EDUCATOR

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ABOUT THE JOURNAL

The Educator - the FIMT Multidisciplinary Journal (ISSN No. 2277-9736) is a Bi-Annual and multidisciplinary journal to publish research papers in the fields of management, commerce, information technology, education, economics, and media studies we publish the highest quality empirical, theoretically grounded work addressing the main areas of higher education and the dynamic role of the university in society. We seek to publish scholarship from a wide variety of theoretical perspectives and disciplinary orientations. Articles appearing in the Journal employ an array of methodological approaches, and we welcome work from scholars across a range of career stages.

Objective: The most important objective is to give academicians and researchers a platform to submit their original research work for publication**.**

Review Process: Two or more referees will review all contributions by following the 'double blind' system.

The Educator -the FIMT Multidisciplinary Journal reserves the right of making editorial amendments in the final draft of the manuscript to suit the journal's requirements. All contributions to the journal are rigorously refereed and are selected on the basis of the quality and originality of the work. The journal publishes the most significant new research and review work in all areas pertaining to its scope and research being done in the world, thus ensuring its scientific priority and significance.

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CHAIRMAN'S MESSAGE

It is with great excitement to greet you all through the new issue of Educator: A Multidisciplinary Journal which is getting published. I greet all the valuable academicians and researchers and welcome them to tread in the world of Research, Education and Publication for gifting new discoveries and inventions to our next generation with a view to welfare all human beings.

I genuinely believe that EDUCATOR: A Multidisciplinary Journal would address the interface between theoretical insight and practical application by connecting educators across various disciplines. It provides a forum for deliberations and exchange of knowledge among academics, industries, researchers, planners and the practitioners who are concerned with the management, financial institutions, public and private organizations. Its commitment for fostering interdisciplinary dialogue and promoting scholarly discourse has made it an indispensable platform for educators and researchers alike. The journal's dedication for maintaining the highest standards of quality in its publications has ensured that it remains a reliable source of knowledge and inspiration for educators.

I would like to express my sincere appreciation to the editorial team of Educator for their tireless efforts in promoting excellence in education. Their dedication for fostering collaboration, encouraging interdisciplinary approaches, and disseminating knowledge have made a profound difference in the lives of educators and learners alike.

Warm Regards

V. K. N. Bhardwaj
Chairman
FIMT Group of Institutions

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FROM THE EDITORIAL COMMITTEE

Dear authors, reviewers, and readers,

On behalf of our editorial team, we feel honored and fortunate to offer a word of thanks to our readers, contributors, authors, editors, and anonymous reviewers, who volunteered to contribute to the success of the journal and also for its mission to improve the quality of care and research in the form of publication in different areas of education.

We are thankful to the founder and chairman honorable Shri V.K. Nangalia Bhardwaj and Patron Dr. Nalini Joshi, who has always been a guiding spirit and prime inspiration to publish this journal. We are grateful for her continuous support and encouragement to bring out the journal in a proper form. We also appreciate advisory for their assistance, advice, and suggestion in shaping the journal in this form.

Finally, we express our profound gratitude to everyone who lent us their expertise as an advisor, peer reviewer and author. We wish your continuous support and thanks for being part of this vibrant community. We encourage you to continue sending us your feedback, ideas, and original works to further improve the quality and impact of the journal.

Sincere Regards

Editorial Committee

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Digitalisation as a way of Life in Present Era

— *Prof. (Dr.) S.P SINGH*

History demonstrates how great scientists and researchers have applied scientific research at various points in time to create technology that enhances the comfort and meaning of human life. In the current era, digital technology has supplanted traditional technology due to the increasing adoption of the internet through computers and smartphones.

The process of converting information from a physical format into a digital format, enabling its reuse in various areas, is known as digitalization. Now it is a worldwide phenomenon. Finland was the first country to use it in 1990. Today it has become popular at the global level, irrespective of the nature of the society.

Digitalization is a revolutionary force in the current changing world scenario, challenging and replacing established structures and practices. It is fostering innovation, entrepreneurship, and enhancing decision-making skills through the application of technology in various areas of human life across all societies.

In the post-era of LPG (liberalization, privatization, and globalization), which was started in 1991 by the Congress government led by Narsimha Rao, the seeds of digitalization started to germinate in India on the face of global commerce, trade, and networking. Demand and exchange of new technology helped the process of foreign exchange of values and products.

After 2014, Prime Minister Shri Narendra Modi championed the cause of digitalization and digital technology vigorously in almost all areas of national life as well as global relations and trade. The following are some essential components for a flawless and expeditious process of digitalization.

- Modern digital equipment
- Suitable infrastructure
- Improved internet access
- Professionals with digital competency

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* *FIMT, NEW DELHI*

- Increased use of ICT

- Cloud computing

- Artificial intelligence

Digital technology has become popular and acceptable in most of the areas of national life. During COVID 19, the use of digital technology became mandatory in the field of education. The implementation of online classes at all levels using programs like Microsoft Teams and Zoom prompted students' faculties and administrators to adopt digital education through various platforms such as SWAYAM, the National Digital Library, E-Pathshala, Diksha, and virtual labs.

We assured differently abled students of the accessibility of education and study material. We have adopted digital modes like Shikshavani and Community Radio.

In addition to digital education, we also have a digital economy, where all business, trade, and payment transactions take place digitally. We have the example of Direct Benefit Transfer (DBT), where beneficiaries receive direct payments. It has proven to be very useful to farmers. Another example of its usefulness is the MUDRA Loan Yojna, which involves the integration of Mandis. The Digital India initiative provides thrust in many areas like automation, computers, communication, and electronics.

Technology has emerged as a potent force in the justice delivery system. The Chief Justice of India, Dr. D. Y. Chandrachud, has emphasised the importance of designing technology solutions with equity and inclusivity in mind. Interactions between traders and innovators are necessary to ensure the speedy delivery and accessibility of justice to them. Digitalization hearings, videoconferencing, and other virtual modes have gained popularity.

Payments through the Unified Payment Interface (UPI) have become very popular in all sections of society. Even common men like venders and small businessmen are using UPI for financial transactions. Even developed countries like the US, UK, and Japan have appreciated the adoption of the UPI system for financial transactions. The president of the UN General Assembly has also appreciated digitalization in India. He expressed his belief that global sharing of digitalization is crucial for financial integration and poverty reduction. This places India at the forefront of the rapidly expanding digital world.

The recently held G20 summit under the Presidency of India showcased the capabilities of digital India, particularly the appreciation of UPI transactions. By 2025-2026, the proportion of the digital economy is expected to reach 20%.

The International Monetary Fund (IMF) has also expressed appreciation for India's digital program in reducing poverty in the country. Digitalization has helped a lot in bringing government welfare measures to the common man. Over the past decade, India has embarked on a lengthy digitalization journey, extending the benefits of development to the most disadvantaged. Digitalization has become the vehicle of development and the catalyst of financial integration. India leads the world in digital payments. UPI has touched 80%, i.e., 43 crore users in 2017 and 11761 crores in 2023. All sections of society, including youth and elderly, are adopting the digitalization program, which is an important feature.

Yes, we have other sides of the picture where we have a negative impact as well. Artificial intelligence is causing a 40% reduction in youth employment, and it is also contributing to a 20% increase in crime. Deep fake is a wonderful challenge. India has 85 crore internet users. To address this issue, India has enacted the Hard IT Act. The Digital Personal Data Protection Act 2023 represents a significant advancement in this area. The government is planning to bring a new digital India Act.

We must use all forms of technology carefully to monitor and control its negative impact. The government is aware of this and is taking a number of measures in this regard. It is also the responsibility of citizens to be aware and well informed about the use of technology.

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Digitalization in the Education System of India: Navigating the Technological Frontier

— *Dr. Kanika Mittal*

Introduction

Digitalization is a revolutionary force in the constantly changing field of education, challenging established paradigms and encouraging innovation in teaching and learning methods. India is leading the way in this digital revolution thanks to its advanced technology infrastructure and varied educational ecosystem. This article examines the impact of digitalization on the Indian education system, examining the most recent developments in educational technology, ICT integration in the classroom, digital literacy skills, online learning, e-libraries, faculty development, the creation of smart classes, incubation cells, the development of innovative skills, and video conferencing.

The use of digital platforms has skyrocketed in recent years due to the quick proliferation of smartphones and the widespread adoption of internet connectivity, greatly affecting our day-to-day lives. The COVID-19 pandemic served as the impetus for the industry's disruption, attracting an increasing amount of public and private investment that sparked the emergence of numerous startups and government-led programs like e-Pathshala and SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), which democratized access to high-quality educational content and empowered both educators and students.

However, even with the great potential for digitization, several issues remain, such as the Digital Divide, unequal access to technology, and worries about the digital literacy of individuals with little to no experience with it. Nonetheless, there is a tremendous deal of promise to advance national learning goals,

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encourage creativity, and provide the youth with the "new" skills they need to successfully navigate the shift to the digital era.

1. Latest Trends in Educational Technology

Innovation is advancing revolutionary change in the ever-evolving field of educational technology, bringing in fresh methods of instruction and learning. The most recent developments transforming India's educational scene include artificial intelligence (AI)-driven tutoring systems, augmented reality (AR) simulations, and adaptive learning platforms (Rao & Garg, 2021). Companies that use AI algorithms to personalize learning experiences include Byjus and Unacademy, which provide students with individualized education and feedback based on their unique learning styles and progress indicators.

2. Integration of ICT in Teaching

In India, information and communication technology (ICT) integration is becoming more and more common in classrooms, giving teachers the ability to design dynamic and engaging learning environments. Teachers can better engage students and meet their different learning needs with the help of tools like interactive whiteboards, educational applications, and multimedia presentations (Sharma & Jain, 2020). Examples of platforms that promote a culture of digital learning and innovation are Google Classroom and Microsoft Teams, which allow for smooth communication, collaboration, and material sharing between teachers and students.

3. Digital Literacy Skills for Effective Teaching

To fully utilize technology in teaching and learning and handle the complexity of the digital world, educators must possess digital literacy abilities (Srivastava & Jha, 2021). Initiatives for professional development and training that focus on improving digital literacy are essential in providing educators with the skills and knowledge required to successfully use technology in their teaching methods. For example, the Central Board of Secondary Education (CBSE) in India provides workshops and online courses to support teachers in acquiring digital literacy skills and effectively utilizing instructional technology resources.

4. Online Classroom

In India, the idea of an online classroom has become more popular, especially since the COVID-19 pandemic highlighted the value of remote learning options (Sharma et al., 2021). Teachers can now conduct live lectures,

interactive sessions, and virtual evaluations thanks to platforms like Zoom, Google Meet, and Cisco Webex, which have made the shift to online classrooms easier (Singh & Kumar, 2020). Organizations that have created their own online learning platforms, such as the National Institute of Open Schools (NIOS) and the Indian Institutes of Technology (IITs), provide students across the nation with access to a vast array of resources and courses.

5. E-learning

With their extensive course catalogue, tutorials, and instructional resources, e-learning platforms have become a fundamental component of digital education (Saxena & Sharma, 2020). Learners can follow their academic interests and career objectives at their own pace and convenience thanks to platforms like Khan Academy, Coursera, and Udemy. Programs like NPTEL (National Programme on Technology Enhanced Learning) and SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) provide free online courses and study guides created by professionals from top Indian universities.

6. E-library

Digital libraries are priceless knowledge banks that give educators and students access to academic journals, research papers, and multimedia materials (Sharma & Gupta, 2021). Organisations such as the Indian Council of Agricultural Research (ICAR) and the Indian Institute of Science (IISc) in Bangalore have set up online databases and digital repositories that provide users access to a wide variety of scholarly resources. Initiatives like the National Digital Library of India (NDLI) and Shodhganga, offering free access to digital theses, dissertations, and research articles, foster scholarly cooperation and knowledge transmission.

7. Faculty Development

Faculty development programs are essential for equipping teachers with the knowledge, abilities, and skills necessary to successfully integrate technology into their instruction (Kumar & Verma, 2020). To assist faculty members in improving their pedagogical abilities and incorporating ICT technologies into their curricula, organizations such as the University Grants Commission (UGC) and the All India Council for Technical Education's (AICTTE) offer online courses, workshops, and seminars. Collaborative platforms like E-PG Pathshala and the National Digital Library provide faculty members with

access to academic resources, instructional films, and best practices in educational technology.

8. Smart Class Development

According to Sharma and Singh (2019), the integration of interactive whiteboards, multimedia projectors, and digital learning tools in smart classrooms is transforming conventional learning environments into vibrant centres of creativity and cooperation. Organizations such as Amity University and the Delhi Public School (DPS) Society have adopted smart classroom solutions to enhance student engagement, streamline the delivery of multimedia-rich information, and foster interactive learning environments. Smart classroom technology enhances the teaching and learning process by enabling personalized learning pathways, multimedia content, and real-time student progress assessments.

9. The Development of Incubation Cells

Educational institutions' incubation cells act as stimulants to promote entrepreneurship, innovation, and industry-academia cooperation (Verma & Chauhan, 2021). To help budding entrepreneurs turn their ideas into successful businesses, incubators like the Atal Incubation Centre (AIC) and the Entrepreneurship Development Institute of India (EDII) offer them networking opportunities, financial support, and mentoring. Programs like the National Innovation Foundation (NIF) and the Atal Tinkering Labs (ATLs) foster a culture of innovation and creativity by encouraging students to learn through doing, think creatively and critically, and solve problems.

10. Development of Innovative Skills

The digitization of India's education system is enhancing students' ability to think creatively and critically and solve problems (Kumar & Goyal, 2020). Events such as the Atal Innovation Mission (AIM) and the Smart India Hackathon (SIH) push students to create creative answers to pressing issues, encouraging teamwork and hands-on learning. Organizations that promote innovation in a variety of fields and cultivate entrepreneurial attitudes include the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs). They also host hackathons and design thinking workshops.

11. Video Conferencing

In the sphere of education, videoconferencing technology has become a potent instrument for enabling remote collaboration, communication, and knowledge exchange (Kumar & Sharma, 2021). Video conferencing platforms are used by academic institutions such as the Indian Institutes of Technology (IITs) and the Indian Institutes of Management (IIMs) to conduct online lectures, seminars, and webinars. Platforms such as the Global Classroom Initiative (GCI) promote virtual international collaborations, joint research initiatives, and academic exchanges, providing an international platform for students and teachers to interact with peers and experts from around the globe.

Conclusion

In conclusion, digitization is transforming India's educational system and presenting hitherto unseen chances to improve instruction and learning and encourage access to high-quality education, and encourage entrepreneurship and innovation. Digital technologies are transforming every aspect of the educational ecosystem, from e-libraries and incubation cells to adaptive learning systems and virtual classrooms. India's embrace of digitalization positions it to equip future generations with the necessary abilities, know-how, and competences to thrive in the 21st-century knowledge-driven economy.

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Emergence of Digital Transformation and its Impact on HR Practices

— *Dr. Suman Yadav*
— *Deepika Kumari*

ABSTRACT

The study focuses on the role of modern digital transformation in revamping human resource (HR) practices and how these transformation-altered technologies are used to help human resources in organizations. The work carried out will help in analyzing the concepts related to digital HR transformation technologies and how they can change the working environment of any organization. HR professionals are grappling with the challenge of modernizing HR operations, such as recruiting and retaining employees, in the face of prevailing competitiveness. They also prioritise employee development to optimize their potential and enrich their experience, primarily through automated tasks. This study aims to examine various strategies that organizations can implement to enhance digital HR and unleash the full potential of HR technology.

Keywords: –Digital transformation, HR Practices, Recruitment, Productivity

I. INTRODUCTION

Human Resource Management has witnessed phenomenal growth in recent years. Human Resource Management has evolved from its traditional role of managing human resources to its current role of analyzing and interpreting the recent trends of change.

Competitive world. In today's digital world, organisations need to adopt a digital interface to stay competitive and updated. Given the recent COVID situation, in which employees are increasingly interacting face-to-face and using information and communication technologies, these organisations must incorporate technological advancements into their practices. We can conclude that digital transformations in HR practices have to go side by side. The digital

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transformation of HR practices and processes facilitates the use of information technology (IT), electronic mobile devices, media, and analytics to enhance the effectiveness and efficiency of digital HRM. Most importantly, digital HRM involves managing human resources through the use of soft applications, technologies, and the internet. Organisations need to take Future HR activities should see significant and effective digitization. We expect other organisations to lag behind their industry competitors. Digital transformation encompasses management activities and methods that utilize computers, communication networks, and other technologies. These technologies aid in quantifying management objects and behaviors through statistical analysis, enabling organisations to effectively perform functions such as research and development, planning, organisation, production, coordination, sales, service, and innovation. However, despite its simplicity, objectivity, speed, international reach, power, and talkative nature, the digital transformation necessitates a focus on people-orientated principles in the management process. Given that people play a crucial role in digital HRM, organisations should not overlook the importance of the people-orientated principle simply because of its digital nature. Additionally, it is crucial to comprehend and value individuals, foster their enthusiasm and creativity, unlock their potential, and fully engage them to achieve optimal work outcomes. The technological revolution has significantly transformed business operations and systems. As a result, employee behavior has significantly changed, and skills and competence have improved [13]. Information technology has brought about numerous digital changes and has assisted management in achieving digital transformation through its extensive use at various levels of the company. HR transformation refers to technologies for digital HR use and how they can alter workplace conditions in any firm. Due to the current competitive environment, HR professionals are concerned about the challenge of updating HR operations, such as retaining employees. They are also concerned about how they're training employees to maximize their potential and improve their experiences, primarily through automated tasks.

A. DIGITAL TRANSFORMATION

Digital transformation is the proactive approach of business organisations to transform their business practices. Tapping the opportunities provided by information and communication technology and their escalating impression on society.

Digital transformation across the organisation is contingent on the human resource professionals of the organization. However, it is imperative to create an environment or culture in an organisation that is conducive to the said transformation. The role of human resource professionals has changed from hiring unskilled employees to hiring those who have digital talent and digital skills.

HR transformation is a key concern of many contemporary organisations; moreover, it focuses on the relationship between technology and fundamental organisations, change, and transformation issues. It has been noticed that digital transformation likely involves the development, adoption, and use of several digital technologies; also, it has been claimed that HR transformation is best understood as a digital innovation process. Organizations probably need to reassess and redirect their strategic transformation processes over time due to the evolution in technology and the market. However, these claims have not been empirically tested and confirmed yet; hence, vital questions are still unexplored. In addition to it, environment, technologies, and interdependencies must be recognized as integral elements of HR transformation processes. For facilitating the analysis of dynamics, some requirements should be considered. First, transformation should lead to organizational change policies. Second, it must recognize digital innovation as an interdependent process, not as a discrete one. Third, it must provide means for understanding and theorizing the nature of digital transformation over time, enabling internal and external actions.

The paper is organized into six sections: First with a brief about human resources and digital transformations. Next is a comparative study of some researchers on what tools and techniques have been used to study this transformation; third, the objective of this research is given. Next is the conceptual framework that an organisation can follow to bring out the change. Lastly, the paper is concluded with some future directions.

II. LITERATURE REVIEW AND COMPARATIVE ANALYSIS

Numerous studies have been conducted to show how information and digital technology adaptation lead to various changes in organisations and how these changes are brought about.

The digital HR study sector has a conceptual framework that addresses several areas of concern [1]. Digital transformation, a novel concept, demands attention in current circumstances and presents challenges that require adherence [2]. To gain a competitive edge and remain relevant in their fields,

organisations must pursue a digital transformation [3]. Researchers have studied the role of digital transformation in human resource practices and how HR is leveraging it [4]. Businesses can run more effectively and efficiently by leveraging HR technology, which also improves employee experience [6]. Digital transformation necessitates a reevaluation of leadership paradigms, skills, and behaviors, as their impact permeates the entire organisation [10].

Before investigating the influence of digital transformation on HR functions and practices, we explored digital transformation itself as a phenomenon, developing a general understanding of the concept. We found some research articles that helped us establish an overall outline, which has been summarized below in Table 1.

Table 1. Overview of selected studies concerning HR Functions and Digital Transformation

OBJECTIVE OF THE STUDY	TOOLS AND TECHNIQUES	PROS	CONS
To establish the current trends of HR and technology and suggest avenues for future research. [1]	Systematic literature review (Data taken 2012 to 2017)	Recruiting, training and performance management	Not work on employee engagement
To provide insights regarding the state of the art of digital transformation [2]	Systematic literature review method. Qualitative approach: bibliometric analysis and content analysis of the literature)	Business Strategy to the digital reality	Not work on digital opportunities and challenges by analysing ISI.
To analyse literature on HR and technology. [3]	Literature review by using archival method	Digital Workforce, digital work and task, digital support system	Not supporting organizational performance
To study digital transformation in HRM context. [4]	Descriptive Study in secondary data (reports, blogs of experts, websites , research paper and Magazines)	Digital transformation in HRM	Not include talent management
Recruitment's role in organisations' digital transformation. [6]	Exploratory (semi-structured interview)	Our participants perceive the impact of drastic changes elicited by technological leaps, particularly digitalisation's impact on all aspects of life.	Sample mainly contained pre-digital, organizations

A research study was undertaken in a niche HRO services provider focused on midmarket companies in Tamil Nadu, India. [7]	Exploratory (questionnaire-administered) data was analysed using statistical tools like Regression Analysis.	Determine the recruitment trends in the HR BPO Industry in India.	Study based on only one state (Tamil Nadu).
Aims to identify personal and contextual factors that influence the acceptance of AI-based technologies in the recruitment process. [8]	Semi-structured interview and case study	A study was conducted to offer mechanisms and guidelines for adopting the use of AI in recruitment.	This study should be further extended in different countries where regulations differ. The quantitative study not done in this
To obtain insight into the influence Digital Transformation on future leadership behaviour and management. [10]	Exploratory literature study by using PRISMA protocol.	Leadership theories, style and digitalization	Not work on primary data.
To transform the employees in the digital era [12]	An exploratory study and model have been developed	Human behavior associated with digitalization in the firm	Qualitative research is not done
To study about the impact of digital transformation on employee engagement [13]	Regression analysis	Employee perception towards employee engagement	Employee Engagement through digital transformation in a very limited scope

II. OBJECTIVES OF THE RESEARCH

The research was conducted keeping in mind the following objectives:

- To know the HR Transformation practices in companies.

- To examine changing HR functions and employee perceptions towards them.

- To understand the importance of HR Transformation.

IV. METHODOLOGY

The study consists of a review of journals and articles on digital transformation in HR functions and practices. We analysed the literature, findings, methodology, and implementation. To achieve the stated purposes and answer

the research questions, a systematic review of the literature method was carried out. Before investigating the influence of digital transformation on HR functions and practices, we explored digital transformation itself as a phenomenon, developing a general understanding of the concept. These studies were categorised into various research areas, some of the findings of which are presented in the literature discussed above and further highlighted in the following section.

V. CONCEPTUAL FRAMEWORK
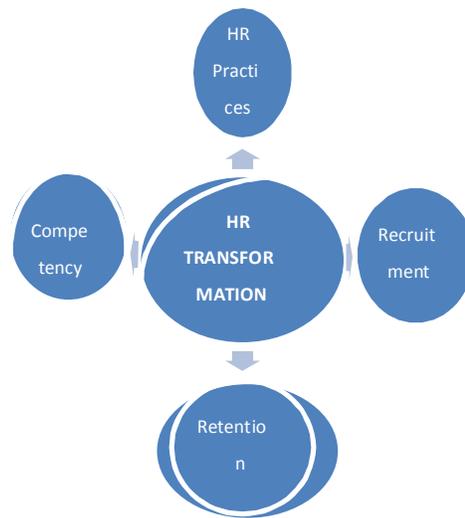
Fig. 1. HR Transformation and its Disciplines.

Figure 1: The conceptual framework of the HR digital research field is reviewed to identify areas of concern related to the HR digital system and different aspects of HR transformation, such as HR practices, retention, competency, and recruitment.

Digitalization and the acceptance of digital tools help accelerate economic growth; they also increase productivity and improve HR efficiency. The process of transforming operational HR practices to make them automated and data-driven is known as digital transformation in HR. It's about HR teams taking on the dual task of modernizing HR operations on the one hand and the workforce, along with how work is done on the other [6].

A. Digital Recruitment

It refers to the hiring procedure, which includes locating potential employees online [5]. It utilizes standard human resources methods to find, select, and hire

job candidates online. You may also refer to this as online recruitment or digital HR. Digital recruitment is beneficial for businesses as it allows managers to find the best candidates from various locations, making the pool of job candidates both larger and stronger [8]. Digital hiring trends and efforts take place online. Whether it is through social media channels, mobile apps, or online job boards, it uses technology-based tools and platforms. Digital recruiting includes a variety of methods used to employ new job candidates. Human resource managers, hiring managers, and recruiters make use of different methods depending on the capabilities and means provided by the company. [9] Some common methods include using software that provides automated hiring or categorizing for qualified candidates, mobile hiring, and social media recruitment.

B. Digital Retention

Teams have started using measurement techniques for improving their plans by increasing the use of employee engagement and numbers related to business cases in the digital workplace. The State of the Digital Workplace report's findings indicate that businesses have updated their office technology to enable remote working for their employees [3]. Its digital workplace concept was preceded by a comprehensive set of contemporary collaborative tools with enhanced security.

B. Digital Competency

With the digitisation of the economy, the concept of professionalism transfigured in a very period to such a scope that the competency level of employees is turned from a fixed one to a dynamic one that can be modified in line with technological and organisational changes [11]. To perpetuate competitive advantage, organisations need to focus on a competency portfolio, or "skills stock," as per different professions instead of focusing on their staff. This helps by giving people the chance to develop various sets of abilities for clear aims and initiatives. In essence, this has to do with digital skills, which are now considered to be key elements of professional skill sets. Mastering digital skills facilitates the HR department's implementation of innovative approaches in business for prompt selection of professionals, which helps in forming organisational objectives, effective personnel placement, and potential growth within the context of project management. It gives the business a competitive edge, but it also affects an HR manager's professional culture, which impacts their credentials and employability [7].

VI.   CONCLUSION AND FUTURE DIRECTIONS

The researcher provided the reader with an overview of the HR digital research field and a conceptual framework of the different areas of HR functions such as recruiting, retention, and competitiveness. The work carried out is in analyzing the concepts related to digital HR transformation technologies and how they can change the working environment of any organization. Finding out the meaning and role of digital transformation in the field of human resources with the rapid evolution of digital technologies, the need for recruiting the best talent in companies also arises. This study should serve as a starting point for further research in HR digital and help researchers identify relevant studies throughout the literature review stage of their work. Finally, the bibliographical Mendeley database and its rich set of empirical data can hopefully be used by others in future research and analyses.

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Trip Advisor: - A Review on Feature Generation and Aspect Identification for Sentiment Analysis

— *Prof. (Dr.) Rahul Sharma*

ABSTRACT

Sentiment analysis is a technique for analyzing a piece of text to determine the sentiment contained within it. This is a powerful Artificial Intelligence system with major business ramifications. Sentiment Analysis is performed by merging natural language processing (NLP) and machine learning (ML). Using basic sentiment analysis, the software can identify whether the emotion behind a piece of text is positive, negative, or neutral. We proposed a syntax-based aspect identification algorithm to identify the sentiments of reviews. The goal of this paper is to generate a feature for aspect-based sentiment analysis using the term frequency-inverse document and bag of a word, as well as to develop a model using a statistical learning approach. The dataset includes trip advisor reviews of various hotels. There are around 20,000 reviews in this dataset. Before utilizing Bow and TF-IDF to extract features, the data was cleaned and pre-processed. Training and evaluation were performed out after the classifiers were implemented. The accuracy of a classifier is measured using evaluation metrics. Out of the four classifiers used to assess accuracy, Logistic Regression has the highest accuracy in the TF-IDF. With logistic regression, the accuracy in TF-IDF was 83 percent and the classification rate in Bag of Words was 80%.

Keywords-NLP; Machine Learning; ABSA; SpaCY. Aspect Based Sentiment Analysis

Introduction

The study of people's attitudes and thoughts on things like products, services, and subjects, as well as their attributes, is known as sentiment analysis. Due to its relevance to practically every imaginable issue, ranging from patron things,

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amenities, and medical management to social and political activities, this discipline has become an active research area since 2000 [4]. The most important task in aspect-based recognition, extraction of aspects in sentiment analysis is increasingly being a hot topic of research [2]. ABSA is a method that considers the sentiment linked with each of the aspects is determined by the phrases associated with them. The model requires feature categories and their matching aspect words to extract sentiment for each aspect from the body of text. The most common type of opinion mining is aspect-based opinion mining, which extracts features from the text. The system is trained for higher accuracy using a supervised training method. It was formerly used to instruct the machine on review trends [3]. For a specific implementation, a domain-specific model can be created; however, general language models can also be employed. For Example-Take this trip advisor hotel reviews, for example: *"The location was great but the service was poor"* Because there are multiple sentiments and topics in a single sentence in this scenario, categorizing the entire evaluation as positive or negative would be wrong. Aspect-based sentiment analysis extracts and differentiates each sentence's aspect and emotion polarity. The elements, in this case, are location and service, resulting in the sentiment attribution below:

Location was great, here Location → **Positive**

And the service was poor, here Service → **Negative**

It sorts unstructured data using natural language processing and converts it into manageable data that can be analyzed. Aspects refer to the characteristics or components of a product or service, such as the user experience of a new product, the response time for a query or complaint, or the simplicity of integrating new software. With this analysis, companies can capture the intricacies of individual attributes, components, or entities, making it easier to determine what customers like and dislike. Using our method and syntactic dependency parsing, we extract aspect as well as sentiment and calculated features, by applying a machine-learning algorithm to it. For syntactic dependency, we use *the SPACY NLP* library.

Literature Review- Analysis of sentiment is a computer process of finding and categorizing opinions expressed in a text to establish whether topic, product, or another object. In a nutshell, it's the interpretation and classification of feelings. Because it provides qualitative insights, it is particularly valuable for social media monitoring. It goes beyond the number of likes or retweets.

The methods extracted the most essential components of the evaluations and define the emotions that go with them. In this method, they used language processing techniques and rules to tackle a wide range of issues in sentiment analysis and produce a summary of finding. The aspect extraction accuracy improves dramatically when implicit aspects are taken into account, according to the ascertaining. This model outperforms support vector machine-based machine learning techniques [1]. They presented their work in this study, which contained a one-of-a-kind dataset containing domain characteristics of government smart apps as well as opinion phrases. They also described the methodology used to calculate sentiment ratings for opinion terms and built the appropriate lexicons [2]. The numerous sentiment approaches are examined in this research. Part of speech, tokenization, and lemmatization is utilized in the proposed architecture for categorizing and detecting fraudulent reviews into positive and negative categories. The suggested approach appropriately worked [3]. They used a linguistic approach to determine the opinion's phrase decided by prior ratings of individual words and the clause's grammatical dependency structure. A subjective lexicon is used to generate SentiWordNet. Negativity is handled with caution. Scores in the output can be utilized to find the most positive and negative clauses or sentences concerning specific movie characteristics [5]. As a part of SemEval-2014 shared task participation, they presented their work on aspect term extraction and sentiment classification in this paper. The extraction method for aspect terms is based on a supervised learning algorithm in which they used various classifiers and then combined their outputs using a majority voting mechanism. Random Forest is used to classifying sentiments [6]. *ABSA* is one of three basic types of analysis, in which various features of entities are used to determine opinion orientations at the granule level. The approach of ML and DL have made significant contributions to aspect-oriented sentiment analysis surveys were presented in this work [7]. They evaluated overall Within the multilingual SemEval 2016 venture five datasets, they evaluated the issue and sentiment category's overall performance. They demonstrated competitive results for a variety of languages (Spanish, English, French, and Dutch) and domain likes (hotels, restaurants, electronic devices) [8]. This research proposed a framework for sentiment classification based on aspects that will detect aspects fast and perform classification tasks with a high level of accuracy. The system has been tested using real-world datasets and Excel experiments, and it has been implemented as a mobile app that assists travelers in locating the best restaurant or hotel in a city [9]. Using an LSTM two-layered model, this study proposed a supervised aspect-based opinion mining system. The first layer predicts the qualities described in the feedback, while the second layer determines their direction

(positive, negative, or neutral) [10]. The purpose of this paper was to describe a proposed method for extracting features from opinions. When it comes to obtaining online perspectives and aspects from data, some characteristics are quite significant. The acquisition of data and comparison of alternative approaches for performing aspect-level sentiment analysis in comparison to statistical methodologies have also been examined [11]. The study's main contribution is a paradigm that assesses sentiments utilizing social network data using data mining and machine learning approaches. In comparison to the other well-known classifiers, the TF-IDF approach together with Naive Bayes fared better accuracy 81.24 percent on the social networking website Twitter [12]. The normalization of the evaluation technique, which incorporates the use of shared datasets, is advocated, in order to enable the quantitative evaluation of the many proposed methodologies. One of the most potential future research directions is "connotation wealthy notion centric aspect-degree analysis that is explored [13].

The researcher suggested a dynamic method of sentiment analysis that scans social media messages in real-time and extracts users' opinions. This proposed approach entails first creating such a data-driven interactive vocabulary of word polarity. Adding new tools that allow you to fine-tune the polarity of a post employing a fixed assortment of hashtags regarding a particular topic. They classified tweets relating to the 2016 US election to validate our method. Prototype tests delineated high accuracy in sleuthing classes, furthermore as their sub-classes. [14]. They devised a hierarchical neural network. Our algorithm starts by building a hierarchical LSTM model to produce sentence and document representations. Following that, user and product information is examined via attention over several semantic levels. In comparison to all state-of-the-art methodologies, the experimental findings reveal that their model made considerable and consistent improvements. [18]. The suggested method uses the Latent Dirichlet allocation (LDA) scheme to extract illustrative keywords from each subject's abstract. The k-means clustering technique is used to categorize the whole set of papers into studies papers with comparable topics [19]. This work explained the two-step method (aspect and polarity classification) for which they employed conjunction with the experimental setup just for identifying a specific piece of textual information based on the positive or negative feedback received [21].

Methodology- This research builds a very simple aspect-based sentiment analysis system that's able to take up generic concepts and understand the sentiments around them. For aspect extraction, we used syntax-based (also known as relation-based) approaches, which discover aspects based on the

syntactical relationships they are in. Here the adjectival modifier relationship among a sentiment phrase and an aspect, as in 'nice room,' where 'nice' is adjective editing the aspect 'room,' is a reasonably easy relation. For this, we used spacy, NLP library in Python. Then calculate sentiment regarding aspect. By using a technique of machine learning a classification framework has been constructed. The text set and its labels are part of the text classification problem; however, because text cannot be used as a model, bound numbers or vectors of numbers need to be converted into these texts.

During our study 'trip advisor hotel reviews' dataset was tailored from *kaggle.com* was used. The data is formatted as a comma-separated value file. Out of the 20k reviews, we have taken 4000 reviews from a dataset. 'Text' is the first column, and 'rating' is the second. It has a positive rating of (4, 5) and for negative is (1, 2), with a neutral rating of (3). We use ratings and reviews for our work from this dataset. Fig.1 illustrates the proposed methodology.


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┌─────────────────────────────────────────┐
│          DATA SET                        │
├─────────────────────────────────────────┤
│   PREPROCESSING STEPS Using Spacy        │
│   ┌───────────────────────────────────┐  │
│   │        Text Cleaning              │  │
│   ├───────────────────────────────────┤  │
│   │        Tokenization               │  │
│   ├───────────────────────────────────┤  │
│   │        Lemmatization              │  │
│   ├───────────────────────────────────┤  │
│   │   Part-of-speech (POS) Tagging    │  │
│   ├───────────────────────────────────┤  │
│   │      Stop word Removal            │  │
│   ├───────────────────────────────────┤  │
│   │      Dependency Parsing           │  │
│   └───────────────────────────────────┘  │
│                                           │
│          Aspect Extraction                │
│                                           │
│      Calculate Aspect Sentiment           │
│                                           │
│   Feature Extraction Using TF-IDF         │
│                                           │
│  Split data using into Train and Test set │
│                                           │
│    Apply Machine Learning Algorithm       │
└─────────────────────────────────────────┘
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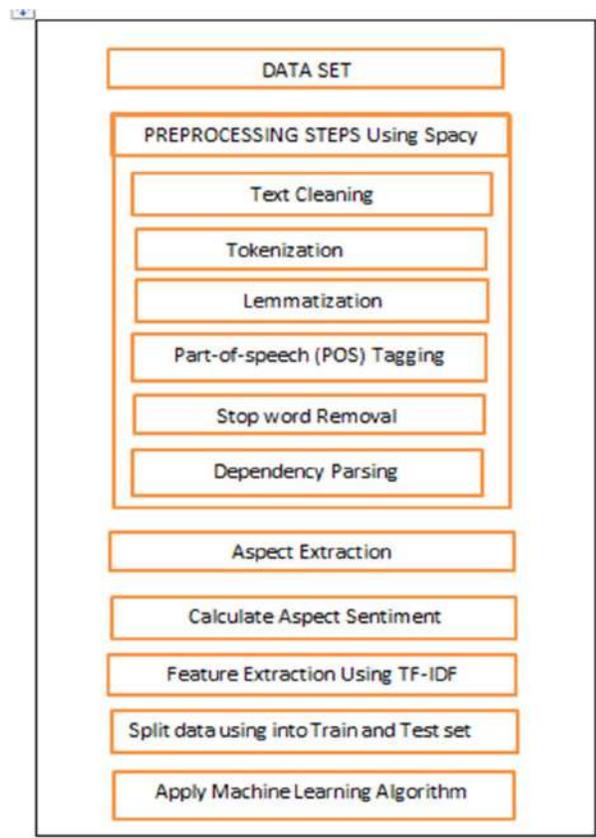
Fig 1. Proposed Framework

Preprocessing Steps- Most words are uncommon, it's hard to infer raw text effectually, and it's frequent for words that appear to be wholly different to indicate virtually the same thing. When the same words are arranged in a different order, they might have completely different meanings. While it is possible to solve some problems using simply raw characters, it is usually preferable to complement the input with linguistic comprehension. That is precisely what spaCy is intended to accomplish. Spacy takes input in raw text and then provides the final object in the form of a doc object. We used example reviews from the dataset to demonstrate the preprocessing process. The review can be seen below-

"Nice hotel, good check fast staff friendly, breakfast cafe good……"

Our raw data was cleaned first, then tokenized, then the tokens were normalized during these operations. Tables 2 through 5 show the preprocessing results.

Text Cleaning- At this point, any words or characters, numbers, symbols, etc. that do not contribute to the text's meaning have been removed.

a)   **Special characters removal -** Another text preparation technique that can handle 'wonderful' and 'wonderful!' better is this one.

    sub (actual pattern, replacing pattern, data)

b)   **Lowering case-** is a basic preprocessing approach, which involves lowering the input text's unique token. To overcome the scalability problem and reduce the vocabulary size, we employed the lowercasing strategy.

c)   **Tokenization-** It is the task of breaking down a text into meaningful chunks, known as tokens. The tokenizer takes a Unicode text as input and returns a document object as output.

Table 1: Tokenization

Review	Tokenize word
nice hotel good check fast staff friendly breakfast cafe good	nice
	hotel
	good
	check
	fast
	staff
	friendly
	breakfast
	café
	good

Lemmatization- Words are assigned to their fundamental forms. For 'was,' the lemma is 'be,' while for 'rats,' the lemma is 'rat.

for token in doc:

print (token. Text,"--> ", token. Lemma_)

Table 2: Lemmatization

Tokens word	After Lemma
nice	nice
hotel	hotel
good	good
check	check
fast	fast
staff	staff
friendly	friendly
breakfast	breakfast
café	café
good	good

Parts-of-speech Tagging- It describes how a word works in a sentence. Nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections are the eight major components of speech.

for token in doc:

print (token. Text, "-->", token's_)

Table 3: POS Tagging

Tokens word	POS Tags
nice	ADJ
hotel	NOUN
good	ADJ
check	NOUN
fast	VERB
staff	NOUN
friendly	ADJ
breakfast	VERB
café	NOUN
good	ADJ

Stop Word Removal- It include most widely used words such as 'a', 'an', 'the', 'is', 'what' etc. When classifying or extracting information from text, these are the words that do not carry much information. As a result, we must eliminate stop words during text classification. Return 'TRUE if any stopwords are found; otherwise, return 'False'.

for token in doc:

print (token. Text, "-->", token.is_stop)

Table 4: Stop Word Removal

Tokens word	Stopwords
nice	False
hotel	False
good	False
check	False
fast	False
staff	False
friendly	False
breakfast	False
café	False
good	False

Dependency Parsing- Assigning syntactic dependency labels to individual tokens, such as subject and object, to describe their relationships. Spacy includes a syntactic dependency parser that is fast and accurate. The parser also can recognize sentence boundaries and iterate over base noun phrases or chunks. Instead of tokens, chunks are used here. The several levels of the dependency parsing tree are shown in [fig.2].

from spacy import display

display. render (doc, style='dep')

Table 5: Dependency Parsing

Token Words	Tokened
Nice	amod
hotel	nmod
good	amod
check	nmod
fast	amod
breakfast	compound
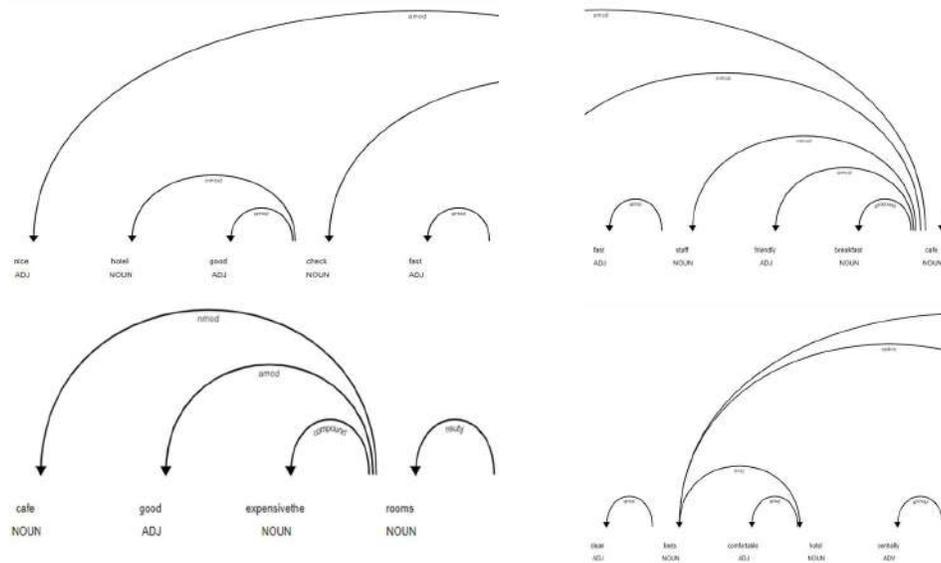
Fig.2[Dependency Tree]

Aspect Extraction- ABSA is a procedure that considers phrases connected with features and determines the sentiment connected with each one. For extracting the sentiment of each aspect from the concerned text, the model requires aspect categories and their related terms. If you monitor customer reviews or call transcripts, for example, you can search for aspects that have some sentiment associated with them and extract information on how to improve. We first split our sentences in such a way that the target aspects (for example, food) and their sentiment descriptions are separated (e.g., delicious). The dependency parsing and POS (Part-Of-Speech) tags may be seen for each token within our sentences. We'd also pay attention to the child tokens to see if we could locate any intensifiers. It checks for child tokens for each adjective and adverbs. We begin by extracting a sentiment description. All descriptive adjectives such as delicious, enjoyable, and tasty are picked up. It checks for child tokens for each adjective and collect adverb like "quiet," "very," and so on. We're now in a position to identify the targets mentioned. Here, we used Syntax based methods. It looks for aspects based on their syntactical relationships. An adjectival modifier link between sentiment and facet is quite simple. Low-frequency aspects can be identified, which is a strong quality of these approaches. The algorithm for a related task in Fig. 3 is given below-

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Algorithm for syntax-based aspect Identification

Input: collection of sentences= {s1,s2,s3,………………,s_n}
Output: aspect assign to sentence
1.   aspect[ ]
2.   **for** sentence in sentences:
3.   **do**
4.   doc=nlp(sentence)
5.   Assign space in given variables
6.   descriptive_term=" "
7.   target=" "
8.   **for** token in doc:
9.   **do**
10.   **if** token.dep_=' NOUN SUB' and token.pos_= 'NOUN'
11.   **then**
12.   target<- token text
13.   **if** token.pos_= 'ADJECTIVE'
14.   **then**
15.   Assign a variable
16.   prepend=" "

```
17.   for child in token.children :
18.   do
19.   if child.pos_ ≠ 'ADJECTIVE'
20.   then
21.   continue:
22.   prepend+=child.text+ " "
23.   descriptive_term = prepend+token text
24.   return aspect: target
      description : descriptive term
```

Fig.3

Here, we apply our approach to the dataset and show some aspect terms, descriptions, and sentiment in table 6 and 7 given below-

Table 6: Aspect and Description

Aspect	Description
Hotel	nice
Check	good
Staff	friendly
Café	expensive
Stay	good

Calculating aspect sentiment- It can assist us in assessing the general public's mood and emotions, as well as getting useful context information. Sentiment analysis (SA) refers to the process of analyzing data and categorizing it according to research goals. Using text blob's default sentiment analysis. It is a library that comes with built-in analysis. It uses a bag-of-words technique, which means it includes a list of words with sentiment scores linked to them, such as "good," "bad," and "great." It can also detect modifiers (like "not") and intensifiers (like "very") that have an impact on the sentiment score.

Table 7: Aspect Sentiment Description

Aspect	Description	Sentiment
Staff	friendly	Pos (0.80)
Hotel	nice	Pos (0.75)
Check	good	Pos (0.68)
Café	expensive	neg (0.40)
Stay	good	Pos (0.70)

Feature Generation using TF-IDF - Term frequency-inverse document frequency is abbreviated as tf idf. It's a method for determining the importance of words in a text by looking at how often they appear in several publications. If a term appears frequently in a text, it is significant. Assign the word a high score. A word that appears in several texts, on the other hand, isn't a unique identifier. Give the word a poor grade.

Term Frequency (tf) - It indicates the number of times each term appears in the corpus report. It's the ratio of a word's number of appearances in a report to the total number of words in that record. It raises in direct proportion to how many times that word appears in the document. There is a separate tf for each document.

Term frequency (tf) is a metric for how often text t appears in document d:

$$tf_{i,j=} \ \frac{n_{i,j}}{\sum_k n_{i,j}}$$

Fig 4. Formula for TF

Inverse Document Frequency (idf): It is used to estimate the weight of unusual words across all documents. For terms that exist infrequently in the corpus, the IDF score is high. The followng is the formula:

$$idf(w) = \ \log\left(\frac{N}{df_t}\right)$$

Fig 5. The Formula For Inverse Document Frequency

Combining these two features yields the tf idf score (w) for a word in a corpus document.

$$w_{i,j} = \ tf_{i,j} \times \log\left(\frac{N}{df_i}\right)$$

tf $_i$,   **= the number of times i appears in j**

N **= total document number**

df $_i$ **= the number of documents that containing i**

Bag of Word- This model is easy to understand and apply. It's a procedure for mining text features for use in machine learning processes**.** This technique employs tokenized words to determine per token frequency for each observation. A bigram model is a method of creating a vocabulary of two-word pairs. The frequency of words is assigned within the length of the vocabulary

(vocabulary refers to a collection of all the unique words). Vectorization is the process of converting text into numbers. There are two documents, for example-

Doc1: good work

Doc2: very good work

We started by defining our vocabulary, which is the collection of all words in our document set. The following are the only words discovered in the two documents:

"good, work, very"

Counting the number of occasions, a word appears in a given text, there's been created a matrix of documents and words. In Table 8, you'll see a matrix-

Table 8(Document Vector Generated)

	good	work	very	The document's- - length (in word)
Doc1	1	1	0	2
Doc2	1	1	1	3

A bigram model, also known as a trigram model, is a combination of two or more terms, and the n-gram model is the general technique.

The general technique is referred to as the n-gram version, and a bigram or trigram model is a mixture of two or more terms. Its main advantage is its simplicity: it's cheap to compute, and often simpler is better when positioning or contextual information isn't important.

The text classifier model is built using TF-IDF and count vectorizer. Then, utilizing Logistic Regression, MultinomialNB, K-Nearest Neighbors (KNN), and Random Forest functions, import the various classifier objects. Then, using *fit ()*, We used *to predict ()* to execute prediction on test data after fitting our model to a train set.

RESULT AND DISCUSSION- The paper depicts how a classification model was developed utilizing a dataset with pre-defined ratings for their reviews. We created a new column named polarity from the given rating column in the dataset, with a value of zero for negative reviews, one for positive reviews, and two for neutral reviews. The data is first preprocessed during this task. To demonstrate the working of the preprocessing steps using the spacy tool, a sample review from the dataset is used. When working with spaCy, the first step is to pass a text string to an NLP object. This object is essentially a series

of text pre-processing actions that the input text string must pass through. Tokenizer, tagger, parser, and many other *NLP* pipeline components are included. Cleaning and tokenization of reviews are performed we had used the parsing and tagging as well as the elimination of stopwords. After that, the data is normalized using the lemma method. It is a kind of lemmatization. Every sentence has a grammatical structure, which we extracted with the assistance of dependency parsing. It can alternatively be viewed as a directed graph, with nodes corresponding to the words in the sentence and edges between nodes corresponding to the word dependencies which is shown in fig [2] as a syntactic dependency parsing tree. Table 1-5 shows the preliminary results of sample reviews.

We created a very basic aspect-based sentiment analysis that can pick up generic concepts and analyses the sentiments surrounding them. First, we split our sentences in such a way that the target aspects (for example, location) and their sentiment descriptions are separated (e.g., good). Using spacy's dependency parsing and the POS (Part-Of-Speech) tags, we were able to see the dependency for each token within our sentences. Using child tokens, we got intensifiers like "very," "quiet," and others. Using our algorithm fig [3], we picked up all the descriptive adjectives and it checks for child tokens in each adjective and finds adverbs. Now we get aspect and their description. Using TextBlob library for sentiment calculation. In table 6-7 the intermediate outcome of aspect, their descriptive term, and sentiment are shown.

Using preprocess step join the lemma tokens and get a new review. The feature was generated using tf_idf and Bow. The training and testing sections of the dataset are separated, with test data making up 20% of the total. As a polarity, the target dataset was employed. We used numerous classifiers for the accuracy computation, including logistic regression, k-nearest neighbor (KNN), and random forest algorithms, as well as MultinomialNB for each feature. Objects were constructed for these functions, and then we used the fit function to outfitted the model withinside the train data and the prediction function to, are expected at the test set.

On assessment the end result said in Table 9 and 10, its miles determined that from the four classifiers used for comparing the accuracy, Logistic Regression gave the best accuracy overall performance in case TF-IDF than the BoW features. it became surpassed in the case of *TF-IDF*. The classification rate of Logistic Regression in TF-IDF was found to be **83%** whereas in the bag of words it was **80%**.

Table 9- (Tf-Idf Demonstrates Accuracy)
TF-IDF

Class	*LogisticRegression*				*RandomForest*				*MultinomialNB*			
	P	*R*	*F*	*Accu.*	*P*	*R*	*F*	*Accu.*	*P*	*R*	*F*	*Accu.*
0(neg)	0.82	0.71	0.76	**0.83**	0.88	0.52	0.65	**0.79**	0.16	014	0.15	**0.58**
1(pos)	0.83	0.98	0.90		0.77	1.00	0.87		0.67	0.80	0.73	
2(neu)	0.59	0.11	0.18		**0.0**	**0.0**	**0.0**		0.2	0.04	0.07	

	k-nearest neighbors (KNN)			
Class	*P*	*R*	*F*	*Accu.*
0(neg)	0.66	0.47	0.55	**0.76**
1(pos)	0.78	0.96	0.86	
2(neu)	0.38	0.03	0.06	

Table 10- (Accuracy Using Bag-Of-Words)

bag-of- word

Class	**Logistic -Regression**				**Random- forest**				**MultinomialNB**			
	P	**R**	**F**	**Accu.**	**P**	**R**	**F**	**Accu.**	**P**	**R**	**F**	**Accu.**
0(neg)	0.72	0.68	0.70	**0.80**	0.96	0.17	0.29	**0.72**	0.0	0.0	0.0	**0.69**
1(pos)	0.85	0.94	0.89		0.72	1.00	0.83		0.69	1.0	0.81	
2(neu)	0.38	0.22	0.27		**0.0**	**0.0**	**0.0**		0.	0.0	0.0	

	k-nearest neighbors (KNN)			
Class	**P**	**R**	**F**	**Accu.**
0(neg)	0.86	0.13	0.23	**0.73**
1(pos)	0.74	0.98	0.84	
2(neu)	0.30	0.11	0.16	

The terminology used here is precision(p), recall(R), F-measure (F), and accuracy (Accu).

CONCLUSION

Sentiment analysis is one of NLP's most widely used applications. It takes advantage of the large amounts of data available on public platforms. And it gives businesses vital information that helps them improve their services and, as a result, increase consumer happiness. Sentiment analysis based on aspects is a step forward from traditional sentiment analysis. However, the simpler models can deliver acceptable results with significantly less compute and training time. We developed a classification model in this paper using a supervised technique. The text was subjected to general text analytics operations such as SPACY tokenization, normalization, stop word removal, dependency parsing, and POS tagging, etc. The syntactic parsing tree is built. In this work, the feature-generating tools TF-IDF and Bow were used. The dataset was collected from Kaggle.com. We developed aspect and its descriptive term using our algorithm on reviews of the dataset. TextBlob was used to compute the sentiment. We need to use feature engineering to improve the accuracy so that sentiment performance can improve as well. With an accuracy of 83.0 percent, our model provides the best result. The limitations include the inability to work effectively across domains, low sentiment analysis accuracy and performance due to a lack of labeled data, and difficulty to deal with complex sentences that require more than sentiment terms and simple analysis. This may be stepped forward withinside the future through leveraging supervised statistics for a particular area and deep learning techniques for aspect-based sentiment analysis, so as to be confined to a single domain and a pre-described listing of aspect-categories.

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Sociological Interpretations of the Bhagavad Gita: Insights from a Sacred Text by Maharishi Vedvyas

— *Dr Rashmi Aggarwal*

Introduction:

In "Sociological Interpretations of the Bhagavad Gita: Insights from a Sacred Text," Maharishi Vedvyas offers a compelling analysis that marries the timeless wisdom of the Bhagavad Gita with the critical insights of sociology. As an Assistant Professor specializing in sociological studies, I found the interdisciplinary approach both refreshing and enlightening. Through this review, my aim is to highlight the key themes and contributions of this insightful work. The Bhagavad Gita, a sacred text revered across the globe, offers profound philosophical teachings that transcend time and culture. However, I venture beyond the conventional religious interpretations to explore the Gita's relevance in contemporary sociological discourse. Drawing on sociological theories and concepts, I examine the text through the lens of social structures, power dynamics, and collective identities.

Key Themes Explored:

1. **Social Hierarchies and Dharma**: I delve into the concept of dharma as elucidated in the Bhagavad Gita and its implications for social hierarchies. By analyzing the interactions between Arjuna and Krishna, I shed light on the complexities of duty, ethics, and societal roles. This analysis offers valuable insights into the construction of social norms and the perpetuation of hierarchies based on caste, class, and gender.

2. **Agency and Liberation:** One of the central themes of the Bhagavad Gita is the notion of agency and the quest for spiritual liberation. I examine how these concepts intersect with sociological notions of individual autonomy and social change. By unpacking Krishna's teachings on karma

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yoga and the pursuit of self-realization, I clarify the potential for personal transformation within oppressive social structures.

3. **Conflict and Social Change:** The sociological lens interprets the Mahabharata war as a metaphor for societal conflicts and power struggles. By analyzing the dynamics between the Pandavas and the Kauravas, we explore the complexities of violence, justice, and social change. This analysis prompts readers to reflect on the relevance of the Gita's teachings in addressing contemporary issues of conflict resolution and social justice.

4. Pluralism **and Inclusivity:** In a multicultural and pluralistic society, the Bhagavad Gita offers insights into the importance of inclusivity and mutual respect. The study scrutinizes how Krishna's teachings surpass sectarian boundaries and underscore the universality of spiritual truths. This exploration encourages readers to embrace diversity and foster interfaith dialogue in the pursuit of social harmony.

Critical Evaluation:

The interdisciplinary approach effectively bridges the gap between religious studies and sociology, providing a nuanced understanding of the socio-cultural relevance of the Bhagavad Gita. The book's strength lies in its ability to translate ancient wisdom into actionable insights for contemporary social challenges. However, while I provide a comprehensive analysis, some readers may find the theoretical framework dense and challenging to navigate.

Conclusion:

"Sociological Interpretations of the Bhagavad Gita: Insights from a Sacred Text" by Maharishi Vedvyas is a thought-provoking exploration that enriches our understanding of both the Bhagavad Gita and sociological theory. By elucidating the intersections between religion, society, and individual agency, I offer a compelling argument for the continued relevance of ancient wisdom in addressing modern-day dilemmas. This book is a must-read for scholars and students alike, particularly those interested in the intersections of religion, philosophy, and sociology.

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The Indian Diaspora in Transition Reading of Anita Desai and Jhumpa Lahiri

— *Kousik Nandi*

Introduction:

Postcolonial theory and literature became prominent in the late twentieth century as a means of analyzing the common experiences and problems of people from former colonies as they navigated the world after independence. One important aspect of postcolonial studies is the experience of diaspora, which has been a common theme in English literature. Diaspora is not only the physical mobility of the immigrants from their homeland to a foreign land but also a kind of psychological dislocation in which they experience a sense of displacement, marginalization, and loss of identity. Some immigrants suffer from ambivalent feelings of in-betweenness and feel torn between the two cultures, leading to a broken and split identity. On the other hand, some immigrants strive to fully adapt to their new culture and live as expatriates. As they seek self-discovery in the ambiance of new cultures, the Indian Diaspora's writers predominantly experience nostalgia in their psychology. They write in the backdrop of the cultural traits of their land of origin and at the same time endeavor to fit themselves into the cultural space of the host land. Such literature serves as a bridge across various cultures, fostering better understanding between different cultural regions and countries and also providing an impetus for globalization. This movement often oscillates between various locations and dislocations within different cultures, allowing individuals to revisit their memories. These writers crown themselves on the throne of the boundary of two countries, creating various cultural theories.

The Greek word diaspeiro, which means to scatter or sow over, is the source of the word "Diaspora." In Hebrew, the term refers to the exile of the Jews outside Palestine in the 6th century B.C. Modern usage most commonly refers to the movement of people and cultural groups with the same religion or ethnicity to different places around the world, often retaining feelings of cultural and racial attachment to their homeland. As such, the term "Diaspora" is ambiguous, and

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these diasporic writers serve as both a representative and an ambassador, sincerely striving to do justice to both roles. As a refugee representative, they seek security and protection, and as an ambassador, they advocate for their native culture to enhance its comprehensibility. The insecurity of homelessness and the protagonist's desire to establish a self-identity based on inherent talent are prevalent themes in the writings of such creative individuals. Migration always implies change; the change involves the risk of losing one's identity. While the migrants recognize themselves in their new image, those around them do not accept their otherness. Therefore, a continuous oscillation between reality and dream forces each person to confront everyday life. Diaspora is not only an effect of postcolonialism, since colonists may retain their attachment to the homeland or, over time, create their own national identity in the new country. War, natural disasters, or political oppression may force people to relocate, resulting in diasporas. People may also move for economic reasons, leading to diasporas. In these cases, the diasporas may be temporary, with migrant workers intending to make money and then return to their homeland, or permanent, with the immigrants intending to live permanently in the new country.

As for the Indian diaspora, the British colonies existed in India from the 1700s until India's independence in 1947. The Indian Diaspora dates back to the British Raj, when Indians went to work in plantations and mines in other areas of Asia, including Burma, Malaysia, and Singapore. After Indian independence, Indians have moved to Britain and other countries to study or in search of better economic opportunities. Indian writers have seen their people's ability to flourish outside of India as a point of pride. Women writers in India are moving forward with their strong and sure strides, matching the pace of the world. We witness them blossoming fully, releasing their unique scents. We recognize them for their originality, versatility, and the indigenous flavour of the soil they bring to their work. Indian women writers like Bharathi Mukherjee, Anita Desai, Nayantara Sahgal, Chitra Banerjee Divakaruni, Kiran Desai, Anita Nair, Anjana Appachana, and many more played a pioneering role in conveying to the readers a wild range of indigenous Indian issues, punctuated by a strong feministic outlook.

In Beginning: Post-Colonialism (2012, Viva), John McLeod provides a detailed and comprehensive overview of the diaspora and its elements within the context of postcolonial studies. In Colonial and Post-Colonial Literature: Migrant Metaphors (2005, Oxford), Elleke Boehmer comprehensively discusses the diaspora literature, focusing on the "life and the roots to routes"

of immigrants scattered across the world. Amartya Sen's thesis, *Identity and Violence: The Illusion of Destiny* (London: Penguin, 2006). Sen's thesis fundamentally challenges our shared identity when the world's diverse divisions, such as religion, community, culture, nation, or civilization, merge into a single, allegedly dominant classification system (S. Amartya: 2006). In her thesis, Reading the Authentic South Asian Diasporic Literature, Tamara Ayesha Bhalla scrutinises Lahiri's Namesake as a portrayal and representation of the second generation of South Asian subjectivity, delving into the theme of identity crises (B. Tamara: 2011). The Loss of Identity and Cultural Predicaments research paper delves into these themes. Dr. Ramesh Singh M. Chauhan discusses Anita Desai's novel, "Inheritance of Loss," as fiction, depicting the universal problems of class distinction, cultural difference, loss of identity, and superstitions in Indian society (S. Ramesh & M. Chauhan: 2013). Meenakshi Goyal and Hemlata, in their research paper *The Themes of Alienation and Displacement*, discuss the key issues of alienation, displacement, and intra-national and international migration with respect to Anita Desai and Kiran Desai's fictional world (Meenakshi & Hemlata: 2013).

The present research is based on applying the methods of analysis, close evaluation, and interpretation to the novels of Jhumpa Lahiri and Anita Desai. We will conduct an intensive study of select novels by both writers to trace diasporic sensibility. We will use an analytical method to investigate the problems faced by diasporic Indians. We will evaluate the thematic aspects and characterizations used by both novelists in the context of the diaspora, as well as the theories put forth by renowned scholars in this field. The primary reading of select novels by Jhumpa Lahiri and Anita Desai demonstrates that five elements—alienation, memory and nostalgia, cultural assimilation, identity crises, and generation gap—are major components in the creation of diasporic sensitivity in their writings.

Diaspora studies in the works of fiction are not new, but this new phenomenon has gained distinct importance in the recent past, especially after World War II and the fall of the British Empire in the third-world countries. Therefore, despite the genre's centuries-long existence, diaspora studies have experienced significant growth due to globalization, postmodernism, and the advent of the digital era. Diasporic writing, a postcolonial scenario, elaborates on issues such as marginalization, cultural insularity, social disparity, racism, ethnicity, etc. The migrants, oscillating between the attractions of home and those from the new, engage in a constant psychological battle: the old world is rich in myth and tradition, while the new world order is thriving with a thirst for freedom

and independence. The dilemma they face is whether to stay in a ghetto of old values with minimal interaction with the majority or to break down the barriers and integrate into the overwhelming new culture.

The writers of the Indian Diaspora, like V. S. Naipaul, Salman Rushdie, Amitav Ghosh, Anita Desai, Bharati Mukherjee, Rohinton Mistry, M. G. Vassanji, Bapsi Sidhwa, Kiran Desai, and Jhumpa Lahiri, have explored the identity crisis, racial and cultural conflicts, ethnicity, sense of belonging, loneliness, and alienation among the immigrants. The history of immigration is the history of alienation and its consequences. Every victory over freedom results in the loss of a tradition. Each time a second generation assimilates, a first generation experiences some form of rejection. Gaining goods and services leads to the loss of identity and the discovery of uncertainty. This study assumes significance due to its focus on two prominent Women Diaspora writers, both based in India and spanning the globe. In a purely literary sense, these two women writers travel astonishingly and unbelievably on their own paths, occasionally converge in their literary journeys, and touch upon common diaspora features such as displacement, isolation, cultural clash, hybridity, and a sense of loss. These two women writers of Indian descent unconsciously compete with each other in their own realms. Of course, there are scholars who, across the globe, have attempted to explore various aspects of diaspora writers, and this attempt to critically investigate the oeuvre of the preeminent women authors having different backgrounds and journeying in different directions but having crucial similarities while dealing with the elements of diaspora demands the attention of the readers and requires a significant critical approach to their works of art.

It's important to remember that Diaspora studies encompass a multitude of critical approaches and principles, including feminism, ecocriticism, postmodernism, psychological approaches, and this specific principle. The direct impact of diaspora studies on a dispersed population across oceans necessitates greater attention, despite the lack of a universal solution. They seek assistance from various sources, given the complexity and intricacy of their problems. Numerous critics have produced extensive critiques of nearly all Diaspora writers worldwide. In this context, it's important to note that no one has compared and contrasted these two writers—Anita Desai and Jhumpa Lahiri—based on their diaspora features. This paper aims to examine the diaspora features in the works of Anita Desai and Jhumpa Lahiri and engage them in a discussion using various strategies, such as comparing and

contrasting themselves. The paper specifically aims to analyse the text to emphasise the main points rather than simply highlight the features of their artwork.

Conclusion:

Diaspora is all about the creation of new identities, spaces for growth, resolution of conflicts, and a new culture, either composite or plural. The construction of diasporic writings is based not on harmony but on the principles of simultaneity. The principle of simultaneity displays 'the core' human predicament in the countries of the West and the East. Therefore, the diasporic discourse represents the first step towards the discourse of the human species, the narrative of Homo sapiens. Today, the Indian Diaspora has emerged as a distinctive transnational community, bridging the local and global spheres. A significant portion of Indian Diaspora literature revolves around identity issues. There is the emergence of a new type of identity that is based upon humanism, tolerance, and a secular outlook. The concept of identity holds significant importance, particularly in the works of women writers, who provide a highly dynamic voice to women's issues within the socio-political framework of the nation. Many writers who have left their homelands illustrate their immigrant experiences—the predicament of displacement, questioning or celebrating their encounter with the new alien countries. One could also assert that the Diaspora literature closely links the identities of individuals to the spaces they occupy and negotiate. Both Jhumpa Lahiri and Anita Desai's writings explore this space-identity link. Both Jhumpa Lahiri and Anita Desai present international space, also known as the third space of Diaspora subjects, as sites where subjectivities, generations, and cultures intersect. However, the research will also provide an evolutionary history of Indian diasporic fiction, beginning with the term diaspora itself and offering an appraisal of this genre.

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An analytical assessment of the impact of digital India on educational quality and Social Relations

— *Dr. Hitesh, Assistant Professor*

ABSTRACT

On July 1, 2015, Indian Prime Minister Narendra Modi introduced the Digital India program, the government's flagship initiative, to make India a technologically advanced and economically viable nation. The paper aims to explore the impact of digital India in various studies. The paper also examines the effect of digital India on education quality and social relations. We collected the primary data from the undergraduate students using a questionnaire. Data is exercised by graphs, pie charts, and percentage forms. The results indicate that i) 57% of students acknowledge the benefits of studying in digital India; ii) a significant proportion (87% of students) concur that digitalization aids in resolving study-related problems; iii) 74% of students believe the quality of the Indian educational system has improved since its digital transformation. Thus, the paper's inferences indicate that a significant portion of the sample agrees that digital India has a positive impact on students' learning. On the other hand, the results also indicate that various social media platforms distract students from their studies and socialization.

Keywords: *Digital, India, Education, Quality, Students, Problems, Learning, Social, Relations*

Introduction

On July 1, 2015, Indian Prime Minister Nerandra Modi introduced the Digital India program, the government's flagship initiative, with the goal of making India a technologically advanced and economically viable nation. The government launched the Digital India program with the aim of increasing employment opportunities and fostering the growth of the agricultural,

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industrial, and service sectors. From the government's perspective, digital India has created numerous opportunities for intrastate, interstate, and international trade, as well as employment. Through digitalization, the government's policies and budget, including revenue, expenditure, debt, and taxation, have become more transparent. Digitalization has significantly contributed to reducing corruption within the system. But the paper focuses on how digital India affects the Indian education system.

Sumanpreet Kaur et al. (2023) assert that digital India paved the way for enhanced healthcare, education, and financial stability. One cannot solely attribute the advancement of a nation to the growth of the information and communication technology sector. Implementing even the most fundamental infrastructural facilities might boost Indian economic growth. **Rampravesh Gond & Rashi Gupta (2017)** examined the relationship between digital education and its impact on students and teachers. They gave strong arguments that teaching is made easy or comfortable by digitalization. Schools are increasingly implementing digital teaching methods to enhance their academic performance and foster a more inclusive and participatory classroom environment. The article examined only the components and benefits of digital education in India. The article by **Jyoti Sharma (2016)** analyses digital India and its impact on society. She reviewed numerous magazines and journals to understand the concept of digital India, its scope, and the pillars and initiatives of it. Ankuran Dutta analysed the impact of social media on higher education during COVID-19 based on telephone interviews with the research scholar, students, and teachers. The findings indicate that during the pandemic, both teachers and students actively sought effective alternatives for the dissemination and reception of academic knowledge. The study by Shakee & Ahmad (2010) reviewed the accessibility, quality, and challenges of higher education in India before and after digitalization. Higher education needs the integration of ICT at every level for large-scale expansion of high-quality education opportunities. The paper by Prasad Mahale and C.K. Hebbar (2023) examines the benefits and drawbacks of digital India for the education system, as well as the level of awareness among students about digital technology. Results show that 85% of students are aware of digital India, and 95% of students/teachers agree technology helps the education system.

Research Questions;

1. Do studies get affected by digital India?

2. Does digital India have a significant impact on students' problems with concerned studies?

3. Has India's educational system become more high-quality since it went digital?

4. Does social media distract the students from socialization and their study?

Methods and Source of Data

In this paper, the author analyses the impact of digital India on educational learning/quality, social, and educational distraction. The primary data has been used. The data has been taken through a questionnaire. The sample of the data consists of 75 students from the different courses. The percentage and graphics methods have been used for analyzing the data.

Analysis of results

The impact of digital India on studies

Chart 1
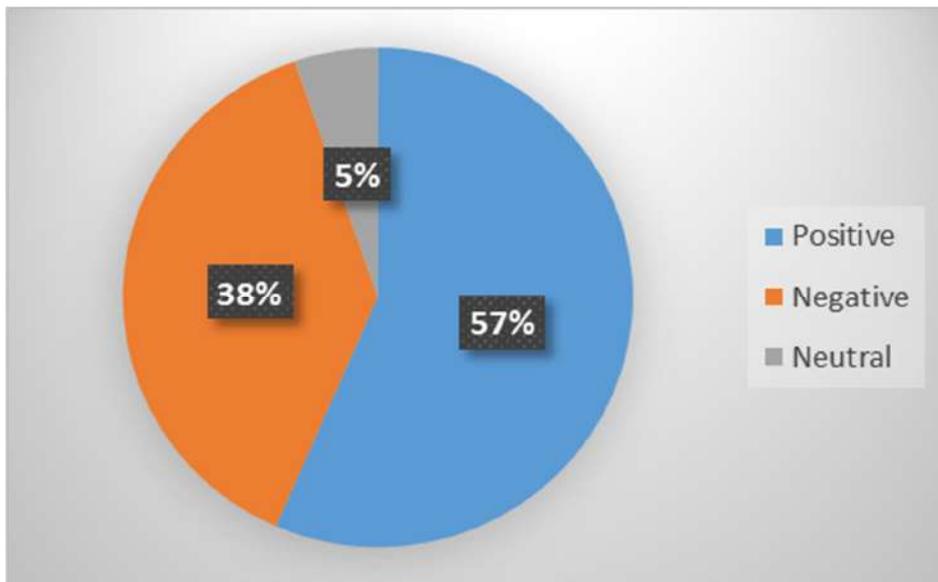
Sources: Author's own Calculation

The chart shows how digital India affects the learning of the students. On the basis of data, the above results depict that 57% of students acknowledge that studying has benefitted from digital India. 38% of students agree that using digital devices while studying can be distracting. Only 5% of students had no opinion regarding the impact of digital India on the study.

The impact of digital India on students' problems with their studies is noteworthy

Chart 2
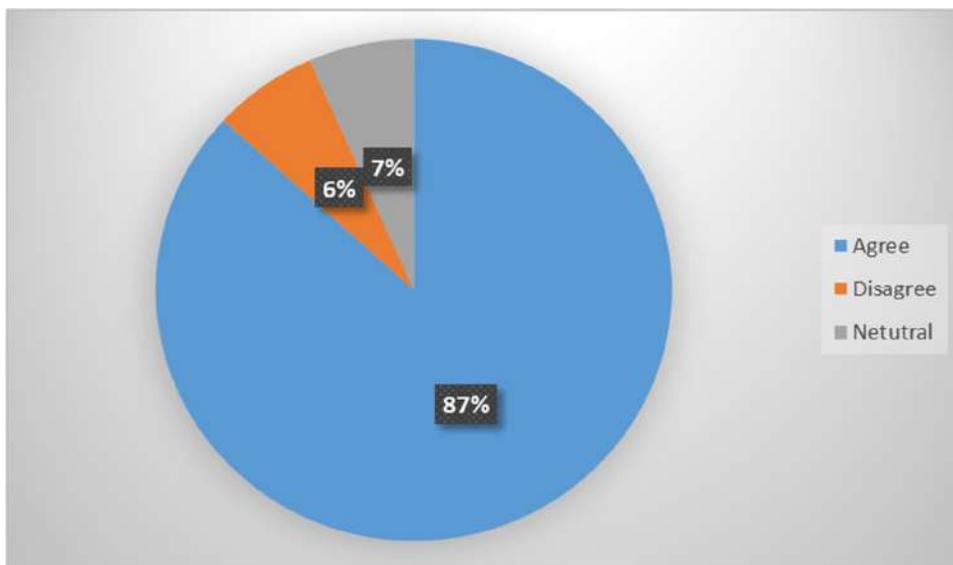
Sources: Author's own Calculation

The above chart shows that the impact of digital India on students' issues with their studies is noteworthy. There is a very high proportion (87% of students) who agree that digitalization helps the students to solve their problems that are related to study. Only 6% of students do not accept digitalization as the remedy for academic issues. Regarding the effect of digital India on the studies, 7% of pupils are unsure.

With the shift to digital technology, India's educational system has improved

Chart 3
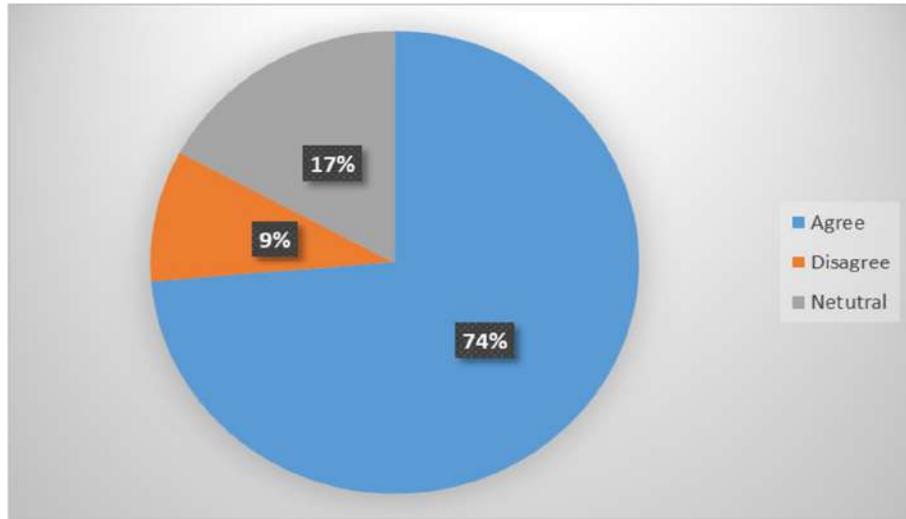
Sources: Author's own Calculation

The above chart describes a relationship between the digital age of education and quality education. It is very clear from the above chart that the quality of the Indian educational system has improved, according to 74% of students, since it went digital. Only 9% of students do not agree that digitalization improved the quality of education. 17% of the students do not reveal their opinion about the impact of digital India on education.

Social/educational distraction using the digital India

Chart 4
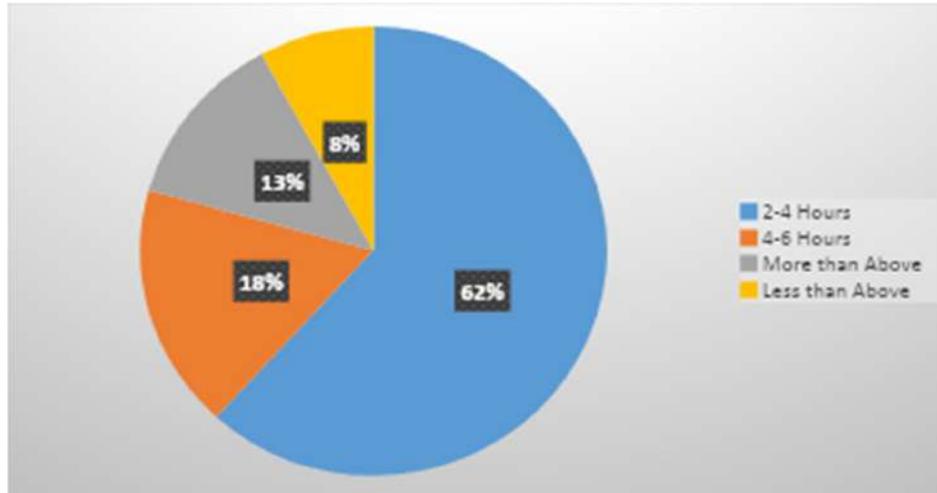
Sources: Author's own Calculation

The above chart (4 shows that the digitalization is how much distraction to the students from their study and social relations). 62% of students spent 2 to 4 hours, 17% of students spent 4 to 6, 13% of students spent more than 4 to 6 hours, and 8% of students spent less than 2 to 4 hours on social media, respectively. Thus, students get distracted from education and social relations by using various social media platforms.

Conclusion

According to the study, 57% of students acknowledge that studying has benefitted from digital India. A very high proportion (87% of students) agree that digitalization helps the students to solve their problems that are related to study. According to 74% of students, the quality of the Indian educational system has improved since it went digital. Thus, according to the inferences of the paper, a large proportion of the sample agree that digital India has a positive impact on the learning of the students. Conversely, results also support that students get distracted from socialization and their studies due to various social media.

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Impact of Digitalization in Higher Education

— *Ms. Uma Khari*

Introduction

Through advancements in teaching, learning, research, and government, the application of digital technology has revolutionized the educational landscape within institutions. Crucially, a secure platform, modern digital equipment, improved internet access, suitable infrastructure, and professionals with digital competency are indispensable. The increasing use of ICT, cloud computing, AI, and virtual reality in daily activities across India underscores the integration of these technologies within higher education institutions, enhancing capabilities, and aligning skills with industry-based knowledge. This article scrutinizes the difficulties in executing digitization processes in higher education institutions and delves into a crucial aspect of this digital transformation: the establishment of a digital learning environment, a consequence of the heightened digitization amidst the COVID-19 crisis.

Universities have dedicated extensive efforts to developing digital solutions, acting as early adopters of these technologies. University administrations implemented administrative systems such as student registration, exam systems, HR, and financials in the 1980s and 1990s. After 2000, university administrations progressively introduced educational solutions such as MOOCs, Learning Management Systems (LMS), course websites, and library systems. Moreover, academics have contributed to the digitization of subjects locally, further advancing digital learning. When the COVID-19 crisis emerged, most institutions had functional digital solutions in place, indicating their readiness for online learning. Studies have also shown that students were well-prepared for online learning during the crisis. With digital technology aiding teachers in computer-assisted learning, educational quality has risen, facilitating access to diverse sources for creative and group projects. Institutions have started to introduce need-based theoretical and practical lessons through numerous courses at different levels, with smart classrooms becoming the new standard. Technologies such as MOOCs have facilitated distant learning, improving the gross enrolment ratio across various courses,

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simplifying the selection process, and reducing the financial burden through a centralized online admission exam. Students' technical expertise and digital proficiency will further aid them in adapting to digital learning environments.

The year 2020 witnessed a significant shift in education, with millions of students swiftly transitioning from traditional classrooms to online learning environments using programs like Teams and Zoom. This transition prompted students, faculties, and administration to experiment and adapt to digital education as a response to the crisis, with experts foreseeing significant long-term impacts amounting to a digital revolution in higher education.

Over the past decade, discussions surrounding the digital transformation of higher education have encompassed various topics, including managerial strategy and asynchronous collaboration. Additionally, digital technology has fostered unprecedented transparency and accountability in financial management within institutions. Despite the significant impact of the COVID-19 pandemic on primary education in India, higher education leveraged online teaching and learning resources to ensure continuity in academic sessions.

Government Initiatives for Digital Education in India

The Ministry of Education has implemented numerous initiatives to promote digital education, including SWAYAM, the National Digital Library, E-Pathshala, DIKSHA, NROER, Virtual Labs, NPTEL, and Pragyata. These initiatives aim to provide accessible, high-quality educational resources through digital platforms, catering to diverse learning needs. Initiatives such as the Sign Language Channel and Digitally Accessible Study Material have also taken measures to support differently-abled students. Radio broadcasting, particularly through community radio stations and podcasts like Shiksha Vani, has played a crucial role in extending educational opportunities to remote areas and engaging students through interactive learning methods. Overall, the government's efforts in digital higher education aim to enhance education quality, promote linguistic diversity, and ensure equitable access to learning opportunities across India.

Our government is undertaking numerous initiatives to promote digital higher education, aiming to enhance the quality of education and provide interactive and engaging learning experiences through technology. These efforts include developing high-quality electronic content in local languages and ensuring linguistic diversity. not a barrier to learning. SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) is an online platform offering free

courses from elementary to postgraduate levels, providing access to high-quality study materials, video lectures, and interactive quizzes. The National Digital Library (NDL) serves as a digital repository of educational resources, offering a vast collection of textbooks, articles, audiobooks, videos, and lectures for students and teachers alike. E-Pathshala, an online portal and mobile app, grants access to textbooks, audio, video, and multimedia educational content, catering to students from Class 1 to Class 12 in multiple languages. DIKSHA, a national digital platform, hosts e-learning content for students, teachers, and parents, offering interactive lessons, worksheets, and assessments aligned with the school curriculum. The National Repository of Open Educational Resources (NROER) curates and shares open educational resources, including textbooks, lesson plans, multimedia materials, and teaching aids, facilitating access to diverse digital content. The Virtual Labs initiative aims to provide remote access to labs for students and researchers, offering a simulated learning environment to perform experiments and gain practical knowledge. NPTEL (National Programme on Technology Enhanced Learning) provides online courses and study materials in various disciplines, including engineering, science, humanities, and management, through a joint initiative of the Ministry of Education and IITs. Pragyata, a set of guidelines developed by the MOE, assists schools in utilising digital technology for teaching, learning, and managing digital resources effectively.

For differently-abled students, initiatives such as the Sign Language Channel, providing a dedicated DTH channel with sign language, and Digitally Accessible Study Material in DAISY format aim to enhance accessibility and support their learning needs. Community radio stations use radio broadcasting to broadcast content from the National Institute of Open Learning (NIOS) for grades 9 to 12, which significantly benefits students in remote areas and bridges the educational gap. Shiksha Vani, a podcast by the Central Board for Secondary Education (CBSE), offers over 430 audio content pieces covering all subjects from grades 1 to 12, facilitating learning through audio-based resources. These initiatives collectively contribute to the government's endeavours to promote digital education and ensure equitable access to quality learning opportunities for all students across India.

Additionally, initiatives targeting differently abled individuals include:

Sign Language Channel: A dedicated DTH channel featuring sign language is available for hearing-impaired students, enhancing accessibility and supporting their learning needs.

Digitally Accessible Study Material: Students with hearing and visual impairments benefit from the development of study materials in the Digitally Accessible Information System (DAISY) format.

Radio Broadcasting: Radio broadcasts focus on activity-based learning methods, engaging students interactively. 289 community radio stations broadcast content from the National Institute of Open Learning (NIOS) for grades 9 to 12, providing educational content to students in remote areas. Radio broadcasting particularly benefits students in remote areas, bridging the education gap, especially for grades 5 to 1. Learners from grades 12 to 9 utilise Shiksha Vani, a podcast by the Central Board for Secondary Education (CBSE). Offering over 430 audio content pieces, Shiksha Vani covers all subjects from grades 1 to 12, facilitating learning through audio-based resources.

The government is undertaking numerous steps in digital higher education. Digital education aims to enhance the quality of education by providing interactive and engaging learning experiences through technology. It also endeavours to develop high-quality electronic content in local languages, address the linguistic diversity of India, and ensure language is not a barrier to learning.

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Digitalisation in Education in India

— *Ms. Minoo Kantha*

Introduction

Education serves as a vehicle for dispelling the darkness of ignorance by disseminating information. It generates qualities like character development, knowledge, talents, and capacities. Professional or informal learning can accomplish this. Organized institutions, such as colleges and universities, provide formal education. The Indian education system has gone a long way to become what it is now, evolving from the traditional Gurukul technique to venerable universities like Takshila, Nalanda, and Vikramshila, where scholars from all over the continent formerly flocked to seek knowledge. During the British era, individuals, such as Lord Macaulay, had a deep dislike for Indian teachings.

"A single shelf of a good European library was worth the whole native literature of India and Arabia."

The twenty-first century began with the use of technology, and Western culture now heavily influences the Indian educational system. The term "digitalization" refers to the process of modifying a system or procedure for use with computers and the internet. Today's students find it challenging to envision learning without the Internet. Technology is part of the learning process in digital education, and students can acquire knowledge and information from anywhere in the world with the help of digital education. India's digital education is the future of education. In terms of improved learning, structural development, and knowledge acquisition through the use of digital services and technology, digital education in India represents a creative and significant leap. When the COVID-19 pandemic momentarily disrupted India's educational system, there was an increased need for education laced with technology.

Digital education, often known as digital literacy, is a broad technical discipline and a technology-based learning approach that aims to support all students nationwide in their pursuit of knowledge. India views the

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digitalization of education as the future of education. The bigger urban centers were able to successfully adopt this new educational culture, while smaller towns and villages remained unchanged. The Indian government has established multiple channels and launched a number of projects to provide educational and pedagogical resources throughout the nation. Acknowledging the swift advancement of digital education, the government unveiled the National Education Policy (NEP), which places a strong focus on digitalization and technology integration in the classroom. Edtech is an area of focus for additional training as well, particularly in rural areas. The principal aim of this effort was to offer high-quality education, particularly in towns and villages classified as tier 2 and tier 3. It seems like a far-off dream, but it was accomplished and is being brilliantly executed across the country.

In India, digital education served as the only means of instruction for the students throughout the COVID-19 pandemic. The Indian government has implemented various programs to provide virtual education using a wide range of applications, platforms, channels, and other resources.

Launched in 2017, E-Learning using DIKSHA (Digital Infrastructure for Knowledge Sharing) serves as the "one nation, one digital platform" for Indian education, catering to classrooms across all states for grades 1–12. This platform uses online portals and mobile applications. Vidya Daan allows professionals, private organizations, and educational bodies to donate or contribute e-learning resources to schools at the national level. **Electronic textbooks: One can use the Pathshala web portal and app to access e-textbooks.** NCERT audio and video content is accessible in Hindi, English, Urdu, and Sanskrit.Learners in grades 9 to 12 can listen to **Radio Shiksha Vani,** a CBSE radio program that features over 430 audio segments covering every topic.

The following are additional government programs aimed at advancing digital education in India:

 E-PG Pathshala aims to provide electronic study materials. SWAYAM offers an integrated online education platform. NEAT employs artificial intelligence to make learning more personalized and customized, as per the student's requirements. **PRAGYATA**: The MHRD published PRAGYATA, a set of guidelines for digital education. Kindergarten, nursery, and preschoolers should only spend 30 minutes a day interacting with parents on screens, according to PRAGYATA rules. Students attend live classes for 1.5 to 3 hours, depending on the school.

Benefits of Digitalization of Education in India:

- **During the COVID-19 pandemic, digital education in India served as the sole source of information for all students.** In India, students can currently not only acquire pedagogical knowledge but also technical expertise and hands-on experience in a variety of areas through digital education.

- **Distance is no barrier: digital education methods offer unrestricted study and learning locations.** Students from remote areas like the north-east and terror-stricken Jammu and Kashmir can access the online learning material anytime from anywhere. Students who had to abandon their studies due to family responsibilities can now resume them while working.

- With readily available internet resources, students can take classes online at any time, facilitating simple communication between instructors and students.

- **Economically: In India, digital education is an adjunct, and the government's primary goal in promoting digitalization is to keep costs down. An increase in online student enrollment contributes to the growth of national GDP.**

- **Eco-friendly:** Even the reliance on tangible copies of degrees and mark sheets is fading away as education moves towards greater technological integration. It helps the environment since it saves time, money, and paper.

Difficulties with This Groundbreaking Educational Idea: There are always going to be pitfalls when there are advantages.

- **Absence of supervision:** Only through exams can one keep track of how well kids are progressing over the learning curve. It is not feasible to monitor student understanding and attentiveness in real time. Therefore, the effectiveness of online learning depends on the students' motivation to study and engage with the material.

- **Resource Theft**: The foundational and crucial resource of digital education is its course materials. Not even cutting-edge technologies can stop resource theft occurring on multiple digital platforms.

- **Online safety-related cybercrimes are prevalent worldwide.** Platforms for online learning are unable to avoid it. Platforms for digital learning are likewise open to numerous cyber threats.

India and other developing nations might benefit from this creative approach to digitising education. By doing this, students will gain access to an enormous amount of information and services. Having access to cutting-edge information just a few taps away would be a digital revolution. Digitalization's entry into the education sector is most likely a historical turning point. But it is not a beneficial idea to switch from the classroom to a complete online learning environment. Some professional courses need real-time learning and practical presentation of their essential ideals, such as medicine. So the answer is dependent. Not every course or student will benefit from the entire education system switching to a digital platform. Nonetheless, in situations such as COVID-19, the digital platform can serve as a backup. Instead, we should use it as an additional feature to improve students' learning experiences.

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[Student Section]

A Study on the Awareness of Global Citizenship Among Pupil-Teachers in Higher Education

— *T. Apoorva Chiranjeevi and Ekta Mehra*

ABSTRACT

Global citizenship is an important cure and an outcome of the contemporary problems related to geopolitics and neoliberalism. Global citizenship and education have a close relationship. The Indian education system prioritises the development of empathy, critical thinking skills, and ethical standards among young learners in secondary schools, higher secondary schools, and higher education. There has been an emphasis on experiential learning, holistic development, and the impartation of Indian ethics. NEP 2020 has focused on the interdisciplinary aspect of education to foster a broader mindset. The research aims to determine the level of knowledge that student teachers possess about global citizenship in light of the Indian educational framework.

Introduction

1. Importance of Global Civic Education and the Role of Pupil-Teachers in the Contemporary Context

In 2023, the world witnessed an intense conflict between Israel and Gaza. Many people felt the impact of the war between Ukraine and Russia in previous years. A typical aspect of geopolitics and political economy is the erosion of peace and the violation of human rights. The 21st century has witnessed the numerous negative effects of neo-liberalism, including poverty. The prevalence of social evils such as gender-based violence, crime, racism, and casteism has increased significantly. Environmental degradation, a visible and pressing concern, closely links to this issue.

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Education is widely considered the biggest metric of change and empowerment, as it assures a positive readjustment in a learner's perception. The words of Amartya Sen affirm the preceding statement and throw light upon the power that education holds within a society. He stated the following in his book: "Education can really transform the insecurities in the world into a bigger vision of what we are as human beings." Sen, like many other discerning economists, has aptly justified the function of education by explaining the role that it plays in imparting the ideals of emancipation and national progress. The education sector acts as a major pathway for ensuring both social welfare and economic growth in a country. The process of disseminating knowledge has been a crucial aspect of all civilizations. In the present age, the

Many people view education as a crucial sign of a modern nation-state because it guides people toward a humanistic lifestyle.

The young learners are the main targets of the educational framework. The education sector cannot conceive without the young pupils and teachers, who hold immense potential to etch out futuristic change as they form the foundation of the system's design. Today's youth actively participate in a virtual phenomenon that has eclipsed most aspects of their mundane lives. The youth represent a demographic that is ushering in a new millennium, marking the end of the previous zeitgeist. Another sign of this generational shift is the widespread use of the internet, which has raised awareness. The technological advancement of this age has unlocked a flood of knowledge in the most instantaneous way. This has resulted in many new avenues for change, which seem to promise a higher level of progress. Global citizenship is one such concept that is emerging as an outcome and a cure for the current challenges of our deeply connected world.

1. The Concept of Global Citizenship as an Intertwined Offshoot of Education

Globalisation is a phenomenon that involves a profound interconnection between the economic, political, social, and cultural domains of one country and those of others. Proponents of globalisation state that it aims to bring progress in human agency and accountability. The significance of having global cognisance lies in the instrumentality of the permeable outcomes that large-scale developments produce through a systematic alliance between countries. Globalisation has the potential to penetrate the limitations of narrow decision-making and foster accountability on a large scale.

The concept of global citizenship views the world as a single, integrated society. Within the educational system, global citizenship education includes multicultural education, human rights education, education for sustainable development, and international education.

Global citizenship has also been defined as a term that "describes the social, environmental, and economic *actions* taken by individuals and communities who recognise that every person is a citizen of the world. It focuses on how decisions made in one part of the planet can impact people living in another and emphasises our shared humanity and equal worth. It means being open to engaging positively with other identities and cultures and being able to recognise and challenge stereotypes. It also involves the equitable use and sharing of the earth's resources, as well as the upholding of everyone's human rights.

Global citizenship has multiple perspectives, such as interdependency and interrelatedness between countries, states, and nations in cultural, economic, and social areas. It promises to support growth in international trade between countries and ease communication and migration. Global citizenship plays a major role in understanding the problems at the world level. Global citizenship education underlines crucial functions of education related to the formation of citizenship with globalisation. It is essential to participate in world affairs. In

this way, the whole world will become a closer community. Global citizenship also empowers learners and teachers, providing them with opportunities to explore beyond their classrooms and fostering their interest in global topics. By educating learners about global topics, it will help them get a better understanding of global topics.

Theoretical Aspects of Global Citizenship

TRANSCENDING BOUNDARIES	COLLECTIVE DECISION MAKING	SHARED IDENTITY	INTER-DEPENDENCE	OPEN ENGAGEMENT
It involves members of multiple, diverse, local and non-local networks rather than single actors.	It is also about how we use and share the earth's resources fairly and uphold the human rights of all.	It means to share a common humanity of equal worth.	It is about how decisions in one part of the planet can affect people living in a different part of it.	It means being open to engaging positively with other identities and cultures and being able to recognise and challenge stereotypes.

Education and global citizenship share a common goal of educating individuals about their role in a globalized world. The main goal of teaching about global citizenship is to help students learn about the important values, ways of thinking, and information they need in order to solve bigger world problems and be good citizens. This means learning how to get along with others, respect different people and cultures, and be aware of the big issues the world faces. This allows people to comprehend how to live, work, and contribute in a world where countries and people are increasingly interconnected. This underscores the importance of schools teaching not only about local and national issues, but also about how to integrate into the global community.

Link Between Education and Global Citizenship

Goals-
Peace across borders
Solution oriented
mindset
Raising ethical
standards
Increasing sense of
human dignity
Socail emancipation

Global
Citizenship

RECIPROCAL
DEVELOPMENT
BETWEEN
COMMUNITES AND
NATIONS

Education
Sector

Cosmopolitan ideas act as potential cures for insular politics.
They shuold be an integral part of education system.
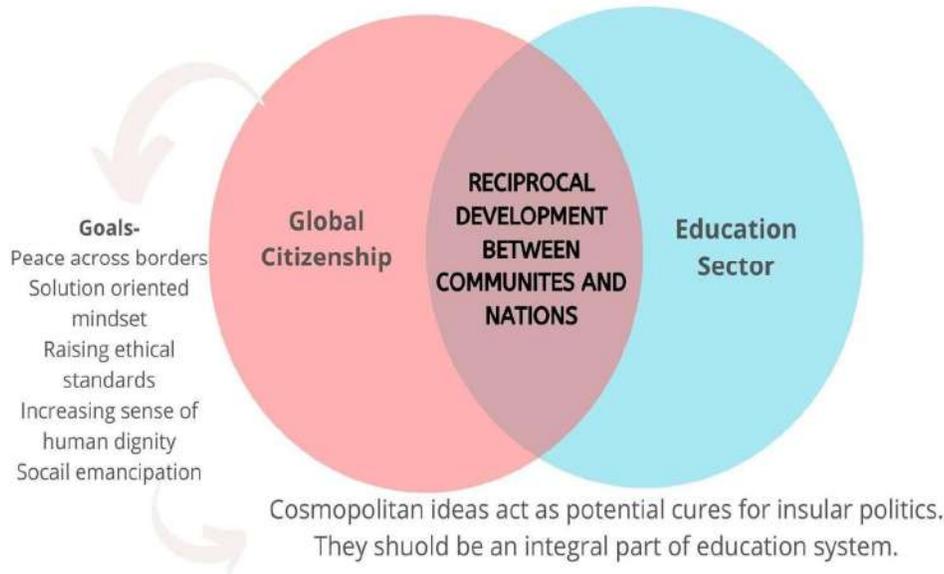
1.1 The Aspects of Global Citizenship in NEP 2020

The National Education Policy 2020 stresses the importance of global citizenship education as a part of its higher education framework. It focuses on the nature of the interconnected world. The policy intends to encourage students to actively work toward creating communities that are peaceful, open to everyone, respectful, secure, and focused on being environmentally sustainable. We view inclusion through various perspectives, including the integration of students from diverse cultural backgrounds, those from various socio-economic backgrounds, those with disabilities, and students of various genders. The document's foundation is an ethic of inclusion, which will empower learners to consider the broader need for empathy and a problem-solving approach to social issues extending beyond national boundaries. By incorporating global citizenship education, NEP 2020 aims to address contemporary global challenges while respecting diversity and fostering a sense of global responsibility among students.

Literature Review

(Ministry of Human Resource Development, 2020) SDG 4.7 "India's National Education Policy strives to ensure that students learn about sustainable development, peace, global citizenship, and diversity. This includes teaching about sustainable lifestyles, human rights, gender equality, promoting a culture

of peace and non-violence, and appreciating cultural diversity. The policies aim to develop students' creativity, critical thinking, empathy, and decision-making skills, fostering a new generation of responsible global citizens."

Global society, to put it at its strongest, is no more or less than the entire complex of social relations between human beings on a world scale. Martin Shaw

(Sushmita Roy, Damyantee Das, 4 May 2021)

"States and centres share India's education reforms, which aim to align with global education goals through the 2020 National Education Policy." The NEP encourages states to adapt its suggestions and promote competent, skilled, multicultural, and global citizens. Indian higher education institutions and governments are working to align the internationalisation of higher education and global citizenship education with the NEP's vision.

(UGC 2021) "India's ancient texts, like the Upanishads and Bhagavad Gita, promote global solidarity and peace through concepts like "Vasudhaiva Kutumbakam" and "Yatra Visvam Bhavatyekanidam." The National Education Policy 2020, which aims to nurture global citizens, reflects these deeply rooted ideas in India's cultural heritage. The Indian education system, through the National Education Policy 2020, aims to nurture global citizens by promoting a sense of responsibility towards the globe, its cultures, and its environment."

(UGC 2021) "The goal of Global Citizenship Education (GCED) is to provide individuals with the necessary knowledge, skills, values, and attitudes to enable them to fully engage in a globalised society and economy. GCED assists students in understanding and addressing the social, political, cultural, economic, and environmental aspects of global issues. It aims to inculcate students with moral principles and provide them with the social and emotional competencies and dispositions that can promote global collaboration. The goal of GCED is to guarantee that every student gains the information and abilities required to accept their social responsibility, act in the best interests of all societies, and come up with answers to the issues that face humanity."

Rationale

Education is widely considered the biggest metric of change and empowerment, as it assures a positive readjustment in a learner's perception. The young learners are the main targets of the educational framework. The contemporary context of the world is witnessing a major change. Global citizenship is a concept that is emerging as an outcome and a cure for the

current challenges of our deeply connected world. There is a rising need for educating teachers and learners about the importance of global citizenship.

Statement of the Problem

The aim of the research paper is to examine how much exposure the pupils and teachers have regarding the concept and the practice of global citizenship.

Objective

1. Examine the current state of global citizenship education (GCE).

2. Investigate the impact of global citizenship education (GCE) on students' knowledge, skills, values, and attitudes.

Research Methodology

The researcher chose a descriptive research design for the study. The researchers observed the pupil-teachers and circulated a questionnaire. The research aims to determine whether the pupils-teachers are familiar with the concept of global citizenship. Primary and secondary sources provided the data for the study. A higher education institute provided the data for this research.

Research Design

The study's population specifically included the students and teachers of a higher education institution.

The inquiry method followed a structured approach. The study selected a sample of one hundred students.

Sampling Technique: The researcher chose purposive sampling for the study under the non-probability sampling technique.

Data Collection

Serial No.	Research Objective	Tool Used
1.	To understand the level of knowledge that pupil teachers have regarding global citizenship	Questionnaire
2.	To gauge the impact of GCE on pupil-teacher's knowledge, skills, values, and attitudes, particularly in relation to human rights, peace, and sustainable development	Questionnaire

Limitation

Only 100 students from the B.ED. course received this questionnaire. There is an opportunity to observe student teachers in their classrooms and gather information about their discussions. There is scope for interviews. The research did not include the professors. Time constraints significantly hindered the analysis of deeper issues related to the topic. Another limitation of this research paper was that it only included the population of a particular geographical area.

Data Analysis

The questionnaire data revealed the following findings:

1. 41% of the population thinks that they gain knowledge about global issues through the seminars, workshops, and classroom discussions organised by their colleges.

33% of the population thinks that they do not have enough exposure to global citizenship. 26% of the population thinks that they gain knowledge about global citizenship through self-study.

1. 83% of the population thinks that the role of global citizenship education is "to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure, and sustainable world."

17% of the population thinks that the role of global citizenship education is "to make the learner capable of earning more wealth and status in the society so that they can have power and security."

1. 84% of the population believes that having open discussions about social evils and global conflicts has a wide impact on the learners.

16% of the population does not think so.

1. 37% of the population believes that control over land was the primary cause of the recent conflict between Israel and Gaza.

35% of the population thinks that the reason was control over forest resources. 28% of the population thinks that the reason was control over gold mines.

1. 10% of the population reads global news every day.

34% of the population reads global news roughly once a week. 56% of the population reads global news roughly once a week.

1. According to 23% of the population, a shortage of quality mental asylums

and hospitals is the root cause of social evils.

Apathy and a lack of humanistic values, according to 77% of the population, are the root causes of social evils.

1. 70% of the population thinks that Indian thinker Rabindranath Tagore placed importance on humanism in education.

30% of the population thinks that Veer Sarvarkar placed importance on humanism in education.

1. 88% of the population believes that narrowmindedness can result in discrimination. 12% of the population thinks that narrowmindedness can lead to mental peace.

2. 92% of the population thinks that a teacher's awareness about global citizenship makes her more morally strong, enhances her critical thinking skills, and improves her problem-solving attitude.

8% of the population thinks that a teacher's awareness about global citizenship helps her in her promotion.

1. 94% of the population thinks that minorities are worthy of equal sociopolitical representation.

6% of the population thinks minorities are not worthy of equal sociopolitical representation.

Suggestions

Professors should organize more seminars and workshops to educate students about the status of India in international relations and the negative aspects of world phenomena, such as neoliberalism, geopolitics, and climate change. The pupil-teachers should enlighten the others about global news every day in the morning assembly. Professors should try to plan educational international trips by hiring educators from the field of international relations. Teachers and students should receive training on how to connect the school curriculum with global events in a meaningful way. We should encourage pupil teachers to assign comparative studies and case studies on different educational systems across the world. Pupil teachers should initiate debates and discussions about the impact of global events and decisions.

Conclusion

More than 60% of the population possesses knowledge about the necessity and significance of the concept of global citizenship. Global citizenship manifests as a pervasive wave of change, fostering emancipatory tendencies among

individuals from various countries. Better governance, empowerment, political representation of the marginalised section, economic upliftment, and peace are some of the most important solutions to the present challenges that the world is battling at different levels. Strengthening the link between global citizenship and education in as many ways as possible is the first step towards this transformation. Higher education should prioritise global citizenship education, imparting comparative knowledge of global events to students at the higher secondary school level.

Implication

An increase in the knowledge of the pupil-teachers regarding global events and the aspects of global citizenship will mark the first step towards a large-scale change in the world. It will make them morally strong and develop a solution-orientated mindset while teaching. It will also enable them to be self-reflective, and it will strengthen their conviction to teach purposefully and in a relevant manner. This will mound the learners to appreciate humanistic values and develop a broad perspective and approach.

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[Book Review]

A Profound Examination of Humanity and Service: A Review of "Uncle Tom's Cabin" by Harriet Beecher Stowe

— *Mr. Karan Paswan*

ABSTRACT

"Uncle Tom's Cabin" by Harriet Beecher Stowe is a seminal work in American literature that profoundly examines the themes of humanity and service. Published in 1852, the novel played a crucial role in shaping public opinion against slavery in the United States. Through its vivid characters and emotionally charged narrative, Stowe's work brings to light the moral and ethical implications of slavery, urging readers to reflect on their own humanity and sense of service to others. This review delves into the key aspects of the novel, exploring its impact, characters, themes, and the enduring relevance of its message.

Historical Context

"Uncle Tom's Cabin" was written during a time of intense national debate over the issue of slavery. The Fugitive Slave Act of 1850 had exacerbated tensions between the North and the South, making the capture and return of escaped slaves a legal obligation even in free states. Stowe, an abolitionist deeply moved by the plight of enslaved individuals, used her literary talents to craft a story that would awaken the conscience of the nation. The novel's publication is often credited with helping to galvanize the abolitionist movement and set the stage for the American Civil War.

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Plot Summary

The novel follows the lives of several characters, with the central figure being Uncle Tom, an enslaved African American who embodies the virtues of patience, humility, and unwavering faith. The story begins with the Shelby family in Kentucky, who are forced to sell Tom to settle their debts. Tom's journey takes him from the relatively benign environment of the Shelby plantation to the brutal conditions under Simon Legree, a sadistic plantation owner. Along the way, Tom influences many lives, including that of the saintly Eva St. Clare and the morally conflicted Augustine St. Clare.

Parallel to Tom's story is the escape of Eliza Harris, another enslaved person, who flew with her son to avoid being sold away from her husband. Eliza's harrowing journey to freedom, aided by sympathetic individuals, highlights the courage and determination required to resist the dehumanizing institution of slavery.

Character Analysis

Uncle Tom is the heart and soul of the novel, representing the epitome of Christian virtue. His unwavering faith and moral integrity in the face of unimaginable suffering serve as a powerful indictment of slavery. Critics have debated the portrayal of Tom as a submissive figure, but his character can also be seen as a symbol of quiet resistance and moral fortitude.

Eliza Harris embodies the spirit of resistance and maternal love. Her daring escape and relentless pursuit of freedom for herself and her son illustrate the lengths to which enslaved individuals would go to secure their liberty. Eliza's character challenges the stereotype of the passive, submissive slave and underscores the active agency of those who resisted bondage.

Simon Legree, on the other hand, personifies the cruelty and moral corruption inherent in the institution of slavery. His sadistic treatment of Tom and other enslaved individuals starkly contrasts with the benevolent, albeit paternalistic, attitudes of characters like Mr. Shelby and Augustine St. Clare. Legree's character serves as a reminder of the dehumanizing effects of absolute power and the capacity for evil within the human soul.

Themes

1. Humanity and Inhumanity: At its core, "Uncle Tom's Cabin" is a profound exploration of what it means to be human. The novel juxtaposes acts of compassion, love, and self-sacrifice with the brutality and

dehumanization of slavery. Stowe challenges readers to recognize the shared humanity of all people, regardless of race or status.

2. Christianity and Morality: Stowe, a devout Christian, infuses her narrative with religious themes and moral questions. Uncle Tom's unwavering faith and Christ-like demeanor serve as a moral compass, guiding readers toward a higher ethical standard. The novel critiques the hypocrisy of Christians who support or tolerate slavery, urging a return to true Christian values of love, mercy, and justice.

3. The Power of Women: Female characters in "Uncle Tom's Cabin" play crucial roles in the fight against slavery. From Eliza's courageous escape to the compassionate actions of Mrs. Shelby and the transformative influence of Eva St. Clare, women in the novel are portrayed as moral agents and active participants in the struggle for justice.

4. Resistance and Resilience: Through characters like Eliza and George Harris, Stowe highlights the resistance and resilience of enslaved individuals. Their stories of escape and defiance challenge the notion of slaves as passive victims and celebrate their strength and determination to achieve freedom.

Impact and Legacy

"Uncle Tom's Cabin" had an immediate and profound impact upon its release. It became a bestseller in the United States and abroad, stirring public opinion and fueling the abolitionist movement. The novel's vivid portrayal of the horrors of slavery and its moral appeal to readers' consciences played a significant role in shaping the national discourse on slavery.

However, the novel has also faced criticism over the years. Some have argued that its portrayal of African American characters is patronizing and reinforces racial stereotypes. The term "Uncle Tom" has even entered the lexicon as a pejorative term for a person perceived as overly subservient to authority figures. Despite these criticisms, "Uncle Tom's Cabin" remains a pivotal work in American literature and history, offering valuable insights into the nation's past and the enduring struggle for human rights.

Conclusion

"Uncle Tom's Cabin" by Harriet Beecher Stowe is a powerful and moving examination of humanity and service. Through its compelling narrative and unforgettable characters, the novel challenges readers to confront the moral and

ethical implications of slavery and to recognize the shared humanity of all people. Its themes of faith, compassion, and resistance continue to resonate today, reminding us of the ongoing struggle for justice and equality. As a literary work, it stands as a testament to the power of storytelling to inspire change and to illuminate the deepest truths of the human condition.

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