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THE EVALUATION OF LINGUISTIC RIGHTS



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The Evolution of Linguistic Rights: Tracing Major Milestones Throughout History

Neelam Sahu¹, Rajni Kant²

¹Professor and Group Coordinator, Core Research and Innovation Group-AISECT Group of Universities (CRIG-AGU) Bhopal (M.P.) India.

²Vice Chancellor, Rabindranath Tagore University, Bhopal (M.P.) India.

ABSTRACT

The evolution of linguistic rights represents a significant trajectory in the socio-political history of human societies, mirroring broader shifts in political power, cultural paradigms, and technological advancements. This paper embarks on a historical journey to trace the major milestones in the recognition, protection, and promotion of linguistic rights. Beginning with implicit recognition in ancient and medieval societies, it highlights the complex interplay of power, culture, and language, while also acknowledging the value of linguistic diversity. The paper critically examines the significant strides made in the 20th century, where international treaties and declarations explicitly acknowledged and championed linguistic rights, expanding the conversation to encompass education, public administration, and more. In the 21st century, the digital age has ushered in a new paradigm for the discourse on linguistic rights, shaped by technology and the internet. This period witnesses increased awareness of the digital linguistic divide and the potential of technology to both challenge and champion linguistic rights. Through a detailed exploration of these periods, the paper presents a holistic understanding of the development of linguistic rights, emphasizing the enduring relationship between linguistic diversity, social justice, and national identity, while offering insights into the evolving global narrative on linguistic rights.

Keywords: Human Rights Milestones, Language Discrimination, Linguistic Diversity, Linguistic Rights, Multilingualism.

I INTRODUCTION

In the vast tapestry of human rights and liberties, linguistic rights occupy a unique and pivotal space. At the core of these rights lies the fundamental premise that individuals and communities should be free to express, communicate, and preserve their identity through language without hindrance. Linguistic rights extend beyond mere language usage; they encapsulate human and civil rights concerning the individual and collective ability to choose, promote, learn, and employ the languages of their choice across various public and private domains. Throughout history, language has been intricately linked to power dynamics, cultural exchanges, and socio-political movements. As societies evolved, so did their understanding and assertion of linguistic rights. The evolution of these rights has been intertwined with significant issues of identity formation, colonial legacies, globalization, and state-building efforts. Additionally, linguistic rights highlight questions of cultural preservation, diversity, and inclusivity, recognizing that the loss of a language entails the disappearance of a unique worldview and cultural heritage. By delving into the history and major milestones of linguistic rights, this paper aims to elucidate the complexities and nuances of this vital subject, emphasizing its relevance in today's world and its enduring significance in shaping our past.

II LITERATURE REVIEW

Scholarly attention to linguistic rights, as a domain within the broader purview of human rights, has been notable due to its intricate connections with socio-cultural, political, and economic terrains. Skutnabb-Kangas (2000) offers a comprehensive exploration that ties linguistic rights closely with overarching human rights themes. May (2012) provides a lucid delineation of the interface between linguistic rights and minority rights, spanning civilizations from ancient times to the modern era. The colonial legacy's influence on linguistic rights is underscored by Phillipson's seminal work, *Linguistic Imperialism* (1992), and further elaborated on by Makoni & Pennycook (2006). Spolsky (2009) analyzes colonial linguistic policies' lasting impacts on colonized communities. The intertwining of linguistic rights with modern geopolitical dynamics is discussed by Ricento (2005) and Patten (2001), while Blommaert (2010) and Heller (1999) dissect globalization's implications. In the digital age, Warschauer (2003) highlights technology's dual role in preserving and eroding linguistic diversity, echoed by Cunliffe et al. (2013). Despite numerous studies focusing on specific moments in linguistic rights' evolution, a comprehensive, chronological tracing of these rights throughout history is lacking. This gap in the literature calls for holistic research connecting disparate dots into a cohesive narrative, encompassing grassroots movements, indigenous language preservation struggles, and technology's role in shaping linguistic rights discourse in the 21st century.

(a) **Research Question:** Linguistic rights, understood as the rights of communities to use their language as a mode of communication and education, have been a topic of contention and evolution for centuries. As societies grew and changed, so too did the understanding and appreciation of linguistic rights. While several studies have explored specific instances where linguistic rights have been championed or suppressed, there is a lack of comprehensive research tracing the overarching historical evolution of these rights.

- How have linguistic rights evolved throughout history, and what have been the major milestones marking this evolution?

(b) **Purpose of the Article:** The purpose of this article is to provide a comprehensive analysis of the major milestones in the historical evolution of linguistic rights, drawing connections between past events and current practices.

III METHODOLOGY

This study adopted a qualitative research design, specifically historical analysis, to trace the evolution of linguistic rights throughout history and identify the major milestones that have shaped this trajectory.

(a) **Data Collection:** The study utilized secondary data drawn from various sources, including academic articles, legal documents, international treaties, and historical texts. The data for this research was collected through a systematic review of the literature. This involved searching electronic databases such as JSTOR, Google Scholar, and PubMed for scholarly articles using relevant keywords such as 'linguistic rights', 'language policy', 'historical evolution of linguistic rights', and 'major milestones in linguistic rights'. Historical documents and international treaties were accessed through archives of international institutions like the United Nations.

(b) **Data Analysis:** The collected data underwent systematic analysis, focusing on identifying key events, shifts in policy, and significant developments related to linguistic rights. The collected data was analyzed through thematic analysis. This involved coding the data for recurrent themes related to the evolution of linguistic rights. Sub-themes were also identified to offer detailed insights into the major milestones. The coded data was then analyzed to draw out patterns and trends.

(c) **Approach:** The historical analysis approach allowed for a comprehensive examination of linguistic rights from antiquity to the present day, enabling the identification of patterns, trends, and influential factors that have influenced the evolution of linguistic rights globally.

(d) **Limitations:** While the qualitative historical analysis provides valuable insights into the evolution of linguistic rights, it is important to acknowledge potential limitations such as bias in historical sources and the subjective interpretation of events. Additionally, the study's scope may be limited by the availability and reliability of historical data.

(e) **Validation:** The findings of this study were validated through triangulation, ensuring that the identified milestones and evolutionary trends were corroborated by multiple sources. This helped to enhance the reliability and validity of the research.

IV RESULT AND DISCUSSION

(a) Ancient and Medieval Times: Early Notions of Language Rights

Language, throughout ancient and medieval times, has been more than a tool of communication; it served as an emblem of cultural identity, socio-political power, and spiritual continuity. The ways in which societies engaged with languages often reflected broader historical and sociological trends, including the consolidation of empires, the spread of religions, and the migration of peoples.

During the vast expanse of the ancient world, empires like the Babylonians, Egyptians, Greeks, and Romans often promoted their languages as a means of administrative control and cultural assimilation. The imposition of a dominant language was a common strategy to maintain control over newly acquired territories, yet this did not always mean the eradication or suppression of regional languages.

For instance, the Achaemenid Persians, despite their vast territories stretching from India to Egypt, adopted an approach of relative linguistic tolerance. Local languages in regions like Egypt or the Indus Valley persisted alongside the official imperial Aramaic. This multi-lingual approach can be seen as an early acknowledgment of the practicality and possibly the rights of linguistic diversity.

The medieval period, characterized by the rise of kingdoms, principalities, and religious movements, also had its share of linguistic fluctuations. As Christianity spread across Europe, Latin became not only a liturgical language but also an intellectual and scholarly lingua franca. However, the vernacular languages held their ground, often in parallel domains and at times intersecting with Latin, especially in literary creations.

Furthermore, during the Islamic Golden Age, while Arabic was the primary medium of scholarly and religious discourse, non-Arab regions under Islamic rule, like Persia or parts of Central Asia, retained and even flourished in their native languages, further emphasizing the era's intricate linguistic tapestry.

In short, the ancient and medieval periods were not devoid of linguistic consciousness. While power dynamics did influence the prominence of certain languages, there was an implicit understanding of the value and utility of linguistic diversity.

(b) Renaissance and Enlightenment: Languages and Nationhood

The Renaissance and Enlightenment periods, spanning approximately from the 14th to the 18th centuries, catalyzed profound transformations across the European continent, reshaping fields ranging from art and science to philosophy and, critically, language. Originating in Italy, the Renaissance marked a vibrant "rebirth" of classical wisdom, reviving the allure of Greek and Latin manuscripts. Equally, if not more pivotal for the broader populace, it bestowed vernacular languages with an unprecedented esteem.

Johannes Gutenberg's groundbreaking invention of the printing press around 1440 significantly expedited this linguistic metamorphosis. The advent of this technology facilitated broader access to books, fostering the gradual standardization of vernaculars. The ensuing democratization of literacy and enlightenment underscored the versatility of vernacular languages - they transcended mere verbal interaction, embodying knowledge, cultural essence, and nascent nationalistic sentiments.

The Enlightenment era, with its robust emphasis on rationalism, scientific inquiry, and individual liberties, further enriched the discourse on language. Luminaries like John Locke posited that language was inextricably intertwined with cognition, shaping our understanding of humanity and its intrinsic nature. This epoch, characterized by secularism and a predilection for rational discourse, impelled societies to reexamine the significance of language in facets ranging from governance and pedagogy to civic engagements.

Historical milestones, such as the Treaty of Augsburg in 1555, while primarily crafted as a religious covenant, implicitly sanctioned linguistic plurality. This treaty permitted sovereigns to determine the dominant faith (and indirectly, often the linguistic framework) within their dominions. This devolution of religious and linguistic choices hints at nascent inklings of linguistic rights, serving as a precursor to contemporary perspectives on the matter.

Furthermore, the advent of notable literary figures, such as Dante Alighieri with his 'Divine Comedy' written in the Tuscan dialect, exemplified the burgeoning prominence of vernacular literature. Dante's choice to eschew Latin in favor of a regional dialect was revolutionary, elevating the status of vernaculars and setting a precedent for other European writers.

By the denouement of these transformative eras, the archetype of the nation-state crystallized, wherein language became deeply entwined with constructs of national identity. As territorial demarcations oscillated, the languages reverberating within these borders evolved beyond mere communicative mediums, symbolizing unifying national ethos and identity.

(c) Ancient and Medieval Periods: Early Recognition of Linguistic Rights

The ancient and medieval periods offer fascinating glimpses into the early recognition of linguistic rights, even if they were not explicitly labeled as such. Here are some examples:

- (i) Akkadian Empire:** Sumerian and Akkadian Languages: The Akkadian Empire (circa 2334-2154 BCE) successfully amalgamated multiple linguistic groups. Although the Akkadians imposed their Semitic Akkadian language for administrative purposes, the earlier Sumerian language and culture continued to flourish, especially in religious and literary contexts.
- (ii) Ancient Egypt:** Hieroglyphic, Hieratic, and Demotic Scripts: While hieroglyphics were used for monumental inscriptions, hieratic and later demotic scripts, derived from hieroglyphics, were used for religious texts and everyday writing, respectively. This adaptation of script to suit various social contexts reflects an implicit acknowledgment of linguistic diversity and utility.
- (iii) The Achaemenid Empire (Ancient Persia):** Old Persian and Aramaic: Darius the Great adopted Aramaic as the administrative language for the vast Achaemenid Empire, despite Old Persian being the language of the rulers. This was an early recognition of the importance of utilizing a lingua franca familiar to a broader audience for effective governance.
- (iv) Ancient Rome and Latin:** Latin and Greek: Latin was the administrative language of Rome, but Greek was widely spoken and respected, especially in the eastern provinces. Many educated Romans were bilingual, reflecting the importance of linguistic inclusivity in governance, trade, and culture.
- (v) Ancient India:** The subcontinent has a rich linguistic tapestry that dates back millennia. The classical language Sanskrit, used for religious and scholarly works, coexisted with regional languages like Prakrit. The Emperor Ashoka, in the 3rd century BCE, inscribed edicts in various languages, catering to different regions, which reflects an implicit acknowledgment of linguistic diversity.

- (vi) **The Islamic Caliphates:** As Islam spread, Arabic became the language of religion and scholarship. However, local languages such as Persian, Berber, and others continued to flourish in respective regions. Many Persian poets, for instance, contributed vastly to literature in their language despite the dominance of Arabic.
- (vii) **Medieval Spain (Al-Andalus):** Arabic, Hebrew, and Romance Languages: During the Muslim rule in Spain, there was a vibrant coexistence of multiple languages. Arabic was the primary language of administration and scholarship, but Hebrew and various Romance languages were also spoken and written. This period produced scholars like Maimonides, who wrote in both Hebrew and Arabic.
- (viii) **The Ottoman Empire:** Turkish, Arabic, Persian, and Others: The Ottomans, recognizing the linguistic diversity of their expansive empire, did not attempt to suppress non-Turkish languages. Arabic and Persian were highly esteemed, especially in scholarly, legal, and religious contexts. This allowed for a multi-lingual bureaucracy and literary culture.
- (ix) **Medieval India:** Sanskrit, Prakrit, and Regional Languages: While Sanskrit was a language of scholarship and religious texts, Prakrit and other regional languages (e.g., Tamil, Kannada, and Bengali) had their own vibrant literary and cultural traditions. Kings often patronized multiple languages, recognizing their cultural value and the importance of linguistic accessibility.
- (x) **Medieval Europe:** Latin was the dominant language of scholarship and the Church, but vernacular languages played a significant role in daily life. With the Magna Carta in 1215, for example, although written in Latin, it aimed to address and communicate rights and privileges of common people, indirectly suggesting the value of making crucial information accessible to the masses.
- (xi) **Ancient China:** Classical Chinese was used for official and literary purposes, while various spoken dialects existed across regions. This distinction between written and spoken forms allowed for a unified administration but still acknowledged regional linguistic diversity.
- (xii) **The Byzantine Empire:** While Greek was the official language, other languages like Armenian, Coptic, and Syriac had their own communities and religious functions within the empire. This coexistence reveals an early understanding of communal linguistic rights.

In many of these examples, linguistic rights were more about practical governance, cultural preservation, or elite bilingualism rather than egalitarian principles. Still, they show early notions of linguistic pluralism and the importance of language in administration, culture, and identity

The 19th century was indeed a transformative period in terms of linguistic rights and perceptions, deeply intertwined with the rise of nationalism and the consolidation of European empires. Here's a summary of the key points highlighted in the text:

- **Nationalism and Linguistic Homogenization:** The 19th century witnessed a surge in nationalism across Europe and beyond, leading to the promotion of standardized national languages as a means to foster unity and control regional separatist tendencies. Examples include the promotion of French in France, Standard German in Germany, and Tuscan-based Italian in Italy.
- **Colonialism and Language Imposition:** European colonial powers exported their languages to vast territories across Africa, Asia, and the Americas, often suppressing or erasing indigenous languages in favor of English, Spanish, French, or Portuguese.
- **Resistance and Revival Movements:** Despite efforts towards linguistic homogenization, there were instances of resistance and revival movements. For example, the Gaelic Revival in Ireland sought to resurrect and promote the Irish language as a symbol of resistance against English hegemony.
- **Key Examples of Linguistic Homogenization:** Various examples from around the world illustrate the push towards linguistic homogenization during the 19th century, including German unification, the Meiji Restoration in Japan, Italian unification, French language laws, Americanization efforts in the United States, Russification in the Russian Empire, and Magyarization in Hungary.
- **Absence of a Formalized Linguistic Rights Movement:** Despite the significant political changes and rise of nationalism, there was no global, cohesive linguistic rights movement in the 19th century. Several factors contributed to this, including the conceptual framework of rights still being developed, the prioritization of national unity over linguistic diversity, the overshadowing of linguistic rights by broader political movements, and the lack of global platforms for advocacy.

Overall, the 19th century laid the groundwork for the organized and recognized efforts towards linguistic rights that emerged in the 20th century. The socio-political developments of this period significantly shaped the trajectory of linguistic rights reframing.

The 20th century witnessed significant advancements in the recognition and establishment of linguistic rights on a global scale, building upon the foundation laid by the Universal Declaration of Human Rights (UDHR) adopted in 1948. Here's a breakdown of the key points highlighted in the text:

- ✓ **UDHR and Linguistic Rights:** The UDHR, while not exclusively focused on language, played a crucial role in recognizing linguistic rights as fundamental human rights. Article 2 of the UDHR emphasized that every individual is entitled to rights and freedoms "without distinction of any kind, such as...language."
- ✓ **International Treaties and Declarations:** Following the UDHR, several pivotal treaties and declarations were established to further emphasize linguistic rights. Examples include the International Covenant on Civil and Political Rights (1966) and the Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992).
- ✓ **Universal Declaration of Linguistic Rights:** The Universal Declaration of Linguistic Rights (1996) emerged as one of the most comprehensive documents on linguistic rights. It detailed rights in various sectors and asserted the equality of all languages, emphasizing their recognition and support.
- ✓ **Real-World Applications:** These principles found real-world applications across various contexts. Examples include Canada's policy on bilingualism, which recognized English and French, and South Africa's post-apartheid linguistic policies, which aimed to ensure equal status for all 11 official languages.
- ✓ **Significance of the UDHR:** The UDHR served as a cornerstone for human rights principles worldwide, providing a comprehensive framework for the rights and freedoms of all individuals, regardless of their distinctions, including language.
- ✓ **Context of Post-World War II:** The UDHR emerged in the aftermath of World War II, a period marked by the recognition of the devastating effects of prejudice, discrimination, and genocide. Including language as a fundamental human right was crucial, given the persecution faced by linguistic communities during the war.

- ✓ **Decolonization Movements:** The 20th century saw a wave of decolonization movements, where countries sought to reclaim their sovereignty from colonial powers. Reviving and promoting native languages suppressed during colonial rule became a critical aspect of these movements.
- ✓ **Globalization and Migration:** Increasing globalization and migration led to multicultural and multilingual societies. Recognizing linguistic rights became imperative to ensure that minority communities were not marginalized and could fully participate in societal functions.
- ✓ **Catalyst for Later Declarations:** The principles of the UDHR acted as a catalyst for the development of more specific linguistic rights declarations, such as the Universal Declaration of Linguistic Rights (1996) in Barcelona, which further elaborated on the principles of linguistic rights.

In summary, the phrase "The Universal Declaration and Beyond" encapsulates not only the importance of the UDHR as a starting point but also the subsequent growth and development of linguistic rights throughout the 20th century and beyond.

V 21ST CENTURY: DIGITAL AGE AND LINGUISTIC RIGHTS

The 21st century has brought about a significant shift in the landscape of linguistic rights, driven by rapid technological advancements. Here's an overview of the key developments:

- (a) **Digital Exclusion and Linguistic Marginalization:** The early years of the digital age witnessed the dominance of major languages on the internet, leading to the marginalization of indigenous and less-spoken languages. This digital linguistic divide resulted in limited access to online resources for speakers of non-dominant languages.
- (b) **Revival and Preservation through Technology:** Despite challenges, technology has also enabled efforts to revive and preserve endangered languages. Digital platforms, including websites, mobile applications, and online communities, have become powerful tools for teaching, learning, and promoting minority languages. Initiatives like the "Endangered Languages Project" have facilitated collaboration among linguists and communities to share resources and content for endangered languages.
- (c) **Linguistic Rights in Artificial Intelligence (AI) and Technology:** The rise of AI and machine learning has raised concerns about linguistic diversity representation. While these technologies primarily support widely spoken languages, grassroots initiatives are advocating for AI that respects linguistic

diversity, ensuring that minority languages receive adequate representation in the digital sphere.

- (d) Online Activism and Linguistic Rights:** The digital age has witnessed a surge in online activism advocating for linguistic rights. Social media campaigns, online petitions, and virtual forums have provided platforms for marginalized linguistic communities to voice their concerns and rally for their rights on a global scale.

In summary, the 21st century, characterized by its digital ethos, has redefined the landscape of linguistic rights. While challenges such as digital exclusion persist, the digital age has also unlocked unprecedented opportunities for the advocacy, preservation, and celebration of linguistic diversity.

Time Period	Key Events & Milestones
Ancient and Medieval Times	- Greek and Roman expansions with efforts to protect local languages.
	- Medieval Europe sees Latin as the liturgical and scholarly language, while vernacular languages gain ground in daily life.
Renaissance and Enlightenment	- Recognition of languages as markers of cultural and national identity.
	- Emergence of linguistic nationalism in Europe.
19th Century	- Rise of nationalism and efforts toward linguistic homogenization in certain states.
	- Establishment of language-based nation-states.
20th Century	- Universal Declaration of Human Rights (1948) upholds rights without distinction of language.
	- International Covenant on Civil and Political Rights (1966) and other treaties bolster linguistic rights.
	- Universal Declaration of Linguistic Rights (1996) in Barcelona outlines principles of linguistic rights.
21st Century: Digital Age	- Digital linguistic divide emerges with dominant internet languages.
	- Technological tools aid in the preservation and promotion of endangered languages.
	- AI and machine learning offer new challenges and opportunities for linguistic diversity.

VI CONCLUSION

The journey of linguistic rights, from ancient civilizations to the digital age, underscores their increasingly recognized importance for protection and promotion. The evolution of linguistic rights reflects shifts in global power dynamics, cultural exchanges, and technological advancements.

Linguistic rights initially existed as implicit or indirect provisions in ancient and medieval societies, evidenced by protective measures for local languages during Greek and Roman expansions. Their significance grew during the Renaissance and Enlightenment as nations recognized languages as symbols of cultural and national identity.

The 19th and 20th centuries saw a juxtaposition of nationalism and linguistic homogenization alongside growing international awareness of linguistic diversity and rights. The Universal Declaration of Human Rights and subsequent treaties played a crucial role in endorsing linguistic rights as fundamental human rights.

In the 21st century, the digital revolution presented new challenges and opportunities for linguistic rights. Digital exclusion, linguistic marginalization, and the rise of

Artificial Intelligence highlighted the importance of linguistic rights in a hyper-connected world. Simultaneously, technology emerged as a powerful tool for revitalizing, preserving, and promoting endangered and minority languages.

The ongoing advocacy for linguistic rights goes beyond cultural preservation; it embodies the human desire for self-expression, identity, and belonging. It underscores the intricate connection between languages and human rights, reflecting an evolving understanding of these rights in a changing world.

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Perception of Rural Youth towards Public Service Advertising: A Study

G. Sudarsana Reddy¹, Shruthi J².

¹Professor, Dept. of Studies & Research in Commerce, Tumkur University, Tumakuru (Karnataka) India.

²Asst. Professor, Govt. First Grade College, Saragur Taluk, Mysuru (Karnataka) India.

ABSTRACT

The central goal of public service advertisements (PSA) is to enhance awareness and induce a shift in prevailing normative behaviours, ultimately aiming for the betterment of societal well-being. As a means of connecting with the vast and diverse populace, the government employs this method of mass communication. This investigation seeks to comprehend the viewpoint of recipients regarding the government's utilization of a substantial portion of the budget for advertising purposes. The research draws upon primary data gathered from 1021 respondents aged 18 to 29 in rural areas of Bengaluru Rural, Ramanagara, and Tumakuru districts in Karnataka. Numerical analysis utilizing descriptive statistical tools is employed to dissect the collected data. The study culminates in the finding that the rural youth exhibit a favourable perception of public service advertising. Nevertheless, the conclusion suggests the necessity of employing diverse strategies to influence various segments within the target audience.

Keywords: Perception, Public Service Advertising, Rural Youth, Behavioural Change, Social Marketing

I INTRODUCTION

The progression of human society from nomadic hunting to settled civilizations with the introduction of agriculture marks a significant milestone in our evolutionary trajectory. In these agrarian societies, the exchange of goods laid the groundwork for commercial activities, and the introduction of money facilitated wealth accumulation, leading to mass production and the industrial revolution. This evolution heightened market competition, giving rise to the imperative role of marketing in shaping commercial enterprises.

Today, the role of marketing in a business mirrors the circulatory system's importance in the human body, with a company's survival dependent on the effectiveness of its marketing endeavours. Recognizing the pivotal role of marketing, some social scientists have explored applying similar techniques to promote social ideals.

In 1951, GD Weibe proposed the concept of marketing social ideals, asking, "Why can't we sell brotherhood like we sell soap?" He suggested aligning factors such as force, direction, adequacy and compatibility, and distance to bring about desired behavioural shifts.¹ This concept evolved with Philip Kotler and Gerald Zaltman coining the term 'Social Marketing' in 1971, characterizing it as a process using commercial marketing's 4Ps to garner acceptance for social ideas.²

It is crucial to clarify that not all marketing efforts by non-profit organizations and political parties fall under the label of Social Marketing. Fox and Kotler emphasized that the term is apt when information dissemination, countering marketing efforts, and activating initiatives are necessary.³

Andreasen contributed to this discourse, stating that Social Marketing goes beyond applying commercial marketing techniques for creating awareness. The primary

goal should be influencing behaviour to benefit society, rather than individual interests or those of the sponsor. Social marketing extends beyond products to services, policies, or ideas, aiming to influence the target audience for positive attitude or behavioural changes benefiting society as a whole.⁴

Social marketing stands as a crucial tool for addressing societal issues and contributing to a wholesome environment. Unlike traditional marketing, its core objective is not financial gain but rather augmenting awareness of specific policies and programs for the well-being of the targeted demographic. It emphasizes sustainable development and practices leading to long-term social well-being.

Advertising holds a significant role in both traditional marketing and social marketing. In the latter, Public Service Advertisements (PSAs) play a vital role. PSAs are non-commercial communications disseminating information for public good, striving to improve social and economic conditions and encourage healthy behaviours. They address various social concerns globally and have proven successful in achieving desired results. Public Service Advertisements, also known as Public Service Announcements, Issue Advertisements, Education Campaigns, and Social Advertisements, are tailored to convey information about social products, policies, or desired behaviours to their target audience.

II LITERATURE REVIEW

The studies discussed present insights into various aspects of social marketing, shedding light on factors that influence the effectiveness of PSAs and strategies for behaviour change.

Ferle et al. (2019) emphasise cultural differences in social behaviours, asserting that approaches successful in the western world may not be applicable to eastern countries.

Their research identifies a connection between self-construals (independent and interdependent) and appeals (guilt and shame). They find that guilt appeals are effective for independent individuals, while shame appeals are more impactful for interdependent individuals in influencing reporting intentions.⁵

Noble et al. (2014) explore the relationship between gender and message appeals, testing emotional (negative and positive) and rational appeals in social marketing. They discover that female respondents exhibit a strong preference for negative emotional appeals, with no significant gender-based difference in response to positive emotional appeals. Interestingly, the study highlights that, unlike commercial marketing, individuals' liking or disliking of an advertisement does not directly correlate with their attitude towards the advertised issue.⁶

Georgiadis (2013) delves into a content analysis of public service announcements from the Let's Move! campaign addressing childhood obesity. The research emphasises the effectiveness of PSAs that demonstrate actionable steps, suggesting that such messages are more impactful than those merely stating what to do. The study underscores the importance of actionable guidance in public health campaigns.⁷

Ferguson & Phau (2013) investigate the fear factor in anti-smoking ads, particularly among young adolescents and adults. The study reveals that adolescents experience more fear, especially in response to factual health and ostracism appeals. The researchers argue for marketers to carefully consider the level of fear required to induce the desired behaviour rather than focusing solely on the type of appeal. Realistic shocking messages are identified as attention-grabbing, potentially contributing to campaign success.⁸

Kennedy & Parsons (2012) propose a macro social marketing approach, combining social marketing with regulations, legislation, taxation, research findings, and education. Drawing from a case study on a Canadian anti-smoking campaign, they advocate for interventions when consumers struggle to make rational decisions. The study underscores the need for additional support beyond social marketing to achieve behavioural change.⁹

Toncar et al. (2007) investigate the effectiveness of spokespersons in PSAs, focusing on a fundraising campaign for Hurricane Katrina victims. The study concludes that spokesperson credibility and believability are crucial for effectiveness. Surprisingly, the victim is deemed the most credible and believable spokesperson, surpassing both local and national celebrities. The local celebrity, however, holds an advantage over the national celebrity in terms of credibility and believability.¹⁰

In summary, these studies contribute valuable insights to the field of social marketing, addressing cultural nuances, gender preferences, message appeals, the importance of actionable guidance, fear factor considerations, and the role of spokesperson credibility in the effectiveness of PSAs.

III RESEARCH GAP

The existing body of literature provides insights into the principles of social marketing, examining the influence of information campaigns across demographic and geographic factors such as age, gender, and region. Numerous studies have sought to comprehend the nature and impact of specific advertisements on the target audience. However, it is noteworthy that the outcomes of these studies are often generalised, leading to overarching conclusions.

Consequently, there is a noticeable gap in research focusing on the overall perception of the target audience towards public service advertising. Moreover, there is a limited scope of studies investigating the specific elements within public service advertisements that contribute to behavioural change, particularly among the rural youth in the select area. Thus, the current study aims to address these gaps in understanding.

IV STATEMENT OF THE PROBLEM

Each government ministry consistently unveils numerous policy initiatives as part of its ongoing efforts to attain short-term objectives, addressing pressing issues with a focus on advancing the overarching vision for long-term public welfare. Communicating these policy initiatives poses a formidable challenge due to the diverse nature of the population. A significant share of the budget allocated to each initiative is specifically earmarked for comprehensive information and education campaigns. Substantial financial resources, amounting to hundreds of crores of rupees, are annually invested in print media, television advertisements, and outdoor publicity. These expenditures are sourced from funds collected from the public in the form of taxes. Consequently, it becomes imperative to ascertain the perspectives of target audiences regarding public service advertising and discern their preferences.

V OBJECTIVES

The objectives of the study are

- (a) To study the perception of rural youth towards public service advertising.
- (b) To identify the elements in public service advertisements that influence the behavioural change in rural youth.

VI RESEARCH DESIGN

The study is descriptive in nature. It gives an insight into the perception of youth towards public service advertising and the elements in public service advertisements that influence their behaviour.

VII SOURCES OF DATA

The study is based on the primary data which is collected from the rural youth of Bengaluru Rural, Ramanagara and Tumakuru districts of Karnataka through distribution of questionnaire.

VII SAMPLE DESIGN

- (a) **Population:** The population of the study comprises of all youth between the age group 18 to 29 years, residing in the rural areas of Bengaluru Rural, Ramanagara, and Tumakuru districts of Karnataka.
- (b) **Sample Technique:** Area sampling method was used to collect data from the respondents. The study area covers 18 Talukas and samples were drawn from each Taluk.
- (c) **Sample Size:** According to Cochran's formula, for a study with infinite population, sample size of 1067 is considered as sufficient for 95 per cent confidence level at three per cent margin of error. It was decided to collect responses from 65 respondents each from 18 talukas of the select districts, totalling to 1170 responses, which is 10 per cent more than the required sample size. After eliminating the incomplete and erroneous responses, 1021 responses were available for the purpose of the study.

VIII DATA ANALYSIS AND DISCUSSION

The vitality of Information and Education Campaigns cannot be overstated, serving as the lifeblood for any policy initiative. Through these campaigns, the government effectively communicates with the target audience, elucidating desired behaviours and the attendant benefits. This pivotal role is reflected in the substantial financial allocation, amounting to several crores of rupees in the budget plan. Consequently, delving into the opinions of the target group regarding public service advertising becomes equally crucial. Examining their perceptions is essential, given that the purpose of these advertisements is to exert influence on the group, making their discernment a pivotal factor in the success of public service advertising.

To achieve this understanding, data was meticulously collected from 1021 respondents across various villages in all talukas of Bengaluru Rural, Ramanagara, and Tumakuru districts in Karnataka. The respondents, comprising 50.80 per cent females and 49.20 per cent males, fell within the age group of 18 to 29 years. A detailed exploration of their responses is presented below.

IX PERCEPTION OF RURAL YOUTH TOWARDS PUBLIC SERVICE ADVERTISING

Perception involves how an individual seeks to understand and make sense of their environment, attributing significance to the stimuli encountered. This cognitive process is inherently subjective and influenced by factors such as the perceived object, the individual involved in perception, and the surrounding environment. Given that perception forms the basis for behavioural responses, it is crucial to conduct a thorough exploration of perception before delving into the analysis of behavioural impacts. Understanding how individuals perceive and interpret their surroundings is essential for gaining insights into subsequent behavioural patterns and responses. Consequently, respondents were provided with a questionnaire containing statements regarding their opinions on Public Service Advertising, and the summarized results are as follows.

Table 1
Perception of Rural Youth towards Public Service Advertising

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Std Deviation
Primary goal of PSA is to create awareness about any social issue and influence behaviour	7 (0.69)	50 (4.90)	190 (18.61)	461 (45.15)	313 (30.66)	1021 (100)	4.0020	+/- 0.86659
PSA acts as a guide on the course of action with reference to the expected behaviour	29 (2.84)	72 (7.05)	232 (22.72)	455 (44.56)	233 (22.82)	1021 (100)	3.7747	+/- 0.97125
PSA is an effective tool to communicate messages relating to social issues and any policy initiatives by the government	9 (0.88)	40 (3.92)	206 (20.18)	510 (49.95)	256 (25.07)	1021 (100)	3.9442	+/- 0.82831
Government can make use of public service advertising to communicate to the public regarding any expected behaviour.	14 (1.37)	36 (3.53)	150 (14.69)	551 (53.97)	270 (26.44)	1021 (100)	4.0059	+/- 0.82246
It is easy to discuss an issue when there are PSAs already addressing it	18 (1.76)	94 (9.21)	225 (22.04)	469 (45.94)	215 (21.06)	1021 (100)	3.7532	+/- 0.94755
People remember the messages given through PSA	25 (2.45)	54 (5.29)	254 (24.88)	487 (47.70)	201 (19.69)	1021 (100)	3.7689	+/- 0.90827
People think and tend to change their existing behaviour after seeing PSA several times	16 (1.57)	113 (11.07)	322 (31.54)	425 (41.63)	145 (14.20)	1021 (100)	3.5975	+/- 0.92024
PSA motivates the people to learn about the problems and policy initiatives	38 (3.72)	46 (4.51)	262 (25.66)	508 (49.76)	167 (16.36)	1021 (100)	3.7052	+/- 0.92156
Public service advertising is successful in India	14 (1.37)	67 (6.56)	264 (25.86)	451 (44.17)	225 (22.04)	1021 (100)	3.7894	+/- 0.90626
It is interesting to watch PSA	22 (2.150)	129 (12.63)	255 (24.98)	362 (35.46)	253 (24.78)	1021 (100)	3.6807	+/- 1.04690
The expenses incurred on public service advertising can be justified with its outcome	134 (13.12)	56 (5.48)	199 (19.49)	459 (44.96)	173 (16.94)	1021 (100)	3.4711	+/- 1.21929

Source: Primary Data

The study collected responses from rural youth regarding their perceptions of Public Service Advertising. Table 1 indicates that a significant portion 75.81 per cent that PSAs aim to create awareness about social issues and influence behavioural change. Additionally, 67.38 per cent strongly believe that PSAs guide audiences on actions for behavioural change. A majority (75.02 per cent) sees PSAs as an effective tool to inform the public about policies or societal issues. Consequently, 80.41 per cent agree that the government should utilize PSAs to communicate with the public, with high stability in

opinion. Respondents view PSAs as an icebreaker, with 67 per cent felt that the presence of PSAs facilitates discussions on issues. 67.39 per cent remember the messages given through PSA. 55.83 per cent think and tend to change their existing behaviour after seeing PSA several times. 66.12 per cent felt that PSA motivates the people to learn about the problems and policy initiatives. While 66.21 per cent believe PSAs are successful in India. Regarding interest in watching and learning more about issues and policies through PSAs, 60.24 per. Surprisingly, the statement asserting the justifiability of expenses on

PSAs receives the least mean score (3.4711) and the highest standard deviation (+/- 1.21929). 61.90 per cent accept that the amount spent on PSAs justifiable.

It can be said that respondents believe PSAs are crucial for information dissemination and recognize their success in creating awareness. However, scepticism exists regarding their capacity to influence behaviour.

X PERCEPTION AND GENDER

Men and women are treated differently in our society. Their upbringing, lifestyle, education, and exposure are different. While from their childhood, men have had comparatively better social freedom when compared to their female counterparts, women have been oppressed in several situations including the basic right to education. This results in different pattern of interpretation of the environment among the genders. Hence, there is a need to study the perception of the genders separately.

Apart from this, there are many gender specific issues that require attention like the girl child education, menstrual hygiene, and reproductive health care. Though they should be addressed holistically, there is a need to use different strategies and approaches. Hence, it is necessary to understand the difference in perception among the rural youth towards public service advertising across genders.

Upon scrutinizing the data based on gender, it is evident that female respondents exhibit a stronger belief that PSA is intended to create awareness and influence behaviour. Conversely, their male counterparts hold a more robust perception of PSAs guiding actions, reflected in a comparatively higher mean score of 3.74502. Females also express a more positive inclination toward the government using PSA as a tool for awareness and possess a stronger belief in people remembering messages conveyed through PSAs. In contrast, male respondents lean towards perceiving PSAs as catalysts for initiating conversations about social issues and harbour a more optimistic view of PSA's capacity to influence behaviour compared to females. While females find watching PSAs

interesting, males believe that the expenses incurred on PSA can be justified by its outcomes.

An age-wise analysis indicates that respondents in the 18–21 age group hold a more positive perception towards six statements. They strongly believe that PSA is employed to create awareness about social issues, deem it an effective tool for government communication, and find it easy to discuss issues addressed by PSAs. This age group believes PSA is successful in India and expresses interest in watching PSAs. Respondents aged 22–25 exhibit a positive opinion only on PSAs guiding further actions. Those aged 26–29 hold positive views on PSA performance, with a higher belief in target audience recall, influencing behaviour, motivating learning about issues, and justifying government expenditure.

Examining opinions across different districts reveals that respondents in Bengaluru Rural district hold a positive opinion towards the objective of PSA, indicating a mean score of 4.2383. They believe the government can effectively use PSA to communicate expected behaviour and find it easy to discuss issues addressed by PSA. Ramanagara respondents view PSA as a guide for desired actions, an effective tool for public communication, and interesting to watch. Tumakuru respondents believe the target audience remembers information conveyed through PSA, and PSA can bring behavioural change and motivate learning about policy initiatives.

(a) Hypothesis

- (i) **H₀**: There is no significant difference in perception towards public service advertising across different gender groups
- (ii) **H₁**: There is a significant difference in perception towards public service advertising across different gender groups. Before performing the independent samples 't' test, it is essential to check whether the variances of perception towards public service advertising between these two groups are equal or not. This can be done by the Levene's test.

Table 2
Levene's Test for Equality of Variances for Perception

	Levene's Test for Equality of Variances	
	F	Sig.
Perception towards Public Service Advertising	0.842	0.359

Table 2 shows that the significant value for the Levene's test is more than 0.05, which indicates that the variances of the perception towards PSA among the two groups are

equal. Hence, independent sample 't' test is applied on the data and the result is presented in Table 3.

Table 3
Independent Samples ‘t’ Test for Perception between the Genders

Perception towards Public Service Advertising	‘t’ test for Equality of Means		
	t	Df	Sig. (2-tailed)
Equal variances assumed	1.980	1019	0.046
Equal variances not assumed	1.996	1016.744	0.044

As observed from Table 3, the ‘t’ value is 1.980 for gender at a p value of 0.046. It means that the gender has a significant impact on the perception of the PSA. So, the null hypothesis has been rejected and the alternate hypothesis “*there is a significant difference in perception towards public service advertising across gender groups*” is accepted. From the given analysis it can be concluded that the perception of males towards public service advertising is significantly different from their female counterparts.

In conclusion, this study delved into the intricate dynamics of perception, emphasizing its subjective nature and influence on behavioural responses. The analysis of responses from rural youth regarding PSA revealed insightful patterns. Notably, a substantial percentage recognized PSAs as a means to create awareness about social issues and acknowledged their potential to influence behavioural change. The findings underscored the belief that PSAs act as an effective tool for informing the public about policies and societal issues, prompting a significant majority to advocate for the government's utilization of PSAs.

However, a noteworthy point of scepticism emerged regarding the justifiability of expenses on PSAs, as the majority did not strongly support this aspect. Despite the positive acknowledgment of PSAs' role in information

dissemination and creating awareness, doubts lingered about their capacity to modify behaviour.

XI ELEMENTS IN PSA INFLUENCING THE BEHAVIOURAL CHANGE IN RURAL YOUTH

Advertising copy pertains to the content presented within an advertisement. It is crucial to craft the advertisement copy in a manner that instils a desire among the target audience to adopt the intended behaviour.

Several elements have the potential to influence behaviour, but these factors can vary from person to person. Therefore, it becomes imperative to identify the specific elements that motivate the target audience in the realm of social marketing through PSA. Given that the objectives of PSAs differ from those of commercial products, and the benefits derived from the new behaviour might not have an immediate impact on the individual, there is a pressing need for robust motivation to alter the existing behaviour of the target audience.

Drawing insights gathered from prior literature, certain elements capable of impacting the behaviour of the target audience have been identified and presented to respondents through a questionnaire. The summarized opinions of the respondents are outlined below.

Table 4
Elements in PSA Influencing Behavioural Change

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Std Deviation
I tend to alter my behaviour when my favourite celebrity addresses the issue	42 (4.11)	80 (7.84)	190 (18.61)	396 (38.79)	313 (30.66)	1021 (100)	3.8404	+/- 1.0733
I tend to alter my behaviour when I listen to the real-life experiences	44 (4.31)	105 (10.28)	251 (24.58)	410 (40.16)	211 (20.67)	1021 (100)	3.6259	+/- 1.0549
I will alter my behaviour when the government makes strict rules and mandate the new behaviour	47 (4.60)	117 (11.46)	168 (16.45)	420 (41.14)	269 (26.35)	1021 (100)	3.7316	+/- 1.1090
I get influenced when I listen to emotional stories (fiction)	21 (2.06)	89 (8.72)	256 (25.07)	475 (46.52)	180 (17.63)	1021 (100)	3.6895	+/- 0.9302
To accept the new behaviour, I want to know the real statistics and facts	27 (2.64)	106 (10.38)	179 (17.53)	418 (40.94)	291 (28.50)	1021 (100)	3.8227	+/- 1.0408
I will change the behaviour when I know that my behaviour is condemned (not accepted) by other people	28 (2.74)	68 (6.66)	172 (16.85)	435 (42.61)	318 (31.15)	1021 (100)	3.9275	+/-0.9944
I will adapt the new behaviour when I understand the benefits of the new behaviour	19 (1.86)	84 (8.23)	191 (18.71)	314 (30.75)	413 (40.45)	1021 (100)	3.9971	+/- 0.9910

Source: Primary Data

The dominant form of brand promotion remains celebrity endorsements, extending even to PSAs, where several celebrities serve as brand ambassadors. A substantial 69.45 per cent (see Table 4) of respondents opine that having celebrities address issues influences behaviour positively. Real-life experiences are favoured by 60.83 per cent of respondents as a behaviour-influencing factor. Interestingly, this statement has the lowest mean score of 3.6259, indicating fewer positive responses compared to other elements. Making strict rules is considered absolutely necessary by 67.49 per cent of respondents for behaviour change reflecting the highest standard deviation and suggesting more negative responses. Emotional stories have a n influence on 64.15 per cent of respondents. Seeking statistics and facts is preferred by 69.44 per cent of respondents.

Social acceptance holds significance in Indian upbringing, with 73.76 per cent strongly claiming they change behaviour if the existing behaviour lacks social approval. 71.2 per cent of the respondents opine they adapt the new behaviour when I understand the benefits of the new behaviour

Female respondents, guided by motherly instincts and sentimentality, lean towards emotional aspects and real-life incidents, while male respondents are inclined towards celebrity endorsements and the benefits of adopting new behaviour. The age group 22-25 years highly prefers celebrity endorsements (mean score 4.0513), while 18-21 years emphasizes social acceptance (mean score 3.9405). Real-life experiences receive maximum positive responses from the age group 18-21 years (mean score 3.6944), and those aged 26-29 years prioritize knowing the impact of new behaviour (mean score 3.9458).

Region-wise analysis reveals that respondents in Ramanagara strongly prefer celebrity endorsements (mean score 3.8884), Tumakuru residents prioritize real-life experiences (mean score 3.6438) and strict rules for behavioural change (mean score 3.7758), while Bengaluru Rural respondents favour emotional stories (mean score 3.8383) and statistics (mean score 3.8979). Ramanagara residents lean towards social acceptability (mean score 3.9485), and Tumakuru district respondents prioritize the impact of new behaviour (mean score 3.9566).

In conclusion, the nuanced preferences highlighted in the data underscore the need for tailored communication strategies in public service advertisements. Understanding regional, gender, and age-specific inclinations is essential for crafting impactful messages that resonate with diverse audiences. Whether it's through celebrity endorsements, emotional stories, real-life experiences, or strict rules, advertisers should align with the preferences revealed by the data. This nuanced approach is crucial for driving meaningful behavioural change and garnering widespread acceptance across varied communities and demographics.

XII FINDINGS

The comprehensive examination of rural youth opinions regarding public service advertising and the factors influencing their behaviour provided valuable insights into various dimensions. Key findings from the study include:

Rural youth generally hold positive perceptions of public service advertising, viewing it as a tool for raising awareness about social issues. Despite scepticism about its ability to modify behaviour, many suggest utilizing PSAs as a means of communication to reach the population effectively.

- (a) Perceptions of public service advertising vary across gender, age, and region. Female respondents emphasize the need for PSA to create awareness, considering it an effective tool for communicating messages about social issues. They find PSAs interesting to watch. In contrast, male respondents believe that PSAs guide the course of action, motivating people to learn about problems and policy initiatives, ultimately contributing to behavioural change.
- (b) Respondents aged 18-21 and those from Ramanagara districts exhibit a more positive perception of public service advertising compared to other groups. Socio-economic conditions, influenced by demographic and geographic factors, also impact individual perceptions towards Public Service Advertising.
- (c) The study identifies two major elements influencing behavioural change: the impact of new behaviour and social acceptance. Respondents express a willingness to change behaviour when they perceive the new behaviour as beneficial for themselves or society.

Community living's importance in culture is emphasized, with respondents indicating a desire for acceptance, suggesting a potential shift in behaviour if it aligns with societal norms.

- (d) Different demographic segments prioritize distinct elements influencing their behaviour. Male respondents prioritize understanding the impact of behaviour, while females prioritize social acceptability. Age groups 18-21 emphasize social acceptability, 22-25 consider celebrity endorsements, and 26-29 focus on understanding the impact of behaviour.
- (e) Regionally, respondents from Bengaluru Rural and Ramanagara prioritize social acceptability, while those from Tumakuru emphasize the prospective impact of changed behaviour as a crucial influencing element for adopting new, desired behaviour.

XIII SUGGESTIONS

The study offers valuable suggestions to enhance the impact and effectiveness of public service advertisements, contributing to the overall well-being of society.

- (a) **Targeted Market Segmentation:** Recognizing diverse responses to PSAs, the study advocates for market segmentation based on gender, age, and region. This strategic approach facilitates targeted marketing, allowing tailored campaigns to address specific issues within individual segments.
- (b) **Tailored Advertisements for Segments:** To optimize engagement, unique advertisements should be crafted for different segments. PSAs should extend beyond presenting information about policy initiatives; instead, they should spotlight the effects of current behaviour and the necessity for desired behaviour. These tailored advertisements should incorporate elements influencing behaviour based on the preferences of the target segment. Each policy initiative should have at least four distinct advertisement concepts:
 - (i) PSA revealing problems caused by existing behaviour, creating awareness among those content with their current lifestyle.
 - (ii) PSA showcasing the benefits of new behaviour, motivating individuals seeking improved life experiences.
 - (iii) PSA presenting statistical information about existing issues or the impact of new behaviour, appealing to rational decision-makers.
 - (iv) Creative PSA based on the social acceptance of behaviour, celebrity endorsement, or spirituality, chosen based on the preferences of the target audience.
- (c) **Strategic Evolution of Advertisements:** During the launch of a policy initiative, advertisements should depict the ideal society expected from the desired behaviour. Subsequently, after a short

period (preferably one quarter of the target life of the policy initiative), advertisements should shift to illustrate the real impact of the new behaviour in society. This dynamic approach proves particularly effective in targeting male audiences, and those aged 25–29 perceive it as the most influential element.

- (d) **Addressing Women Audiences:** PSAs targeting women audiences should emphasize the social acceptability of actions. Women tend to engage in socially acceptable activities and discard practices not embraced by society at large. This strategy can also motivate the targeted audience in the age group 18–21.
- (e) **Strategic Celebrity Endorsement:** Celebrity endorsement, currently prevalent in PSAs, should be reserved for advertisements targeting the audience in the age group 22–25. This strategic allocation ensures maximum impact and resonance with the intended demographic.

XIV CONCLUSION

The primary objective of public service advertisements is to raise awareness and prompt a shift in prevailing normative behaviours. Numerous studies have highlighted the varied responses exhibited by audiences with diverse demographic characteristics toward public service advertisements. In line with these findings, the present research delves into the audience's perceptions, considering both geographic and demographic factors, while also scrutinizing the factors influencing behavioural change across different segments.

The study concludes by emphasizing the significance of market segmentation in understanding the elements that shape behavioural change and fostering a positive perception of public service advertisements. Each segment requires a tailored approach aligned with its preferences to influence perception effectively. This enhanced perception, in turn, contributes positively to increasing awareness and interest in Public Service Advertising, ultimately leading to the desired behavioural change. The proposed suggestions provide guidance for advertisers to create more impactful advertisement copies, strategically targeting specific segments they aim to address.

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Comparative Analysis of Women's Empowerment through Self-Help Groups in Selected Districts of Madhya Pradesh

Sanjana Dadlani¹, Rachna Chaturvedi²

¹Asst. Prof., Truba institutes of Science and Commerce, Bhopal (M.P.) India.

²Associate Prof., Dept. of Management Bhopal (M.P.) India.

I INTRODUCTION

In India, the story of women's empowerment is closely connected to the emergence of self-help groups (SHGs). In rural Madhya Pradesh, this phenomenon is especially poignant, as women have historically faced restricted social mobility and limited economic opportunities, leading to their marginalisation. This paper examines the effectiveness of SHGs in promoting women's entrepreneurial ventures in districts of Madhya Pradesh. It explores the varying impact of these groups in different socio-economic contexts, highlighting similarities and differences. The growing popularity of SHGs in India is not just a trend; it reflects the strong desire of women to have control over their lives and achieve financial freedom. In a study conducted by Das, it is highlighted how self-help groups offer women a supportive environment to combat social isolation, navigate through patriarchal limitations, and enhance their financial knowledge (Das, 2020). This has a profound impact on rural Madhya Pradesh, as studies conducted by the Indian Council for Research on Women's Development (ICRW) have shed light on the long-standing marginalisation of women resulting from their limited access to land, educational opportunities, and decision-making processes (ICRW, 2023). SHGs emerge as beacons of hope in this context through the promotion of solidarity, the pooling of resources, and the facilitation of microfinance access, these groups enable women to liberate themselves from the constraints of financial dependence and social exclusion. According to a ground breaking study conducted by Abdullah et al. (2018), SHGs play a crucial role in nurturing entrepreneurial endeavours. These groups not only promote the development of skills but also enhance collective bargaining power and facilitate access to markets (Abdullah et al., 2018). This newfound economic agency has a ripple effect of positive impacts, enhancing self-confidence, improving household well-being, and opening doors for increased involvement in public and social spheres (Bhattacharya & Jain, 2019). Nevertheless, the landscape of women's entrepreneurship in rural Madhya Pradesh is diverse. As we explore different areas, we come across unique elements that mirror the social and economic makeup of the region. One such example of tribal women in Alirajpur and Indore is surprising to understand the versatility and flexibility of SHGs. In Alirajpur, these women utilise microfinance loans to establish agriculture-related microenterprises, while in Indore, they navigate the urban environment with service-oriented ventures. This paper aims to acknowledge

the successes of empowered women while also recognising the ongoing obstacles and unexplored possibilities that await.

SHGs usually consisting of 10-20 women who offer a space for collective savings, access to microfinance, and the opportunity to enhance skills. This collective effort enables women to gain independence from financial reliance and overcome social isolation. According to the Madhya Pradesh State Rural Livelihood Mission, an impressive number of over 5 million women actively took part in 525,000 self-help groups throughout the state in 2022. Together, they made a significant contribution to a combined fund of ₹17,000 crore (MP SRLM, 2022). Empowered by microfinance loans and guided by peer-driven training, women are exploring a wide range of entrepreneurial opportunities. In a recent study conducted in 2023 by the ICRW in Ujjain district, it was discovered that 58% of members in self-help groups were involved in activities that generated income (ICRW, 2023). These encompassed various types of businesses such as agriculture-related microenterprises (such as livestock rearing and dairy farming), food processing units, garment making, handicraft production, and even digital businesses.

In Morena, a region renowned for its vibrant tribal communities and thriving agricultural sector, self-help groups have empowered women to avail government schemes such as the Kisan Credit Card and collectively market their agricultural products. In Indore, the urban district, SHGs have played a significant role in promoting micro-enterprises in service sectors such as beauty parlours and catering. These groups have utilised technology and participated in entrepreneurial training workshops to enhance their businesses (MP SRLM, 2022).

Although there have been some impressive achievements, there are still some constraints to consider. Progress is hindered by the unequal access to resources, resistance from patriarchal systems, and insufficient marketing support. However, programmes such as the Madhya Pradesh Mahila Kosh, which aim to empower women economically, show potential. In addition, working together with NGOs and private enterprises can be extremely beneficial in terms of skill development and creating connections to the market.

SHGs are playing a significant role in fueling women's entrepreneurial aspirations in Madhya Pradesh, although they are not a cure-all solution. Through the collaboration of resources, promotion of collective action, and facilitation of microfinance access, these organisations are empowering women to take control of their own economic futures. By receiving ongoing support from the government, implementing upskilling programmes, and establishing better connections to the market, SHGs have the potential to create a future where rural women in Madhya Pradesh are empowered in its true sense.

II EXPLORING THE WORLD OF ENTREPRENEURSHIP

Empowered by microfinance loans and guided by peer-driven training, women are exploring a wide range of entrepreneurial opportunities. In ICRW's study in Ujjain district, it was discovered that 58% of members in self-help groups were involved in activities that generated income (ICRW, 2023). These encompassed a range of enterprises such as livestock rearing, dairy farming, food processing units, garment making, handicraft production, and even digital businesses. Understanding the true potential of SHGs as catalysts for women's entrepreneurial ventures requires a thorough examination of their impact in various socio-economic settings.

III COMPARISON OF CONTRIBUTION OF SPGS IN MORENA AND INDORE

When we compare the experiences of women in Morena, a rural district with a predominantly tribal population and agrarian economy, to those in Indore, a bustling urban hub, a contrasting picture emerges in Madhya Pradesh.

- (a) **Morena:** In Morena, self-help groups have become powerful tools for empowering tribal women who have long experienced marginalisation and struggled to access resources. Research conducted by the Centre for Micro Finance at IFMR in 2022 has found that SHGs in Morena have played a crucial role in helping women gain access to government schemes such as the Kisan Credit Card. This has allowed them to obtain microloans for agricultural inputs and technology, empowering them in their agricultural pursuits (CMF, 2022). Through their collective bargaining power, farmers have been able to secure more favourable loan terms and pricing for crucial agricultural supplies. In addition, SHGs in Morena are working together on marketing initiatives. Through the power of collaboration, women are able to secure better prices for their products and break free from the grip of unfair intermediaries. In a report published in 2023, the IFPRI revealed that women farmers in Morena experienced a significant 15% rise in their average

income through their participation in collective marketing initiatives (IFPRI, 2023).

- (b) **Indore:** On the other hand, SHGs in Indore are empowering women to enter the dynamic realm of urban entrepreneurship. Capitalising on the city's thriving service sector, women are venturing into various fields such as beauty parlours, catering, and even digital businesses. In a recent study conducted by the Indian Council for Small and Medium Businesses (ICSBE), it was discovered that nearly half of the members of Self-Help Groups (SHGs) in Indore were involved in service-oriented microenterprises. These individuals are leveraging the power of technology, such as online booking platforms and social media marketing, to enhance their businesses (ICSBE, 2021). SHGs in Indore are also working closely with NGOs and private enterprises to gain access to skill development training and market opportunities. In 2022, the Federation of Indian Micro and Small and Medium Enterprises (FISME) collaborated with Indore SHGs to offer complimentary digital marketing training. This initiative had a positive impact on local handicraft businesses led by women, with a notable 20% surge in online orders (FISME, 2022).

IV CHALLENGES AND OPPORTUNITIES STAY

Morena and Indore still encounter some difficulties despite their achievements. Access to resources remains a significant challenge, particularly for tribal women in Morena who face barriers to land ownership. Additionally, rural areas lack the necessary technological infrastructure, further exacerbating the issue. In both districts, women's entrepreneurial aspirations can still face obstacles due to patriarchal resistance and inadequate marketing support. Nevertheless, programmes such as the Madhya Pradesh Mahila Kosh provide hopeful solutions for women's economic empowerment by offering microfinance and business development training. Further collaboration with NGOs and private enterprises can enhance skill development and market access for women entrepreneurs.

V CONCLUSION - A BEAUTIFUL TAPESTRY WOVEN WITH STRANDS OF HOPE

The story of Self-Help Groups (SHGs) in Madhya Pradesh showcases the complex interaction of different socio-economic factors. Both Morena and Indore share a common goal of empowering women to take control of their economic destinies, although they may have different approaches to achieving it. By fostering collaboration, offering resources, and inspiring innovation, SHGs are shaping a future where women have a central role in bringing about positive change in their communities.

Through consistent support and unwavering determination to overcome challenges, we can strengthen the foundation of women's empowerment, paving the way for a more promising future for future generations.

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Striking a Harmony: Balancing Environmental Protection and Sustainable Development in a Globalized World

Tuba Ali¹, Savitri Singh Parihar²

¹Research Scholar, Dept. of History, Rabindranath Tagore University, Bhopal (M.P.) India.

²Associate Professor, Dept. of History, Rabindranath Tagore University, Bhopal (M.P) India.

ABSTRACT

This abstract explores the intricate challenge of achieving a delicate equilibrium between environmental protection and sustainable development within the context of an increasingly interconnected globalized world. As nations strive to address environmental concerns, such as climate change and biodiversity loss, the tension between economic growth and ecological preservation becomes evident. The paper examines key strategies and policy frameworks aimed at reconciling these seemingly conflicting goals. By analyzing case studies and international initiatives, it identifies practical approaches for fostering synergy between environmental protection and sustainable development. The abstract emphasizes the urgency of adopting a holistic perspective that recognizes the interdependence of economic, social, and ecological dimensions to create a harmonious and resilient global future. The environment is not just a physical space; it is a dynamic and interconnected system where ecosystems, biodiversity, climate, and human activities coalesce. Understanding the environment involves recognizing the delicate balance that exists between the natural world and human societies. It entails acknowledging the impact of human actions on the environment and, conversely, the influence of the environment on human well-being.

I CONCEPT OF ENVIRONMENT

The concept of the environment encompasses the complex interplay of living organisms, their surroundings, and the natural systems that sustain life. It extends beyond the immediate surroundings to include the air we breathe, the water we drink, the land we inhabit, and the intricate web of relationships that exist among all living and non-living components.

The environment is not just a physical space; it is a dynamic and interconnected system where ecosystems, biodiversity, climate, and human activities coalesce. Understanding the environment involves recognizing the delicate balance that exists between the natural world and human societies. It entails acknowledging the impact of human actions on the environment and, conversely, the influence of the environment on human well-being.

Environmental considerations encompass a broad spectrum, ranging from the preservation of ecosystems and biodiversity to the sustainable use of natural resources. Climate change, pollution, deforestation, and loss of habitat are among the challenges that underscore the urgency of responsible environmental stewardship. Addressing these issues requires a holistic approach that involves scientific understanding, policy development, technological innovation, and individual responsibility.

As we navigate the complexities of the modern world, it becomes increasingly clear that the concept of the environment is integral to our collective future. Balancing the needs of the present with the imperative to safeguard the environment for future generations is a defining challenge of our time. In this context, exploring sustainable practices, fostering environmental awareness,

and advocating for policies that promote conservation are essential components of a responsible and harmonious coexistence with our planet.

(a) Functions of the Environment: The environment performs four vital functions-

- it supplies resources: resources here include both renewable and non-renewable resources. Renewable resources are those which can be used without the possibility of the resource becoming depleted or exhausted. That is, a continuous supply of the resource remains available. Examples of renewable resources are the trees in the forests and the fishes in the ocean. Non-renewable resources, on the other hand, are those which get exhausted with extraction and use, for example, fossil fuel.
- it assimilates waste.
- it sustains life by providing genetic and bio diversity.
- it also provides aesthetic services like scenery etc.

The environment is able to perform these functions without any interruption as long as the demand on these functions is within its carrying capacity. This implies that the resource extraction is not above the rate of regeneration of the resource and the wastes generated are within the assimilating capacity of the environment. When this is not so, the environment fails to perform its third and vital function of life sustenance and this results in an environmental crisis. This is the situation today all over the world. The rising population of the developing countries and the affluent consumption and production standards of the developed world have placed a huge

stress on the environment in terms of its first two functions. Many resources have become extinct and the wastes generated are beyond the absorptive capacity of the environment. Absorptive capacity means the ability of the environment to absorb degradation. The result - we are today at the threshold of environmental crisis. The past development has polluted and dried up rivers and other aquifers making water an economic good. Besides, the intensive and extensive extraction of both renewable and non-renewable resources has exhausted some of these vital resources and we are compelled to spend huge amounts on technology and research to explore new resources. Added to these are the health costs of degraded environmental quality - decline in air and water quality (seventy per cent of water in India is polluted) have resulted in increased incidence of respiratory and water-borne diseases. Hence the expenditure on health is also rising. To make matters worse, global environmental issues such as global warming and ozone depletion also contribute to increased financial commitments for the government.

Thus, it is clear that the opportunity costs of negative environmental impacts are high. The biggest question that arises is: are environmental problems new to this century? If so, why? The answer to this question requires some elaboration. In the early days when civilisation just began, or before this phenomenal increase in population, and before countries took to industrialisation, the demand for environmental resources and services was much less than their supply. This meant that pollution was within the absorptive capacity of the environment and the rate of resource extraction was less than the rate of regeneration of these resources. Hence environmental problems did not arise. But with population explosion and with the advent of industrial revolution to meet the growing needs of the expanding population, things changed. The result was that the demand for resources for both production and consumption went beyond the rate of regeneration of the resources; the pressure on the absorptive capacity of the environment increased tremendously - this trend continues even today. Thus, what has happened is a reversal of supply - demand relationship for environmental quality - we are now faced with increased demand for environmental resources and services but their supply is limited due to overuse and misuse. Hence the environmental issues of waste generation and pollution have become critical today.

II STATE OF INDIA'S ENVIRONMENT

India has abundant natural resources in terms of rich quality of soil, hundreds of rivers and tributaries, lush green forests, plenty of mineral deposits beneath the land surface, vast stretch of the Indian Ocean, ranges of mountains, etc. The black soil of the Deccan Plateau is particularly suitable for cultivation of cotton, leading to

concentration of textile industries in this region. The Indo-Gangetic plains — spread from the Arabian Sea to the Bay of Bengal — are one of the most fertile, intensively cultivated and densely populated regions in the world. India's forests, though unevenly distributed, provide green cover for a majority of its population and natural cover for its wildlife. Large deposits of iron-ore, coal and natural gas are found in the country. India accounts for nearly 8 per cent of the world's total iron-ore reserves. Bauxite, copper, chromate, diamonds, gold, lead, lignite, manganese, zinc, uranium, etc. are also available in different parts of the country. However, the developmental activities in India have resulted in pressure on its finite natural resources, besides creating impacts on human health and well-being. The threat to India's environment poses a dichotomy—threat of poverty-induced environmental degradation and, at the same time, threat of pollution from affluence and a rapidly growing industrial sector. Air pollution, water contamination, soil erosion, deforestation and wildlife extinction are some of the most pressing environmental concerns of India. The priority issues identified are (i) land degradation (ii) biodiversity loss (iii) air pollution with special reference to vehicular pollution in urban cities (iv) management of fresh water and (v) solid waste management. Land in India suffers from varying degrees and types of degradation stemming mainly from unstable use and inappropriate management practices.¹

Some of the factors responsible for land degradation are (i) loss of vegetation occurring due to deforestation (ii) unsustainable fuel wood and fodder extraction (iii) shifting cultivation (iv) encroachment into forest lands (v) forest fires and over grazing (vi) non-adoption of adequate soil conservation measures (vii) improper crop rotation (viii) indiscriminate use of agro-chemicals such as fertilisers and pesticides (ix) improper planning and management of irrigation systems (x) extraction of ground water in the competing uses of land for forestry, agriculture, pastures, human settlements and industries exert an enormous pressure on the country's finite land resources. The per capita forest land in the country is only 0.06 hectare against the requirement of 0.47 hectare to meet basic needs, resulting in an excess felling of about 15 million cubic metre forests over the permissible limit. Estimates of soil erosion show that soil is being eroded at a rate of 5.3 billion tonnes a year for the entire excess of the recharge capacity (xi) open access resource and (xii) poverty of the agriculture-dependent people. India supports approximately 17 per cent of the world's human and 20 per cent of livestock population on a mere 2.5 per cent of the world's geographical area. The high density of population and livestock and country as a result of which the country loses 0.8 million tonnes of nitrogen, 1.8 million tonnes of phosphorus and 26.3 million tonnes of potassium every year. According to the Government of India, the quantity of nutrients lost due to erosion each year ranges from 5.8 to 8.4 million tonnes.

In India, air pollution is widespread in urban areas where vehicles are the major contributors and in a few other areas which have a high concentration of industries and thermal power plants. Vehicular emissions are of particular concern since these are ground level sources and, thus, have the maximum impact on the general population. The number of motor vehicles has increased from about 3 lakhs in 1951 to 30 crores in 2019. In 2016, personal transport vehicles (two-wheeled vehicles and cars only) constituted about 85 per cent of the total number of registered vehicles thus contributing significantly to total air pollution load. India is one of the ten most industrialised nations of the world. But this status has brought with it unwanted and unanticipated consequences such as unplanned urbanisation, pollution and the risk of accidents. The CPCB (Central Pollution Control Board) has identified seventeen categories of industries (large and medium scale) as significantly polluting.

The above points highlight the challenges to India's environment. The various measures adopted by the Ministry of Environment and the central and state pollution control boards may not yield reward unless we consciously adopt a path of sustainable development. The concern for future generations alone can make development last forever. Development to enhance our current living styles, without concern for posterity, will deplete resources and degrade environment at a pace that is bound to result in both environmental and economic crisis.

III STRATEGIES FOR SUSTAINABLE DEVELOPMENT

Use of Non-Conventional Sources of Energy: India, as you know, is hugely dependent on thermal and hydro power plants to meet its power needs. Both of these have adverse environmental impacts. Thermal power plants emit large quantities of carbon dioxide which is a greenhouse gas. It also produces fly ash which, if not used properly, can cause pollution of water bodies, land and other components of the environment. Hydroelectric projects inundate forests and interfere with the natural flow of water in catchment areas and the river basins. Wind power and solar rays are good examples of conventional. In recent years, some efforts are being taken to tap these energy resources. Collect the details of one such unit set up in your area if any, and discuss in the class.

LPG, Gobar Gas in Rural Areas: Households in rural areas generally use wood, dung cake or other biomass as fuel. This practice has several adverse implications like deforestation, reduction in green cover, wastage of cattle dung and air pollution. To rectify the situation, subsidised LPG is being provided. In addition, gobar gas plants are being provided through easy loans and subsidy. As far as liquefied petroleum gas (LPG) is concerned, it is a clean fuel — it reduces household pollution to a large extent.

Also, energy wastage is minimised. For the gobar gas plant to function, cattle dung is fed to the plant and gas is produced which is used as fuel while the slurry which is left over is a very good organic fertiliser and soil conditioner. **CNG in Urban Areas:** In Delhi, the use of Compressed Natural Gas (CNG) as fuel in public transport system has significantly lowered air pollution and the air has become cleaner. In the last few years many other Indian cities also began to use CNG. **Wind Power:** In areas where speed of wind is usually high, wind mills can provide electricity without any adverse impact on the environment. Wind turbines move with the wind and electricity is generated. No doubt, the initial cost is high. But the benefits are such that the high cost gets easily absorbed.

IV SOLAR POWER THROUGH PHOTOVOLTAIC CELLS

India is naturally endowed with a large quantity of solar energy in the form of sunlight. We use it in different ways. For example, we dry our clothes, grains, other agricultural products as well as various items made for daily use. We also use sunlight to warm ourselves in winter. Plants use solar energy to perform photosynthesis. Now, with the help of photovoltaic cells, solar energy can be converted into electricity. These cells use special kind of materials to capture solar energy and then convert the energy into electricity. This technology is extremely useful for remote areas and for places where supply of power through grid or power lines is either not possible or proves very costly. This technique is also totally free from pollution. In recent years India is taking efforts to increase the power generation through solar. India is also leading an international body called International Solar Alliance (ISA).

V MINI-HYDEL PLANTS

In mountainous regions, streams can be found almost everywhere. A large percentage of such streams are perennial. Mini-hydel plants use the energy of such streams to move small turbines. The turbines generate electricity which can be used locally. Such power plants are more or less environment-friendly as they do not change the land use pattern in areas where they are located; they generate enough power to meet local demands. This means that they can also do away with the need for large scale transmission towers and cables and avoid transmission loss.

VI TRADITIONAL KNOWLEDGE AND PRACTICES

Traditionally, Indian people have been close to their environment. They have been more a component of the environment and not its controller. If we look back at our agriculture system, healthcare system, housing, transport etc., we find that all practices have been environment friendly. Only recently have we drifted away from the traditional systems and caused large scale damage to the environment and also our rural heritage. Now, it is time to go back. One apt example is in healthcare. India is very much privileged to have about 15,000 species of plants which have medicinal properties. About 8,000 of these are in regular use in various systems of treatment including the folk tradition. With the sudden onslaught of the western system of treatment, we ignored our traditional systems such as Ayurveda, Unani, Tibetan and folk systems. These healthcare systems are in great demand again for treating chronic health problems. Now days every cosmetic produce — hair oil, toothpaste, body lotion, face cream and what not — is herbal in composition. Not only are these products environment friendly, they are relatively free from side effects and do not involve large-scale industrial and chemical processing.

VII BIOCOMPOSTING

In our quest to increase agricultural production during the last five decades or so, we almost totally neglected the use of compost and completely switched over to chemical fertilisers. The result is that large tracts of productive land have been adversely affected, water bodies including ground water system have suffered due to chemical contamination and demand for irrigation has been going up year after year.

Farmers, in large numbers all over the country, have again started using compost made from organic wastes of different types. In certain parts of the country, cattle are maintained only because they produce dung which is an important fertiliser and soil conditioner.

Earthworms can convert organic matter into compost faster than the normal composting process. This process is now being widely used. Indirectly, the civic authorities are benefited too as they have to dispose reduced quantity of waste.

VIII BIOPEST CONTROL

With the advent of green revolution, the entire country entered into a frenzy to use more and more chemical pesticides for higher yield. Soon, the adverse impacts began to show; food products were contaminated, soil, water bodies and even ground water were polluted with pesticides. Even milk, meat and fishes were found to be

contaminated. To meet this challenge, efforts are on to bring in better methods of pest control. One such step is the use of pesticides based on plant products. Neem trees are proving to be quite useful. Several types of pest controlling chemicals have been isolated from neem and these are being used. Mixed cropping and growing different crops in consecutive years on the same land have also helped farmers. In addition, awareness is spreading about various animals and birds which help in controlling pests. For example, snakes are one of the prime group of animals which prey upon rats, mice and various other pests. Similarly, large varieties of birds, for example, owls and peacocks, prey upon vermin and pests. If these are allowed to dwell around the agricultural areas, they can clear large varieties of pests including insects. Lizards are also important in this regard. We need to know their value and save them. Sustainable development has become a catch phrase today. It is 'indeed' a paradigm shifts in development thinking. Though it has been interpreted in a number of ways, adherence to this path ensures lasting development and non-declining welfare for all.

IX CONCLUSION

In conclusion, the intricate relationship between environmental protection and sustainable development underscores the imperative for conscientious global efforts. Our exploration of various environmental challenges and the innovative strategies discussed throughout this article illustrates the pressing need for a harmonious balance between human activities and the preservation of our planet. The 21st century demands a paradigm shift in our approach towards development—one that integrates ecological considerations, embraces technological advancements, and fosters a collective responsibility for the well-being of the environment. As we navigate the complexities ahead, the vision of a sustainable future necessitates collaborative endeavors, informed decision-making, and a steadfast commitment to nurturing a world where environmental integrity and human progress coexist. It is through these collective actions that we can aspire to leave a lasting legacy of stewardship for generations to come.²

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The Multidisciplinary Approach in Art Commerce and Management

Ashok Kumar Singh

Asst. Prof., Dept. of Computer Science, Shiksha Snatak Mahavidyalaya, Raipur (C.G.) India.

ABSTRACT

This paper investigates the convergence of art, commerce and management, draw attention to the necessity of a multidisciplinary approach. It inspects how integrating knowledge and techniques from various fields can improve efficiency of art, management and commerce. By examining case studies and theoretical frameworks, this article highlights the pros and cons of multidisciplinary plan of action in the art world.

Keywords: -Multidisciplinary, Management, Technology, Art, Commerce

I INTRODUCTION

The **dominion** of art has always intersected with various disciplines, from history and culture to economics and business. The commercial and managerial aspects of the art world are complex and miscellaneous, requiring a multidisciplinary approach to navigate effectively. This paper aims to delve into how combining insights from multiple disciplines can provide a more comprehensive understanding and effective strategies for managing and commercializing art.

II THE INTERSECTION OF ART AND COMMERCE

- (a) **Historical context** - Art and commerce have been inter thread throughout history. During the Renaissance, artists relied on patronage systems. It refers to a system where wealthy patrons funded the artist's works which combined art creation with economic support. In the 20th and 21st centuries, the art market evolved with the emergence of art fairs, galleries and auction houses, which led to growth in commercial aspects of art.
- (b) **Economic Impact of Art** - Art is not only an important economic driver but also a cultural asset. With artworks appreciating over time and contributing to the financial portfolios of collectors and investors, art as an investment has gained traction. Moreover, the surrounding galleries, the art industry museums, and art fairs, contributes significantly to the global economy through employment, tourism, and ancillary industries.

III MULTIDISCIPLINARY APPROACHES IN ART MANAGEMENT

- (a) **Business and Marketing Strategies** - Successful art management requires strong marketing and business strategies. Location and branding are pivotal for artists and galleries to differentiate themselves in a competitive market. Social media and digital marketing have transformed how art is encouraged

and promoted, allowing for greater audience reach and engagement.

- (b) **Financial Management** - Effective financial management in the art world involves art valuation and appraisal, managing investments and understanding market trends. Auction houses play a significant role in determining the value of art, which influences both primary and secondary markets.
- (c) **Legal and Ethical Considerations** - The legal landscape in art and commerce encompasses intellectual property rights, provenance, and authenticity issues. Ensuring the authenticity and rightful ownership of artworks is important for establishing and maintaining trust as well as integrity in the art market. Ethical considerations also include addressing cultural heritage and rehabilitation of art.

IV CASE STUDIES

- (a) **Successful Multidisciplinary Art Enterprises** - Prominent galleries and art fairs provide excellent examples of successful multidisciplinary strategies. For reference, Art Basel integrates art with marketing, business and technology creating a global platform for art commerce. Similarly, auction houses like Christie's and Sotheby's employ financial experts, legal advisors, and marketing professionals to promote and manage art sales.
- (b) **Challenges and Failures** - Examining failed art ventures highlights the significance of a multidisciplinary approach. Lack of financial oversight, legal disputes or inadequate marketing can lead to major challenges. Lessons from these failures highlight the need for comprehensive strategies that encompass all relevant disciplines.

V THE ROLE OF TECHNOLOGY IN ART COMMERCE AND MANAGEMENT

- (a) **Digital Art and NFTs** - The growth of digital art and Non-Fungible Tokens (NFTs) has revolutionized the art market. NFTs provide a new medium for artists and a novel investment opportunity for collectors. However, they also pose

legal and financial challenges, including market volatility and intellectual property rights.

- (b) **Online Art Platforms** - Online art platforms, such as online auctions and virtual galleries, have enlarged the reach of art commerce. These platforms normalize access to art, allowing for global participation. However, they also disturb traditional art market dynamics, necessitating adaptation by traditional players.

VI THE FUTURE OF MULTIDISCIPLINARY APPROACHES IN ART

- (a) **Trends and Predictions** - The future of art commerce and management is likely to see increasing convergence with technology and finance. For example, Block chain technology promises to enhance transparency and security in art transactions. Moreover, interdisciplinary roles will become more frequent, with art managers needing skills in business, technology, and law.
- (b) **Education and Professional Development** - To support this multidisciplinary approach, educational programs must progress. Art management courses should incorporate finance, law, business and technology modules to prepare professionals for the complex realities of the art market. Continuous learning and adaptability will be essential for future art managers.

VII CONCLUSION

The integration of various disciplines in the management and commerce of art provides a richer, more nuanced approach to handling the complexities of the art world. By drawing on insights from law, business, economics, and technology, art managers can better navigate the challenges and opportunities of the art market. As the art industry continues to evolve, a multidisciplinary strategy will be essential for success.

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The Impact of Indian Parents' Use and Satisfaction with Social Media on their Children's Health: A Cross-Sectional Study

Jitendra Bagre¹, Shailendra Singh²

¹Research Scholar, Journalism & Mass Communication, Rabindranath Tagore University, Bhopal (M.P.) India.

²Supervisor, Journalism & Mass Communication, Rabindranath Tagore University, Bhopal (M.P.) India.

ABSTRACT

Parental social support and health information may be more readily available to those who use social media, according to some studies. The use of social media by parents is associated with both positive and bad results, such as increased stress, sadness, and distraction. This research applies the uses and gratifications theory to investigate the relationship between parents' social media usage and their family's well-being, moving beyond measurements of parents' own mental health. Parents whose primary motivation for using social media is to gain knowledge and make connections are expected to have a positive impact on their family's health, whereas parents whose primary motivation is to have fun on these platforms are expected to have the opposite effect. A Qualtrics panel was used to recruit 500 heterosexual married or cohabiting couples for the sample. Both parents filled out the survey, and the children's ages ranged from three to thirteen. The results showed that there was a correlation between dads' usage of social media for amusement and interacting with loved ones and improved family health and resources ($p < 0.01$). A statistically significant association between mother social media usage and family health indicators was not found, however. No correlation was found between parental social media usage and worse family health outcomes. To trace the link between social media, use and family wellness over time, longitudinal studies are required. If public health workers are serious about making families healthier, they should think about ways to expand health services for dads via social media.

Keywords - Health, Family, Social Media, Mental Health, Parents, Well-Being

I INTRODUCTION

Social media has become an integral part of modern life, impacting how we communicate, engage with others, and even the relationships within our own families. Given the wide range of ethnic origins, spiritual beliefs, and parenting philosophies among Indian parents, this cohort stands out among others impacted by social media's ubiquitous presence. This research seeks to explore the complex connection between the usage and enjoyment of social media among Indian parents and its possible effects on their children's health.[1]

Social media use has skyrocketed in India over the last decade, thanks to the country's huge population and fast developing internet infrastructure. [2] With the rise of social media, messaging apps, photo sharing, and microblogging sites like Twitter, Instagram, and WhatsApp, millions of Indians have made these sites an essential part of their everyday lives. So, Indian parents are figuring out how to deal with this complicated digital world while worrying about how it will affect their children and themselves. [3]

It is well-established in the field of psychology that parental conduct affects their children's health results. The beliefs, actions, and routines of children are largely influenced by their parents, who act as role models for them. [4] When it comes to social media, the way parents use these platforms may have a big influence on how their children use them. In addition, the degree to which parents enjoy social media may have an effect on how emotionally available and attentive they are to their

children's needs, which in turn may alter the dynamics of the family as a whole and the connections between parents and children. [5]

It would need a sophisticated analysis of several interrelated aspects to understand how social media usage by Indian parents affects their children's health. Investigating the kind and level of parental involvement with social media should be the first order of business. [6] Examining the reasons for use, preferred platforms, content genres, and frequency of consumption is part of this process. Researchers may identify trends in behaviour and possible problem areas by learning more about these facets. [7]

To fully grasp the effects of social media on families, it is essential to look at how satisfied parents are with it. There are several facets to social media satisfaction, such as the positives and negatives, the tendency to compare oneself to others, and the emotional experiences one has when using these platforms. [8] The presence of balanced use and good results for both children and parents may be indicators of healthy engagement patterns, which may be shown by high levels of satisfaction. On the other side, children's health might be at risk if their use habits are problematic, such as spending too much time in front of screens, developing addictions, or experiencing bad emotional repercussions. [9]

Moreover, in the Indian setting, cultural variables greatly influence how parents feel and behave in relation to social media. India is home to a wide variety of languages, faiths, and ways of life, making it a truly multicultural country. How parents traverse the digital world is

impacted by cultural norms that differ among groups and countries about technology use, family interactions, and parenting practices. Consequently, in studying how social media affects Indian families and the health outcomes of their children, it is crucial to take cultural subtleties into account. [10]

It is also important to think about what elements could function as mediators or moderators between parents' social media usage and their children's health. Parents' social media use and its impact on their children's well-being may be lessened or amplified depending on factors such as the consistency and openness of parent-child communication, the extent to which parents supervise their children's online activities, and the strength of family bonds. Family dynamics and children's health outcomes may be influenced by social media dynamics, but these dynamics may be shaped by individual variations, such as parents' mental health, socioeconomic level, and educational background. [11]

There is a need for a comprehensive study of the complicated phenomena of how the social media usage and contentment of Indian parents affects their children's health. To fully grasp the impact of social media on family dynamics and children's health outcomes, researchers need to look at parental participation patterns, satisfaction levels, cultural influences, and moderating variables. To promote good digital habits and develop excellent parent-child connections in the digital age, this understanding may guide treatments and tactics. [12]

II METHODOLOGY

The sample included 500 heterosexual couples from India who were either married or lived together and had children between the ages of three and thirteen. Couples were recruited and survey results were collected using a Qualtrics panel. Racial and economic diversity were guaranteed via the adoption of a quota-sampling technique. Specifically, we insisted that a portion of the panel consist of individuals from underrepresented ethnic and/or educational backgrounds. This meant that at least one partner in each dyad had to be non-white and/or have a high school diploma or less. A number of panels that have consented to take part in Qualtrics studies are used to attract participants. The poll could only be filled out by those who were eligible (i.e., parents of children aged 3–13, married or cohabiting with a partner who was also willing to participate). With questions pertaining to family health and social media use, each partner in each dyad filled out a single survey via Qualtrics. Qualtrics credit was used as remuneration for the participants. The Institutional Review Board gave its stamp of approval to the research.

(a) Aims and Hypothesis

Social media usage among parents is widespread, but it's unclear how much of a link there is between social media use and family health. This research sought to ascertain if parental SMU usage and satisfactions were related to family health outcomes. In order to address the following research issues, the study contrasted self-reported SMU from parents and family health data: (1) Is there a connection between worse family health outcomes and certain parents' satisfaction with SMU? (2) Is there a favourable correlation between parents' SMU and any family health outcomes?

(i) **Hypothesis 1.** Depending on SMU gratifications, family health outcomes will differ; parents who use social media mostly for enjoyment would do poorly on family health.

(ii) **Hypothesis 2.** Families with parents who use social media mostly for communication and information would have better health.

(b) **Family health:** For this purpose, we used the Family Health Scale, a 32-item instrument. Both partners responded to the questions. The study used a 5-point Likert scale, where the possible responses ranged from Strongly Disagree to Strongly Agree. Higher scores suggested that the family's health was better. Family health resources, social and emotional health processes, healthy lifestyle, and external social supports are the four subscales that make up the Family Health Scale. Since it has been shown that responses from a couple's members are similar and that a unidimensional measure including responses from both partners has good reliability and validity, we used both spouses' replies to calculate the average scores for the four subscales. Furthermore, a previously validated short-form measure on family health consisted of a total of 10 items from all four subscales. Averaging the responses of both partners to the 10 questions made up the short-form score for family health. The short form and all of the subscales demonstrated good dependability, with Cronbach's alphas ranging from 0.88 to 0.9.

(c) **Social media use:** Social media for the sake of this study were apps and websites that allow users to interact with one another, view, create, and share content online; curate feeds; and explore content. We used a 6-point Likert scale to ask participants how often they use various social media platforms such as Twitter, Instagram, Facebook, Snapchat, YouTube, WhatsApp, Pinterest, LinkedIn, and Reddit. The options were "never or almost never," "once a day," "several times a day," "three to five times a week," and so on. Because of this, they were able to study how often people used various social media platforms. The SMU frequency score for each couple was determined by averaging their responses across all nine apps. After that, we used follow-up questions to find out the major reason people said they used

any of the programmes. The uses and pleasure hypothesis was supported by the available response options. Promotion of oneself, employment, recreation, communication with loved ones, documentation of life events and accomplishments, data, and abstinence from use for the last two weeks were all on the list. Each relationship's score helped establish whether the participant's primary usage of social media programmes was for information gathering, interpersonal contact, or recreational purposes.

- (d) **Data Analysis:** The data was analysed using Stata 17. The family health short form and its four subscales were each subjected to their own multiple regression model using the Stata regress function. The amount of time each couple spent on social media and the reasons they utilised it “(for

entertainment, knowledge, or communication) had a negative correlation with the health of their family. All of the models simultaneously considered the mother's racial background, degree of education, age (in years), and family's income. We eliminated the father's age, race, and education to avoid over-controlling, since there is a high correlation in these areas across dyad members.

III RESULTS

- (a) **Descriptive Statistics:** Both parents' educational backgrounds were diverse; nevertheless, around 35% of dyads had a bachelor's degree holder in the pair. Twenty percent of the couples made above ₹1,000,000. The sample's demographic information is shown in Table 1.

Table 1
Participant Demographics

Characteristic	Total Sample (N = 500)
Mother's Age (mean/SD)	32.4 (5.8)
Father's Age (mean/SD)	36.2 (6.3)
Married (percent)	95
Indian (percent)	100
Number of Children (mean/SD)	1.8 (1.2)
Income	
<₹200,000 (percent)	35
>₹1,000,000 (percent)	20
Mother's Education	
Bachelor's Degree or Higher (percent)	35
<High School Education (percent)	15
Father's Education	
Bachelor's Degree or Higher (percent)	35
<High School Education (percent)	12

(b) **Social Media Use**

The top four most frequently used social media applications were Facebook, YouTube, Instagram, and Twitter . On average, parents reported using Facebook and YouTube daily, while Instagram and Twitter were used three to five days a week. Overall, parents' SMU scores were similar; however, mothers reported SMU slightly more frequently than fathers in six of the nine applications.

Almost all mothers (94%) and fathers (92%) reported having at least one social media application that they primarily used for entertainment. Likewise, a high proportion of mothers (79%) and fathers (71%) could identify at least one social media application that they used primarily for connecting with friends and family. More than half of participants (63% mothers, 60% fathers) reported using at least one social media application primarily for information purposes.

Table 2
Parents' average and dispersion-based social media app use

	Mother's Social Media Use		Father's Social Media Use	
	Mean	SD	Mean	SD
Facebook	5.16	1.52	4.82	1.52
YouTube	4.78	1.51	4.93	1.76
Instagram	4.58	1.82	4.21	2.09
Twitter	4.84	2.08	3.82	2.08
WhatsApp	3.89	2.33	3.74	2.26
Snapchat	3.76	2.07	3.45	2.05
Pinterest	3.65	1.75	3.07	1.97
Reddit	3.03	1.79	3.08	1.94
LinkedIn	3.04	1.8	3.09	1.93

Table 3
The proportion of parents that use social media, broken down by purpose

(c) Social Media Use and Family Health

At Least One Application Primarily Used for Information	
Mothers (percent)	65.66
Fathers (percent)	64.57
At Least One Application Primarily Used for Entertainment	
Mothers (percent)	96.47
Fathers (percent)	90.7
At Least One Application Primarily Used for Connecting with Friends/Family	
Mothers (percent)	77.86
Fathers (percent)	72.36

Moms' frequency of SMU was linked to a 0.01 ($p < 0.01$) rise in family healthy lifestyle score, however there was little to no association between mothers' SMU and family health (refer to Table 4). The usage of social media by dads to stay in touch with loved ones was linked to a 0.19 ($p < 0.01$) improvement in family health overall and a 0.37 ($p < 0.01$) boost in family health resources. Furthermore, there was a significant correlation between the general health of the family and the amount of time dads spent on social media for enjoyment purposes (0.25, $p < 0.05$). Neither the internal nor the exterior social supports of families were shown to be impacted by

parental SMU. Across all models, there was no correlation between family health and race or education level. Members of the older participants' groups reported better family health in general ($b = 0.01$, $p < 0.01$), a healthier lifestyle in the family ($b = 0.01$, $p < 0.05$), and greater resources for family health ($b = 0.02$, $p < 0.01$). There was a correlation between household income and several positive outcomes, including improved overall family health, a healthier lifestyle, more resources for family health, and greater social supports from outside the family.

Table 4

Various dimensions of family health and the correlations between parental social media usage were investigated using multiple linear regression

	Family Health Short-Form	Family Social and Emotional health Processes	Family Health Lifestyle	Family Health Resources	Family External Social Supports
Mother's Social Media	0.00	0.01	0.01 **	0.00	-0.01
Mother's Use of Social Media to Obtain Information	0.01	0.05	0.01	-0.01	0.08
Mother's Use of Social Media to Connect with Friends/Family	0.01	0.00	0.05	0.05	0.08
Mother's Use of Social	0.00	0.04	-0.14	0.01	-0.04
Father's Social Media Use Frequency	-0.00	-0.01	-0.00	-0.01	0.01
Father's Use of Social Media to Obtain Information	0.02	0.05	0.04	-0.06	-0.06
Father's Use of Social Media to Connect with Friends/Family	0.1	0.12	0.09	0.37 **	0.03
Father's Use of Social	0.25 *	0.17	0.18	0.29	0.12

IV DISCUSSION

The major goal of this research was to find out if there was a connection between parental SMU usage and gratifications and family health outcomes. Less is understood about additional reasons for SMU and their impact on family health, however several research of parents has attempted to comprehend the connection between SMU and external social support [13]. Theory that describes how people choose media to fulfil wants and desires—uses and satisfaction theory—provided the theoretical underpinning for SMU motives. The impact of social media on family health was investigated in four areas: social and emotional health processes, healthy lifestyle, health resources, and external social support, depending on the reasons for utilising the platform. Findings showed that satisfaction with SMU had a little impact on family health ratings. Statistically significant relationships between family health and dads' SMU were the only ones to be found. The family health short form and the health resources scale were both shown to be more positively correlated with dads' social media usage for both connecting with others and passing the time. There was no change in family health metrics when mothers used social media for information, connection, or amusement. There was no statistically significant

relationship between moms' SMU frequency and their children's healthy lifestyle ratings.

(a) Hypothesis 1: Depending on SMU gratifications, family health outcomes will differ; parents who use social media mostly for enjoyment would do poorly on family health.

The first theory postulates that there is a negative correlation between parental entertainment usage of social media and family health outcomes. But there was no proof that families fared poorly when parents indulged in entertainment or any other kind of SMU gratification. Several research has shown detrimental impacts linked with parental social media usage [14], however our data contradicts such effects. The present research may have included too many different types of behaviours under the umbrella word "entertainment," which might explain the results. To illustrate the point, some parents could watch videos when they're bored, while others would respond to a friend's post. There may be some uncertainty in the findings due to these variations. Furthermore, factors outside the purview of this research, such as social comparison or problematic phone use, may mitigate the association between parental SMU and unfavourable outcomes [15]. To learn if certain social media activities, especially those pertaining to entertainment, hurt or help parents, further studies are required.

(b) Hypothesis 2: Families with parents who use social media mostly for communication and information would have better health.

Parental usage of social media for both information and connection was hypothesised to lead to greater family health, according to the second hypothesis. However, neither the parents' nor their children's use of social media apps, mostly for informational purposes, was linked to any of the family health domains in a favourable way. The use of social media by parents is understudied, according to a recent systematic study of parents' habits in accessing health information. Due to user uncertainty, opposing perspectives, and contradictions, some parents may find it challenging to grasp health information available on social media. It has been discovered that parents tend to be wary of health information that is posted on social media or other websites [16]. For whatever reason, parents may find it challenging to put health information to use in a manner that significantly correlates to the well-being of their families.

On the other hand, this research found that families whose dads used social media to stay in touch with loved ones fared better in terms of family health resources and general health. One possible explanation for this link might be the entertainment function that SMU offers [17]. Few research has examined the relationship between fathers' SMU and family well-being; those that have mostly focused on online social support networks for dads. It is worth noting that the present research did not discover any correlation between dads' use of social media to stay in touch with loved ones and increased levels of external family social support. Nonetheless, dads might still benefit from social media in terms of coping, self-efficacy, and material resource building. For instance, one research found that Black dads may turn to a Facebook community for support when they were seeking guidance on topics like money, growing their families, resolving marital issues, and their children's growth. Furthermore, it was shown that parents' social media communications during the 2019 measles epidemic increased self-efficacy and promoted health preventative behaviours among parents in the India. Without longitudinal data, we cannot know which way the link between parent connection and family health resources is going to go. Some fathers may find they have more time and energy to interact with people on social media if they are financially well-off. [18]

More study of dads' use of social media is required, according to the findings. How dads' use of social media affects the family's access to internal and external health services is an area that can benefit from more research. Similarly, researchers may look at what dads do on social media to pass the time and see whether it correlates with a better quality of life for themselves and their families. Despite the complexity of social media," this research found no negative correlations between SMU and family

health, suggesting that SMU is not inherently bad for families. Notable to a large extent, these results disprove the widely held belief that social media poses societal damage. Instead, with more knowledge, social media may be used to enhance family systems and overall health.

V CONCLUSION

Mothers' SMU had no correlation with family health, while dads' SMU for enjoyment and connecting with loved ones had a good correlation with family well-being and health resources. No evidence was found to indicate a detrimental correlation between parental SMU and family health outcomes. This study's findings provide further evidence that social media may be useful for health promotion efforts targeting families. To start, health educators and programme organisers should think about how to connect families by including more dads on social media. For instance, they may target dads who use certain applications for amusement purposes with ads for health-related programmes. Secondly, social workers and community health workers might use social media to increase the amount of family health resources and the connections their clients have. It is crucial to regularly assess the relationship between social media and health and wellbeing due to the fast evolution of these apps. The uniqueness of this research lay in its examination of the relationship between parents' social media usage and their self-reported family health. Unprecedented technological interactions are occurring inside modern families. To have a deeper understanding of the association between parental social media usage and family well-being over time, future study should use longitudinal data. More data could enhance app development for the benefit of user health and help parents make more informed decisions about their children's social media use.

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Online apparel buying behaviour of Youth: A Review

Sanmeet Kaur¹, Rajni Dhingra²

¹Research Scholar, PG Department of Home Science, University of Jammu, Jammu (Jammu & Kashmir) India.

²Professor of Human Development, PG Department of Home Science, University of Jammu, Jammu (Jammu & Kashmir) India.

ABSTRACT

India, a country with the largest proportion of youth in the world, also has the fastest-growing population of online buyers that counts to be the world's second-largest base. India's e-commerce is expanding at a rate of 51% annually, which is among the greatest in the world, and it is predicted that the global e-commerce market will reach US \$200 billion by 2026. Young users in the age group of 16 to 29 years are the most regular users, with six million new entrants entering the e-commerce industry each month. As they spend a large amount of money on online purchasing, considering how well a product performs after being purchased online requires more consideration than it would have otherwise. Despite being away from the touch, feel, and sound effects, online shopping for clothing is growing at an unexpected rate which marks the highest growth of the apparel sector in e-commerce. Keeping this scenario in mind, it is important to understand the behaviour dynamics of young online buyers. The present paper aims to review available studies on online apparel purchase by youth, trust in online apparel buying in India and their level of awareness of online purchasing, buyers' insights, and barriers faced during online buying. The analysis shall have implications for the buyers, the apparel industry as well as policy makers.

Keywords: Apparel, online buying, COVID-19, Youth, social media, buying behaviour

I INTRODUCTION

In today's fast paced world, online shopping is becoming a more practical way to buy goods or services than the traditional approach of going to stores. Online buying is a process whereby consumers directly buy goods, services, etc. online from a seller without an intermediary service (Sunitha & Gnanadhas, 2014).^[1] The manner that consumers shop has drastically changed during the last ten years, because it removes numerous barriers including restricted options, interacting with sales people, difficulty bringing products home, lack of offers and discounts, and many others.

E-commerce platforms provide consumers with an extensive range of apparel choices. Online retailers can showcase a broader assortment of products compared to physical stores, as they are not limited by floor space. Consumers have access to a wide variety of styles, sizes, colors, and brands, with advanced search and filtering options facilitating product discovery. Recent technology of Virtual-try-on is one of the reason in increment of shopping of apparel online. Virtual Try-On: It is a technology which facilitates buyers to create their own virtual models based on their measurements, facial characteristics, and hair color and body shape.

Internet shopping is becoming more and more common, particularly when it comes to fashion items. As the online market for fashion apparel products expands, so does the need to comprehend this developing trend. According to the Ministry of Trade and Industry of world (MTI) 2020, both developed and developing countries' economies rely heavily on the garment sector. This sector is acknowledged as being among the oldest, biggest, and most developed export industries in the world (World Bank, 2018).^[2] The

worldwide apparel market generated \$1,414 billion in revenue and contributed 1.9% to the GDP of the world, which grew at an average annual rate of 4.4% in 2017 (Ledikwe, 2020).^[3] A recent survey found that the majority of garment businesses' websites constitute the majority of their online sales. The majority of orders from Indian internet merchants are placed in the garment (fashion) industry. In Fiscal Year 2021, the Indian online fashion business continues to set new standards, growing by 51% overall (Economic Times 2021).^[4] Social media has greatly contributed to the quicker spread of this online apparel-buying trend (Henning Thurau et al., 2010).^[5] Engaging with customers on social media can increase potential customers and those potential customers will become actual customers. It persuades not only existing potential customers into buyers but also persuades those customers to tell their friends and family about their recent purchases and share their experiences with them.

II YOUTH AS BUYERS FOR ONLINE PRODUCTS

Youth make up the majority of the population in India and have the highest spending potential. Youth even in age groups 10-15 years or even younger, influence the family's preferences and choices for buying. The youth of today, who range in age from 10 to 30, follow the cycles of taste and fashion as the times change. They are more likely to prefer a better online purchasing experience (Somaiya, 2020).^[6] Youngsters are more familiar with technology and they are actively using it in many aspects of their lives, including their buying behaviour. Peer influence and social media also play an important role in their preference for online shopping.

The present review paper on online apparel buying behavior offers a comprehensive understanding of how young consumers engage in purchasing clothing and fashion items on the internet. This knowledge is valuable for businesses seeking to tailor their strategies to consumer preferences, researchers aiming to identify gaps in current knowledge, and policymakers interested in regulating the online fashion industry. Additionally, students, educators, and individual consumers can gain insights into trends, decision-making processes, and best practices in the realm of online apparel shopping.

III COVID-19 AND ONLINE APPAREL BUYING

The Coronavirus disease (COVID-19) outbreak in 2019-20 caused an international state of health emergency. As this infection spread rapidly by air-travel mode, Indian government adopted a lockdown policy to restrict this movement in India. Notably, the pandemic-related sudden lockdown brought the physical market online. The world has actually been trembled by the COVID-19 pandemic. We are still feeling its effects in the new normal phase. How we live, learn, and conduct business has all been completely altered. Consumer purchasing patterns have undergone a significant alteration as a result of the COVID-19 epidemic. Earlier, people were hesitant to buy fashion or experiential goods like clothing online, but now they do (Desarda and Shitole, 2022).^[7] The coronavirus pandemic, which caused a shift in consumer purchasing behaviour, and the expansion of India's e-commerce market are both responsible for this rise (Gu et al., 2021).^[8]

COVID-19 pandemic has globally accelerated the transition to a more digital society, as individuals were forced to stay indoors due to strict lockdowns to prevent the spread of illnesses. A survey conducted in India proved that people were compelled to prefer online shopping to order their daily necessities, which was found to be successful as COVID-19 forced shops around the world to shut for months and reopen under strict new guidelines (Kumar, 2021; Business Today).^[9] According to a survey presented at United Nations Conference on Trade and Development (UNCTAD, 2020)^[10] pandemic increased both the number of people purchasing online and the number of people using e-commerce for the first time. In 2020, there were more than 150 million online shoppers in India, up from 135 million in 2019 (Pandey & Sengupta, 2021).^[11] Although during COVID-19 pandemic, consumers wanted to reduce spending money but a survey by S&P Global Market Intelligence Firm found that people were more receptive to digital alternatives to shopping and the demand for buying products had shifted to the “online” medium (Bitter, 2020).^[12] Moreover, people needed to re-evaluate their buying habits and learn about advantages and services they had never utilized previously since they were unable to visit actual stores anymore. Thus, certain

consumers decided to make online purchases after learning about the security and advantages of home deliveries, store pickups, and cashless payments (Koch et al., 2020).^[13] All age groups were found to be increasingly switching to internet purchasing however, the younger generation between the ages of 18 and 34 years purchased more during the pandemic (Shetty & Pai, 2021).^[14] Simplicity and comfort were found to be the main factors for people while buying clothes during pandemic (Aleksander, 2020).^[15] Mobile devices were found to be the primary drivers of online sales in 2019. Furthermore, clothes had the biggest proportion in e-commerce retail (Desarda & Shitole, 2022).^[7] COVID-19 had affected the purchasing habits of people as it dramatically increased the amount of time they spend on online buying (Mason et al., 2020).^[16] Although a sudden increase has been observed in online shopping of products during COVID-19 but in the context of apparel buying. It was also revealed that apparel buying frequency across nine countries including India has decreased as many consumers were not buying clothes because they thought it is a non-essential item to buy as there was no need to dress up as they had to stay at home at the particular time of COVID-19 (Vladimirova, 2022).^[17] As a result of COVID-19, the number of online orders for fashion products in India continued to drop by the end of April 2020. However, apart from this demand for internet orders increased rapidly in May 2020 i.e. with estimation growth of 189% within a month (Minhas, 2022: Statista).^[18] Different variations were found across nations concerning to the rise in internet sales during COVID-19, China, and Turkey were found to be the strongest ones in the rise of online buying whereas Switzerland and Germany were the weakest ones (United Nations Conference on Trade and Development (UNCTAD), 2020). Consumers are switching to online shopping from traditional shopping habits as business-to-consumer e-commerce grows rapidly. It also demonstrates that online shopping offers various benefits, especially in purchasing apparel. The most popular categories for internet buyers are apparel.

IV INDIAN SCENARIO OF ONLINE BUYING

In emerging nations like India, online shopping is one of the fastest-expanding commercial sectors. In 2021, India had approximately 185 million yearly internet shoppers. This was a huge increase over the previous year. The annual number of shoppers is expected to rise to 425 million by 2027 (Minhas, 2023: Statista).^[19] Due to increased internet use, India's young market has emerged as the country's top draw for online shopping, and the majority of goods and services are supplied to this segment. The younger generation prefers more internet shopping since it saves time and they are drawn to the wide variety of brands. (Kanjor & Bhatia, 2018).^[20] The availability of choices like cash on delivery and EMI by Internet shops

encouraged young people to prefer online purchasing over outlets. By seeing advertisements in social media, young people are encouraged to shop online. COVID-19 pandemic-related updrafts have accelerated consumer and business adoption of e-commerce. Chatbots and other AI technologies have been implemented in order to replicate human-to-human interaction and provide customers with 24/7 support. Customers now have the opportunity to receive better-customized services because of the increasing accessibility of reliable product information (Adam et al., 2021).^[21] Smartphone use surely plays a role in the development of mobile commerce to the point that it predicts every third Indian use smartphones for shopping online. Customers became addicted to purchasing online since it was so convenient and offered services 24 hours a day (Pinto, 2019).^[22] Male and female online shoppers behave differently. Because they are more likely to adopt new technologies, men have a more positive attitude toward internet purchasing than women do (Khare & Rakesh, 2011).^[23]

Online retailers now have a new market in rural India. This has had a significant impact on the purchasing habits and preferences of rural youth consumers. Socially and culturally, online shopping has had a transformative impact on the tastes and purchasing patterns of rural adolescents. Online shopping and e-commerce have opened up new prospects for rural youngsters, who can now sell locally made products online and earn a solid living. Small-scale industries grow in rural areas as a result of e-commerce, providing employment to rural youngsters. Online retailers are also developing marketing strategies and products in local regional languages so that rural and regional customers can make purchases that match their demands (Parihar, 2022).^[24] The popularity of online shopping is growing rapidly, especially those concerning to fashion products.

V AWARENESS AND TRUST IN ONLINE APPAREL PURCHASING

More and more people are shopping online because it's convenient, but the biggest worry is that they may not be aware of the safety precautions that must be taken or may be careless about them, allowing them open to unfair trade practices, scams, and theft (Thamizharasu & Vanithamani, 2020).^[25] Online shopping consumers always fear being cheated, delivery of lesser quality of products and are also skeptical about the product return policy (Deekshit, 2022).^[26] The rising generation, that is youth, is seen as being more proficient in technology, and this has a beneficial effect on online purchasing, as making non-online customers willing to do so in the presence of sufficient knowledge and understanding. When compared to the populations of any of the BRIC countries, the majority of those who buy online are youth. Young shoppers read online reviews to learn about the reliability

of particular products and brands. Trust is a motivating factor in e-commerce transactions and if the supplier is trusted, only then consumer will be willing to spend money on online apparel buying (Putra et al., 2017).^[27] Trust and perceived benefits are important predictors of consumer attitudes toward online purchasing. Higher levels of apparent online quality result in a larger amount of trust in an online shopping site. (Rungtapisakul et al., 2019).^[28] The precursors of trust in online apparel buying is based on various aspects such as brand image, reviews of product, colour, texture information, the popularity of the website, etc, which helps in building trust among consumers (Mahliza, 2020).^[29] Since the customer cannot check the product in person, they rely upon these aspects (Dachyar & Banjarnahor, 2017).^[30] Brands play an essential role in developing the trust of consumers in apparel buying over the Internet. Customers' levels of brand trust can be influenced by apparel brands that enjoy higher levels of brand awareness (Das, 2016).^[31] Brand awareness and brand trust are strongly correlated, according to a research study by (Mourad et al. (2010).^[32] Similarly, (Lee & Moon (2005)^[33] claim that brand knowledge improve brand trust by increasing brand familiarity and lowering brand-related perceptions of risk. As a result, developing brand trust depends on brand awareness (Das, 2016).^[31]

More awareness of internet usage among consumers led to the purchases of more goods on online sites as compared to those customers having less awareness about the usage of the internet (Lee & Damhorst, 2015).^[34] Women buy more clothing online than men do. This is because there is a greater selection of clothing from more brands on online shopping platforms, which has led to an increase in online garment purchasing (Jadhav, 2020).^[35] More than 40% of consumers are influenced by brand ambassadors. It also means that the consumers trust online portals more which has a known celebrity as their brand ambassador (Bhat et al., 2016).^[36] Websites designs also develop the trust in consumers and enhance the chance of customer retention on online shopping sites of apparel (Saoula et al., 2023)^[37] as well as Error-free transactions, proper security assurance, promote the reliability of online retailers, which strengthens positive engagement linkages (Vasquez, 2020),^[38] because online customers perceive low risks in terms of delivery, payment, information breaches, and so on.

VI SOCIAL MEDIA INFLUENCE ON YOUTH FOR BUYING APPAREL ONLINE

A new network of social links has been established as a result of the rise of social media in modern society. Marketing through social media is the most recent platform or marketing method utilised by fashion brands to contact their customers. Most significantly, word-of-mouth (WOM) and electronic-word-of-mouth (EWOM) have played a major part in information transmission when

people express their interests, preferences, and views regarding clothing with their peers (Filieri et al., 2021).^[39] Existing study indicates that EWOM and social media play a favourable influence in consumer behaviour (Filieri, 2016,^[40] Gautam & Sharma, 2017,^[41] Ismagilova et al., 2020).^[42] Consumers communicate with others via web-based platforms (such as Facebook, Instagram, Twitter, and LinkedIn) and share their thoughts on products and services (Patel et al., 2023).^[43] Generation Y (youth) is now more interested in social media for information gathering than conventional techniques due to technological advancements (Tripathi, 2019).^[44] Generation Y has had continuous access to cutting-edge technology since they were children. They do almost everything through the use of internet search engines, websites, social media, e-commerce, and other technologically advanced tools. Early and regular exposure to technology is a crucial formative trait for generation Y, which has both advantages and disadvantages in terms of cognitive, emotional, and social consequences (Chang et al., 2016).^[45] Consumers purchase things from clothing websites and exhibit certain behaviour that is tied to numerous demographic variables such as age, gender, economic level, and so on. These five aspects, which include e stores, logistic support, product characteristics, website technology characteristics, information characteristics, and home page presentation, have a direct association with online buying behaviour.

The transformation of the apparel market can be attributed to the influence social media played in making them one of the largest consumer communities. Social networking has given the fashion apparel sector the capacity to reach a massive mass of consumers with a single social media update. Almost all fashion manufacturers and consumers are now actively communicating on social media channels. Amazon, Myntra, Flipkart, Jabong, and Ajio are the top five online apparel shopping sites in India. Out of the global population, the social networking sites users are more than fifty three percent now (Kaur, 2023).^[46] Facebook is the most used social media platform for the advertising and selling product to the customer. It is an easy and popular advertising strategy since it easily captures customers' attention and activities. Marketers take advantage of people's interests and demographics to offer advertisements to Facebook users. Following the establishment of Facebook Marketplace as a category in Facebook has evolved it into a selling platform in its own right. Because of the recent development in behavioural advertising, marketers can now follow their website visitors by showcasing the things they prefer and eventually converting them into consumers (Sharma, 2022).^[47] Youth from rural areas are becoming more connected and inclined towards social media so now they are aware about the latest fashion trends and styles which are attracting them for online purchasing. Through social media marketing corporations are targeting rural youth,

resulting in an increase in internet purchasing clients from rural areas (Parihar, 2022).^[24]

VII MOTIVATING FACTORS AND BARRIERS TO ONLINE APPAREL BUYING

Online apparel shopping is driven by several motivating factors and hindered by various barriers. It is a well-known truth that youth are early adopters of most new things; they prefer to explore and research frequently. (Sahu, 2020).^[48] Their routines and purchasing patterns are heavily influenced by the latest media. Online shopping is preferred for a variety of reasons, including more disposable money, a shift in lifestyle, increased technological awareness, and the globalization wave (Desarda & Shitole, 2022).^[7] According to marketers, various key factors that influence purchasing behaviour when shopping for apparel online are ease of use and convenience, time effectiveness, feedback, broad selection of products, facility to compare prices, EMI facility and outbound logistics (Rao et al., 2018,^[49] Sahu, 2020).^[48] Price of the products, preferable discount, different payment options, convenient return policy of products, and good quality are effective factors that consumers look for while searching for desired apparel, consumer evaluate products keeping in mind these factors for apparel buying (Patodiya & Birla, 2017).^[50] One of the recent development technology of Virtual-try-on also motivates more youth for buying apparel online by allowing them to judge their appearance, fit, and size about apparel without trying it physically. People with high incomes and those who are busy with their personal and professional lives prefer to purchase things online as opposed to people with low incomes and no knowledge of e-commerce who prefer to shop using the traditional method (Azad & Meraj, 2019).^[51] Age, gender, income, and education were all key demographic factors influencing customers' online purchasing decisions. Further, studies revealed that women purchase more apparel through internet; the wide variety of clothing of multiple brands on online shopping websites attract females to purchase apparel online and this has resulted in the increment for online apparel shopping (Lee & Damhorst, 2015,^[34] Jadhav, 2020).^[35] Another research study found that girls preferred to look for more apparel online by using smartphone applications than boys. Girls were more in favor of making payments online as compared to boys. Differences were also found regarding the type of clothing purchased over internet as girls preferred branded clothes (Vaidya & Alpana, 2017).^[52]

Moreover, fashion e-commerce customers are evolving and becoming more likely to bracket their purchases. Bracketing in this context refers to customers purchasing various variations (sizes, colours, etc.) of the same product to try at home, keeping the most suitable one, and returning

the others (Xu et al., 2023).^[53] In 2020, more than 60% of consumers bracketed their purchases, up 29% from the previous year. The bracketing purchasing behaviour (BPB) is an intriguing pattern of consumer behaviour with clear advantages for both customers and online merchants. Since BPB reduces ambiguity for the consumer's pre-purchase choice, it also enhances the consumer's overall experience and increases their loyalty (Xu et al., 2023, ^[53] Narvar 2017, 2020, 2021).^[54]^[55]^[56]

In terms of the garment industry, the barriers that hampered online apparel shopping in India were trust issues, differences between the actual product and the visual, concerns about size, colour, fabric quality, payment security, and so on. However, because of COVID-19 outbreak, all of these attitudes shifted, and people began shopping online as it was the most secure approach (Desarda and shitole, 2022).^[7]

Factors such as consumers' budget, security and privacy concerns of online payment modes, website popularity, and perspective concerning online sites affects the online buying patterns of consumers for apparel (Dwivedi and Mathur, 2019).^[57] Security, warranty, and trust issues for online stores are considered the vital barriers that cause consumers to be reluctant for purchasing products online (Mahalaxmi & Nagamanikandan, 2016).^[58] Moreover, women considered fitting, colour, and size of clothing as important factors while buying apparel online (Lee and Damhorst, 2015).^[34] Most customers are still afraid to buy clothing online or are dissatisfied with their online shopping experience. Buyers frequently purchase clothing online but are dissatisfied. It has been observed that clothing that appears fascinating and superior may not necessarily be the customer's true preference. This not only causes consumer displeasure at times, but it also has an impact the seller's revenues (Patodiya & Birla, 2017).^[50] In the rural areas, delivery locations, insufficient internet facility service, poor transport facility, difficulty in cancellation and exchange of products, extra charges for distant locations, and fear to pay in advance are the main barriers faced by the rural youth in online buying of apparel (Parihar, 2022).^[24]

VIII CONCLUSION

The rise of e-commerce in India, coupled with the massive proportion of young consumers, has led to significant shifts in consumer behavior and purchasing patterns. The above review of available research reveals the significant shift of youth with respect to their buying behavior in favour of online purchase. Along with this change, the e-commerce industry has evolved various dynamic facilities for customers such as virtual try on, secure payment gateways, easy return and exchange policy in addition to many others.

There is a need to analyse and understand the changes in online purchase patterns so as to develop reliable strategies and suggest good practices to make this system better for the e-commerce industry and the buyers. India is shortly heading towards becoming the third largest economy in the world. Online e-commerce industry is going to be a significant contributor in this development.

The present review paper serves as a useful resource that captures the evolving trends, challenges, and opportunities in the field of online apparel buying behavior, with a focus on India's youth population. It emphasizes the significant impact of technology, changing consumer preferences, and the unexpected influence of external factors such as the COVID-19 pandemic. To conclude, it is important to point out that though several studies on online buying behaviour of youth are available in Indian context, more in depth analysis of their buying behaviour and factors influencing their buying patterns need to be undertaken. In addition, awareness programmes to make online buying a safe and pleasurable experience for youngsters must be organized so as to strengthen and protect the young customers.

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Project-based learning in Higher Education: The Complication and Challenges

Preeti Singh¹, D.K. Sondhiya²

¹Dept. of Physical Sciences, Rabindranath Tagore University, Bhopal (M.P.) India.

²Dept. of Applied Science, Govt. Polytechnic College, Sahibganj (Jharkhand) India.

ABSTRACT

Recently the Project-Based Learning (PBL) is very popular in Higher education and become the first choice of education policymakers. PBL is founded on cross-cutting "design principles" that frequently relate to what is taught, how it is taught, and how students should be evaluated in a PBL classroom. PBL design principles relay on the significance of the project as the primary mode of education and encourage the active participation of students in knowledge building. The concept of PBL in Higher Education Area's require engagement of student for more autonomous work. Under the supervision and support of instructor, students select and follow their own path of learning using creative thinking and invention and develop an authentic response to a real-world problem. PBL is consider as a process consisting of a sequence of demanding tasks and activities aims to solve real-world problems. PBL benefits students, educators, and businesses by creating ideal conditions for coping with the difficulties of today's changing society.

Keywords: Project-Based Learning, Curriculum Design and educational practice

I INTRODUCTION

Project-based education is referred to as method of teaching in which learner gain knowledge and skills by works on problem or challenge for an extended period of time. Many scholars regard PBL as a philosophy of teaching and learning rather than a specific educational technique [1]–[4]. William Heard Kilpatrick created the "project method," which is considered the first formalization of a PBL paradigm [5]. Kilpatrick defined "project method" as "an activity undertaken by students that really interested them" [6]. During the progressive education movement, Kilpatrick's ideas became widely known among teachers and administrators. Initially, PBL and other student-centered approaches faced strong resistance from academicians, who lay emphasis on the significance of students gaining specialized topic knowledge in traditional subject areas [7] - [9]. Aside from that, PBL and other teaching approaches that stress deeper learning and the improvement of skills required for success in college, career, and civic life are gaining popularity [10] - [11]. There are several reasons for PBL and other deeper learning methodologies have gained popularity among higher education institute over the last decade.

Large numbers of students who have passed from high school and enroll in college do not pass the mathematics or English/language exams, particularly among low-income students. It is estimated that around 60% of community college students participate in remedial classes [12]. Thomas [1], proposed various primary driving forces which enable all stakeholders, who involved in learning process be tremendously engaged in investigative activities in different disciplines of study:

- Problem-based learning (PBL) projects helps students to understand fundamental concepts of problem under studied.

- Projects allow students to conduct constructive investigations.
- Projects are primarily driven by students.
- PBL projects should be realistic

PBL projects in higher education institute give an opportunity to the students to engage in more autonomous work. Self-regulated learning processes assume to be an effective procedure to engage digital-age learners in real world problem. PBL learning is regulated process that include number of composite tasks, which is based on complex problems, investigation activities, decision making, and the formation relevant outputs and presentations.

The objective of the present study is to define the basic concepts and objective of the project-based learning process and discuss the various issues that students and instructor faces during the implementation of PBL in higher education institutions.

II PROJECT-BASED LEARNING DESIGN PRINCIPLE

Thomas [1] observed that there was no commonly accepted set of activities that defined PBL, nor was there an agreed-upon distinction between PBL and other student-centered, inquiry-based approaches. PBL "design principles" define the key components of a PBL methodology. PBL design principles, with a focus on curriculum, instruction, and assessment are mentioned below.

- (a) Curriculum Design Principles:** The PBL approach can theoretically be implemented in any subject area. PBL design principles do not communicate specific disciplinary concepts and practices. Some PBL scholars set guidelines for questions and topics that a student should encounter and established the relationship between the PBL approach and other

curriculum and pedagogy featured in the course [13] – [17].

- (b) **Using driving questions to motivate learning:** Many educators and academics underlined that the PBL should be inspired by a compelling question. Driving questions are at the heart of project-based science design approaches. According to Krajcik and Mamlok Naaman [18], a driving question is "a well-designed question that students and teachers elaborate, explore, and answer throughout a project". Krajcik and colleagues identified five criteria for high-quality driving questions [14, 18]:

- Practicable
- Worthwhile
- Contextualized
- Meaningful; and
- Ethical.
- Set significant learning goals:

Some PBL design concepts address PBL curricular material [1, 13, 14, 15, 19]. According to Larmer and Mergendoller [14], a well-designed PBL strategy teaches "students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines." They also underlined the relevance of PBL, which focuses on "success skills" including critical thinking, self-regulation, and cooperation. According to Darling-Hammond and coworker [13], PBL project and other inquiry-based techniques should be designed to maximize the possibilities that students will understand the "big ideas specified in the learning goal". Other academics have emphasized the need for a PBL approach's subject matter or theme to be authentic and relevant to real-world concerns [1, 19]. Krajcik and Shin [14] emphasized the need of creating PBL curriculum connected with learning objectives that are consistent with national standards. They highlighted that learning goals are defined as "learning performances" that combine the discipline's "core ideas" with essential "disciplinary practices".

- (i) **Application of project for learning:** Thomas [1] and Parker [16, 17] colleagues specifically addressed the question of how to situate the PBL project inside the larger curriculum. According to Thomas, projects should be "central, not peripheral to the curriculum". What clearly distinguishes PBL from other instructional methodologies is that projects are not the culmination of learning, but rather the process by which learning occurs.
- (ii) **Allocation of sufficient time for learning:** The design concepts proposed by Thomas [1] and Parker [16, 17] colleagues necessitate that a PBL approach drive the curriculum and instruction of an entire course rather than simply a single, time-limited unit. With one exception, all other design ideas discussed are related to students performing

in-depth or extended research, which clearly take a noteworthy quantity of time [19]. According to Ravitz [20], PBL instruction should "occur over an extended period". Most PBL enthusiasts would agree that a brief PBL project as part of a typical, teacher-directed course is not genuinely PBL. However, more figures about the time spent on a PBL project and the interaction between PBL and other instructional strategies within a course would be beneficial.

- (iii) **PBL Instructional Approaches:** PBL necessitates considerable changes from traditional approaches of instruction. It comes as no surprise that the sets of design principles covered in the literature examine the topic of how students learn new skills and knowledge.

- (iv) **Encourage Knowledge Building:** PBL is founded on constructivist theories of learning [20] - [21]. The design concepts describe the concept of PBL units, which include students in knowledge production, in-depth investigation, and the application of problem-solving and critical thinking abilities. According to Thomas [1], a PBL method must involve pupils in the "construction of knowledge". According to Darling-Hammond and colleagues [13], students should be encouraged to be "authors and producers of knowledge".

- (v) **Encourage Engagement of Student:** Grant [19] and Parker et al. [16, 17] highlighted the idea that teachers should start a PBL approach by nurturing students' "need to know". Design principles emphasize a variety of tactics that teachers can employ to encourage student engagement from the start of a project. Krajcik and Shin [14] observed that the driving issue of a PBL approach promotes student participation in project activities.

- (vi) **Use Scaffolds to Guide Student Learning:** A learning scaffold is defined as approach or resource that supports a learner in "accomplish more difficult tasks as compared to they are capable of completing on their own"[22]. Teachers, classmates, learning materials, and technology can all function as scaffolds. Scaffolds are increasingly used to facilitate student learning in project-based and design-based learning. [23]. Darling-Hammond et al. [13] advocated scaffolding as a key component of PBL. Grant [19] defines scaffolds as "student-teacher interactions and counselling, practice worksheets and guiding questions, job aides, and project templates." Krajcik and Shin [14] concluded that "while engaged in the practices of science, students are scaffolded with learning technologies that help them participate in activities normally beyond their ability". A major aspect of

scaffolding is that it must be suited to a student's present level of comprehension. To adjust a scaffold to a student's skill level or material understanding, a teacher must conduct ongoing assessments of the student [23]. Another important aspect of scaffolding is that it should disappear over time as students learn to use their new information or abilities independently [23].

(vii) Encourage Student Choice: According to Larmer and Mergendoller [15], students can provide feedback on their team responsibilities, assignments, questions, resources, and final output. Although fostering student choice and supporting student autonomy in the classroom are undoubtedly consistent with PBL's. Krajcik and Shin [14] highlighted the criteria of their project-based scientific approach, which revolve around student choice. PBL methods allow students to design their own driving questions, and their project-based science approach involves teachers and curriculum developers in designing the driving question, as well as students having the freedom to "explore solutions to their own related questions" in the entire project.

(viii) Collaborative Learning: Assessment is an important part of PBL project, which provides distinct nature of the academic material and learning process in the PBL context. Although assessments fail to capture the cognitive and no cognitive outcomes, produce by deeper learning approaches. The standardized achievement assessments "No Child Left Behind" seen insufficient for measuring the learning and "higher-order skills" that PBL is intended to foster [24]. However, it is becoming increasingly clear that assessment plays an important role in student learning.

(ix) Make a Product That Answers the Driving Question: Krajcik and Shin [14] described the type of evaluation product that students must develop. They stated that the assessment must include the construction of a tangible product that addresses the driving topic of the unit or curriculum and serves as a physical reflection of student learning (an artifact).

(x) Offer Chances for Student Reflection and Teacher Feedback: Many researchers emphasized the value of giving students time for self-assessment, reflection, and feedback [13, 14, 15 & 19]. Darling-Hammond and coworkers [13] promoted that time will be allotted for "students to reflect deeply on the work they are doing and how it relates to larger concepts specified in the learning goal". Larmer and Mergendoller [15] discovered that "throughout a project, students—and the teacher—should reflect on what they're

learning, how they're learning, and why they're learning."

(xi) Present Products to Authentic Public Audiences: Darling-Hammond et al. [13], Larmer and Mergendoller [15], and Ravitz [20] advocate the value of students presenting their work to a public audience. According to Darling-Hammond and colleagues [13], the audience "can be highly motivating for students". Krajcik and Shin [14] proposed that when artifacts are made public, they can inspire students and provide possibilities for feedback. The public audience idea is also linked to Parker and colleagues' [17] and Thomas' [1] emphasis on project work that is authentic and relevant to the real world.

III OBJECTIVES OF PROJECT-BASED LEARNING PROCESSES

Main objective of PBL based learning is to increase enthusiasm, training skills like creative thinking and social skills among the students, which help them in their future in a global economy. Bell [25] advocated the approach which is driven by the students and facilitated by the instructor to learning includes core pillars such as question-driven learning, student-chosen research, collaborative work, and authentic projects to solve real-world problems. Projects expose students to and familiarize them with the discipline's fundamental concepts. Students are taught to look outside the box when researching problem-related environments with question with open end. Projects promote an interdisciplinary approach. The distinctiveness of PBL provides students with greater flexibility while also transforming teachers' roles. In PBL based learning instructor serve as facilitators, overcoming the restrictions of typical classroom settings. The strategy enables academics to use many tools and combine them to increase student interest and motivation. According to Boss and Krauss [26] implementation of PBL transforms instructor into enduring learners. They are obliged to perform further exploration guidance from business professionals.

IV THE BENEFITS OF PROJECT-BASED LEARNING

Benefits of PBL learning were documented even before the 21st century. Dewey proposed that "learning by doing has a significant effect in molding pupils' learning [27]. Technical and engineering education has been use the PBL paradigm from last decades. It becomes a popular strategy across a many disciplines. Furthermore, various research studies reveal that implementing PBL produces actual improvements in learning-teaching learning environment. According to Boss and Krauss [26], PBL develop new pattern of thinking among the students, they learn to how to get profit from the knowledge of the group and

importance of collaborative work. In PBL learning differs from peer-to-peer collaboration among pupils. The PBL promote collaborative work among the like-minded individuals and leads to the growth of the community of practice. Instructors can work together to reduce inaccessibility of resource through more widespread network within the outside world, better time and resource management, improve compatibility the technology and promoting necessary changes in a systematic manner. PBL projects involve real-world problems, allowing businesses to better identify and communicate business demands. Companies can impact the teaching-learning process by identifying current gaps in education and launching internships to develop talent for their own requirements.

V CHALLENGES FOR TEACHERS AND LEARNERS

A number of researchers identified current problems/difficulties when using the PBL technique, which could include the following issues [28] - [30]:

- (a) Implementation of PBL is difficult to plan and implementation because project is focuses on science based projects and conducted by whose instructor who have no prior expertise or knowledge regarding the methods.
- (b) In PBL, students may struggle with self-directed learning, especially for difficult and real-world assignments. Such as the work of initiating inquiries, managing time, conducting direct investigations, and successfully implementing new technology. The effectiveness of PBL as an instructional strategy is dependent on the inclusion of a number of supports to help students learn [1]. Edelson et al. [29] largely use an inquiry-based learning strategy in their studies. Some of the challenges that arise with inquiry-based learning may appear almost identical when employing the PBL method, as detailed below.
 - Encourage students to engage in major learning activities. PBL requires a higher level of motivation from learners than traditional educational activities. To encourage learning, motivation must arise from a real interest in the investigation, its discoveries, and their implications.
 - To engage the students in PBL project, it necessary to tell them how the assignments, comprehend the goals, and how the evaluate the findings. They know the scientific research processes, like data collection and analysis. It can be complicated and often required a level of precision and attention that students do not encounter in their daily lives. If pupils fail to learn these approaches, they will be fails to conclude investigations results.
 - Forming research questions, developing a plan for data collection and analysis and interpreting data require deep scientific understanding. If students

lack this information and the opportunity to gain it, they will be fails to carry out meaningful

- Organizing and managing complex tasks is essential for pupils to reach their final objective. An investigation requires proper activity planning and organization, as well as resource and work product management. Students are rarely expected to manage lengthy, complex procedures as part of typical teaching activities. Students who are unable to plan their work and manage a lengthy process are unable to participate in PBL.
- PBL technologies and activities must be relevant to the learning environment. Meeting environmental constraints is a critical design consideration that must be balanced with learning objectives when building curriculum and technology [29]. Mapes [32] would explore many of the same difficulties that occur when using the PBL technique in educational practice, including that both students and teachers confront a significantly more sophisticated set of challenges in PBL experiences that are not associated with the use of more prescriptive courses.

VI CONCLUSION

Project-based learning is a student-centered approach that expands opportunities for all stakeholders in a learning environment. Projects are considered as curriculums that include a diverse set of tools and aspects essential for effective specialized instruction. The PBL is based on close collaboration between a group of students, educational and research institutions, and commercial entities. Project-Based Learning provides students with authentic and culturally sensitive learning opportunities that are both expressive and relevant to their lives. With teacher guidance and support, students choose and follow their own path to learning through research and inquiry, and, using creative thinking and invention, develop an authentic response to a real-world problem. PBL learning is sometimes viewed as a managed process, with projects consisting of a sequence of demanding tasks and activities targeted at solving real-world problems. PBL benefits students, instructors, and businesses alike by creating ideal conditions for coping with the difficulties of today's changing society.

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Empowering Minds, Shaping Futures: The Transformative Role of Education in Achieving Gender Equality

Jyotsna Mishra

Professor of Chemistry, Faculty of Sciences, Rabindranath Tagore University, Bhopal (M.P.) India.

ABSTRACT

Gender equality stands as a significant challenge for developing nations in the 21st century. In many sectors of society, girls, women, and individuals of other gender identities are often perceived as weaker or less significant. Within male-dominated cultures, men typically wield control over the socio-economic status of women. Conversely, due to economic constraints, women often find themselves dependent on men for support. Empowering women and individuals of all gender identities emerges as the primary avenue for achieving gender equality. Education serves as a catalyst for gender equality reform by promoting awareness, empowerment, equal opportunities, leadership development, prevention of violence, policy advocacy, cultural transformation, and intersectional understanding. Investing in education is essential for achieving sustainable and inclusive gender equality.

Key Words: Education, Gender Equality, Empowerment, Development

I INTRODUCTION

Education plays a pivotal role in reforming gender equality by shaping attitudes, empowering individuals, and fostering social change. Here's how education contributes to gender equality reform, because it helps in following aspects-

- (a) **Awareness and Understanding:** Education provides individuals with the knowledge and understanding of gender issues, including stereotypes, biases, and discrimination. It helps people recognize inequality and its detrimental effects on society.
- (b) **Empowerment:** Education empowers individuals, especially girls and women, by providing them with skills, knowledge, and confidence to challenge traditional gender roles and norms. Through education, women gain economic independence and decision-making power, contributing to their overall empowerment.
- (c) **Access to Opportunities:** Education creates opportunities for both genders by promoting equal access to quality education, vocational training, and employment. It enables girls and women to pursue higher education and enter traditionally male-dominated fields, breaking the cycle of poverty and inequality.
- (d) **Leadership Development:** Education cultivates leadership skills and fosters a sense of agency among women, encouraging them to take on leadership roles in various spheres of society, including politics, business, and academia. This promotes gender-balanced representation and decision-making.
- (e) **Prevention of Gender-Based Violence:** Education plays a crucial role in preventing gender-based violence by promoting gender-sensitive curricula, teaching respect, consent, and healthy relationships. It helps challenge harmful norms and behaviors that perpetuate violence and discrimination.

- (f) **Policy Advocacy and Social Change:** Educated individuals are more likely to advocate for gender equality policies and actively participate in social movements and advocacy efforts. Education fosters critical thinking, activism, and civic engagement, driving systemic change and advancing gender equality agendas.

- (g) **Cultural Transformation:** Education contributes to cultural transformation by challenging traditional gender norms, stereotypes, and patriarchal attitudes. It promotes diversity, inclusivity, and respect for gender diversity, creating more accepting and equitable societies.

- (h) **Intersecting Identities:** Education also addresses intersecting forms of discrimination based on factors such as race, ethnicity, class, and sexuality. It promotes an intersectional approach to understanding gender inequality, ensuring that reform efforts are inclusive and address the needs of all marginalized groups.

The rationale behind this study stems from the recognition that all individuals possess inherent abilities regardless of gender. However, societal norms often impose distinct expectations and treatment based on gender, leading to discrimination among people. To foster a fair and progressive society devoid of class distinctions, it is imperative to reshape our mindset and judgment processes. Education emerges as a pivotal tool in combatting such discriminatory practices and fostering equality among all individuals.

The author has opted to focus on Government College of Bhopal, MP (Autonomous) for present study. Specifically, the Department of Education within the college is the area of interest. Among the total 186 students enrolled in the Department of Education, the investigator selected 96 students for the study, representing about 50% of the total student population. This selection was achieved through stratified random sampling, ensuring a balanced

representation of both male and female students, with 48 students from each gender.

The objectives of the study are outlined as follows:

- (i) To examine the influence of education on the establishment of a society free from gender biases.
- (ii) To analyze the attitudes and perceptions of individuals regarding diverse gender identities.
- (iii) To assess the role of education in shaping the development of an equitable and progressive society.
- (iv) To evaluate the significance of education in empowering individuals of all genders.

II The study is limited for several reasons

- (a) **Scope of Gender Studies:** Gender Studies is a broad and evolving field within social sciences, humanities, and literature. Given its vastness, it's impractical to cover all aspects in a single study within a limited timeframe.
- (b) **Geographical Focus:** The study focuses specifically on the Bhopal, MP. This geographic delimitation allows for a more concentrated examination of gender-related issues within a specific context.

The study targets students pursuing a Bachelor of Arts (BA) degree Bhopal, MP College (Autonomous), particularly those studying in the Department of Education. This population delimitation enables a focused analysis of gender-related issues among a specific group of individuals within the chosen geographical area.

By delimiting the study to these specific parameters, the investigator aims to provide a more in-depth and contextually relevant exploration of gender-related issues within the designated scope.

III METHODOLOGY

The methodology employed in this study involves both descriptive and analytical approaches to ascertain the nature and extent of the research topic. The author has utilized questionnaires and observations as primary data collection tools. Additionally, data from secondary sources were also incorporated into the analysis. This combination of primary and secondary data sources enables a comprehensive examination of the chosen subject matter, providing insights into both the current scenario and underlying trends or patterns.

The findings of the study are summarized as follows:

- (a) **Providing Functional Education:** Education plays a crucial role in developing knowledge, skills, and self-confidence among individuals. However, the majority of students (90%) expressed dissatisfaction with the existing education system, noting its failure to impart functional knowledge and skills necessary for

respecting all genders and establishing a discrimination-free society.

- (b) **Removing Gender Gap:** Despite efforts to address gender disparities, there remains a noticeable gap between men and women in the population, with a preference for male children observed in many families. The study found that over 80% of respondents still harbor a preference for male children, indicating that the modern education system has not effectively addressed gender discrimination in society.
- (c) **Providing Economic Freedom and Security:** Economic disparities persist between men, women, and other gender identities, with women often facing domination in economic activities and decision-making processes. Only a minority (25%) of students reported that their parents support greater economic freedom and security for girls compared to boys, highlighting the ongoing challenges in achieving gender equality in economic opportunities.
- (d) **Freedom of Thought and Judgment:** A conducive environment that encourages individuals to express their thoughts and judgments freely is essential for social progress. However, the study underscores the need for society and educational institutions to provide such an environment, where individuals feel empowered to engage in reasoned discourse on various socio-economic and political issues without fear or hesitation.

IV CONCLUSION

A nation's development depends on the equitable progress of all members of society, without discrimination based on gender. In India, women are revered as goddesses or mothers, yet they face discrimination and injustice in reality. Providing proper education and empowering women and individuals of other genders can mitigate such injustices. Education serves to empower girls, women, and other genders by imparting knowledge of their rights and responsibilities, bolstering their confidence. Educated individuals, including guardians and girls, tend to delay marriage and opt for smaller, healthier families. Moreover, education fosters open-mindedness, reducing conservatism and prejudice, and creating a society free from superstitions. Educating the general populace, particularly women and other genders, is pivotal for socio-economic development at both individual and national levels. Therefore, it is imperative to prioritize functional literacy for all, regardless of gender, to ensure sustainable and balanced development.

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Impact of Social Media on Children Under the Age of 10

Dinesh Kumar Soni

Associate Professor, Technology Transfer Center, AIC RNTU,
Rabindranath Tagore University, Bhopal (M.P.) India.

ABSTRACT

The rapid proliferation of social media platforms has led to widespread use among diverse demographics, including children under the age of 10. This review paper examines the multifaceted impact of social media on children in this age group, focusing on psychological, social, cognitive, and physical effects. By synthesizing current research, we aim to provide a comprehensive understanding of both the benefits and drawbacks of social media exposure for young children. Key areas of exploration include developmental implications, behavioral changes, educational potential, and safety concerns. Psychologically, while social media can enhance creativity and self-expression, it also exposes children to idealized images that can lead to anxiety, depression, and body image issues. Socially, social media can facilitate connections and a sense of community, but it may also result in reduced face-to-face interaction skills and feelings of isolation due to "fear of missing out" (FOMO). Cognitively, excessive screen time can hinder attention spans and academic performance, although educational content can promote critical thinking and problem-solving skills. Physically, increased social media use is linked to sedentary lifestyles and related health issues, though some platforms encourage physical activity through interactive challenges. This review concludes with recommendations for parents, educators, and policymakers. Parents should set screen time limits, monitor content, and maintain open communication about online experiences. Educators need to integrate digital literacy into curricula to promote responsible social media use. Policymakers should develop guidelines to protect young children's well-being. Overall, a balanced approach involving vigilant parental guidance, educational support, and policy interventions is crucial to harness the positive aspects of social media while minimizing its risks.

Keywords: - Social media, Children, Parental guidelines, Policies

I INTRODUCTION

The advent of social media has revolutionized communication, entertainment, and information dissemination, reaching all age groups, including children under the age of 10. Platforms such as YouTube, TikTok, and Instagram are now part of their daily lives, providing both opportunities and challenges. This early exposure to social media raises significant questions about its impact on their development and well-being. Concerns range from psychological effects, such as anxiety and self-esteem issues, to cognitive impacts, including attention span and learning abilities. Social interactions are also affected, with potential changes in social skills and face-to-face communication. Furthermore, physical health concerns arise due to increased sitting behavior. This paper aims to critically evaluate existing literature on the topic, providing a nuanced analysis of how social media affects children under 10 years old. By examining both the benefits and potential drawbacks, the paper seeks to offer a comprehensive understanding of the developmental, behavioral, educational, and safety implications of social media use in young children. This analysis will inform recommendations for parents, educators, and policymakers to ensure the positive aspects of social media are maximized while mitigating adverse effects.

II DEVELOPMENTAL IMPLICATIONS

- (a) **Cognitive Development** - Research indicates that excessive screen time, including social media use, can hinder cognitive development in young children. Studies show a correlation between high screen exposure and reduced attention spans, impaired language development, and lower academic performance. These issues arise as children spend more time on screens and less on activities that promote cognitive growth. Conversely, when used appropriately, interactive and educational content can foster cognitive skills such as problem-solving and critical thinking. Educational apps and videos can provide engaging ways to learn new concepts, highlighting the potential benefits of balanced screen time (1-3).
- (b) **Emotional and Psychological Development** - Social media can significantly impact the emotional and psychological development of children. On the positive side, it can enhance creativity by providing platforms for children to express themselves through videos, art, and storytelling, and it can also facilitate social connections by allowing them to interact with peers and form supportive online communities (4). However, the negative impacts are substantial and well-documented. Constant exposure to idealized images and lifestyles can lead to increased anxiety,

depression, and reduced self-esteem, as children may feel inadequate by comparison (5). Additionally, the potential for cyberbullying poses a serious threat, causing emotional distress and long-term psychological harm. These factors underscore the need for careful management of children's social media use to protect their emotional and psychological well-being.

III BEHAVIORAL CHANGES

- (a) **Social Behavior** - Social media exerts a significant influence on children's social behaviors, shaping their perceptions of norms and expectations. While some children may develop enhanced social skills and empathy through positive online interactions, others may exhibit antisocial behaviors and a decline in face-to-face communication skills. Platforms like YouTube and TikTok provide opportunities for children to engage with diverse communities and cultures, fostering empathy and understanding (6). However, excessive screen time and reliance on digital communication channels can lead to reduced face-to-face interactions, potentially hindering the development of crucial social skills (7). As children increasingly emulate behaviors observed on social media, it becomes essential for parents and educators to encourage healthy online interactions while also emphasizing the importance of real-world communication and empathy-building activities to ensure balanced social development.
- (b) **Physical Activity and Health** - Increased social media use correlates with sedentary lifestyles, leading to various physical health issues, including obesity and sleep disturbances (8). However, there are positive aspects, as certain platforms actively encourage physical activity through interactive content and challenges. For instance, fitness challenges on platforms like Instagram and YouTube promote exercise and healthy living, potentially offsetting some of the negative effects associated with excessive screen time. These initiatives demonstrate the potential of social media to promote positive health behaviors and mitigate the adverse consequences of sedentary behavior.

IV EDUCATIONAL POTENTIAL

- (a) **Learning Opportunities**- Social media offers extensive educational resources and interactive learning opportunities, particularly through platforms like YouTube, which host a plethora of educational videos covering various subjects and topics (9). These

resources can significantly enrich children's learning experiences by providing engaging and accessible content outside traditional classroom settings. However, the quality and accuracy of educational content on social media platforms can vary widely, ranging from well-researched and informative videos to misleading or inaccurate information. Therefore, it is imperative for parents and educators to take an active role in curating content and guiding children towards reliable sources. By encouraging critical thinking and digital literacy skills, caregivers can help children navigate the vast landscape of online educational resources and maximize the benefits of social media for learning purposes while mitigating potential risks associated with misinformation.

- (b) **Digital Literacy** - Early exposure to social media plays a vital role in cultivating digital literacy skills necessary for children's future academic and professional endeavors. By engaging with online platforms under guidance, children learn essential skills such as discerning online safety practices, critically evaluating information authenticity, and mastering effective digital communication techniques (10). These competencies are increasingly indispensable in navigating the digital landscape and preparing children for success in an ever-evolving technological society. Therefore, supervised exposure to social media can serve as a valuable educational tool in equipping children with the digital literacy skills crucial for their future endeavors.

V SAFETY CONCERNS

- (a) **Privacy and Security** - Children's engagement with social media platforms presents notable privacy and security challenges. The vulnerability of personal data and the potential exposure to inappropriate content pose significant risks (11). Children's online activities may inadvertently expose sensitive information, making them susceptible to privacy breaches or even exploitation by malicious entities. To mitigate these risks, it is imperative for parents and guardians to implement effective parental controls, including monitoring and restricting access to certain content or features. Moreover, educating children about safe internet practices, such as avoiding sharing personal information online and recognizing potential threats like phishing scams or cyberbullying, is essential. By empowering children with the knowledge and tools to navigate the digital realm safely, caregivers can help safeguard their privacy and protect them from potential online threats, fostering a secure and positive online experience.

- (b) Cyberbullying** - Cyberbullying persists as a pervasive issue, exerting significant psychological tolls on young children. The anonymity and ubiquity of online platforms amplify the harmful effects of bullying behaviors, leading to increased feelings of isolation, anxiety, and depression among victims (12). Proactive measures are crucial to safeguarding children from the detrimental impacts of cyberbullying. Awareness programs aimed at educating children, parents, and educators about the signs of cyberbullying and appropriate responses can help mitigate its prevalence. Additionally, establishing robust support systems, including counseling services and reporting mechanisms, enables swift intervention and support for victims. By implementing proactive measures, society can create a safer online environment for children, fostering their emotional well-being and resilience in the face of cyberbullying incidents.

VI PARENTAL AND EDUCATIONAL GUIDANCE

- (a) Role of Parents** - Parents serve as pivotal mediators in managing their children's social media engagement. Implementing screen time limits, actively monitoring the content accessed, and promoting diversified activities are essential strategies in navigating children's online experiences (13). By setting clear boundaries and guidelines, parents can regulate the amount and nature of their children's digital interactions, fostering a healthy balance between online and offline activities. Moreover, maintaining open lines of communication about online experiences enables parents to stay informed about their children's digital interactions, identify potential risks, and address any concerns promptly. By actively engaging with their children in discussions about online safety, privacy, and responsible digital citizenship, parents empower their children to make informed decisions and navigate the digital landscape confidently. This proactive involvement not only mitigates the negative impacts of excessive social media use but also fosters a supportive and secure online environment for children.
- (b) Educational Policies** - Schools and educational institutions hold a crucial role in fostering digital literacy among students by integrating it into their curricula. By incorporating lessons on responsible social media use and online safety, educators equip students with the necessary skills to navigate digital platforms confidently and responsibly (10). Moreover, fostering collaboration between educators and parents

facilitates a holistic approach to supporting children in navigating social media safely. By working together, schools and parents can create a supportive environment where children receive consistent guidance and education on using social media responsibly, thereby promoting their overall digital well-being.

VII CONCLUSION

The impact of social media on children under the age of 10 is indeed complex and multifaceted. On one hand, social media platforms offer a wealth of educational resources and interactive learning opportunities that can enhance children's cognitive development and expand their knowledge base. Through platforms like YouTube and educational apps, children can access a wide range of content spanning various subjects, from science and history to language and arts. Furthermore, social media facilitates social connectivity, allowing children to interact with peers, family members, and educators in virtual spaces. This connectivity can foster a sense of belonging and provide opportunities for collaborative learning and creative expression. However, alongside these benefits, social media also presents significant risks and challenges for young children. Psychologically, exposure to social media can lead to issues such as anxiety, depression, and low self-esteem, particularly when children are exposed to unrealistic beauty standards or experience cyberbullying. The constant comparison with curated and idealized online personas can distort children's perceptions of reality and contribute to negative body image issues. Socially, excessive social media use may impede the development of interpersonal skills and lead to social isolation or reliance on digital communication at the expense of face-to-face interactions. Moreover, the anonymity and distance afforded by online platforms can facilitate cyberbullying and exposure to inappropriate content, posing significant risks to children's emotional well-being and safety. Additionally, increased screen time associated with social media use can contribute to sedentary lifestyles, obesity, and sleep disturbances, highlighting the importance of promoting healthy screen habits and physical activity. In response to these challenges, a balanced approach is essential. Vigilant parental guidance is crucial in monitoring children's social media use, setting appropriate boundaries, and facilitating open communication about online experiences. Educational support is also vital, with schools and educators integrating digital literacy into curricula to equip children with the skills to navigate social media responsibly and critically evaluate online content. Furthermore, policy interventions are necessary to address broader societal issues such as online safety, data privacy,

and digital access. By adopting a comprehensive approach that combines parental vigilance, educational initiatives, and policy interventions, society can maximize the benefits of social media for young children while mitigating its potential risks and promoting their overall well-being and development.

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Unveiling Tacit Knowledge Sharing Behaviours in Service Sector Organizations

Timsy Sardana¹, M.S. Verma²

¹Research Scholar, Jagan Nath University, Jaipur (Rajasthan) India.

²Professor (Retd), University of Delhi (Delhi) India.

ABSTRACT

In the dynamic landscape of service sector organizations, where intangible assets often hold the key to competitive advantage, the sharing of tacit knowledge emerges as a critical factor in driving innovation, enhancing performance, and fostering organizational resilience. Service sector organizations encompass a diverse array of industries, including healthcare, finance, hospitality, information technology, and professional services, among others. Within these sectors, the delivery of services often relies heavily on the expertise, creativity, and interpersonal skills of employees. Tacit knowledge, which encompasses implicit understandings, skill sets, and problem-solving approaches, plays a pivotal role in navigating complex service encounters, addressing unique customer needs, and adapting to evolving market dynamics. In this context, this paper aims to explore and illuminate the nuances of tacit knowledge sharing behaviors within service sector organizations. By delving into theoretical frameworks, empirical research, and practical insights, it seeks to unravel the complexities surrounding tacit knowledge transfer and offer actionable strategies for fostering a culture of knowledge sharing, collaboration, and innovation in the service sector. The purpose of this study is to ascertain the influence of tacit knowledge on employees in the service sector and the extent to which they use it to promote organizational growth.

Keywords: Service Sector, Knowledge sharing behavior, Tacit Knowledge

I INTRODUCTION

In contrast to explicit information, which may be formally documented, codified, and transmitted, tacit knowledge is internal to individuals and is molded by their experiences, perspectives, and insights. Understanding the intricacies of tacit knowledge sharing behaviors within service sector organizations is imperative for unlocking their full potential and sustaining long-term success.

Despite its significance, tacit knowledge remains elusive and challenging to capture, transfer, and leverage effectively within organizations. Unlike tangible assets or explicit knowledge, tacit knowledge is deeply embedded in individuals' cognitive processes, social interactions, and contextual nuances. As a result, its transfer often relies on informal mechanisms, such as interpersonal relationships, communities of practice, and experiential learning opportunities.

The service sector's inherent characteristics, such as high customer interaction, time-sensitive operations, and personalized service delivery, further underscore the importance of tacit knowledge sharing behaviors. Service professionals frequently encounter novel situations, ambiguous problems, and unforeseen challenges, necessitating rapid knowledge exchange and collaborative problem-solving. In such dynamic environments, tacit knowledge acts as a reservoir of expertise, enabling employees to draw upon past experiences, insights, and tacit understandings to address emerging issues effectively.

Understanding the determinants, facilitators, and barriers of tacit knowledge sharing behaviors within service sector organizations requires a multifaceted approach. Factors such as organizational culture, leadership practices, reward systems, and technological infrastructures influence

employees' willingness and ability to share tacit knowledge. Moreover, individual characteristics, such as trust, reciprocity, self-efficacy, and social capital, shape the dynamics of knowledge exchange within teams and across organizational boundaries.

As service sector organizations continue to navigate an era of unprecedented change and disruption, it is certain that maintaining a competitive edge and fostering long-term success will require the ability to capture and use tacit knowledge assets.

II LITERATURE REVIEW

Tacit knowledge sharing behaviors in service sector organizations have garnered significant attention in both academic research and practical management literature. Understanding the intricacies of tacit knowledge transfer is crucial for enhancing organizational performance, fostering innovation, and maintaining competitive advantage in the dynamic service industry landscape. In this literature review, we delve into key theoretical frameworks, empirical studies, and practical insights to elucidate the determinants, facilitators, and barriers of tacit knowledge sharing behaviors within service sector organizations.

According to Mohajan, Haradhan (2016) in the contemporary global economy, implicit knowledge can be crucial for its sustained growth. Since tacit information is so complicated, acquiring and extracting it is not an easy undertaking. This essay aims to explore the significance of tacit knowledge for achieving sustainable objectives. The significance and challenges of sharing tacit knowledge within an organization were also covered.

According to Tahir M. Nisar, Guru Prabhakar, Lubica Strakova (2019) Social technologies can provide a potent means for organizations to manage their information flows and thus induce changes in their knowledge management (KM) systems, which can then be linked to performance improvements. This work examines the growth of social media within organizations, considering the impact on knowledge sharing in a particular type of KM system - Community of Practice - (CoP) based discussion groups (KMDG). They focused on this KM tool because it provides employees with an opportunity to strategically reach out to different groups of people within their CoP, and engage in information exchange and communication. Using a content analysis method, investigation was made through two intermediate information mechanisms (information richness and informal communication) that social media KMDGs are theorized to generate, and quantify their effects on labor productivity and return on assets. They concluded evidence of KMDG positively affecting organizational performance through embedded information and social communication.

Javier Cárcel-Carrasco, José-Antonio Cárcel-Carrasco and Elisa Peñalvo-López (2020) analyzed the mechanisms of transmission and management of knowledge are mostly created by maintenance and exploitation activities of large buildings and industrial facilities, but they are poorly studied due to the difficulty capturing themes they belong to tacit knowledge gained by the experience of the maintenance staff. These professionals are highly qualified and are accustomed to solve technical problems even under pressure. The loss of these professionals means losing an important asset of the company. This article will tackle the importance of the factors that influence knowledge management (KM) in maintaining engineering process and its barriers and facilitators. The research concluded qualitative investigation on maintenance staff of an industrial company.

Yunlong Duan a, Meng Yang b, Lei Huang c, Tachia Chin c, Fabio Fiano d, Elbano deNuccio e, Li Zhou f (2022) outlined the ways in which tacit knowledge fosters innovative growth. The study's theoretical contributions include a deeper comprehension of the relationship between innovation quality and knowledge-hiding behaviors, as well as the function of knowledge flow inside the company.

Peter Yao Lartey, Junguo Shi, Rupa Jaladi Santosh, Stephen Owusu Afriyie, Isaac Akolgo Gumah, Mansuur Husein and Fatoumata Binta Maci Bah (2022) explained in the chapter about importance of Knowledge sharing in organization. The main purpose of this chapter is to look at how tacit knowledge affects organizational success. The chapter also covers ways to promote knowledge transfer in order to improve organizational performance and innovation.

Asiamah Yeboah (2023) read the articles to gain insight into knowledge sharing. The study discovered that the type of knowledge that best helps develop the competencies needed for a particular market is poorly understood, that knowledge sharing facilitators are overly focused on rather than hindering knowledge sharing, that the process of knowledge sharing is unrelated to the overall goal and strategy of the company, and that knowledge sharing's financial results have received more attention than its nonfinancial results.

III RESEARCH METHODOLOGY

Descriptive and exploratory research design was employed and primary data was collected using structured questionnaire. Stratified random sampling technique was employed and the sample size taken is 250 employees from service sector, for the same. Education sector was taken as the service sector for the study. The questionnaire was duly checked for reliability and validity. The SPSS software was employed for the purpose of analysis and chi square test was employed for testing the hypothesis.

IV OBJECTIVES

- (a) To understand the concept of tacit knowledge sharing in selected service sector.
- (b) To identify the role of demographic profile of employees of selected service sector organizations on of their Tacit Knowledge Sharing Behavior.

(i) Hypotheses

- H_0 : There is no significant association between age and tacit knowledge sharing behavior among the employees.
- H_1 : There is a significant association between age and tacit knowledge sharing behavior among the employees.
- H_0 : There is no significant association between gender and tacit knowledge sharing behavior among the employees.
- H_1 : There is a significant association between gender and tacit knowledge sharing behavior among the employees.

V DATA ANALYSIS

For the purpose of data analysis the researchers have applied SPSS 25 software to perform the Chi square test on the data.

- (a) **Chi Square test-** When two categorical variables are measured for each observation in a dataset and we wish to determine if the variables are independent or connected, we do a chi-squared test.

Table 1
Total Average * 2. Age Cross tabulation

			2. Age				Total
			1	2	3	4	
Total Average	1.00	Count	0	0	3	0	3
		% within Total Average	0.0%	0.0%	100.0%	0.0%	100.0%
		% within 2. Age	0.0%	0.0%	8.6%	0.0%	1.2%
		% of Total	0.0%	0.0%	1.2%	0.0%	1.2%
	1.62	Count	2	3	0	0	5
		% within Total Average	40.0%	60.0%	0.0%	0.0%	100.0%
		% within 2. Age	2.0%	2.9%	0.0%	0.0%	2.0%
		% of Total	0.8%	1.2%	0.0%	0.0%	2.0%
	1.77	Count	3	0	0	0	3
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	3.0%	0.0%	0.0%	0.0%	1.2%
		% of Total	1.2%	0.0%	0.0%	0.0%	1.2%
	2.08	Count	0	3	0	0	3
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	2.9%	0.0%	0.0%	1.2%
		% of Total	0.0%	1.2%	0.0%	0.0%	1.2%
	2.69	Count	5	3	0	0	8
		% within Total Average	62.5%	37.5%	0.0%	0.0%	100.0%
		% within 2. Age	5.0%	2.9%	0.0%	0.0%	3.2%
		% of Total	2.0%	1.2%	0.0%	0.0%	3.2%
	2.85	Count	0	6	0	0	6
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	5.8%	0.0%	0.0%	2.4%
		% of Total	0.0%	2.4%	0.0%	0.0%	2.4%
	3.00	Count	5	0	0	0	5
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	5.0%	0.0%	0.0%	0.0%	2.0%
		% of Total	2.0%	0.0%	0.0%	0.0%	2.0%
	3.08	Count	6	0	0	0	6
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	5.9%	0.0%	0.0%	0.0%	2.4%
		% of Total	2.4%	0.0%	0.0%	0.0%	2.4%
	3.23	Count	0	3	0	0	3
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	2.9%	0.0%	0.0%	1.2%
		% of Total	0.0%	1.2%	0.0%	0.0%	1.2%
	3.31	Count	3	9	0	0	12
		% within Total Average	25.0%	75.0%	0.0%	0.0%	100.0%
		% within 2. Age	3.0%	8.7%	0.0%	0.0%	4.8%
		% of Total	1.2%	3.6%	0.0%	0.0%	4.8%
	3.38	Count	11	0	0	0	11
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	10.9%	0.0%	0.0%	0.0%	4.4%
		% of Total	4.4%	0.0%	0.0%	0.0%	4.4%
	3.54	Count	3	0	0	0	3
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	3.0%	0.0%	0.0%	0.0%	1.2%
		% of Total	1.2%	0.0%	0.0%	0.0%	1.2%
	3.62	Count	9	4	6	0	19
		% within Total Average	47.4%	21.1%	31.6%	0.0%	100.0%
		% within 2. Age	8.9%	3.8%	17.1%	0.0%	7.6%

		% of Total	3.6%	1.6%	2.4%	0.0%	7.6%
	3.69	Count	0	14	0	0	14
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	13.5%	0.0%	0.0%	5.6%
		% of Total	0.0%	5.6%	0.0%	0.0%	5.6%
	3.77	Count	0	3	0	0	3
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	2.9%	0.0%	0.0%	1.2%
		% of Total	0.0%	1.2%	0.0%	0.0%	1.2%
	3.85	Count	3	0	3	0	6
		% within Total Average	50.0%	0.0%	50.0%	0.0%	100.0%
		% within 2. Age	3.0%	0.0%	8.6%	0.0%	2.4%
		% of Total	1.2%	0.0%	1.2%	0.0%	2.4%
	3.92	Count	3	7	2	0	12
		% within Total Average	25.0%	58.3%	16.7%	0.0%	100.0%
		% within 2. Age	3.0%	6.7%	5.7%	0.0%	4.8%
		% of Total	1.2%	2.8%	0.8%	0.0%	4.8%
	4.00	Count	18	14	1	0	33
		% within Total Average	54.5%	42.4%	3.0%	0.0%	100.0%
		% within 2. Age	17.8%	13.5%	2.9%	0.0%	13.2%
		% of Total	7.2%	5.6%	0.4%	0.0%	13.2%
	4.08	Count	0	5	0	2	7
		% within Total Average	0.0%	71.4%	0.0%	28.6%	100.0%
		% within 2. Age	0.0%	4.8%	0.0%	20.0%	2.8%
		% of Total	0.0%	2.0%	0.0%	0.8%	2.8%
	4.15	Count	3	5	0	0	8
		% within Total Average	37.5%	62.5%	0.0%	0.0%	100.0%
		% within 2. Age	3.0%	4.8%	0.0%	0.0%	3.2%
		% of Total	1.2%	2.0%	0.0%	0.0%	3.2%
	4.31	Count	5	4	2	0	11
		% within Total Average	45.5%	36.4%	18.2%	0.0%	100.0%
		% within 2. Age	5.0%	3.8%	5.7%	0.0%	4.4%
		% of Total	2.0%	1.6%	0.8%	0.0%	4.4%
	4.38	Count	6	3	1	7	17
		% within Total Average	35.3%	17.6%	5.9%	41.2%	100.0%
		% within 2. Age	5.9%	2.9%	2.9%	70.0%	6.8%
		% of Total	2.4%	1.2%	0.4%	2.8%	6.8%
	4.46	Count	6	10	0	1	17
		% within Total Average	35.3%	58.8%	0.0%	5.9%	100.0%
		% within 2. Age	5.9%	9.6%	0.0%	10.0%	6.8%
		% of Total	2.4%	4.0%	0.0%	0.4%	6.8%
	4.54	Count	2	0	0	0	2
		% within Total Average	100.0%	0.0%	0.0%	0.0%	100.0%
		% within 2. Age	2.0%	0.0%	0.0%	0.0%	0.8%
		% of Total	0.8%	0.0%	0.0%	0.0%	0.8%
	4.69	Count	0	0	2	0	2
		% within Total Average	0.0%	0.0%	100.0%	0.0%	100.0%
		% within 2. Age	0.0%	0.0%	5.7%	0.0%	0.8%
		% of Total	0.0%	0.0%	0.8%	0.0%	0.8%
	4.77	Count	0	2	0	0	2
		% within Total Average	0.0%	100.0%	0.0%	0.0%	100.0%
		% within 2. Age	0.0%	1.9%	0.0%	0.0%	0.8%
		% of Total	0.0%	0.8%	0.0%	0.0%	0.8%
	4.85	Count	0	3	8	0	11
		% within Total Average	0.0%	27.3%	72.7%	0.0%	100.0%

	5.00	% within 2. Age	0.0%	2.9%	22.9%	0.0%	4.4%
		% of Total	0.0%	1.2%	3.2%	0.0%	4.4%
		Count	8	3	7	0	18
		% within Total Average	44.4%	16.7%	38.9%	0.0%	100.0%
		% within 2. Age	7.9%	2.9%	20.0%	0.0%	7.2%
		% of Total	3.2%	1.2%	2.8%	0.0%	7.2%
Total		Count	101	104	35	10	250
		% within Total Average	40.4%	41.6%	14.0%	4.0%	100.0%
		% within 2. Age	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	40.4%	41.6%	14.0%	4.0%	100.0%

Table 1.1
Chi-Square Test

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	280.412 ^a	81	.000
Likelihood Ratio	251.421	81	.000
Linear-by-Linear Association	8.231	1	.004
N of Valid Cases	250		
a. 100 cells (89.3%) have expected count less than 5. The minimum expected count is .08.			

In the Value column, the chi square statistic is displayed just to the right of "Pearson Chi-Square". The chi square statistic in this instance is equal to 280.412.

The row in which the p-value (.000) appears in the "Asymptotic Significance (2-sided)" column is the same row. The result is important if this value is equal to or less than the designated alpha level (typically .05). Thus it can be concluded that the p-value is lower than the accepted

alpha value and thus the null hypothesis can be rejected. It can be concluded that there is an association between age and tacit knowledge sharing activity. The age group in the range of 25 to 35 has the largest selection for agreement. It demonstrates their conviction that it is advantageous for an employee to share expertise with others inside the organization. It implies that employees of younger generations are more engaged in knowledge-sharing behavior.

Table 1.2
Total Average * 6. Gender Cross tabulation

			6. Gender		Total
			1	2	
Total Average	1.00	Count	3	0	3
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	2.1%	0.0%	1.2%
		% of Total	1.2%	0.0%	1.2%
	1.62	Count	2	3	5
		% within Total Average	40.0%	60.0%	100.0%
		% within 6. Gender	1.4%	2.8%	2.0%
		% of Total	0.8%	1.2%	2.0%
	1.77	Count	0	3	3
		% within Total Average	0.0%	100.0%	100.0%
		% within 6. Gender	0.0%	2.8%	1.2%
		% of Total	0.0%	1.2%	1.2%
	2.08	Count	3	0	3
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	2.1%	0.0%	1.2%
		% of Total	1.2%	0.0%	1.2%
	2.69	Count	5	3	8

		% within Total Average	62.5%	37.5%	100.0%
		% within 6. Gender	3.5%	2.8%	3.2%
		% of Total	2.0%	1.2%	3.2%
	2.85	Count	6	0	6
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	4.2%	0.0%	2.4%
	3.00	% of Total	2.4%	0.0%	2.4%
		Count	2	3	5
		% within Total Average	40.0%	60.0%	100.0%
	3.08	% within 6. Gender	1.4%	2.8%	2.0%
		% of Total	0.8%	1.2%	2.0%
		Count	0	6	6
	3.23	% within Total Average	0.0%	100.0%	100.0%
		% within 6. Gender	0.0%	5.6%	2.4%
		% of Total	0.0%	2.4%	2.4%
	3.31	Count	0	3	3
		% within Total Average	0.0%	100.0%	100.0%
		% within 6. Gender	0.0%	2.8%	1.2%
	3.38	% of Total	0.0%	1.2%	1.2%
		Count	3	9	12
		% within Total Average	25.0%	75.0%	100.0%
	3.54	% within 6. Gender	2.1%	8.3%	4.8%
		% of Total	1.2%	3.6%	4.8%
		Count	11	0	11
	3.62	% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	7.7%	0.0%	4.4%
		% of Total	4.4%	0.0%	4.4%
	3.69	Count	0	3	3
		% within Total Average	0.0%	100.0%	100.0%
		% within 6. Gender	0.0%	2.8%	1.2%
	3.77	% of Total	0.0%	1.2%	1.2%
		Count	9	10	19
		% within Total Average	47.4%	52.6%	100.0%
	3.85	% within 6. Gender	6.3%	9.3%	7.6%
		% of Total	3.6%	4.0%	7.6%
		Count	8	6	14
	3.92	% within Total Average	57.1%	42.9%	100.0%
		% within 6. Gender	5.6%	5.6%	5.6%
		% of Total	3.2%	2.4%	5.6%
	4.00	Count	3	0	3
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	2.1%	0.0%	1.2%
	3.85	% of Total	1.2%	0.0%	1.2%
		Count	5	1	6
		% within Total Average	83.3%	16.7%	100.0%
	3.92	% within 6. Gender	3.5%	0.9%	2.4%
		% of Total	2.0%	0.4%	2.4%
		Count	7	5	12
	4.00	% within Total Average	58.3%	41.7%	100.0%
		% within 6. Gender	4.9%	4.6%	4.8%
		% of Total	2.8%	2.0%	4.8%
	4.00	Count	10	23	33
		% within Total Average	30.3%	69.7%	100.0%
		% within 6. Gender	7.0%	21.3%	13.2%
		% of Total	4.0%	9.2%	13.2%

	4.08	Count	4	3	7
		% within Total Average	57.1%	42.9%	100.0%
		% within 6. Gender	2.8%	2.8%	2.8%
		% of Total	1.6%	1.2%	2.8%
	4.15	Count	8	0	8
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	5.6%	0.0%	3.2%
		% of Total	3.2%	0.0%	3.2%
	4.31	Count	3	8	11
		% within Total Average	27.3%	72.7%	100.0%
		% within 6. Gender	2.1%	7.4%	4.4%
		% of Total	1.2%	3.2%	4.4%
	4.38	Count	11	6	17
		% within Total Average	64.7%	35.3%	100.0%
		% within 6. Gender	7.7%	5.6%	6.8%
		% of Total	4.4%	2.4%	6.8%
	4.46	Count	12	5	17
		% within Total Average	70.6%	29.4%	100.0%
		% within 6. Gender	8.5%	4.6%	6.8%
		% of Total	4.8%	2.0%	6.8%
	4.54	Count	2	0	2
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	1.4%	0.0%	0.8%
		% of Total	0.8%	0.0%	0.8%
	4.69	Count	2	0	2
		% within Total Average	100.0%	0.0%	100.0%
		% within 6. Gender	1.4%	0.0%	0.8%
		% of Total	0.8%	0.0%	0.8%
	4.77	Count	0	2	2
		% within Total Average	0.0%	100.0%	100.0%
		% within 6. Gender	0.0%	1.9%	0.8%
		% of Total	0.0%	0.8%	0.8%
4.85	Count	8	3	11	
	% within Total Average	72.7%	27.3%	100.0%	
	% within 6. Gender	5.6%	2.8%	4.4%	
	% of Total	3.2%	1.2%	4.4%	
5.00	Count	15	3	18	
	% within Total Average	83.3%	16.7%	100.0%	
	% within 6. Gender	10.6%	2.8%	7.2%	
	% of Total	6.0%	1.2%	7.2%	
Total		Count	142	108	250
		% within Total Average	56.8%	43.2%	100.0%
		% within 6. Gender	100.0%	100.0%	100.0%
		% of Total	56.8%	43.2%	100.0%

Table 1.3
Chi-Square Test

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	81.280 ^a	27	.000
Likelihood Ratio	102.559	27	.000
Linear-by-Linear Association	2.231	1	.135
N of Valid Cases	250		
a. 37 cells (66.1%) have expected count less than 5. The minimum expected count is .86.			

Gender and conduct in sharing tacit knowledge are the two categorical variables included in the crosstabs analysis above.

The row and column with the p-value (.000) is labelled "Asymptotic Significance (2-sided)." If this number is the same as or less than the specified alpha threshold (usually .05), the outcome is significant. At this point, the p-value is less than the expected alpha value, which suggests that the two variables don't depend on one other. In a nutshell, the data demonstrates a relationship between the variables gender and tacit knowledge sharing behaviours.

In this instance, women are more in agreement than men. She believes that tacit knowledge behavior is a far better way to understand other people's experiences and learn from them.

VI CONCLUSION

The study of implicit knowledge sharing practices in service industry companies, in conclusion, emphasizes how crucial it is to develop an environment that respects and encourages information sharing. Our research reveals a number of important insights:

It is an objective fact that almost all organizations conceal knowledge, and this causes the process of sharing knowledge to function poorly. We have covered a variety of aspects of tacit knowledge in this study. Due to its reliance on social ties and individual characteristics, implicit knowledge is a dynamic process. According to the study's theoretical conclusions, companies seem to benefit more from tacit knowledge strategies. We have demonstrated the importance of tacit knowledge transfer and sharing for the service sector. We also talk about how hard it is to share implicit knowledge. In the twenty-first century, an organization's expertise becomes a valuable asset. As a result, we need to be mindful of how tacit information is shared inside companies.

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‘इलेक्ट्रॉनिकी आपके लिये’ का विज्ञान प्रोत्साहन में अवदान का विश्लेषण

मनीष श्रीवास्तव¹, सावित्री सिंह परिहार²

¹शोधार्थी, रबीन्द्रनाथ टैगोर विश्वविद्यालय, रायसेन (म.प्र.) भारत

²सह-आचार्य, रबीन्द्रनाथ टैगोर विश्वविद्यालय, रायसेन (म.प्र.) भारत

सारांश

भारत में विज्ञान जनसंचार में हिन्दी भाषा के अंतर्गत चुनिंदा पत्रिकाओं ने जन-जागरूकता का कार्य किया है। भारत जैसे विशाल भौगोलिक क्षेत्र में स्थित विविध राज्यों में मध्यप्रदेश ऐसा ही महत्वपूर्ण राज्य है जहां से प्रकाशित होने वाली इलेक्ट्रॉनिकी आपके लिये पत्रिका ने विज्ञान जनसंचार के क्षेत्र में 30 से भी ज्यादा वर्षों से कार्य करते हुए विज्ञान पत्रिकाओं के इतिहास में महत्वपूर्ण मुकाम प्राप्त किया है। इस शोध लेख में पत्रिका के महत्वपूर्ण अवदान को स्पष्ट किया गया है।

बीज शब्द – इलेक्ट्रॉनिकी आपके लिये, विज्ञान जनसंचार, विज्ञान लेखन।

I भूमिका

भारत में हिन्दी विज्ञान पत्रिकाओं के इतिहास की शुरुआत सन् 1913 से प्रयागराज में हुई। इसके बाद भी कई वर्षों तक हिन्दी विज्ञान पत्रिकाओं के इतिहास में प्रकाशन का अभाव बना रहा। स्वतंत्रता प्राप्ति के बाद शासकीय स्तर पर तथा निजी स्तर पर अनुदान के माध्यम से जरूर महत्वपूर्ण हिन्दी विज्ञान पत्रिकाओं का प्रकाशन हुआ जिन्होंने राष्ट्रीय स्तर पर विज्ञान जागरण का कार्य किया। मध्यप्रदेश में भी आजादी के बाद से विज्ञान पत्रिकाओं के प्रकाशन का आरंभ हुआ, जिसमें प्राथमिक स्तर पर स्वास्थ्य की पत्रिका ‘निरोगधाम’ का प्रकाशन हुआ। सन् 1988 तक विविध हिन्दी विज्ञान पत्रिकाओं का प्रकाशन मध्यप्रदेश से हुआ। सन् 1988 से विज्ञान और तकनीकी विषयों पर उत्कृष्ट लेख प्रकाशित करने वाली पत्रिका इलेक्ट्रॉनिकी आपके लिये का पदार्पण विज्ञान पत्रिकाओं के इतिहास में हुआ। पत्रिका ने प्रकाशन की विगत 35 वर्षों से भी लंबी यात्रा तय कर ली है और निरन्तर प्रकाशन जारी है। पत्रिका द्वारा इतने लंबे अंतराल में विज्ञान और तकनीक के प्रति राष्ट्रीय स्तर पर जन-जागरण के कई महत्वपूर्ण कार्य किये गये हैं। इन्हीं का विश्लेषण इस शोध का प्रमुख विषय है।

II ‘इलेक्ट्रॉनिकी आपके लिये’ पत्रिका का इतिहास

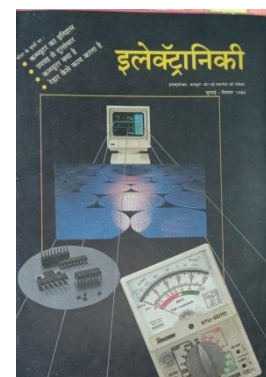
20वीं सदी के 8वें दशक के अंत तक मध्यप्रदेश में विज्ञान पत्रिकाओं की दुनिया में एक गहरा शून्य बना हुआ था क्योंकि तब तक मध्यप्रदेश में सर्वहारा वर्ग के लिये कोई भी ऐसी पत्रिका की शुरुआत नहीं हुई थी जिसमें विज्ञान, तकनीक और तत्कालीन समय में कम्प्यूटर क्षेत्र में हो रही प्रारंभिक क्रांति को सरल, सहज हिन्दी भाषा में बताया जाये ताकि हिन्दी भाषीय क्षेत्र मध्यप्रदेश में निवास करने वाले सर्वहारा वर्ग को इन क्षेत्रों में हो रही प्रगति से रूबरू कराया जा सके, उन्हें इसकी सूचना दी जा सके, उन्हें इन क्षेत्रों के प्रति जागरूक, शिक्षित किया जा सके ताकि वे भी प्रेरित हो सकें, युवाओं में विज्ञान, तकनीक, कम्प्यूटर जैसे क्षेत्रों से जुड़ने की अभिलाषा उत्पन्न हो सके, महिलाओं को इन क्षेत्रों का ज्ञान हो सके।

इस तरह मध्यप्रदेश में विज्ञान, तकनीक, कम्प्यूटर और इंटरनेट जैसे क्षेत्रों के बारे में सरल हिन्दी भाषा के द्वारा जन जागरूकता जगाने का आरंभ 80 के दशक के अंत में सन् 1988 से आरंभ हुआ जब विज्ञान के संसार में ‘इलेक्ट्रॉनिकी’ नाम से पत्रिका आलोकित हुई। यही पत्रिका आगे नाम में संशोधन के साथ ‘इलेक्ट्रॉनिकी आपके लिये’ नाम से मध्यप्रदेश सहित पूरे भारत में विज्ञान, तकनीक और कम्प्यूटर की शीर्षस्थ पत्रिका के रूप में विख्यात हुई।¹

छात्र, महिला, पुरुष, शहरी और ग्रामीण वर्ग; सभी को दृष्टिगत रखते हुए इलेक्ट्रॉनिकी पत्रिका का अंक 1, त्रैमासिक पत्रिका के रूप में जुलाई-सितंबर 1988 नाम से भोपाल जिले से प्रकाशित हुआ।²

III इलेक्ट्रॉनिकी आपके लिये के प्रथम अंक की उपयोगिता

इलेक्ट्रॉनिकी पत्रिका के प्रथम अंक में विज्ञान, तकनीक, कम्प्यूटर के महत्वपूर्ण आलेखों का समायोजन करने के साथ ही छात्रों के लिये महत्वपूर्ण स्तम्भ जैसे – जिज्ञासा (आपके प्रश्न हमारे उत्तर), इसे करके देखें का समावेश भी भली-भांति किया गया। अस्सी के दशक में जब भारत में कम्प्यूटर साक्षरता क्रांति का सूत्रपात हो ही रहा था, अंतरिक्ष में प्रयोग किये जाने वाले उपग्रह, सूक्ष्म तरंगों पर कार्य करने वाले रेडार और इलेक्ट्रॉनिक्स जैसे नवीन शब्दों का ज्ञान जनसाधारण को नहीं था। ऐसे दौर में इलेक्ट्रॉनिकी पत्रिका ने अपने पहले ही अंक में सरल हिन्दी भाषा में न सिर्फ उपग्रह संचार को निरूपित किया बल्कि रेडार की कार्य प्रणाली को भी समझाया। कम्प्यूटर को लेकर विशेषकर छात्रों की समझ को पूर्णतः विकसित करने के उद्देश्य से कम्प्यूटर के वृहद इतिहास 500 ईसा पूर्व से लेकर सन् 1945 तक हुई प्रगति की सचित्र कहानी प्रदर्शित की।



इलेक्ट्रॉनिकी आपके लिये पत्रिका का प्रकाशन त्रैमासिक के रूप में हुआ था जो द्विमासिक से होते हुए मासिक रूप में रूपांतरित हो गया। जुलाई 1997 से इलेक्ट्रॉनिकी आपके लिये पत्रिका मासिक रूप से प्रकाशित होने लगी।

IV इलेक्ट्रॉनिकी में प्रकाशित विविधात्मक आलेखों का प्रकाशन

एक सूची के रूप में विज्ञान लेखन के क्षेत्रों को उल्लेखित किया जाये तो यह निम्न हैं – गणित, रसायन, भौतिकी, आयुर्वेद, कृषि, वनस्पति विज्ञान, प्राणि विज्ञान, पशु चिकित्सा,

ऊर्जा, कम्प्यूटर विज्ञान, पर्यावरण, अंतरिक्ष, उपग्रह, चिकित्सा, जीव विज्ञान, समुद्र विज्ञान, पक्षी विज्ञान, विज्ञान कथा, विज्ञान कविता, विज्ञान हाइकु, बाल विज्ञान लेखन, विज्ञान रिपोर्ट, विज्ञान संचारकों के साक्षात्कार, वैज्ञानिकों के बारे में, वैज्ञानिक आविष्कारों के बारे में तथा अन्य तरह का सामान्य विज्ञान लेखन आदि। इलेक्ट्रॉनिकी पत्रिका में विज्ञान लेखन की लगभग सभी विधाओं में विज्ञान लेखकों द्वारा लिखे गये लेखों का प्रकाशन समय-समय पर किया गया है। सन् 1988 से प्रकाशन के साथ अपने 35 वर्षों के प्रकाशन काल में पत्रिका ने बहुआयामी तरीके से विज्ञान लेखन का संसार रचा है। इसे निम्न सूची द्वारा स्पष्ट किया जा रहा है।

सूची 1 इलेक्ट्रॉनिकी आपके लिये में विविध विषयों पर प्रकाशित लेख

क्र.	आलेख	लेखक	माह/अंक	सन्	पेज	विषय
1	कम्प्यूटर का इतिहास	डॉ. व्ही. डी. गर्दे	जुलाई-सितम्बर	1988	3	कम्प्यूटर
2	कम्प्यूटर क्या है?	अजय तिवारी	जुलाई-सितम्बर	1988	8	कम्प्यूटर
3	रेडार	गोपीनाथ श्रीवास्तव	जुलाई-सितम्बर	1988	17	इलेक्ट्रॉनिक्स
4	उपग्रह संचार	कालीशंकर	जुलाई-सितम्बर	1988	11	अंतरिक्ष
5	हाम रेडियो	अनुराग सीठा	जुलाई-सितम्बर	1989	25	रेडियो
6	कम्प्यूटर में हिन्दी का बढ़ता हुआ प्रयोग	रोहित अग्निहोत्री	जुलाई-सितम्बर	1989	28	कम्प्यूटर/हिन्दी
7	कचरा धरती का नया खतरा	जगदीप सक्सेना	जुलाई-सितम्बर	1989	26	पर्यावरण
8	मस्तिष्क व्याधियों की समझ आधुनिक टेक्नोलॉजी से	डॉ. शैलेन्द्र जैन	जुलाई-सितम्बर	1989	18	चिकित्सा विज्ञान
9	रोबोट अब शल्य चिकित्सक भी	रजिया परवीन	सितम्बर-दिसंबर	1989	6	चिकित्सा विज्ञान
10	महासागर की तलहटी में मौजूद खतरा	अरविंद सीठा	सितम्बर-दिसंबर	1989	13	समुद्र विज्ञान
11	कम्प्यूटर वायरस '8290'	संदीप वर्मा	सितम्बर-दिसंबर	1989	35	कम्प्यूटर
12	कृषि क्षेत्र में कम्प्यूटर का उपयोग	संतोष शुक्ला	सितम्बर-दिसंबर	1989	15	कृषि विज्ञान
13	बेसिक प्रोग्रामिंग सीखिये	अजय तिवारी	जनवरी-फरवरी	1991	3	कम्प्यूटर लैंग्वेज
14	वायुयानों के लिये सूक्ष्म तरंग अवतरण पद्धति	राहुल श्रीवास्तव	जनवरी-फरवरी	1991	26	वायुयान विज्ञान
15	लेजर माइक्रोस्कोप	विनीत सिंह	मार्च-अप्रैल	1991	5	लेजर विज्ञान
16	मौसम संबंधी पूर्वानुमान और सुपर कम्प्यूटर	संदीप वर्मा	मार्च-अप्रैल	1991	21	मौसम विज्ञान
17	रोबोट	संदीप वर्मा	मई-जून	1991	7	रोबोट विज्ञान
18	कैंसर का उपचार	अनुराग सीठा	मई-जून	1991	3	चिकित्सा विज्ञान
19	प्लास्टिक संस्कृति पर्यावरण की विकृति	साभार	मई-जून	1991	31	पर्यावरण
20	थर्मोन्यूक्लियर रिएक्टर	राजेश मिश्रा	जुलाई-अगस्त	1991	3	परमाणु विज्ञान
21	विद्युत दुर्घटनाओं से कैसे बचें?	डॉ. विनोद गुप्ता	जुलाई-अगस्त	1991	6	विद्युत विज्ञान
22	सौर ऊर्जा से पौधों के रोगों का निदान	राजेश जायसवाल	जुलाई-अगस्त	1991	25	सौर ऊर्जा
23	क्या करेगा उपग्रह अंतरिक्ष में जाकर	जी. के. गोयल	सितंबर-अक्टूबर	1991	2	अंतरिक्ष विज्ञान
24	इलेक्ट्रॉनिक खेल-खिलौने का निर्माण	साभार	सितंबर-अक्टूबर	1991	15	इलेक्ट्रॉनिकी विज्ञान
25	क्या भूकंप की भविष्यवाणी संभव है?	मेघराज	नवंबर-दिसंबर	1991	29	भूकंप विज्ञान
26	पृथ्वी सम्मेलन	साभार	जनवरी-जून	1992	8	पृथ्वी विज्ञान
27	दूरसंचार के बदलते आयाम	सत्य सुमन	जनवरी-जून	1992	2	दूरसंचार
28	अग्नि का दूसरा सफल प्रक्षेपण	साभार	जनवरी-जून	1992	6	मिसाइल विज्ञान
29	ग्रामीण विकास में इलेक्ट्रॉनिक्स	एम. गुप्ता	जुलाई-दिसंबर	1992	2	इलेक्ट्रॉनिक्स
30	ऊर्जा बचत करने वाला (ई-बल्ब)	पूनम मोहन	जुलाई-दिसंबर	1992	14	नई तकनीक
31	डाटा स्टोरेज – कुछ सुझाव	साभार	जनवरी-अप्रैल (संयुक्तांक)	1994	3	डाटा विज्ञान

32	नोबेल पुरस्कार 1993	ओमप्रकाश हाथपसारीया	जनवरी-अप्रैल (संयुक्तांक)	1994	5	विज्ञान पुरस्कार
33	कम्प्यूटर एनीमेशन और जुरासिक पार्क	साभार	मई-जून	1994	3	फिल्म/एनीमेशन
34	एक फिल्म में जिंदा होते डायनोसोर	डॉ. जगदीप सकसेना	मई-जून	1994	5	पुरातत्व विज्ञान
35	देश का पहला सफल हृदय प्रत्यारोपण	साभार	जुलाई-अगस्त	1994	7	चिकित्सा
36	फिल्मों में कम्प्यूटर ग्राफिक्स का प्रयोग	साभार	जनवरी-मार्च	1995	8	ग्राफिक्स
37	संचार क्रांति	मो. अनवर अजमेरी	जनवरी-मार्च	1995	13	संचार
38	फैक्स	संतोष शुक्ला	जनवरी-फरवरी	1997	5	नई तकनीक
39	जावा	ऋचा श्रीवास्तव	मार्च-जून	1997	5	कम्प्यूटर लैंग्वेज
40	क्या होता यदि चंद्रमा न होता?	मुकेश गुप्ता	मार्च-जून	1997	16	अंतरिक्ष
41	मल्टीमीडिया में रोजगार के अवसर	शानी चंद्रा	अगस्त	1997	3	मल्टीमीडिया
42	सेल्यूलर फोन से बढ़ते खतरे	संगीता चतुर्वेदी	अगस्त	1997	27	दूरसंचार
43	सॉफ्टवेयर व्यापार में चांदी	साभार	सितंबर	1997	10	सॉफ्टवेयर
44	पुस्तकालयों का आधुनिक रूप	विपिन खाखा	जनवरी	1999	29	पुस्तकालय विज्ञान
45	जमीन के नीचे बसेंगी बस्तियां	सुरेन्द्र विश्वकर्मा	फरवरी	1999	21	भविष्य विज्ञान
46	कम्प्यूटर हार्डवेयर	नितिन भारद्वाज	सितंबर	1999	3	हार्डवेयर
47	बच्चों के लिये सॉफ्टवेयर	डॉ. मनमोहन बाला	नवंबर	1999	3	बाल विज्ञान
48	इलेक्ट्रॉन : हुये 101 साल	मनोहर नोतानी	नवंबर	1999	32	भौतिकी
49	डिजिटल तकनीक	शैलेश पांडे	फरवरी	2000	10	ऑनलाइन
50	शोर जब जानलेवा बन जाये	सूर्यभान	अप्रैल	2000	15	ध्वनि विज्ञान
51	ई-गवर्नेंस	डॉ. एन. के. तिवारी	जून	2000	3	तकनीक
52	साइबर अपराध एक चुनौती	अखिलेश सोनी	अगस्त	2000	14	साइबर विज्ञान
53	ई-प्रकाशन ने बाजी मारी	डॉ. दिनेश मणि	सितंबर	2003	6	ऑनलाइन प्रकाशन
54	बच्चों तक पहुंची आईटी शिक्षा	पूर्णमा दुबे	फरवरी	2006	14	आईटी. शिक्षा

V इलेक्ट्रॉनिकी पत्रिका द्वारा महिला लेखकों का विज्ञान में योगदान

वर्ष 2020 में किये गये एक सर्वेक्षण से यह परिणाम निकल कर आये कि भारतीय राष्ट्रीय विज्ञान अकादमी के 1044 सदस्यों में से 89 महिलायें हैं जो कुल संख्या का 9 फीसदी हैं। जबकि 2015 में यह आंकड़ा 864 सदस्यों में 6 फीसदी का था।

वहीं विश्व स्तर पर बात की जाये तो जेंडर इन साइंस, इनोवेशन, टेक्नोलॉजी एंड इंजीनियरिंग, इंटर एकेडमी पार्टनरशिप और इंटरनेशनल साइंस काउंसिल द्वारा संयुक्त

रूप से किये गये एक अध्ययन के मुताबिक उच्च अकादमियों में महिलाओं की निर्वाचित सदस्यता 2015 में 13 फीसदी थी जो 2020 में बढ़कर 16 फीसदी हो गई।³

यह आंकड़े इस बात को प्रमाणित करते हैं कि विज्ञान संस्थाओं में वर्तमान परिदृश्य में महिलाओं की भागीदारी बढ़ी है। इन संदर्भों से यह भी ज्ञात होता है कि यह भागीदारी अभी भी बेहद कम है। इसलिये इलेक्ट्रॉनिकी पत्रिका के अंकों का विश्लेषण करने पर यह ज्ञात होता है कि पत्रिका द्वारा अस्सी के दशक के अंत से 20वीं सदी के अंत तक विज्ञान लेखन में महिलाओं को सक्रिय करने, उन्हें उचित मंच उपलब्ध कराने तथा उनकी भागीदारी बढ़ाने में महत्वपूर्ण भूमिका निभाई।

सूची 2
इलेक्ट्रॉनिकी आपके लिये में महिलाओं द्वारा लिखे गये लेखों की सूची

क्र.	लेख	लेखिका	माह/अंक	सन्	पेज
1	रोबोट अब शल्य चिकित्सक भी	रजिया परवीन	जनवरी-फरवरी	1990	6
2	कोडिन – इलेक्ट्रॉनिक घटक उपयोगकर्ता...	नीलम चौबे	जुलाई-अगस्त	1991	16
3	समाचार पत्रों में विज्ञान एवं तकनीक का कवरेज	उज्ज्वला तिकी	जनवरी-जून	1992	41
4	ग्रामीण विकास में इलेक्ट्रॉनिक्स	श्रीमती एम. गुप्ता	जुलाई-दिसंबर	1992	2
5	वर्ष 1992 में विज्ञान की उपलब्धियां	साधना	जुलाई-दिसंबर	1992	42
6	ऊर्जा की बचत करने वाला बल्ब	पूनम मोहन	जुलाई-सितंबर	1993	14
7	अंतरिक्ष में महाभारत	प्रीतिशंकर शर्मा	जुलाई-अगस्त	1994	3
8	फैशन डिजाइनिंग में कम्प्यूटर का प्रयोग	दीपाली गुप्ता	सितंबर-अक्टूबर	1994	9
9	क्यों होता है दर्द?	विनीता सिंघल	जनवरी-मार्च	1995	15
10	जब आसमानों के लिये जाएंगे संदेश	निकोला कोल	नवंबर-दिसंबर	1995	10
11	क्या ईश्वर ने पृथ्वी पर दुग्धपान किया?	राखी शुक्ला	जनवरी-अप्रैल	1996	43
12	कम्प्यूटर प्रोग्राम	राखी शुक्ला	जनवरी-अप्रैल	1996	47
13	इलेक्ट्रॉनिक कम्प्यूटर से फोटोनिक कम्प्यूटर	शक्ति शर्मा	जनवरी-अप्रैल	1996	34
14	सुपर कम्प्यूटर कुछ महत्वपूर्ण तथ्य	कु. विमला सिंग	जनवरी-अप्रैल	1996	36
15	96 सालों से चालू है बल्ब	स्नहेलता गुमगांवकर	मई-जून	1996	7
16	हमारे वैज्ञानिक	ऋचा श्रीवास्तव	मई-जून	1996	14
17	सिलिकॉन युक्ति विज्ञान के नये आयाम	अनुपमा पुंज	मई-जून	1996	19
18	मल्टीमीडिया	मुक्ता श्रीवास्तव	मई-जून	1996	20
19	विंडोज 95	शक्ति शर्मा	मई-जून	1996	22
20	यदि मैं किसी विज्ञान पत्रिका की संपादिका होती	गौरी शुक्ला	मई-जून	1996	26
21	एक महान खोज के 57 वर्ष नाभिकीय विखंडन	कंवलजीत कौर	जुलाई-अगस्त	1996	26
22	फ्लॉपी डिस्क में छिपे रहस्य	वर्षा उपाध्याय	जुलाई-अगस्त	1996	15
23	कम्प्यूटर प्रोग्राम	सीमा पाण्डेय/मनीषा पेंडसे	जुलाई-अगस्त	1996	27
24	रोबोट	कीर्ति मेहरा	सितंबर-अक्टूबर	1996	15
25	ज्योतिषियों पर भारी पड़ रही कम्प्यूटर तकनीक	सीमा शाक्य	सितंबर-अक्टूबर	1996	21
26	कम्प्यूटर स्क्रीन पर नाचती दवाईयां	चित्रा नायर	सितंबर-अक्टूबर	1996	23
27	पर्यावरण प्रबंधन में कम्प्यूटर की भूमिका	संगीता वर्मा	सितंबर-अक्टूबर	1996	25
28	उ. मा. विद्यालयों में कम्प्यूटर शिक्षा	संध्या चौधरी	सितंबर-अक्टूबर	1996	35
29	कम्प्यूटरीकृत विज्ञान के नये आयाम	कीर्ति श्रीवास्तव	सितंबर-अक्टूबर	1996	38
30	इलेक्ट्रॉनिक शॉपिंग	सपना जैन	सितंबर-अक्टूबर	1996	41

31	नया 'पॉम टॉप' कम्प्यूटर	नीतू शर्मा	सितंबर–अक्टूबर	1996	42
32	फायरवॉल – एक परिचय	दीप्ति चतुर्वेदी	नवंबर–दिसंबर	1996	16
33	गिरगिट रंग क्यों बदलता है?	चित्रा नायर	नवंबर–दिसंबर	1996	21
34	दूरसंचार क्रांति	नीना व्यास	अप्रैल	2000	31
35	इंटरनेट –2	शशि शुक्ला	अप्रैल	2000	34
36	वैज्ञानिक प्रतिभा	दीक्षा विष्ट	अप्रैल	2000	38
37	आखिर क्या है वैटलेण्डर?	डॉ. ललिता शर्मा	मई	2000	15
38	आपके और करीब आयेगा छोटा बक्सा	पूर्णमा दुबे	अगस्त	2003	8
39	वीडियो कांफ्रेंसिंग	शिखा शर्मा	जनवरी	2006	18
40	क्या संभव है भविष्य की आहट सुनना	कल्पना कुलश्रेष्ठ	मार्च	2006	20
41	इलेक्ट्रॉनिक एवं इलेक्ट्रिकल कचरा	सुचेता सिंह	अप्रैल	2011	37
42	कुदरत तेरे कैसे रूप	दुर्गेश नंदिनी वर्मा	मई	2011	25

VI इलेक्ट्रॉनिकी पत्रिका के नियमित स्तंभों का अध्ययन

इलेक्ट्रॉनिकी पत्रिका के प्रथम अंक से ही विशेष स्तंभों के प्रकाशन का सिलसिला आरंभ हुआ, जो पत्रिका के वर्तमान अंकों में भी चल रहा है। पत्रिका में प्रकाशित स्तंभों की सूची निम्न है।

सूची 3

इलेक्ट्रॉनिकी आपके लिये पत्रिका में प्रकाशित नियमित स्तंभों की सूची

क्र.	स्तम्भ	माह/अंक	सन्	पेज नं.
1	जिज्ञासा – आपके प्रश्न हमारे उत्तर	जुलाई–सितम्बर	1988	23
2	इसे करके देखो	जुलाई–सितम्बर	1988	24
3	देश–विदेश	जुलाई–सितम्बर	1989	12
4	बच्चों के लिये प्रोग्राम	जुलाई–सितम्बर	1989	22
5	आपके पत्र आपके सुझाव	जुलाई–सितम्बर	1989	23
6	कम्प्यूटर क्षेत्र के नये उत्पाद	मार्च–अप्रैल	1991	21
7	नई तकनीक	जनवरी–फरवरी	1991	24
8	विज्ञान कथा	मार्च–जून	1991	12
9	विज्ञान पहेली	मई–जून	1991	15
10	सामान्य ज्ञान	जुलाई–अगस्त	1991	6
11	कम्प्यूटर तकनीक	जुलाई–अगस्त	1991	8
12	हमारे वैज्ञानिक	जुलाई–अगस्त	1991	11
13	वैज्ञानिक उपलब्धि	सितम्बर–अक्टूबर	1991	2
14	पर्यावरण	सितम्बर–अक्टूबर	1991	8
15	चिकित्सा तकनीक	सितम्बर–अक्टूबर	1991	18
16	ऊर्जा	जनवरी–जून	1992	43

17	इलेक्ट्रॉनिक परिपथ	जुलाई–दिसम्बर	1992	40
18	विज्ञान समाचार	जुलाई–सितम्बर	1993	16
19	आवरण कथा	अक्टूबर–नवंबर	1993	3
20	स्वयं करके देखें	अक्टूबर–नवंबर	1993	11
21	नये उत्पाद	अक्टूबर–नवंबर	1993	15
22	रॉकेट टेक्नॉलॉजी	जनवरी–अप्रैल	1994	8
23	समाचार डायरी	जनवरी–अप्रैल	1994	19
24	वैज्ञानिक उपलब्धियां	जनवरी–अप्रैल	1994	22
25	विज्ञान खेल	जनवरी–अप्रैल	1994	28
26	प्रश्नोत्तरी	जनवरी–फरवरी	1995	25
27	सूचना प्रौद्योगिकी	अप्रैल–जुलाई	1995	3
28	कम्प्यूटर प्रश्नोत्तरी	अप्रैल–जुलाई	1995	30
29	विज्ञान पुस्तक समीक्षा	जनवरी–अप्रैल	1996	45
30	छात्रों की कलम से	मई–जून	1996	19
31	निबंध प्रतियोगिता	जनवरी–अप्रैल	1996	41
32	स्लोगन प्रतियोगिता	जुलाई–अगस्त	1996	10
33	साक्षात्कार	नवंबर–दिसंबर	1996	5
34	कम्प्यूटर शब्द पहेली	मार्च–जून	1997	35
35	कार्टून कोना	मार्च–जून	1997	43
36	आपके विचार	अक्टूबर	2000	55
37	आईटी समाचार	अगस्त	2003	39
38	सवाल जवाब	अक्टूबर	2003	47
39	बच्चों के सवाल राष्ट्रपति के जवाब	जनवरी	2006	50
40	व्यक्तित्व विकास	जून	2006	21
41	इंटरनेट समाचार	नवंबर–दिसंबर	2006	68
42	युवा कलम	नवंबर–दिसंबर	2006	93
43	ज्ञान–विज्ञान	जनवरी	2009	29
44	क्या आप जानते हैं?	नवंबर	2009	48
45	खोज	जुलाई	2010	27
46	विशेष	सितम्बर	2010	2
47	रोचक	सितम्बर	2010	35
48	जयंती विशेष	अक्टूबर	2010	2
49	सफलता	नवंबर	2010	22
50	सामयिक	जून	2011	11

51	विज्ञान कविता	अक्टूबर	2011	36
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संपादक संतोष चौबे को इलेक्ट्रॉनिकी आपके लिये पत्रिका के संपादन के लिये प्राप्त पुरस्कार



VII पत्रिका के विशिष्ट आयाम

मध्यप्रदेश राज्य के अंतर्गत विज्ञान के क्षेत्र में ऐसी चुनिंदा पत्रिकायें ही रही हैं जिन्होंने 30 से भी ज्यादा सालों की स्वर्णिम यात्रा तय की है। इलेक्ट्रॉनिकी आपके लिये पत्रिका भी इसी श्रेणी की है।

इलेक्ट्रॉनिकी आपके लिये पत्रिका के 50वें, 100वें, 150वें, 200वें, 300वें और 350वें अंक का आमुख





VIII उपसंहार

ऊपर वर्णित जानकारी से यह स्पष्ट होता है कि इलेक्ट्रॉनिकी आपके लिये द्वारा निम्न मुख्य बिंदुओं पर कार्य किया गया है –

- (क) विज्ञान, कम्प्यूटर तथा तकनीकी क्षेत्रों से जनसाधारण को रूबरू कराना।
- (ख) जनसाधारण में वैज्ञानिक और तार्किक सोच विकसित करना।
- (ग) हिन्दी भाषा में सरल, सहज तरीके से वैज्ञानिक विषयों को स्पष्ट करना।
- (घ) हिन्दी भाषा के विकास में अपना अवदान सुस्पष्ट करना और प्रोत्साहन देना।
- (च) छात्रों को वैज्ञानिक विषयों से जोड़ना।
- (छ) महिलाओं में वैज्ञानिक विषयों के प्रति जागरूकता लाना और महिला लेखकों को विज्ञान विषयों में लेखन के लिये प्रोत्साहित करना।

(ज) नव विज्ञान लेखकों के सृजन में महत्वपूर्ण भूमिका का निर्वाह।

(झ) विज्ञान जागरूकता सहित साक्षरता के विकास में विशेष भूमिका अदा करना।

(ट) विज्ञान संगोष्ठी, विज्ञान मेले तथा विज्ञान कार्यक्रमों के माध्यम से जागरूकता का संचार करना।

(ठ) मध्यप्रदेश सहित राष्ट्रीय स्तर पर विज्ञान संचार को प्रोत्साहन देना।

संदर्भ ग्रंथ

- [1] जैन चक्रेश, मध्यप्रदेश की विज्ञान संचार यात्रा, आईसेक्ट यूनिवर्सिटी, पेज 24, 2015
- [2] इलेक्ट्रॉनिकी, अंक-1, माह जुलाई-सितंबर 1988
- [3] बाजपेयी शालिनी,
<https://www.drishtiias.com/hindi/blog/contribution-of-women-in-the-world-of-science>

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Title: Time New Roman Font 14, bold, centered first alphabet capital.
Dev Nagari 010 Font 16 bold, centered in Hindi

Author: Author name are to be written in 12 pt. Bold & centered in Times New Roman font
Dev Nagari 010 Font 14 bold, centered in Hindi

Abstract: First page, top left column, title bold-left aligned, text from next line, 10 font, Italics and 200-250 words. The text must be fully justified
First page, top left column, title bold-left aligned, text from next line, Dev Nagari 010 Font 12, Italics and 200-250 words. The text must be fully justified

Key words: The keywords section begins with the word, “keyword” in 10pt. Times New Roman, bold italics. There may be up to five keywords separated by commas in times new roman 10 font.

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Dev Nagari 010 fonts 14, bold, centered, roman numbered in block capital letters, | text after double space, left aligned sub heading: left aligned numbered small alphabetical within bracket 12 font, bold, text left aligned, single spacing. Introduction and conclusion must be included as separate sections ensure that introduction and literature survey is not more than 15% of total article size.

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- [1] Bowman, M. Peterson L. (1997). A Study on Video Browsing Strategies. *Technical Report*: 13(1), PP.8-12
- [2] Patil G., Forman M.J., (2004) *Handbook of Statistical Studies*, Himalaya Publishers, PP. 213.
- [3] Sannela M.,(2007) Constraint satisfaction & Debugging for Interface User Interfaces, Doctoral Thesis Doctoral Thesis. *UMI Order Number*: GAX95-09398. University of Washington.

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