is all about use of information technology tools, softwares and devices, there is digital threat which can be in form of viruses' attack, spyware, hacking, advertising, phishing and other.

Applications of information communication technology in online learning can cause many security risks, such as loss of confidentiality and availability, the exposure of critical data, and vandalism of public information (*Manvendra Singh, Tavseef Mir, 2020*).

According to data from the Report Global Digital Overview of the International Telecommunication Union (ITU) the number of people using the internet has surged over the past year, with more than one million people coming online for the first time each day. In particular here is (fig. 1).

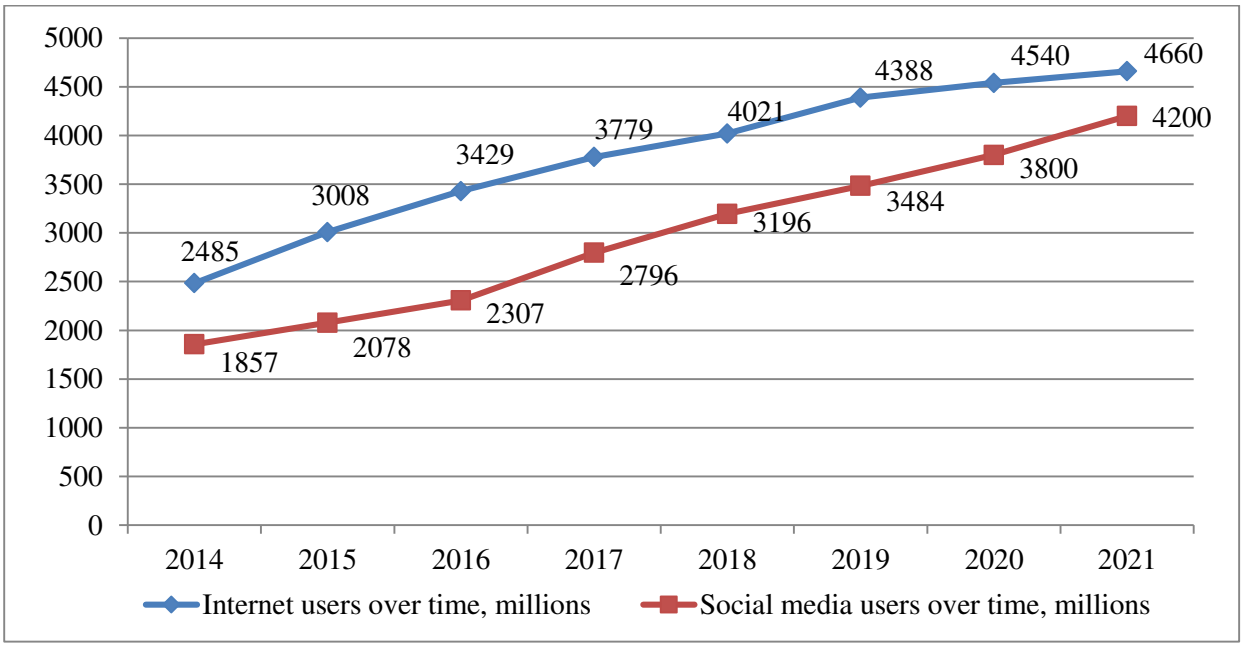


Fig 1. **Internet users and Social media users in 2014–2021 years worldwide**

Developed based on: Report Global Digital Overview (https://datareportal.com/reports)

The number of Internet users worldwide for the period 2014–2021 increased by 87% (from 2484 to 4660 millions). The number of social media users worldwide more than doubled between 2014 and 2021 (from 1857 to 4200 millions).

The number of users of the Internet and social networks is determined by such key factors as the economic development of the country and the standard of living, the level of urbanization and cultural features of society in a particular region.

India had a population of 1.39 billion in January 2021 (table 4). India's population increased by 4.0% between 2017 and 2021. In India 48,0% of population is female, while 52,0% of its population is . As shown in table 4, 35,2% of India's population lives in urban centers, while 64,8% lives in rural areas in 2021.

Table 4

Internet users and Social media users in India in 2017-2021 years

	2017	2018	2019	2020	2021	2021/2017
Total population, million	1,335	1,347	1,361	1,37	1,390	1,04
Urbanization, %	33,0	34,0	34,0	34	35,2	1,06
Internet users, %	35,0	34,0	41,0	50	45,0	1,28
Social media users, %	14,0	19,0	23,0	29	32,3	2,3
Device ownership:						
– mobile phone, %	84	88	88	91	96,4	1,15
– smart phone, %	33	40	40	90	96,3	2,92
– laptop or desktop computer,%	16	15	15	62	56,4	3,5

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

Internet users in India. There were 624,0 million (45,0% of total population) internet users in India in January 2021. The number of internet users in India increased by 28% between 2017 and 2021. Internet penetration in India stood at 45.0% in January 2021.

Social media statistics for India. There were 448.0 million (32,3%) social media users in India in January 2021 (table 4). The number of social media users in India increased by 2,3 times between 2017 and 2021. The number of social media users in India was equivalent to 32.3% of the total population in January 2021.

Mobile connections in India. There were 96,4 % of the total population smart phone ownership, that provide internet connections in India in January 2021.

Authors of this article have provide the analyze of using such media channels as: Facebook, Instagram, WhatsApp, Facebook Messenger, LinkedIn, TikTok (*according to Report Digital Overview*).

Overall, the time spent using the Internet and Social media in India in 2021 indicated by such dates:

– time spent using the internet – reduced from 8,00 in 2017 to 6,36 in 2021;
– time spent watching television – increased from 1,51 in 2017 to 3,16 in 2021;
– time spent using social media – reduced from 2,36 in 2017 to 2,25 in 2021;
– time spent reading press media – 2,26 hours (table 5).

Table 5

Daily time spent on media in India in 2017-2021 years

	2017	2018	2019	2020	2021
– time spent using the internet	8,00	7,25	7,47	6,3	6,36
– time spent watching television	1,51	3,01	2,51	3,04	3,16
– time spent using social media	2,36	2,26	2,32	2,24	2,25
– time spent reading press media	–	–	–	–	**2,26**

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

Social media behaviours in India in 2019 (how internet users engaged with social media 2019) is represented below (*Report Digital Overview in India in 2019, p. 32*).

– visited or used a social network or a messaging service – 100%;
– actively engaged with or contributed to social media – 86%;
– percentage of internet users that uses social media for work purposes – 32%.

Very important to annualize the attitudes towards digital in India. According to Report Digital Overview in India in 2018 main attitudes were:

– believe that new technologies offer more opportunities than risks – 79%;
– prefer to complete tasks digitally whenever possible – 77%;
– believe data privacy and protection are very important– 83%;
– delete cookies from internet browser to protect privacy– 60%;
– use an ad-blocking tool to stop adverts being displayed – 52%.

According to social media advertising audience profile in this article authors analyzed share of the audience that marketers can reach with adverts on social media by age group and gender (table 6).

Table 6

Internet users and Social media users by age group and gender in India in 2017-2021 years

Age group, years old	2017		2018		2019		2020		2021	
	female	male	female	male	female	male	female	male	female	male
13-17	4,0	14	5,5	19,5	1,7	7,0	1,5	5,5	1,9	6,6
18-24	20,8	61,8	23,4	73,8	8	27	8,0	24,6	*8,1*	*23,8*
25-34	13,3	44,7	18,5	62,6	8	29	9,5	29,2	*9,4*	*27,8*
35-44	4,6	15,8	6,0	22,6	2,5	9,0	3,0	9,8	3,3	9,9
45-54	2,1	5,3	2,6	8,6	1,1	3,6	1,3	4,0	1,4	4,0
55-64	0,8	2,6	1,1	3,4	0,5	1,5	0,6	1,6	0,7	1,7
65+	0,4	1,3	0,6	1,8	0,3	0,9	0,4	0,9	0,4	1,0

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

The biggest share of the audience that marketers can reach with adverts on social media by 18-24 years old (female – 8,1%; male 23,8%) and 25-34 years old (female – 9,4%; male 27,8%). For example the same dates in 2017 in this age groups and gender were: 18-24 years old (female – 20,8%; male 61,8%) and 25-34 years old (female – 13,3%; male 44,7%). We can summarize, that that indicators of Internet users and Social media users are reduced during last 5 years.

Audience in the field of education and business (students, parents, academic stuff, employers, business and scientific partners) use Social Media (for example Facebook/Messenger, Instagram, LinkedIn, TikTok) not only for message; post/share photos or videos; find funny/entertaining content, but also for keeping up-to-date with news/the world; follow/find information about products/brands. Also we need to use internet and Social Media for work and study. Most-used social media platforms in India in 2017-2021 years are represented in table 7.

Table 7

Most-used social media platforms in India in 2017-2021 years

(percentage of internet users aged 16 to 64 that has used platform, %)

	2017	2018	2019	2020	2021
Youtube	33	30	93	82	85,8
Facebook	33	30	89	76	75,7
Whatsapp	28	28	82	70	74,6
Instadram	22	19	69	64	70,6
Facebook messenger	23	20	63	53	55,0
Twitter	24	18	57	49	50,6
Linkedin	21	15	48	39	37,7
Pinterest	15	11	38	33	34,3
Snapchat	28	10	33	29	33,7

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

Most popular platforms in India for the period 2017-2021 were: Youtube (85,5% of internet users); Facebook (75,5% of internet users); Instagram (70,6%). India Percentage of internet users aged 16 to 64 that has used Tiktok was 31,5% in India in 2021.

In Ukraine for the period 2017-2021 the number of Internet users increased by 7,54 million (from 21,93 to 29,47 million). The share of Internet users in relation to the total population of Ukraine in 2021 was 67,6%. In Ukraine for the period 2017-2021 the number of active social media users increased by 9,53 million (from 16,17 to 25,7 million). The share of active social media users, in relation to the total population of Ukraine, in 2021 was 58,9% (table 8).

Table 8

Internet users and Social media users in Ukraine in 2017-2021 years

	2017	2018	2019	2020	2021
Total population, million	44,51	44,12	43,9	43,86	43,6
Urbanization, %	70	70	69	69	69,7
Internet users, million	21,93	25,59	40,91	27,46	29,47
Penetration,%	49	58	93	63	67,6
Active social media users, million	16,17	13,00	17,00	19,00	25,7
compared to total population, %	36	29	39	43	58,9

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

According to social media advertising audience profile we analyzed share of the audience that marketers can reach with adverts on social media by age group and gender (table 9).

Table 9

Internet users and Social media users in 2017-2021 years. Ukraine

Age group, years old	2018		2019	
	female	male	female	male
13-17	0,7	0,5	4,0	2,6
18-24	1,3	1,2	10,0	9,0

25-34	2,3	1,7	18,0	14,0
35-44	1,6	1,3	12,0	9,0
45-54	0,8	0,6	7,0	4,5
55-64	0,4	0,3	4,4	2,3
65+	0,2	0,1	1,5	1,2

Developed based on: Report Digital Overview in India in 2017-2021 https://datareportal.com

Social media audience overview in Ukraine in 2021 is represented in the table 10. As shown in the table 10, the most popular social media networks in Ukraine in 2021 were: YouTube (60,1%), Facebook (42,6%), and Instagram (37,3%).

Table 10

Most-used social media platforms in Ukraine in 2017-2021 years

(number of users vs total population, %)

	2017	**2018**	**2019**	**2020**	**2021**
Youtube	–	–	–	–	60,1
Facebook	17,07	29,46	29,6	34,0	42,6
Whatsapp	–	–	–	–	–
Instadram	–	16,31	22,7	29,0	37,3
Facebook messenger	–	–	–	–	26,6
Twitter	–	–	1,3	1,8	1,5
Linkedin	–	–	5,69	8,1	9,0

Developed based on: Report Digital Overview in Ukraine in 2017-2021 https://datareportal.com

As consumers change how they use and engage with social media, marketers must adjust in order to reach their target audience (*Aaron Irmas, 2021*).

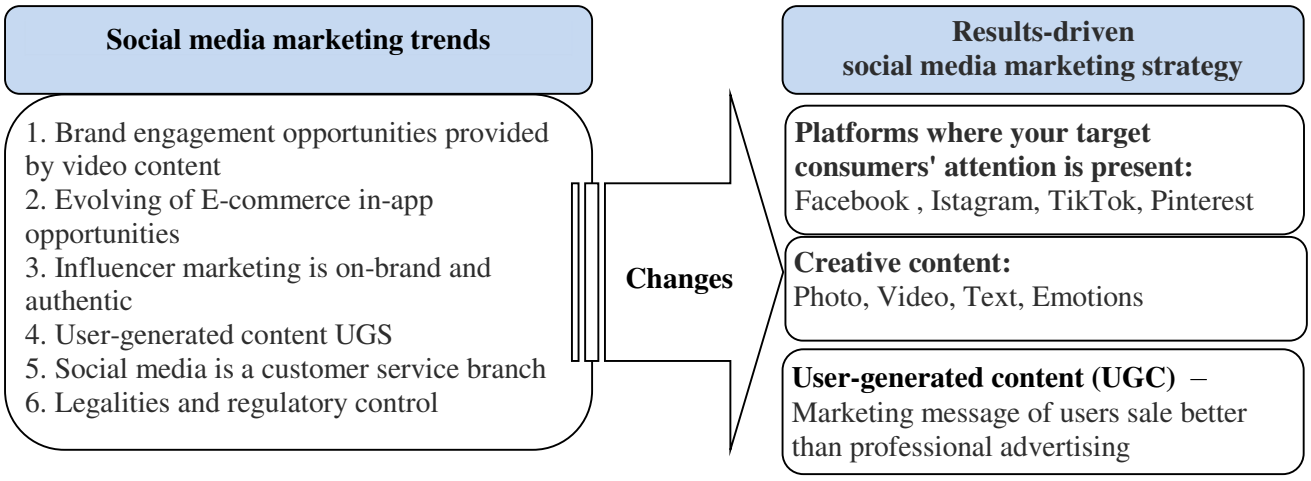


Fig 2. Main trends of changing in Social Media Marketing (created by authors)-

For education sector and delivering of universities leadership, need to stand out and be memorable on social media. That's why experts determined the numbers of social media marketing trends (fig. 2).

Today, a results-driven social media marketing strategy must include the following:

– Campaigns on the platforms where your target consumers' attention is present;
– Highly creative content specifically created for each platform;

– Unique ways to encourage UGC (user-generated content).

Social Media Marketing trends which is available both in business and education are shown in table 10 (*Aaron Irmas, 2021*).

Table 11

Social Media Marketing trends

Trends	Characteristic
1. The best brand engagement opportunities provided by video content	As a brand, you have to create content in the format your audience prefers. Social media channels have specific functionality for video content (Instagram, Facebook, YouTube)
2. Evolving of E-commerce in-app opportunities	Instagram is full steam ahead (with expanding its platform «Shops feature»); TikTok (with world's largest e-commerce platform «Partnership with Shopify»)
3. Influencer marketing is on-brand and authentic	Influencers quickly became the preferred marketing channel for many brands. Micro influencers who have a highly engaged following perfectly matched to your target audience. This is allowed to promote your brand with natural and authentic way. Long-term brand partnerships with creators who value your brand are by far the most valuable form of influencer marketing. Authentic content featuring your brand, promoted by specific influencers who value product or service, is by far the most effective method for results.
4. User-generated content is outperforming traditional advertisements	UGC, or user-generated content, is a great way to attract brand awareness while also giving you highly effective social proof. Create a campaign utilizing a brand-specific hashtag that awards customers with free products, discounts or other special offers.
5. Social media is a customer service branch	Now, social media is a customer service channel as much as it is a marketing channel.
6. There is now more legalities and regulatory control	Regulatory control is increased and brands need to also be well aware of legalities regarding influencer and partnership disclosures. Simply put, you have to be extremely transparent when marketing on social media.

6. Conclusion:

Digital education has acted as a catalyst to a silent technological revolution within the society. Due to digital learning processes, at least majority of the households bought a compatible device in form of mobile phone or a laptop in order to enable their wards to avail the services of digital learning.in other words, it could be said that it has helped the society to become competent to avail the digital (*Manvendra Singh, Tavseef Mir, 2020*).

There is necessity of having highly motivated and skilled teachers. But in digital education processes, the teacher must make it more interesting and less boring, in a high level of motivation for most students, ensures participation, action, and thus the context. Despite all the opportunities

thrown open by digital education, still there are threats to this mode of delivering education. There is need of formulation of a uniform policy covering all the aspects of digital education. There is need to plug the loopholes within the system of digital education and make it more secure for the masses. At the same time, the convergence of connectivity and social media have brought about the rise of the «omni-customer», «omni-student», a more informed, demanding, social and powerful than there has ever been before.

REFERENCES:

1. Manvendra Singh, Tavseef Mir // Digital education and the changing dynamics Vol. 7 Issue 28 October to December 2020
2. Sipos Katalin, Bodnar Karoly// The opportunities of the digital education, FACULTATEA DE MANAGEMENT AGRICOL VOL. XXIII(2) 2020
3. Aneta Prezepiorka (2021).Facebook Intrusion as a Mediator Between Positive Capital and General Distress: A Cross-Cultural Study. *Frontiers in Psychiatry. June 2021.* https://doi.org/ 10.3389/fpsyt.2021.667536
4. Lisun Yanina (2020) Analysis of the social media marketing: business environment and modern trends in Poland and Ukraine. *Modern Management Review 27 (4/2020).* https://doi.org/ 10.7862/rz.2020.mmr.28
5. Severine Pinto, A. Lourdusamy (2021). Technology as an Elixir to the Future of Education: Impact on the Traditional Modes of Teaching. *International Journal of Case Studies in Business, IT, and Education (IJCSBE), ISSN: 2581-6942, Vol. 5, No. 1, June 2021: 221-231* https://doi.org/ 10.47992/IJCSBE.2581.6942.0111
6. QS University Rankings of the https://topuniversities.com
7. María-Soledad Ramírez-Montoya, Lucy Andrade-Vargas, Diana Rivera, May Portuguez Castro (2021) Trends for the Future of Education Programs for Professional Development. June 2021. Sustainability 13(13):7244. https://doi.org/ 10.3390/su13137244
8. Abbas Fadhil Mohammed Ali AL-Juboori, Dr. Do Jae Su, Dr. Prof. Franz Ko (2011) University ranking and evaluation: Trend and existing approaches. *International Journal of Advancements in Computing Technology 4(5), 1-16.* https://doi.org/ 10.4156/ijact.vol4.issue5.2
9. Social Media Trends 2020. Hootsuite's annual report on the latest global trends in social media https://www.hootsuite.com/resources/social-media-trends-2020-report
10. Educause Horizon Report, teaching and learning edition 2021 https://library.educause.edu/
11. Report Digital Overview in India, Ukraine in 2017-2021 https://datareportal.com
12. Aaron Irmas How New-Age Social Media Marketing Is Changing and What You Need to Know , 2021// https://www.business.com/articles/how-new-age-social-media-marketing-is-changing-and-what-you-need-to-know/

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

Social Media - A Tool for Educational Development and Digital Learning

Mrs. Achsah Soloman Sathe
Email**:** ms.achsah@gmail.com
M.Ed. Student, D.Y. Patil College of Education, Pimpri, Pune, Maharashtra, India

Dr. Rekha Pathak
Principal , D.Y. Patil College of Education, Pimpri, Pune, Maharashtra, India
Email: rekha.rapathak46@gmail.com

Abstract: *Today is a day of science and technological development. Gone are the days that people wait for days and months to see each other and know about each other's whereabouts. Just a click and people communicate their feelings and express their thoughts to not just a person or group, but to the mass community all in one go! This is something explicit and power of technology. Socialization has a new face which has enhanced due to the use of Social Media. Why not use this power to enhance and create educational strategies for the achievement of educational goals? This paper discusses about challenges, advantages and benefits of digitalization and social media in development of educational strategies. It is exploratory research. It is based on available literature and personal experience of the researcher. Here are some suggestions for better use of social media in the teaching-learning process.*

1. INTRODUCTION:

According to the Dictionary definition, "Social Media is websites and applications that enable users to create and share content or to participate in social networking." Social media is not just limited to posting pictures about holidays online. Social media has gained credibility over the years as a reliable source of information and platform where organizations can interact with audiences.

Social media has the ability to broaden your perspective on various subjects and gives illuminating, instant content that is new. You have the opportunity of engaging experts to get answers on topics that you may need help in.

The rise of social media in the classroom isn't about how many people "like" your posts. The collaborative environment and open forum that social media encourages, along with the rapid-pace of information sharing that it facilitates, means that students can accelerate the development of their creative, critical thinking, and communication processes in certain ways when they use it.

Teachers also use social media as a medium to get new resources to support their lessons, activities to teach particular concepts, bulletin board ideas, information on new apps to do a follow

up of certain topics as well as to network and know what is happening in schools all over the world.

The bottom line is that social media is a big part of our day-to-day life and there's no point of keeping it away from the education process. School, college and university staff should be encouraged to make use of technology for student and parent communication. The benefits are obvious, starting with healthier parent-teacher relationships and all the way to permanently changing the way our children will learn.

2. The Role of Social Media as a Learning Tool:

Social media promotes self-directed learning, which prepares students to search for answers and make decisions independently. When reinforced in a classroom setting, these social media skills can be guided and refined to produce better learning outcomes and critical awareness. Social media also allows students more freedom to connect and collaborate beyond the physical classroom, which means students anywhere can start to experience the globally connected world long before they enter the workforce.

3. Role of Social Media to Students:

- **Collaborative Learning**
  On social media, students exchange lot of information. So, why not use this platform to encourage collaborative learning. In fact, several institutions globally are encouraging students to forge international partnerships using social media for taking up some project assignments. By doing this, they get engaged with each other and learn how to manage projects and coordinate with teams sitting globally along with cross cultural sensitivities. Similarly, the use of social media has made it easier and faster to interact with peers or teachers about class-related topics.
- **Information Sharing by Students**
  Students are continuously hooked on to the internet through their smart phones and hence rapidly transmit information to their connections. Apart from just sharing views and opinions they also exchange lot of valuable information. This information is a lot more than just interesting videos or snapshots and cover useful stuff related to their studies. They exchange helpful information for classes and examinations.
- **Continue Teaching from Anywhere and Everywhere**
  Professors can take advantage of social media technology to extend teaching hours beyond classroom. They can set up Facebook Live sessions or Twitter discussions to cover uncleared doubts of their students. As a matter of fact, professors can allocate dedicated time slots for online discussions to answer any question or to work with a student.
- **Helps to Foster Research**
  Social media offers collaborative opportunities to foster research initiatives. It is one of the best platforms to extract secondary data. You can conduct survey pools to gather sampling and find out opinions of general people and other experts on a particular subject. Social media can help academic researchers compile and produce useful content by working on collaborative assignments and projects.
- **Take Advantage of Blogs to create Virtual Library**
  Setting up a personal blog or website gives professors a lot of freedom to build intellectual credibility. They can upload their academic work and other important lectures and videos that

will allow students to take relevant inputs as reference material for their studies.

- **Let Students Learn from Social Networking**
  Social media offers great learning opportunities through social networking. Students can be encouraged to build networks to support professional help in career. Similarly, Professors can also connect with the students and help them identify suitable job openings and find relevant connections for their future profession.

The great philosopher of communication theory Marshall McLuhan, said,
"The new electronic independence re-creates the world in the image of a global village."

This electronic independence is inherently dependent upon the Internet.

Social media has emerged as a new age media technology in education and helped students interact with students while also increasing their knowledge.

4. Social Media Tools for Education:

There are different ways that social media can be used directly in the classroom. There are many social media tools for education that can be taken advantage of for students of any age, from elementary all the way through college.

- Use a Facebook Page to broadcast updates and alerts.
- Use a Facebook Group to stream live lectures and host discussions.
- Use Twitter as a class message board.
- Use Instagram for photo essays.
- Create a class blog for discussions.
- Use WhatsApp for quick communication of instructions to the class
- Assign blog posts as essays.
- Create a class- specific Pinterest board.

5. Social Media for Education Marketing:

Just as there were many ways to use social media in the classroom, there are also many uses for social media in education marketing. Social media marketing can help if you're looking to reach a larger audience for your school or university.

- Include social media links on your school website.
- Share school events and photos on social media
- Create interest-based Facebook Groups.
- Create a social media crisis strategy.
- Manage your accounts all under one roof using a tool like Sprout Social.

6. Some Effective Monitoring Techniques:

Like every other thing, the social media picture is not this rosy all the time, there are some negative aspects of social media too like dark space, bullying, addiction to social media. So what is important is a little monitoring.

- One should ensure that they only have apps that are important for studies.
- Download an app that ensures that you do not spend too much time on social media.
- Discipline yourself to not use social media or your phone, when you are studying from books.

Instead, underline or write your doubts in your diary and search for them once you are done reading the topic.

- Keep specific time of the day for social media and the rest of the time utilize reading from your books and hard copies.
- Do not keep your phone close to you when you are studying from your books.
- When you write down your daily targets, write down the topics that you have to study online and only use social media when you are reading those topics.

7. CONCLUSION:

Digital media is now the new driver of change. Growth of exponential technologies such as artificial intelligence, robotics, nanotechnology etc. is bringing resounding impact on the evolution of education. These growth drivers are also changing employment dynamics as new skills and understanding are required to meet the future demands of the job industry. That is why educational institutes are compelled to incorporate digitization in the learning process to impart critical thinking, innovation, collaboration and problem-solving traits in students. The curriculum should also focus on innovations in technology and the general skills required to deal with modern businesses. Such transformational changes due to digital media are bound to take education to a higher level.

REFERENCES:

Book:

Solomon, G. & Schrum, L. et al. (2007). Web 2.0 New Tools, New Schools. International Society for Technology in Education, Eugene, ISBN- 9781564842343

Journal Papers:-

1. Boyd, D. M., & Ellison, N. B. et al. (2007). Social network sites: Definition, history, and scholarship. Journal of Computer-Mediated Communication, 13(1), https://www.socialcapitalgateway.org/content/paper/boyd-d-m-ellison-n-b-2007-social-network-sites-definition-history-and-scholarship-jour
2. Greenhow, C. (2007). What teacher education needs to know about Web 2.0: Preparing new teachers in the 21st century. In C. Crawford et al. (Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2007 (p.1989-1992). Chesapeake, VA: AACE. https://www.semanticscholar.org/paper/What-Teacher-Education-Needs-to-Know-about-Web-2.0%3A-Greenhow/444b841e1d1da9c4e63aa8c255edbe39b741034a?sort=is-influential
3. Virgiliojr (2013, 03). Advantages and Disadvantages of Social Networks among Students. StudyMode.com. http://www.studymode.com/essays/Advantages-And-Disadvantages-Of-Social-Networks-1492188.html
4. Jamal Ansari & Nawab Ali Khan et al. (2020). Smart Learning Environments volume 7, Article number: 9 (2020) Exploring The Role Of Social Media In Collaborative Learning The New Domain Of Learning https://doi.org/10.1186/s40561-020-00118-7

5. Jemmy Chien (2012). How Digital Media And Internet Is Transforming Education https://www.researchgate.net/publication/235901330_How_digital_media_and_Internet_transforming_education

Web References:

- Chloe West (2021). Ways To Use Social Media For Education https://sproutsocial.com/insights/social-media-for-education/
- Rishika Nasta (2019). The Role Of Social Media In Education https://www.jbcnschool.edu.in/blog/social-media-in-education/
- Rahul Jain (2019). Use Of Social Media In Teaching And Learning: Emerging Role Of Social Media And Its Importance In Teaching And Learning https://www.asmaindia.in/blog/use-of-social-media-in-teaching-and-learning-emerging-role-of-social-media-and-its-importance-in-teaching-and-learning/
- Swapnil Jain (2019). Impact Of Digital Media On New Generation Education https://www.asmaindia.in/blog/impact-of-digital-media-on-new-generation-education/

Eurasian Conference on
'Digitalization, Socialization and Educational Development'
9 & 10 October, 2021
Jointly organized by : Department of Journalism and Advertising, of Kyiv National University of Trade and Economics, Ukraine, Europe
'Scientific Research Association' and 'Research Culture Society'.

The role of social media in the knowledge transfer of creative firms

[1] Nam Trung Nguyen, [2] Huyen Tran Le Thi
[1] Faculty of Economics – People's Police University, Vietnam
[2] Faculty of Laws – People's Police University, Vietnam
Email - trungnguyen1404@gmail.com

Abstract: *Existing research indicates that human qualities, environmental variables, and their interplay are the major determinants of employee creativity. On the other hand, the influence of social technologies on employee creativity is completely unknown. To fill this need, this study develops and analyzes an experimental model for assessing the influence of enterprise social media (ESM) affordances on company innovation. According to a study, ESM's association, visibility, permanence, and edit ability enable the gathering and supply of knowledge, therefore allowing creative performance. The findings indicate that the primary mediator of the relationship between ESM affordances and creative performance is information supply. This study contributes to the literature of social technologies and user innovation and provides practical recommendations for business practice.*

1. INTRODUCTION :

Using social technologies like social networking, virtual communities, instant messaging, and social bookmarking has been demonstrated to influence users' ability to innovate recently (Chung, 2015; P. H. Gray, Parise, S., Iyer, B, 2011). But research on how social media may boost individual and group creativity is still in its infancy (Chung, 2015). A fast expanding web 2.0 collaboration tool, Enterprise Social Media (ESM) (Leonardi, 2014). Employees can use it to collaborate and share information. Among Dingtalk users in China, there were 200 million by June 2019 and ten million business users. Academics have taken note of ESM's broad use and practical use. Previous study has shown that ESM improves work performance, information exchange, and organizational learning (Ahmed, 2019; Ellison, 2015; Kane, 2014). By exposing workers to a wide range of communication partners, they are exposed to new combinations and ideas. De facto real-time and bidirectional communication within organizations is possible with ESM.

Creativity requires knowledge (T. M. Amabile, 1988). It refers to the bidirectional flow of knowledge between acquirers and receivers (Alavi, 2001; Kim, 2011). A public contact list, instant messaging, group chats, teleconferencing, and video meetings can help ESM improve worker communication. Due to its various affordances, ESM has been proven to act as a social lubricant, reducing information stickiness and therefore promoting knowledge transmission and dissemination (Leonardi, 2014). Affordances including information discovery, sharing motivation, and social capitalization are studied by J. Fulk, Yuan, Y.C (2013). Leonardi (2014) claim that social media's visibility, durability, edit ability, and association capabilities can transform corporate

communication processes and foster knowledge sharing. Thus, ESM affordances help to encourage efficient information flows throughout the firm, allowing for future innovation. There are two forms of information transfer in this study: knowledge acquisition and knowledge provision. ESM affordances are regarded as information transfer and creative performance enablers in our theoretical paradigm. This project will focus on two research areas: (1) How do ESM affordances help employees participate in knowledge transfer? (2) How does information transfer affect employee creativity?

The rest of this work is organized in the following manner. Section 2 provides a comprehensive overview of the study's ideas. The conceptual model and assumptions are described in Section 3. Section 4 presents the study technique, while Section 5 discusses the model's estimate findings. Section 6 summarizes the major findings and their limitations. Finally, Section 7 conclusion.

2. LITERATURE REVIEW :

2.1. Possibilities

Affordance refers to "the action options and opportunities that arise as a result of actors interacting with a focused technology" (S. Faraj, Azad, B., 2012). It does not belong to either the technology or the user, but to the relationship between the user's goals and the capabilities of the technology, and it focuses on the symbiotic relationship between the abilities of the technology and the actions that may be performed (Majchrzak, 2013). Researchers are increasingly adopting this approach when examining the influence and use of information technology artifacts (Cabiddu, 2014).

Numerous affordances have been identified in prior literature. These include reviewability, re-combinability, and experimentation (S. Faraj, Jarvenpaa, S.L., Majchrzak, A, 2011); persistence, visibility, association, and edit ability (Leonardi, 2014); and network-informed associating, meta-voicing, generative role-taking, and triggered attending (Majchrzak, 2013). Each of them has been shown to have a variety of effects on organizational knowledge collaboration, socialization, and triggered attending. Researchers have investigated the positive connection between social commerce affordances and consumers' purchase intention utilizing empirical techniques in the social commerce literature (Lin, 2019).

2.2. Transfer of knowledge

Knowledge transfer was proposed as "the process through which knowledge is exchanged between knowledge producers and receivers" (Kim, 2011). It may be accomplished via conversation and discussion, allowing searchers of knowledge to acquire and apply information from another individual (Cao, 2016). Employees are both acquirers and suppliers of information in companies, and knowledge acquisition and supply are two distinct methods to increase knowledge transfer and flow (He, 2009). Information technology (IT) may facilitate access to a variety of sources of information and therefore speed the process of knowledge transfer (Alavi, 2001). Typically, online information sources are classified as static or dynamic knowledge sources (P. H. Gray, Meister, D.B., 2004). Static knowledge sources are analogous to community knowledge sources in that knowledge searchers may access and use information presented on platforms or websites without interacting with providers. By contrast, dynamic knowledge sources serve as connective sources, and knowledge seekers participate actively in the information exchange process by asking queries online and gaining knowledge or solutions through bidirectional online conversation with other members who have the answers (Kim, 2011). Enhancing users' visibility in design components may

encourage them to submit more material. According to (Ling, 205), a community component informing users of the uniqueness of the information they provide may significantly boost user involvement. The views of online community members about identity authentication would be bolstered by IT artifacts that enable self-presentation, permanent labeling, deep profiling, and virtual corpulence, all of which increase happiness and knowledge contribution.

2.3. Originality

In general, creativity is defined as the production of new and valuable ideas (T. M. Amabile, 1988). Historically, creativity has been seen as the outcome of human traits, contextual variables, and the interplay of individuals and their environment (Huang, 2017). Individual variables like as motivation (e.g., goal orientation) (T. M. Amabile, 1988), cognitive style, and personality are all antecedents of creativity.

3. Theoretical model and hypotheses :

The study's research model is shown in Figure 1. The research's central premise is that affordances affect information transfer activities, which in turn affect creative performance. In other words, information transfer activities modulate the effect of affordances on creative performance.

3.1. Aspects of ESMs and knowledge transmission

The term "embedded system affordance" refers to the potential or possibility for a certain action made available by the features or capabilities of the embedded system in accordance with user objectives (S. Faraj, Azad, B., 2012). Four affordances are anticipated to enhance knowledge sharing and transfer in this study: visibility, association, persistence, and edit ability (Ellison, 2015; Evans, 2017; Leonardi, 2014).

Two concepts are used to describe knowledge transfer: knowledge acquisition and knowledge supply. The process of obtaining and gathering work-related information and know-how inside companies is referred to as knowledge acquisition (Dostar, Esmaeilpour, & Taherparvar, 2014). J. Fulk, Yuan, Y.C (2013) claimed that workers primarily acquire information inside companies via two channels: direct knowledge interaction with other people and knowledge extraction from knowledge repositories. The act of providing tacit information to other colleagues or collecting and preserving existing knowledge in knowledge repositories is referred to as knowledge supply (He, 2009). Individual motivations (e.g., enjoyment of assisting others and reputation) and cultural variables (e.g., innovativeness, openness, and fairness) have been demonstrated to influence knowledge contribution in the past (Bock, 2015).

3.1.1. Affordances of associations and knowledge transmission

Association is defined as "the capability of establishing connections between individuals or between individuals and content", and it enables organization members to establish and maintain social ties as well as build social capital across disparate and geographically distant boundaries (Ellison, 2015). Through association, workers may interact with other colleagues and participate in direct knowledge exchange to gain information regardless of time or location (Fox, 2017). Affordances of association may take two forms: links between employees and their coworkers and connections between employees and material (Leonardi, 2014). As a result, association affordance enables workers to access knowledge or information through platform-based knowledge repositories or web links shared by others on ESM. Because the ESM alliance facilitates workers' bidirectional contact with one another regardless of distance, people may function as both acquirers and providers of information while interacting with others through ESM. As a result,

H1a. Association affordance is favorably associated with the knowledge acquisition behavior of workers.

H1b. Association affordance is favorably associated with workers' conduct in terms of knowledge providing.

3.1.2. Affordances of visibility and knowledge transmission

Visibility refers to the capability of making "employees' behaviors, knowledge, preferences, and communication networks that were previously difficult to see visible to others in the organization" (Leonardi, 2014) , as well as the task and social information of employees widely known within the organization (Evans, 2017). J. Fulk, Yuan, Y.C (2013) demonstrated that visible affordance may assist in overcoming the difficulty of finding expertise by lowering the transaction costs of time and effort associated with knowledge searching. Leonardi (2014) claimed that visibility would improve workers' awareness of "who knows what" and "who knows whom," allowing them to discover specialists in relevant fields and learn work-related information from their colleagues. The visibility affordance may have an effect on knowledge contribution, since employee trust becomes greater with ESM usage.

When workers establish the knowledge seekers' identify via visibility, they are more likely to share or give information based on reciprocity and trust. Visibility increases the transparency of employees' job information and existing social networks, as well as the identity authentication of members within the organization (Ellison, 2015), which may alleviate concerns about sensitive information and core knowledge capital leaking out of the organization when contributing knowledge. Additionally, visibility enables individuals with similar interests and beliefs to form connections, which increases their willingness to participate in the information sharing process. It is inextricably linked to how knowledge providers present themselves through their expertise and competence, and thus motivates employees to manage their self-presentation through knowledge contribution in order to create a more favorable impression, which is necessary for gaining access to critical organizational resources. As a result,

H2a. Visibility affordance is favorably associated with the knowledge acquisition behavior of workers.

H2b. Employees' knowledge provision behavior is favorably linked to visibility affordance.

3.1.3. Affordances for persistence and knowledge transfer

Persistence is defined as "information that stays accessible to users and does not expire or vanish" (Leonardi, 2014). It allows users to search for, browse through, replay, annotate, visualize, restructure, and re-contextualize previously published content on ESM. Leonardi (2014) suggested that persistence may be beneficial for maintaining knowledge and developing content, implying that it can facilitate workers acquiring necessary information from ESM sources.

The perceived value of knowledge may have an effect on the amount of contribution made by knowledge producers (J. Fulk, Heino, R., Flanagin, A.J., Monge, P.R., Bar, F, 2004). Persistence allows workers to contribute information to ESM for an extended period of time, enabling their colleagues to see and reuse it whenever they need it, which may assist improve employees' perceptions of the usefulness and value of the knowledge they provided. When knowledge is preserved on ESM, it may relieve knowledge suppliers of repetitive and ineffective help to others, and workers are therefore motivated to give knowledge. As a result,

H3a. Persistence affordance is favorably associated with the knowledge acquisition behavior of workers.

H3b. Employees' knowledge provision behavior is favorably linked to persistence affordance.

3.1.4. Possibilities for editing and information transmission

Edit ability is defined as "the ability to shape and reshape a communication act before or after it is seen by others" (Pee, 2018, p. 27). As a result of edit ability, collaborative knowledge transmission within the company becomes feasible. By enabling participants to create and modify knowledge documents, edit ability enables content to be easily revised, reshaped, and coordinated by knowledge providers and other organizational members, thereby increasing the quality and value of contributed knowledge and encouraging employees to seek and acquire knowledge via ESM (Borgatti, 2003).

Time and effort spent supplying information have an effect on knowledge contribution (J. Fulk, Heino, R., Flanagin, A.J., Monge, P.R., Bar, F, 2004). The edit ability feature enables workers to convert tacit information to explicit knowledge and also to change or update material incrementally, saving time and effort on organizing and compiling knowledge from start. Complex knowledge becomes simpler to codify when objects have a high degree of edit ability. Edit ability enables workers to deliberately share information with others while retaining some control over the knowledge they provide, thus lowering the risk and uncertainty associated with knowledge sharing. As a result,

H4a. Edit ability facilitates workers' knowledge acquisition behavior.

H4b. The affordance of edit ability is positively associated with workers' knowledge provision behavior.

3.2. Transfer of knowledge and creative performance

The raw material and basis for creative performance is an individual's factual knowledge or competence in their job fields (T. M. Amabile, Pratt, M.G, 2016). When workers utilize ESM, they are no longer passive receivers of information, but rather active users and communicators with their colleagues based on their own requirements. As a result, workers that contribute to knowledge acquisition often gain acquire a broader range of information and become more well-informed. Additionally, workers may acquire knowledge from a broader range of varied and distant sources and bearers, providing employees with divergent information, expertise, and viewpoints, allowing employees to create novel combinations of ideas that may result in innovative results.

When workers contribute knowledge, their cognitive structure and metacognition of that information are further developed and enhanced via the act of verbalizing and transferring knowledge to colleagues, which may aid in the creation of employees' innovative ideas. Employees may add to their knowledge reserves by giving informative and knowledgeable returns in response to colleague requests for task-related material (Cropanzano, 2015).

Additionally, employees can earn respect and trust from colleagues and expand their resources as a result of reciprocation, and such positive social relationships formed during the process of knowledge interaction may help expose employees to alternative points of view, which is conducive to stimulating divergent thinking. As a result,

H5 indicates that knowledge acquisition has a favorable correlation with workers' creative performance.

H6. Provision of knowledge has a favorable correlation with workers' creative performance.

4. RESEARCH METHOD :

4.1. Data

We used an online commercial survey site in China to obtain data for model testing. The poll was completed by full-time employees from a variety of industries in China who used Dingtalk at work. Alibaba Group's Dingtalk is a new corporate collaboration tool. Employees may use it to share files, communicate over the phone or video, and reserve resources.

We used forward–backward methods to translate the questions into Chinese, then requested professionals to translate the Chinese version into English. For the sake of authenticity, certain changes were done. We also conducted a pilot research with 15 graduate students and updated the questionnaire accordingly. Two new reverse-coded questions measure responders' commitment to the survey. Collecting data took two weeks. Our online poll received 632 responses. Insufficient time to finish survey and contradictory responses to reverse-coded questions were removed from the 365 valid questionnaires.

4.2. Measurements

The measuring items were derived from previously published literature. We assessed association affordances using questions modified, and visibility, persistence, and edit ability affordances (Leonardi, 2014).. All measures were taken on a 7-Likert scale, with 1 representing "strongly disagree" and 7 representing "strongly agree."

Consistent with previous research (Chung, 2015), demographic factors (i.e. gender, age, education, work duration, and firm size) that have been shown to affect knowledge transfer and creativity were included as control variables in the theoretical model. Additionally, we took into account intrinsic drive and creative self-efficacy, since these variables had significant consequences for individual creativity.

5. Data analysis and results :

We evaluated our measurement and structural models using partial least squares (PLS). PLS is well suited for doing empirical research since it is a sophisticated structural equation modeling estimate technique capable of performing an accurate test of model ft. PLS is a frequently utilized estimate technique in empirical studies published in prestigious publications devoted to information systems research (Braojos, 2019). In comparison to Amos or LISREL, PLS requires less restrictive assumptions regarding population, distribution, and measurement scale (Chai, 2012).

The single-factor test was utilized to identify common technique bias, and correlation analysis was performed to verify our assumptions.

5.1. Measurement model

Cronbach's alpha values for each construct varied from 0.76 (CSE) to 0.90 (CP), while composite reliability coefficients (CR) ranged from 0.86 (CSE) to 0.92 (CP) (CP). All of these values were more than the suggested threshold of 0.70, indicating that the measurement had a high degree of internal consistency (Fornell, 1981). Additionally, the average variance extracted (AVE) for each construct was higher than the suggested threshold of 0.5 (Flynn, 1990) and varied from 0.62 (IM) to 0.74 (ASS), and all factor loadings met the required level of 0.70 (Chin, 1988), indicating good convergent validity.

The AVE of each concept is more than the square of their correlations with other constructs (Fornell, 1981), indicating that they have acceptable discriminant validity. Additionally, we examined the variable inflation factors (VIF) for each construct in the study to rule out the possibility

of multi-collinearity. The VIF values were less than 3.3 and varied between 1.44 (CSE1) and 2.46 (CP2) (Cenfetelli, 2009), suggesting that our study did not exhibit multi-collinearity.

5.2. Common method biases

Due to the fact that we collected data through questionnaires at the same time and from the same source, our study may have been influenced by common method bias (CMB). CMB was quantified in two ways. An exploratory factor analysis was used to conduct the Harman's single-factor test. Seven factors with eigenvalues greater than 1.0 were identified, and the first component explained 38.06 percent of the variance, less than the norm of 40%. We also used the marker variable method to look for CMB (Lindell, 2001). In this research, "fashion awareness" was chosen as a marker variable since it is conceptually distinct from other conceptions. We compared the outcomes of structural model estimation before and after the marker variable was included. The results indicate that when fashion awareness is included as an exogenous variable in our main model, the significance of the pathways does not alter, suggesting that CMB may not be a significant issue.

5.3. Structural model

To validate the structural model, we used a bootstrapping method using 5000 subsamples. Intrinsic motivation and creative self-efficacy were shown to be significantly linked to employee creative performance among the control variables. Nonetheless, gender and age

Employee creative performance was not significantly linked to education, employment duration, or firm size.

The results of hypothesis testing indicate that the affordances of association, visibility, persistence, and edit ability are all positively related with knowledge acquisition and supply. As a result, all hypotheses between H1a and H4b are supported. Acquiring and disseminating information had a beneficial effect on creative performance, thus boosting H5 and H6. For creative performance, knowledge acquisition, and knowledge supply, the explained variations were 74.3 percent, 60.3 percent, and 49.8 percent, respectively.

To further verify the hypothesis testing findings, we used SPSS to perform correlation tests on the model's major variables. As a result, our hypotheses are strengthened.

5.4. Post-hoc test

We investigated the role of knowledge acquisition and information supply in mediating the link between ESM affordances and creative performance. Following Zhao et al. (2010), we examined the indirect and direct impacts of intermediary pathways and their importance. The indirect (95 percent CI = 0.003, 0.054) and direct (95 percent CI = 0.037, 0.233) effects of association affordance on creative performance are also significant. As a result, association affordance and creative performance operate as complementary knowledge supply mediators. Each of the three affordances has an indirect effect on creative performance via knowledge provision, but the direct effects are not significant at the 95 percent CI, indicating that knowledge provision is the sole mediator of creative performance.

We utilized test for statistical differences between route coefficients (2018). Although not statistically significant, visibility (95 percent CI =0.113, 0.184), persistence (95 percent CI =0.175, 0.056), and edit ability (95 percent CI =0.204, 0.006) affordances influenced knowledge acquisition and provision. The impacts of knowledge acquisition and information provision on employee creative performance were similar (CI = 0.227, 0.103).

6. DISCUSSION:

6.1. Findings

This study's goal was to assess the impact of ESM affordances on employee creative performance. We created a study paradigm in which ESM affordances were seen as information transmission facilitators and creative performers.

This study confirms earlier research findings that social media might help in information transmission by minimizing knowledge stickiness and ambiguity (Leonardi, 2014). The fact that instant messaging, group chat, and public organization contact lists can help employees establish and maintain social ties with knowledge sources alleviates challenges associated with social capitalization and familiarity (J. Fulk, Heino, R., Flanagin, A.J., Monge, P.R., Bar, F, 2004).

As a result of our findings, employees' creative thinking may be boosted by participating in organizational knowledge transfer. This highlights the importance of knowledge and talent in employee creativity and corporate success.

The mediating role of knowledge acquisition and distribution. There is no evidence that knowledge learning influences the connection between ESM affordances and creative performance. Workers may seek and absorb knowledge through ESM affordances to solve job-related difficulties, but their creative cognitive processes may be dormant due to time constraints. Due to this, workers are more focused with executing existing routine responsibilities when employing ESM affordances.

It appears that information supply is a complementary mediator in the relationship between association affordance and creative performance, influencing creative performance both directly and indirectly via knowledge supply. In the case of creative performance, knowledge supply mediated the relationships between visibility, persistence, and edit ability. On the other hand, information provision efficiently transfers the positive benefits of ESM on creative performance.

6.2. Implications

This study's objective was to analyze ESM affordances' influence on employee creativity. We defined ESM affordances as information-transmission facilitators and creative performers.

According to previous studies, social media may aid in information transfer by reducing knowledge stickiness and ambiguity (Leonardi, 2014). Instant messaging, group chat, and public organization contact lists can assist employees develop and maintain social relationships with information sources (J. Fulk, Yuan, Y.C, 2013).

Our findings suggest that employees' creative thinking may be improved through organizational knowledge transfer. Employee creativity and company success rely on knowledge and skill.

Acquisition and dissemination of knowledge: No evidence links ESM affordances to creative performance. Time limitations may cause workers to seek and absorb knowledge through ESM affordances, but their creative cognitive processes may remain inactive. Using ESM affordances allows workers to focus on existing regular tasks.

The link between association affordance and creative performance appears to be mediated by information supply, which influences creative performance directly and indirectly. In creative performance, knowledge supply influenced visibility, persistence, and edit ability. However, providing knowledge efficiently transmits ESM's favorable effects on creative performance.

6.3. Implications

This study may help employees, platform designers, and organization managers. First, ESM features encourage employee participation in knowledge transfer. We advise employees to leverage ESM's association, visibility, persistence, and edit ability to learn new skills. They may utilize the

organization's contact lists and business cards, as well as instant messaging, group chat, and video meetings to find and connect with subject matter experts. The longevity and edit ability of group files and communication information may also be used to search for previously shared high-quality content and expertise. Affordances of the ESM and creative performance were also mediated by information supply The cognitive advantages and strong social connections gained from knowledge engagement and collaborative procedures may help enhance employees' creative thinking.

Second, platform designers may try to increase chances for discovering and sharing information through ESM by enabling or extending association, visibility, persistence, and edit ability affordances. They may also experiment with gamification (Feng, 2018) to motivate workers to contribute knowledge using ESM platforms, since both knowledge acquisition and knowledge supply have been found to increase employee creative performance.

Finally, firms are embracing digital technology to enhance worker efficiency through automated procedures. But a balance of uniformity and innovation is required. Managers may pick ESM platforms with high levels of interactivity, visibility, security, permanence, and edit ability to encourage information sharing and cooperation among employees while also increasing their cognitive ability and creativity. Through ESM, managers may encourage employees to learn and contribute. It may be useful to give incentives for employees to share information and create a knowledge-sharing environment.

6.4. Research limitations and future research

This study's shortcomings should be addressed. Initially, this study relied on employee self-reported creativity. A future research may utilize objective measures of employee creativity or data from several sources to enhance robustness. Second, the study was done in China. Thus it is inspired by Chinese culture, which emphasizes collectivism and guanxi. The role of ESM in knowledge acquisition and transmission varies across Chinese and Western civilizations. Scholars can examine the theoretical model's cultural generalizability. Troublingly, the cross-sectional design prevents any causal evaluation. Studies on causal links between ESM affordances, information transfer behaviors, and creative performance may be conducted in the future. Dingtalk has a large Chinese user base. Because our sample size is limited, we may not accurately reflect all Dingtalk users.

Future study should use large-sample testing to ensure statistical power. Finally, this study examined four ESM features separately. Other ESM affordances or features, such as prompted attendance and search ability, may be examined in future research (Majchrzak, 2013).

7. CONCLUSION:

The aim of this research was to determine the effect of ESM affordances on employee creative performance from a knowledge transfer viewpoint. The findings demonstrate that the association, visibility, persistence, and edit ability properties of ESM may facilitate knowledge flows in two different ways (knowledge acquisition and knowledge provision). Both information acquisition and knowledge dissemination benefit employee creative performance. We discovered that information provision partly mediated the connection between association affordance and creative performance and completely mediated the relationship between visibility, persistence, and edit ability affordances and creative performance through the mediating effects analysis. However, acquisition of information has no mediation effect on these connections. This study contributes to our knowledge of social technologies and user creativity in companies, as well as providing advice for enterprise practice.

REFERENCES:

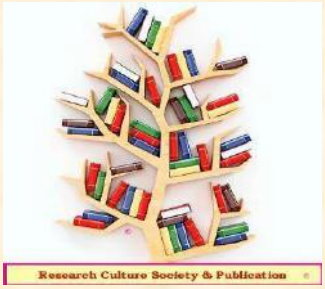
1. Ahmed, Y. A., Ahmad, M.N., Ahmad, N., Zakaria, N.H., 2019. (2019). Social media for knowledge-sharing: a systematic literature review. *Telematics Inform, 37*, 72–112.
2. Alavi, M., Leidner, D.E. (2001). Review: knowledge management and knowledge management systems: conceptual foundations and research issues. *MIS Quart, 25*(1), 107–136.
3. Amabile, T. M. (1988). A model of creativity and innovation in organizations. *Res. Organ. Behav, 10*, 123–167.
4. Amabile, T. M., Pratt, M.G. (2016). The dynamic componential model of creativity and innovation in organizations: making progress, making meaning. *Res. Organ. Behav, 36*, 157–183.
5. Bock, G.-W., Zmud, R.W., Kim, Y.-G., Lee, J.-N. (2015). Behavioral intention formation in knowledge sharing: examining the roles of extrinsic motivators, socialpsychological forces, and organizational climate. *MIS Quart, 29*(1), 87–111.
6. Borgatti, S. P., Cross, R. (2003). A relational view of information seeking and learning in social networks. *Manag. Sci, 49*(1), 432–445.
7. Braojos, J., Benitez, J., Llorens, J. (2019). How do social commerce-IT capabilities influence frm performance? Theory and empirical evidence. *Inform. Manag, 56*(2), 155–171.
8. Cabiddu, F., Carlo, M.D., Piccoli, G. (2014). Social media affordances: enabling customer engagement. *Ann. Tourism Res, 48*, 175–192.
9. Cao, X., Pan, W., Guo, X., Vogel, D., Zhang, X. (2016). Exploring the influence of social media on employee work performance. *Internet Res, 26*(2), 529–545.
10. Cenfetelli, R. T., Bassellier, G. (2009). Interpretation of formative measurement in information systems research. *MIS Quart, 33*(4), 689–707.
11. Chai, S., Kim, M. (2012). A socio-technical approach to knowledge contribution behavior: an empirical investigation of social networking sites users. *Int. J. Inform. Manag. Sci, 32*(2), 118–126.
12. Chin, W. W. (1988). The partial least squares approach to structural equation modeling. *Modern Methods Busin, 295*(2), 295–336.
13. Chung, S., Lee, K.Y., Choi, J. (2015). Exploring digital creativity in the workspace: the role of enterprise mobile applications on perceived job performance and
14. creativity. *Comput. Hum. Behav, 42*, 93–109.
15. Cropanzano, R., Mitchell, M.S. (2015). Social exchange theory: an interdisciplinary review. *J. Manage, 31*(5), 874–900.
16. Dostar, M., Esmaeilpour, R., & Taherparvar, N. (2014). Customer knowledge management, innovation capability and business performance: a case study of the banking industry. *Journal of Knowledge Management, 18*(3), 591-610. doi:10.1108/jkm-11-2013-0446
17. Ellison, N. B., Gibbs, J.L., Weber, M.S. (2015). The use of enterprise social network sites for knowledge sharing in distributed organizations. *Am. Behav. Sci, 59*(1), 103–123.
18. Evans, S. K., Pearce, K.E., Vitak, J., Treem, J.W. (2017). Explicating affordances: a conceptual framework for understanding affordances in communication research. *J. Comput-Mediat. Comm, 22*(1), 35–52.
19. Faraj, S., Azad, B. (2012). *The materiality of technology: an affordance perspective*. Oxford University Press: New York.

20. Faraj, S., Jarvenpaa, S.L., Majchrzak, A. (2011). Knowledge collaboration in online communities. *Organ. Sci, 22*(5), 1224–1239.
21. Feng, Y. Y., Ye, H.J., Yu, Y., Yang, C.C., Cui, T.R. (2018). Gamifcation artifacts and crowdsourcing participation: examining the mediating role of intrinsic motivations. *Comput. Hum. Behav, 81*, 124–136.
22. Flynn, B. B., Sakakibara, S., Schroeder, R.G., Bates, K.A., Flynn, E.J. (1990). Empirical research methods in operations management. *J. Oper. Manag, 9*(2), 250–284.
23. Fornell, C., Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *J. Marketing Res, 18*(1), 39–50.
24. Fox, J., McEwan, B. (2017). Distinguishing technologies for social interaction: the perceived social affordances of communication channels scale. *Commun. Monogr, 84*(3), 298–318.
25. Fulk, J., Heino, R., Flanagin, A.J., Monge, P.R., Bar, F. (2004). A test of the individual action model for organizational information commons. *Organ. Sci, 15*(5), 569–585.
26. Fulk, J., Yuan, Y.C. (2013). Location, motivation, and social capitalization via enterprise social networking. *J. Comput-Mediat. Comm, 19*(1), 20–37.
27. Gray, P. H., Meister, D.B. (2004). Knowledge sourcing effectiveness. *Manag. Sci, 50*(6), 821–834.
28. Gray, P. H., Parise, S., Iyer, B. (2011). Innovation impacts of using social bookmarking systems. *MIS Quart, 35*(3), 629–643.
29. He, W., Wei, K.-K. (2009). What drives continued knowledge sharing? An investigation of knowledge-contribution and -seeking beliefs. *Decis. Support Syst, 46*(4), 826–838.
30. Huang, L.-C., Shiau, W.-L. (2017). Factors affecting creativity in information system development. *Ind. Manag. Data Syst., 117*(3), 496–520.
31. Kane, G. C. (2014). Enterprise social media: current capabilities and future possibilities. *MIS Quart. Executive, 14*(1), 97–113.
32. Kim, J., Song, J., Jones, D.R. (2011). The cognitive selection framework for knowledge acquisition strategies in virtual communities. *Int. J. Inform. Manag, 31*(2), 111–120.
33. Leonardi, P. M. (2014). Social media, knowledge sharing, and innovation: toward a theory of communication visibility. *Inform. Syst. Res, 25*(4), 796–816.
34. Lin, J., Luo, Z., Cheng, X., Li, L. (2019). Understanding the interplay of social commerce affordances and swift guanxi: an empirical study. *Inform. Manag, 56*(2).
35. Lindell, M. K., Whitney, D.J. (2001). Accounting for common method variance in cross-sectional research designs. *J. Appl. Psychol, 86*(1), 114–121.
36. Ling, K., Beenen, G., Ludford, P., Wang, X., Chang, K., Li, X., Cosley, D., Frankowski, D., Terveen, L., Rashid, A.M., Resnick, P., Kraut, R. (205). Using social psychology to motivate contributions to online communities. *J. Comput-Mediat. Comm, 10*(4).
37. Majchrzak, A., Faraj, S., Kane, G.C., Azad, B. (2013). The contradictory influence of social media affordances on online communal knowledge sharing. *J. ComputMediat. Comm, 19*(1), 38–55.

Benefits to publish in IJRCS:

- ❖ IJRCS is an Open-Access, peer reviewed, Indexed, Referred International Journal with wide scope of publication.
- ❖ Author Research Guidelines & Support.
- ❖ Platform to researchers and scholars of different study field and subject.
- ❖ Prestigious Editorials from different Institutes of the world.
- ❖ Communication of authors to get the manuscript status time to time.
- ❖ Full text of all articles in the form of PDF format and Digital Object Identification DOIs.
- ❖ Individual copy of *"Certificate of Publication"* to all Authors of Paper.
- ❖ Indexing of Journal in all major online journal databases like Google Scholar, Academia, Scribd, Mendeley, Scope and Internet Archive.
- ❖ Open Access Journal Database for High visibility and promotion of your article with Title and DOIs.
- ❖ Organize Conference / Seminar and publish its papers with ISSN.
- ❖ Provides ISSN to Conference / Seminar Special Issue and Proceeding Issue.

Published By



RESEARCH CULTURE SOCIETY & PUBLICATION

Email: editorijrcs@gmail.com

Web Email: editor@ijrcs.org

WWW.IJRCS.ORG