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DETERMINANTS OF DOMESTIC VIOLENCE AMONG WORKING MARRIED WOMEN OF CHANDIGARH

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Abstract

Domestic Violence refers to any type of violence be it physical, psychological, emotional, or economic. In a domestic setting, domestic violence is also known by many other names such as Domestic Abuse, Spousal Abuse and Intimate Partner Violence (IPV) etc. Globally, the victims of Domestic Violence are over whelming women i.e. almost every woman is suffering from one or the other type of Domestic Violence. It is the biggest hindrance in the path of women equality and empowerment. Though the Indian Government has made strict laws under the protection of women act i.e. "Domestic Violence Act 2005" to protect women from any kind of violence but still it is prevalent in all societies. This paper focuses on three dimensions of Domestic Violence i.e. Physical, Emotional and Financial among working married women of Chandigarh. The authors developed the questionnaire on Domestic Violence and administered it on five hundred (500) working married women of Chandigarh. This paper highlights the reasons and types of Domestic Violence prevalent among Working Women of Chandigarh.

Key words: Women, Physical Violence, Financial Violence, Economical Violence, Chandigarh

INTRODUCTION

In India women enjoyed equal and significant role as of men in ancient times. Women played an important role in home as well as in the society. They took part in every sphere of life like religious activities and rituals, political matters, social concerns, family issues etc. (Bhardwaj, U. (2016) and Role and Status of Women in Ancient India, http://www.importantindia.com/11058/role-and-status-of-women-in-ancient-india/). It is said that in India the invasion of Turkish and Afghanis changed the position of women in society (Chaudhary, S. 2013). Whenever the Turkish and Afghanis used to attack on India they forcibly took women with them from the region they concurred. To protect the women dignity from the cruel rulers, "Purdah System" was introduced in India and the women were kept in the four walls of the house and were not allowed to take part in any activity (http://www.thehansindia.com/posts/index/Sunday-Hans/2016-06-18/Tracing-the-history-of-Purdah-in-India/236106). Thus, it can be concluded that the status of women in India was subjected to many great changes over the past few millennia. The status of women has gone through many phases, in

ancient times equal to men, during the medieval period inferior to men, and then promotion of equal rights by many reformers, the history of status of women in Indian society has been no less than a mega episode with twist and has been eventful (Women in India, https://en.wikipedia.org/wiki/Women_in_India). It is very upsetting as well as disappointing to think that a country that applauds womanhood through epics and their devotion to goddesses can be so humiliating and apathetic when it comes to the common women living in the country.

As pert the United Nations Declaration on the Elimination of Violence against Women (1993) violence against women is any act of gender-based violence that leads to, or probably leads to, physical, sexual or psychological harm or anguish to women, which includes threats of such acts, compulsion or arbitrary denial of freedom, whether taking place in civic or in personal life by intimate partner or any other family member (Domestic Violence against Women and Girls, https://www.unicef-irc.org/publications/pdf/digest6e.pdf).

Indian society is a patriarchal society, in which men control all the issues and all the decisions are taken by men. Whenever women tried to raise their voices or take any decision lot of conflicts rose in the society, with sometimes resulting in women facing harsh punishments from the family and society (Position of women in India, http://www.indianetzone.com/7/women_position_india.htm). In India, married women are more likely to experience physical or sexual violence by husbands, than by anyone else. Nearly two in five (37 per cent) married women have experienced some form of physical or sexual violence by their husband. One in four married women has experienced physical or sexual violence by

their husband and sixteen (16) per cent unmarried women also have experienced physical violence usually by their sibling, parent or teacher (Domestic Violence, http://hetv.org/india/nfhs/nfhs3/NFHS-3-Domestic-Violence.pdf). According to the National Crime Records Bureau 2015, greater number of cases under crimes against women were reported under 'Cruelty by Husband or His Relatives' (34.6%) followed by 'Assault on Women with Intent to Outrage her Modesty' (25.2%), 'Kidnapping and Abduction of Women' (18.1%) and 'Rape' (10.6%) during 2015 (National Crime Records Bureau 2015). Domestic violence is a global issue reaching across national boundaries as well as socio-economic, cultural, racial and class distinctions. Over the last two decades, Domestic Violence has emerged as one of the most serious problems faced by women. They are experiencing Physical, Psychological, and Emotional Violence etc. from their in-laws but also from their intimate partner. Domestic Violence is of many types i.e. Physical, Emotional, Psychological, Financial and Sexual. In this research paper the main focus is on Physical, Emotional and Financial Violence on working married women.

Physical Violence(https://web.archive.org/web/20130301005246/http://wcd.nic.in/wdvact.pdf & https://www.justice.gov/ovw/domestic-violence): This means giving physical injury or trying to hurt the female physically. It is deliberate use of physical force with the potential for causing harm. It includes grabbing, pinching, shoving, slapping, hitting, biting, arm-twisting, kicking, punching, hitting with blunt objects, stabbing, shooting. Emotional Violence (http://www.gov.nl.ca/VPI/types/index.html#3&https://web.archive.org/web/201303010

05246/http://wcd.nic.in/wdvact.pdf): This means hurting the feelings of female over and over again. In this the male embarrasses the female in front of society, family and friends. The man tries to insult and avoid the woman. The female is not consulted in any decision and is considered unimportant part of the family.

Financial   Violence (http://www.gov.nl.ca/VPI/types/index.html #8): In this the male tries to make female dependent on him financially. She is not free to take her financial decisions on her own. The male totally controls the financial matters and resources even earned by the female. Sometimes the male forbids the female from doing any kind of work. Domestic Violence is a large social issue that is being dealt with on a daily basis; it is usually caused by the male due to the large physical advantaged. There are many factors which are associated with Domestic Violence such as male dominant social structure, lack of education, falsified beliefs, imbalanced empowerment issued between males and females, lack of support from the Government, lack of awareness about women's rights and low economic status of women. It is often difficult to conduct research on violence against females, since most of the females are reluctant to disclose information, they consider confidential and intimate. In this research paper the researchers attempt to find out the types and determinants of Domestic Violence working women faces more.

THEORETICAL FRAMEWORK

Sociological Perspective- According to the sociological perspective the phenomenon of domestic violence prevails within a macro model of society; violence is seen as a result of   social   factors

(https://www.booksie.com/posting/thenimble/a-sociological-analysis-of-domestic-violence-via-defending-our-lives-286969).

The current study reflects the sociological perspective to discuss the Domestic Violence among Working Married Women of Chandigarh.

Social Learning Theory

According to the Social learning theory domestic violence is "intergenerational cycle of abuse" that is learned by the present generation from the preceding generation (Mihalic & Elliott, 1997). This theory states that behaviour that gets positive reinforcement will be imitated by the existing generation from the previous generation, hence transferred from one generation to the next.

Feminist Theory

Feminist researchers states that domestic violence is based on the unequal power relationship between the males and females. This theory focuses on patriarchy, and advocates that women are not valued in the society whereas men enjoy authoritative position in society (Moss & Taylor, 1991). According to this theory superior power enjoyed by men and absence of empowerment among the women is the root cause of domestic violence.

REVIEW OF RELATED LITERATURE

Article published in The Hindu, 2009 (updated in 2016) highlighted that working women in India face comparatively more Domestic violence than non-working class of women. The article was based on the study conducted between the years 2005-2006 in Bangalore on 750 women between the ages of 16-25. The sample of the study was the women who became employed during 2005-2006. It was found that those who became employed during that period,

chances of getting abused rose to 80 per cent than the women who were unemployed. The study further stated that the women whose husbands were unable to find or keep job were more than twice expected to face domestic violence than other women.

Kaur, R. & Garg, S. (2009) conducted a study named "Domestic Violence against Women: A Qualitative Study in a Rural Community". The sample consisted of married women between the age group of 18 to 35 years. Main findings of the study were: Physical violence was a major form of the domestic violence found among these married women, pregnant women also faced physical domestic violence, alcoholism among the husbands of these women was found to be the main cause behind the domestic violence, the husband's relatives instigate domestic violence commonly and despite being maltreated majority of the women preferred to remain silent as they considered this as a family issue.

Babu, B.V. & Kar, S.K. (2010) in their study named "Domestic violence in Eastern India: factors associated with victimization and perpetration" examined the factors associated with victimization and perpetration of domestic violence in Eastern India. The sample included women (n=1718) and men (n=1715) from three Eastern Indian states. The findings of the study revealed that major predictors of oppression and perpetration in all types of domestic violence were age, education, occupation, marital duration and husband's alcoholism. The study also revealed that the families with high income level were more protective against the risk of domestic violence.

Kumar, A. (2010) did a study on domestic violence and found that the main reasons behind the domestic violence against women are disappointment with dowry, quarrelling with the partner, refusal to have sex, in fecund of females, failing to look after children and home, wish of mail child, addiction to alcohol, cheating to the partner and not looking after the in-laws. The researcher further found that in urban areas the key causes of domestic violence are more income of female than her husband, staying out till late night, neglecting and insulting her in-laws.

Begum,S., Donta, B., Nair, S & Prakasam, C.P. (2013) conducted a study on "Socio-demographic factors associated with domestic violence in urban slums, Mumbai, Maharashtra, India". A total of 1137 married women aged 18-39 years with unmet need for family planning and having at least one child were selected using cluster systematic random sampling from two urban slums. Face to face interview was conducted using a pretested structured questionnaire. The results of the study revealed that the women, whose husbands consumed alcohol, were at the high risk of domestic violence, other factors like early marriage, working status and justified wife beating were also significantly associated with domestic violence.

Chhikara, P. et al. (2013) stated that the major causes of Domestic Violence are fury, poor instinct control, community pressure, psychological sickness and marital dispute disarray.

Swain, B.K. (2014) pointed that the main cause of Domestic Violence in India is inferior status of women and system of patriarchy. The author said that the structure of patriarchy is the chief basis for dominating women in the society. The control over women and property is justified through structure of patriarchy. The author further stated that the power endow in men by structure of patriarchy is the major factor

which encourages Domestic Violence in the society.

Jennings, R. M. (2015) in the study titled "Domestic Violence in Low-Income Communities in Mumbai, India" examined qualitative data (n=39) and quantitative data (n=1125). The main objective of the study was to identify the risk and protective factors for domestic violence. The major findings of the study found associations between physical violence, sexual violence, emotional violence, and marital control. Risk factors identified by the researcher included financial struggles, use of alcohol, unemployment among men, women's employment, extramarital sex, pain with sexual intercourse, presence of extended family members, religious institutions, and uncooperative neighbours. Protective factors identified by the researcher included interactions with NGOs or religious groups discussing women's issues, calmly responding to arguments, and women's empowerment. Overall, interventions that involve re-defining traditional gender norms are most promising for decreasing domestic violence, as deviation from strict family roles are often associated with increased violence.

Khapre, M.P., Chaudhary, S.G., Me-shram, R.D., Mudey, A.B., Nayak, S.C.& Wagh, V.V. in their study titled "Domestic Violence Against Married Women in Rural Area of Wardha District: a Community Based Cross Sectional Study" interviewed the married women between the age group 15-40 years for domestic violence by male partners of rural area of Wardha District. The findings of study revealed that one or other form of domestic violence was experienced by 68.12 per cent women in Wardha District. Emotional violence was seen in 98 per cent women. The main reason behind the domestic violence found to be alcoholism.

The above studies show that Domestic Violence is a major problem which is still prevalent in Indian Society.

OBJECTIVES

1. To study the determinants of Domestic Violence among Working Married Women of Chandigarh.
2. To compare the Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh.

HYPOTHESES

1. There will be no difference between the Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh.

DELIMITATIONS

1. The study was delimited to five hundred (500) working married women of Chandigarh only.
2. The study was further delimited to the Domestic Violence against Women by their intimate partner (husband) only.

METHODOLOGY

The sample consists of five hundred (500) married women working at clerical post in Government offices of Chandigarh between the age group of 20-40 years. For this purpose, the researcher selected fifty (50) Government offices from Chandigarh (U.T.) and from each office ten (10) married women working on clerical posts was chosen randomly. The questionnaire on

Domestic violence developed by the researchers was used to know the Physical, Emotional, Financial Domestic Violence and the determinants of Domestic Violence among Working Married Women of Chandigarh.

INFORMATION ABOUT THE SAMPLE

Table No. 1 Profile of the sample

Age ⟶	20-25 Years	26-30 Years	31-35 Years	36-40 Years
	120	210	130	40
Qualification ⟶	Graduation	Post-Graduation	Higher Studies (Ph.D)	Any Other (Diploma/Computer Course etc.
	260	150	30	60
Years of Marriage ⟶	Less than 2Years	2-5 Years	5-10 Years	More than 10 Years
	60	50	180	110
Experience(years) ⟶	Less than 3years	3-6 years	6-9 years	More than 9 years
	100	170	110	120
No. of family members ⟶	2 members	3-5 members	5-8 members	More than 8 members
	50	270	110	70
Type of Family ⟶	Joint Family - 190		Nuclear Family- 310	

Table No. 1 shows the distribution of working married women on the basis of their Bio-data. Out of the total sample of five hundred (500) working women, four age groups were considered viz. 20-25 per cent were in the age group 31-40 years. Table No. 1 also reveals the Educational Qualifications of working women. It was seen that out of the total sample years, 26-30 years, 31-35 years and 36-40 years. The examination of the age group of taken sample revealed that 66 per cent working women were in the age group 20-30 years and only 34

52 per cent women were graduate, 30per cent were post -graduate and very few of them i.e. 6 per cent had done higher studies (Ph.D.). It can be inferred from the above

observations that educational qualifications of all five hundred working women were not less than graduation but still they were Working women were asked about the number of years of their marriage, to which 42 per cent working married women had less than 5 years of marriage, 36 per cent had 5 to 10 years and rest i.e. 22 per cent had more than 10 years of marriage.

working

experience between 6 to 9 years and 24 per cent working women had more than 9 years of working experience.

Little more than half i.e. 54 per cent of the working women had 3 to 5 family members nuclear families.

facing various forms of Domestic Violence at their homes.

Working women were asked about the number of years of their working experience, to which 54 per cent working women said that they had less than six years of working experience, 22 per cent had

in their home and only 14 per cent women had more than 8 members in their families. Further it is revealed that 62 per cent working women had joint families and 38 per cent had

WORKING WOMEN'S OPINION REGARDING DOMESTIC VIOLENCE

Table No. 2 Distribution of Working Women on the basis of Physical Domestic Violence

Questions	Always	Often	Sometimes	Never
1. Are you afraid of your partner?	40	70	120	270
2. Do you feel you are in danger every time?	20	100	100	280
3. Does your partner hit, kick, hurt or threaten you?	40	50	130	280
4. Does your partner slap you?	20	50	140	290
5. Does your partner push or shove you?	30	80	130	260

Table No. 2 describes the distribution of working women on the basis of Physical Domestic

Violence. In Physical Domestic Violence category, five questions were asked to the respondents. When the researcher asked the working women whether they are afraid of their partners, in response to that little more than half i.e. 54 per cent said never whereas In response to the question whether they feel that they are in danger every time in home, 28 56 per cent working women said never whereas 20 per cent said sometimes, 20 per cent said often and 4 per cent said always.

When asked if their partners had hit, kicked or threatened them, 56 per cent working women said never whereas 26 per cent said sometimes, 10 per cent said often and 8 per cent said always.

The working women were asked whether their partner slapped them, in response to which 58 per cent working women said 55.2 per cent working women were not affected by Domestic Violence.

24 per cent said sometimes, 14 per cent said often and very few i.e. 8 per cent said always. Thus, it is revealed that little less than 50 per cent women were afraid from their partner.

never, 28 per cent said sometimes, 20 per cent said often and 4 per cent said always.

When asked, whether their partners had pushed or shoved them, 52 per cent working women said never, 26 per cent said sometimes, 16 per cent said often and 6 per cent said always.

Thus it is inferred from the Table No. 2 that 44.8 per cent working women were affected by Physical Domestic Violence even though they were working and had educational qualifications not less than graduation whereas

Table No. 3 Distribution of Working Women on the basis of Emotional Domestic Violence

Questions	Always	Often	Sometimes	Never
1. Does your partner try to control you by threatening to hurt you or your family?	40	70	150	240
2. Do you feel controlled or isolated by your partner?	20	110	240	130
3. Does your partner criticize you and put you down?	30	130	220	120
4. Do you feel embarrassed when your partner treats you badly in front of your friends or family?	60	120	180	140
5. Does your partner ignore your opinions?	40	130	220	110
6. Does your partner put down your accomplishments?	60	100	200	140
7. Does your partner humiliate or yell at you?	80	70	150	200

Table No. 3 reveals the responses enquired from the working women about Emotional Domestic Violence. In response to different types of enquiries regarding Emotional Domestic Violence like whether their partners tried to control them by threatening

In response to the enquiry 'Are working women feel controlled or isolated by their partners?' only 26 per cent working women said never, whereas 48 per cent said sometimes, 22 per cent said often and 4 per cent said always.

The researcher further asked whether their partners criticized them and pulled them down, 24 per cent working women said never whereas 44 per cent said sometimes, 26 per cent said often and 6 per cent said always.

Women were asked whether they feel embarrassed when their partners treated them badly in front of their friends or families. In response to that only 28 per cent) working women said never, 36 per cent said sometimes, 24 per cent said often and 12 per cent said always.

In response to the enquiry, 'Did their partner ignore their opinion?' very few i.e. 22 per cent working women said never whereas 44 per cent said sometimes, 26 per cent said often and 8 per cent said always.

to hurt them or their families, 48 per cent working women said never, 30 per cent said sometimes, 14 per cent said often and 8 per cent said always. Thus, large number of working women i.e. more than 50 per cent were controlled by threats.

The researcher further asked whether their partners had put down their accomplishments, to which 28 per cent working women said never, 40 per cent said sometimes, 20 per cent said often and 12 per cent said always.

In response to the question whether their partners humiliated and yelled at them, 40 per cent working women said never whereas 30 per cent said sometimes, 14 per cent said often and 16 per cent said always.

Thus, it is concluded from the above discussions about the Emotional Domestic Violence associated enquiries that more than two third i.e. 69.13 per cent working women were emotionally disturbed by their partners and only 30.85 per cent working women were not faced Emotional Domestic Violence.

Table No. 4 Distribution of Working Women on the basis of Financial Domestic Violence

Questions	Always	Often	Sometimes	Never
1. Does your partner forbid you from working?	130	70	150	150
2. Does your partner control how money is spent?	130	120	150	100
3. Does your partner deny you direct access to bank accounts?	70	110	180	140
4. Does your partner refuse to pay bills for accounts that are in your name in order to ruin your credit?	50	130	130	190
5. Does your partner withhold money for basic necessities like food, clothing, medication and housing?	70	100	160	170

Table No. 4 sought opinion about Financial Domestic Violence from working women. In response to the different queries like, whether their partners forbade them from working, 30 per cent said never, 30 per cent said sometimes, 14 per cent said often and 26 per cent said always. This revealed that 70 per cent working women were forbidden from working by their partner.

When asked whether their partners controlled their money (salary) to be spent, 20 per cent working women said never, 30 per cent said sometimes, 24per cent said often and 26 per cent said always.

In response to the query whether their partners denied them direct access to their bank accounts, 28 per cent women said never but 36 per cent said sometimes, 22 per cent said often and 14 per cent said always.

The researcher further asked whether their partners refused to pay bills for accounts that are in their name in order to ruin their credit, to which 38 per cent women said never however 26 per cent said sometimes, 26 per cent said often and 10 per cent said always.

The respondents were asked whether their partners withheld money for basic necessities like food, clothing, medication and housing, in response to that only 34 per cent women said never even though 32 per cent said sometimes, 20 per cent said often and 14 per cent said always.

Above analysis related to Financial Violence queries concluded that maximum i.e. 70 per cent working women did not have control over their own earnings i.e. not allowed to manage their own accounts themselves and were facing Financial Violence at their

homes where as only 30 per cent working women said they were not faced any Financial Violence.

Table 5 Comparison between Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh

Type of Violence	N	Mean	S.D.	S.E.
Physical Domestic Violence	500	7.46	0.379	0.169
Emotional Domestic Violence	500	11.52	1.586	0.599
Financial Domestic Violence	500	11.66	1.130	0.505

Sources of Variation	Sum of Squares	Degree of Freedom	Mean Sum of Squares	F-Ratio
Between Samples	59.8769	2	29.9384	20.17
Within Samples	20.7827	14	1.4845	
Total	80.6596	16		

Table 5 reveals comparison between Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh. Critical value of F is 3.74 at 0.05 level of significance and critical value of F is 6.51 at 0.01 level of significance, the computed value of F which is 20.17 is greater than both the table values, thus we reject null hypothesis and conclude that there is significant difference between Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh.

Further, t-test was applied to know the significant difference between Physical Domestic Violence, Emotional Domestic Violence and Financial Domestic Violence among Working Married Women of Chandigarh.

Table 6 Difference between Physical Domestic Violence and Emotional Domestic Violence

Type of Violence	N	Mean	't'	Level of Significance 0.05
Physical Domestic Violence	500	7.46	5.53487	Significant
Emotional Domestic Violence	500	11.52		

Table 6 shows the difference between the Physical Domestic Violence and Emotional Domestic Violence. Mean score of Physical Domestic Violence was calculated 7.46, whereas mean score of Emotional Domestic Violence was calculated 11.52. 't' value came out to be 5.53487 which is more than the table value i.e. significant at 0.05 level of significance. Hence there is significant difference between the Physical Domestic Violence and Emotional Domestic Violence. It is concluded that Emotional Domestic Violence is more than the Physical Domestic Violence among Working Married Women of Chandigarh.

Table -7 Difference between Financial Domestic Violence and Emotional Domestic Violence

Type of Violence	N	Mean	't'	Level of Significance 0.05
Financial Domestic Violence	500	11.66	0.17129	Not Significant
Emotional Domestic Violence	500	11.52		

Table 7 reveals the difference between the Financial Domestic Violence and Emotional Domestic Violence. Mean score of Financial Domestic Violence and Emotional Domestic Violence was 11.66 and 11.52 respectively. 't' value was 0.17129 which is less than the table value at 0.05 level of significance, which means there was no significant difference between the Financial Domestic Violence and Emotional Domestic Violence.

Table - 8 Difference between Physical Domestic Violence and Financial Domestic Violence

Type of Violence	N	Mean	't'	Level of Significance 0.05
Physical Domestic Violence	500	7.46	7.87711	Significant
Financial Domestic Violence	500	11.66		

Table 8 reveals the difference between the Physical Domestic Violence and Financial Domestic Violence. Mean score of Physical Domestic Violence and Financial Domestic Violence was 7.46 and 11.66 respectively. 't' value was calculated 7.87711 which is more than the table value at 0.05 level of significance which means there is significant

difference between the Physical Domestic Violence and Financial Domestic Violence. Hence it is concluded that Working Married Women of Chandigarh are more suffering from Financial Domestic Violence than Physical Domestic Violence.

Determinants of the Domestic Violence among Working Married Women of Chandigarh:

An enquiry was made about the possible determinants behind the Domestic Violence (Physical Violence, Emotional Violence and Financial Violence) from five hundred (500) Working Married Women of Chandigarh. Major determinants are enumerated as follows:

1. The biggest reason reported by 78 per cent working married women of Chandigarh was 'Male Ego'. The women said that the 'Male Ego' is so strong in men that they hardly listen to their voice and do not take their advice before taking any decision.

2. 62 per cent working women's revealed that males think that they are superior and have better knowledge of finances. The women stated that men always believe that women cannot handle their financial issues on their own as they consider them inferior.

3. As per 58 per cent working women, their partners felt that their families and children were neglected due to their jobs and also suspect that they argue with their in-laws.

4. More than half of the working women i.e. 54 per cent said that their partners indulged in one or the other type of Domestic Violence due to the work pressure and frustrations.

5. 42 per cent working women said that the habit of drinking alcohol is the main cause of Domestic Violence. These women said whenever their partners drink they abuse them very badly.

Conclusion:

We are living in the 21st century where women are working in every field with men with par excellence. It is very clear from the above discussion that even though today's women are educated and working but still they are facing various forms of domestic violence by their life partners.

The main findings of the study determine that a greater number of working women i.e. 70 per-cent out of five hundred (500) were facing Financial Domestic Violence at their homes (Chowbey, P. 2017 supports the results of the present study, the researcher found that the financial issues of females are handled by their husbands); 69.13 per-cent working women were suffering from Emotional Domestic Violence (Khapre, M.P. et. al. substantiates the findings of the present study, they found that 98 per cent

women are suffering from Emotional Domestic Violence) whereas 44.8 per-cent working married women were suffering from Physical Domestic Violence (According to the UN report 2011, 35 per cent women in India suffer from Domestic Violence). Since the society as grown and is experiencing more spread of education, the visible forms of violence are more and the subdued, indirect forms like financial, emotional and psychological ones which can easily go unnoticed in the Indian society might be spreading its wings. Thus, it is concluded that more number of women were suffering from Financial Domestic Violence as compared to Physical and Emotional Domestic Violence.

The biggest cause of Domestic Violence pointed by working women of Chandigarh by their partner i.e. 78 per cent was Male Ego; other reasons of Domestic Violence pointed by Working Married Women were work pressure, frustration, superiority and habit of drinking alcohol.

Suggestions:

The following suggestions may be followed to reduce the Domestic Violence from Indian society:

➢ The position of the working women in society can be transformed by changing the mind-set of the society i.e. both males and females through education.

➢ Domestic violence Act 2005 should be implemented and followed strictly.

➢ Counselling Cell should be mandatory for all offices so that the working women can share their feelings freely and relieve their stresses.

➢ Men should also be counselled and made aware about the harmful effects of Domestic Violence.

➢ Upbringing ethos and values must be oriented towards gender balance for inculcation of right mindset from the beginning.

➢ Girls while growing up must be supported with enhanced self-esteem, better self-analysis, less critical approach and more encouragement to generate a feeling of self-confidence and belief on oneself.

➢ NGOs should work more precisely and effectively to curb the problem of Domestic Violence.

➢ Women should be more open to discuss their problems and should fight for their rights.

➢ Young girls must be taught to be vocal about their needs, goals, dreams, pains, problems, harassments, thoughts, ideas and views.

➢ Women must be counselled not to take any unwanted behaviour against them to be normal

➢ Men must be taught to take no privilege as their first right and no female

individual, irrespective of their relation, for granted.

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RELATIONSHIP BETWEEN INTERNET ADDICTION AND PSYCHOLOGICAL WELL BEING AMONG ADOLESCENCES IN COVID-19 ERA

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Abstract

The Covid-19 pandemic has turned the world upside down. Among its wide spread effects globally, its impact on teaching-learning have been immense. With schools and colleges closed, normal activities suspended, people are forced to live indoors and rely heavily on technology, for learning as well as entertainment. The pandemic has given rise to many mental health issues, internet addiction being one of them, generally and among teens in particular. The aim of this study was to explore the relationship between Internet addiction on the psychological wellbeing of adolescences in the current Covid-19 scenario. In a random sample 150, the mean age of the participants was 15.74. Results of the study showed a significant negative correlation between internet addiction and psychological well-being among adolescences. It was also found that there is significant difference in internet addiction adolescents with respect to their gender, with young boys were found to be higher on internet addiction than young girls and the consequent impact on their psychological well-being. Further, no significant difference was found in internet addiction and psychological well-being with respect to their locale. The study will be helpful in highlighting the effect of internet addiction among youth which is becoming a nuisance day by day for society.

Keywords: Adolescences, Internet addiction, psychological wellbeing.

INTRODCUTION

The Covid-19 pandemic has significantly disrupted the lives of people all around the globe. Stay-at-home, Quarantine, work-from-home, social distancing became the new normal dictating our daily lives. People have been forced to stay indoors, and crafted new style of working, teaching and learning with weighty reliance on technology and internet services. Consequently, the usage of internet shot up dramatically over the last 12 months or so. Internet, has undoubtedly changed our economic and social life dramatically even since its evolution and more specifically during this pandemic times. It has become the new norm dictating teaching and learning.   While the consequences of its effective use are positive and can be rewarding, but the effects of its excessive use can be detrimental; especially the use of internet among adolescents is a two-edged sword. Compulsive use denotes, among other things, gaming addiction, digital entertainment, spending too much time on social media and chatting etc. There are growing concerns globally over the internet addiction among adolescences and young learners and the relationship between

Internet addiction and psychosocial well-being has been an important topic of research

The pandemic situation has forced people to lock themselves inside, with the government imposing lockdown, quarantine mandate and other restrictions. With schools and educational institutions being closed, students have been made to rely on technology more than ever for their learning, and other curriculum needs. Online classes, assignments, tests, evaluation etc has become technology based, and hence internet usage has escalated. Students receive more encouragement from parents and teachers to use internet, also they are more technically sound to use internet and other techniques, gadgets and devices. So, as compared to adults, adolescences and young people are more vulnerable to internet addiction due to their age, unlimited access, lack of adult supervision, and they are more likely to use internet for entertainment and gaming. There is a natural tendency for this age group to use the Internet and thus easily develop internet addiction behavior (Tsitsika et al, 2009) Therefore, it is important to understand how the corona virus pandemic has raised the use of internet among adolescences, and its impact on their psychological well being. Moreover, gaining a full understanding of the relationship between internet addiction and

psychological well being among adolescents is increasingly vital so that researchers, professionals, counselors and mental health experts can discover possible mechanisms and intervention strategies.

INTERNET ADDICTION

According to Beard (2001), "Internet addiction is viewed as a problem that is still difficult to be defined accurately". He further stated that Internet addiction is an explanation for uncontrollable and detrimental use of this technology. Moreover, it is a warning sign that a person is having difficulty controlling his or her internet use.

In the words of Young (2004), "Internet addiction has been defined as the incapability to control the craving for excessive use of the internet, reduction of time spent without access to the internet, intense anxiety and aggression when denied, and continual worsening of social and family life".

PSYCHOLOGICAL WELL BEING

Well-being is a way of life. Psychological well-being has evolved as an important concept in positive psychology. It refers to positive mental health (Edwards, 2005). But Psychological wellbeing is more than just to be free of distress and mental problems. In its simplest for, it is to the extent to which

people experience positive emotions and feelings of happiness*(Diener, 2000)*. Thus, Psychological wellbeing is best understood in terms of the internal experience of the respondent and their perception of their lives. It is about lives going well. It is a combination of feeling good and functioning effectively.

According to Ryff (1989) "Psychological wellbeing consists of positive relationships with others personal mastery, autonomy a feeling of purpose and meaning in life and personal growth and development.

LITERATURE REVIEW

There has been immense research going on globally on internet addiction among youth, the research has specially picked up during COVID-19, however in India, there is scant research investigating Internet addiction and its relationship with psychological well-being, particularly among adolescents.

The previous studies have observed the effect of internet addiction on the psychological well-being, but there are no conclusive findings on the relationship between Internet use and psychological well-being of adolescences. Kraut *et al*. (2002) reported the positive effects of internet use, on the other hand, the study by Yoo *et al*. (2014) revealed that social networking site usage had a significant negative effect on psychological well-being

of teens. While Gross et al. (2004) reported no correlation between Internet use and well-being.

Similarly, internet use increased the degree of loneliness in college students has been reported by Liu, T. (2007). Waldo (2008) reported that the five dimensions of psychological well-being had inverse relationship with internet addiction. Van der et al (2009) also reported that greater levels of internet use were negatively associated with psychological well-being. Muusses, Finkenauer, Kerkhof, and Billedo (2014) also have reported that loneliness and depression had a correlation with compulsive internet use. On the same lines, Winther (2014) reported that Internet addiction negatively affects psychological well-being. Rehman, Shafi, and Rizvi (2016) have also reported a negative correlation between internet use and psychological well-being among youth. This study, thus, aims to assess the occurrence of internet addiction among adolescences, with particular focus on how it relates to their psychological wellbeing during the COVID-19 pandemic.

OBJECTIVES

1. To study the relationship between internet addiction and psychological wellbeing among adolescences.

2. To study the difference in internet addiction and psychological wellbeing among adolescences with respect to gender and locale.

HYPOTHESES

1. There exists no significant correlation between internet addiction and psychological wellbeing among adolescences.
2. There exists no significant difference in internet addiction among adolescences with regard to their gender and locale.
3. There exists no significant difference in psychological wellbeing among adolescences with regard to their gender and locale.

SAMPLE

A sample of 150 participants in the age group of 14-19 was taken for the present study. Equal number of boys and girls were taken from rural and urban areas in Ludhiana district of Punjab. All the participants included were enrolled in some formal education program.

TOOLS USED

1. Internet Addiction Test (Young, 1998)

The scale measures the degree to which internet use affect daily routine, social life, productivity, sleeping pattern, and feeling. It consists of 20 questions wherein each item is scored using a five-point Likert scale. The reliability for this questionnaire is 0.899, the higher the score the greater the level of internet addiction.

2. Psychological wellbeing scale (Ryff, 1995)

It is a multidimensional scale and consists of 18 items which measures six dimensions of psychological wellbeing i.e., Autonomy, Environmental mastery, Personal growth, Positive Relations, Purpose in life and Self-acceptance. Each item is scored using a seven-point scale. The scale has a test-retest reliability of 0.71.

PROCEDURE AND STATISTICAL ANALYSIS

Convenience and snowball sapling methods were used for selecting the participants. Participants were informed about the purpose of the study; they filled out questionnaires voluntarily. Firstly, descriptive analyses with regard to age and gender were calculated, also with regard to internet addiction and various dimensions of psychological wellbeing. Then, the relationship between Internet addiction and psychological well-being was determined by Pearson correlation coefficient.

Independent-sample t-test was used to compare the difference in psychological well-being with regard to gender and locale.

Table 1: Descriptive statistics of Socio-demographic information of the sample (N=150)

1. Age	Frequency	Percentage	Mean	S.D.
14-16	62	41.33	2.753	0.309
16-19	88	58.66	3.193	1.473
2. Gender				
Male	75	50.00	26.70	4.902
Female	75	50.00	23.82	3.704

Table 2: Descriptive analysis of Internet addiction and various dimensions of psychological wellbeing

Variable	Mean	S.D.
Internet Addiction	18.77	4.982
Psychological wellbeing (Total)	82.43	23.743
1. Autonomy	24.54	3.654
2. Environmental Mastery	21.65	4.245
3. Personal growth	18.34	2.964
4. Positive relations	19.87	3.498
5. Purpose in life	20.07	3.981
6. Self-acceptance	17.25	2.871

Testing of Hypotheses and Results

Hypothesis 1

There exists no significant correlation between internet addiction and psychological wellbeing among adolescences.

Table 3: Coefficient of Correlation between Internet addiction and psychological wellbeing of Adolescences:

Variable	Sample	Mean	S.D.	Coefficient of Correlation (r)
Internet Addiction		43.89	12.431	
Psychological wellbeing	N=150	35.21	9.565	-.397* Significant at 0.05 level

Table 3 shows that the correlation coefficient of internet addiction and psychological wellbeing among adolescences is .397 which is significant at 0.05 level of significance. It implies that internet addiction is correlated with adolescences' psychological wellbeing. Hence, hypothesis 1 is rejected and it can be implied that internet addiction and psychological wellbeing among adolescences are significantly correlated.

Hypothesis 2

There exists no significant difference in internet addiction among adolescences with regard to their gender and locale.

Table 4: Difference in Internet addiction of Adolescences with regard to gender and locale:

Variable	Sample Size		Mean	t-value	Level of Significance
Internet addiction	Boys	75	72.85	3.045*	.05
	Girls	75	60.29		
	Rural	75	64.76	0.084	Not Significant
	Urban	75	63.12		

It is clear from the table that adolescent boys are high on internet addiction as compared to girls, whereas no significant difference was found among rural and urban adolescents with regard to internet addiction. It implies that

hypothesis 2 is partially rejected, i.e. only with respect to gender only.

Hypothesis 3

There exists no significant difference in psychological wellbeing among adolescences with regard to their gender and locale

.**Table 5: Difference in Psychological wellbeing of Adolescences with regard to gender and locale:**

Variable	Sample Size		Mean	t-value	Level of Significance
Psychological wellbeing	Boys	75	71.23	4.823*	.01
	Girls	75	80.96		
	Rural	75	69.08	3.920*	.05
	Urban	75	75.48		

Table 5 clearly shows that adolescent boys and girls differ with regard to their psychological wellbeing, with girls having a higher level of wellbeing. Similarly, it shows that adolescences in urban areas reported higher levels of psychological wellbeing as compared to their rural counterparts. Hence, hypothesis 5 stands rejected as there's a significant difference in the psychological wellbeing of adolescences with regard to their gender and locale.

DISCUSSION AND CONCLUSION

The present study aimed at investigating the relationship between internet addiction and psychological wellbeing among adolescences. The findings of the study reveled that internet addiction has a negative impact on adolescents' psychological wellbeing. This finding supported the previous studies which have reported similar results (Cardak, 2013, Waldo, 2014). The findings revealed that adolescent boys are more prone to internet addiction as compared to adolescent girls, which again, is consistent with the previous research (Zhang & Liu, 2011, Kawa & Shafi, 2015) and that consequently, girls were reported to have a higher level of psychological wellbeing than boys. While no significant difference was reported among rural and urban adolescences in their internet addiction, adolescent were reported to differ in their psychological wellbeing with regard to their gender and locale.

The present study is a valid contribution in understanding the correlation between internet addiction and psychological wellbeing among adolescences. Adolescences are particularly a vulnerable

group which is more susceptible to internet addiction during the current pandemic times. Factors such as increased use of internet for online classes, assignments, learning, content material, the time they spend on the internet and social networking sites, entertainment, online gaming, and staying connected with others. It may be concluded that the there's noticeable impact of internet addiction on the psychological wellbeing of adolescences, and therefore, it is imperative to create awareness about internet addiction and also come up with interventional measures to ensure responsible use of the internet among adolescences.

LIMITATIONS AND RECOMMENDATIONS

Among various findings, the present study highlighted a major issue of the heightened prevalence of internet addiction among adolescences during the Covid-19 era. However, some limitations of the study may be acknowledged. First, the participants were adolescences and replication of this study for other samples should be made, with regard to other dermographia in order to generate a more solid relationship among the variables in this study. Longitudinal and structured studies can also be undertaken in order to discover preventive strategies for Internet addiction and enhancing psychological well-being levels of youngsters and other population groups.

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ATTITUDE OF PUPIL TEACHERS TOWARDS INFORMATION TECHNOLOGY

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Abstract

The present study was conducted on attitude of pupil teachers towards information technology the study will be delimited to rural and urban pupil teachers of Ludhiana city only. Attitude towards Information Technology (ASTITT) Scale FOR Secondary School Pupil Teachers "the researcher constructed and validated an attitude scale using Likert Method also known as 'Method of Summated Ratings' to measure the attitude of pupil teachers towards information technology. No significant difference was found between mean scores of attitude towards information technology of male and female pupil teachers. This indicates that attitude towards information technology of pupil teachers do not differ on the basis of gender. A significant difference was found between mean scores of attitude towards information technology of rural and urban pupil teachers. This indicates that attitude towards information technology of pupil teachers differ on the basis of locale. As the mean score of urban pupil teachers is higher than that of rural teachers on the variable of attitude towards information technology, therefore, it may be said that urban pupil teachers have significantly higher attitude towards information technology than their rural counterpart.

Keywords- Attitude, Information Technology, Pupil Teachers

It is clear from the above definition that if we want to apply information technology effectively in education, technical and organizational as well as human factors should be taken into consideration at every level of education. Information has defined information technology (IT) as "the study, design, development, application, implementation, support or management of computer-based information systems". In an academic context, the Association for Computing Machinery defines it as "undergraduate degree programs that prepare students to meet the computer technology needs of business, government, healthcare, schools, and other kinds of organizations .IT specialists assume responsibility for selecting hardware and software products appropriate for an organization, integrating those products with organizational needs and infrastructure, and installing, customizing, and maintaining those applications for the organization's computer users. In this way the Information technology anything related to computing technology such as networking, hardware, software and internet. Many institutions now have I.T departments for managing the accounts, network administration, for technical support and to make education more informative. Information Technology include computer programming, network administration, computer engineering, web development, technical support ,and many

other related occupations. In present era number of courses is available in Information Technology field. Now a day it becomes the first choice of students in their career selection. In present time Information Technology influences teachers and students both. The teacher is the key to the effective use of this resource in the educational system. Teacher can make teaching effective with the help of new technology like using PowerPoint presentation, Video clips, documentaries, etc. Student's can learn more via seeing and listening it in the classroom. Only a trained teacher can implement the new technology comfortably in the classrooms. The use of information technology in education opens a new era of knowledge and offers a tool that has potential to change many of the existing educational methods. The number one benefit of information technology is that it empowers people to do what they want to do. It lets the teachers and students be creative, productive and learn things they didn't think they could learn before, and so in a sense it is all about using technical potential. Information Technology is a powerful force and resource in today's global society. It is revolutionizing all the living ways. No doubt, it has given a new meaning to the word "Convenience". Eagly and Chaiken (1993) defined attitude as, "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour".

Aiken (2000) The term attitude may be defined as a learned predisposition to respond positively or negatively to a specific object, situation, institution or person. An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes "the most distinctive and indispensable concept in contemporary___social psychology." Attitude can be formed from a person's past and present. In lay language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion. (Alpert, 1935) defined, "Attitudes as a mental state of readiness organized through experience exerting a directive and dynamic influence upon individual response to all objects and situation with which it is related."

COMPONENTS OF ATTITUDES

Cognitive Component: It is the belief segment of an attitude. When someone forms an opinion or perception about any person, object, or situation; the cognitive component comes into play. The opinion may be favorable or unfavorable, positive or negative. For example, if a person says "Life is unfair", he's iterating his opinion about how he perceives life is.

Affective Component: It is the feeling segment of an attitude. When someone

attaches his/her emotions to the opinion that has been formed about any person, object, or situation; the affective component comes into play. For example, if a person says "I hate the fact that life is unfair", he's connecting an emotion through hatred, to his opinion of life being unfair.

Behavioral Component: As the word itself suggests, it's the behavior segment of an attitude. When a person attaches a desire to behave or act in a certain way based on the emotions he has attached to the opinion about any person, object, or situation; the behavioral component comes into play.

Information Technology is a broad term used to refer to the ways and means information is retrieved using automatic systems, such as computers, telephones, and other telecommunication and office systems. There are usually Information Technology departments in schools and office buildings to support technological issues among students, faculty, and staff members. Department of Information Technology was set up in year 2000 to implement the Information Technology (IT) Policy of Govt. of National Capital Territory of Delhi. Department of Information Technology is working to put technology to its highest and best use throughout Delhi Government Department/ Autonomous Bodies to improve the administration of State programs and services. Proving guidance on

technical matters to Departments, vetting IT projects and taking Department on achieving IT Road Map are the basic jobs of Department of Information Technology.

IT cadre was established in the year 1988-89 under the Planning Department with a motto to provide IT services to the various Department of Govt. of N.C.T. of Delhi. More than 110 persons involved behind the computerization of their respective Department comprising of EDP Manager, System Analyst, Programmer, Assistant Programmer, DPS, CO and Data Entry Operator. At present the cadre is run by IT Department. The pre-mechanical age is the earliest age of information technology. It can be defined as the time between 3000B.C. and 1450A.D. The mechanical age can be defined as the time between 1450 and 1840. The electromechanical age can be defined as the time between 1840 and 1940. These are the beginnings of telecommunication. The electronic can be defined as the time between 1940 and right now. The ENIAC was the first high-speed, digital computer capable of being reprogrammed to solve a full range of computing problems. Information Technology is a combination of telecommunication and computer. Frenzel (1999) defines IT as "Information Technology is the term that describes the organization's computing and

communications, infrastructure, including computer systems, telecommunication networks, and multimedia (combined audio, text, and video) hardware and software". It is the collection of products and services that turn data into useful, meaningful, accessible information and electronic technology for collecting, storing, processing, and communicating information. Hagg (1998) defined information technology as, "Any computer-based tool that people use to work with information and support the information and information processing needs of an organization".

ATTITUDE TOWARDS INFORMATION TECHNOLOGY

The more positive the attitude, the higher the extent to which the student looks to technology to leverage time, distance, effort and capability to accomplish certain objectives. It could be assumed that if students have a positive attitude towards a subject, for example technology, then students will have more of an interest in that subject. The student exhibits a positive attitude towards information technology education. Achieving a meaningful use of computer technology in the field of education can be influenced by many factors. One of these factors is teachers' attitudes towards the use of technology in teaching and learning process. Research shows that the success of technology use in the educational settings largely depends on teachers attitudes toward technology use. Teachers' attitudes are considered as a major predictor of the use of new technologies in the educational settings. Thus, their attitudes toward computer can play an important role in the acceptance and actual use of computers. The successful utilization of technologies in the classroom depends mainly on the teachers' attitudes toward these tools Thus, it can be concluded that the attitude further related to the usage frequency of technology and usage amount of the technology.

SIGNIFICANCE OF THE STUDY

The purpose of this study is to explore the attitude of pupil teachers towards information technology in the classroom. Today the informational society challenges the education system. In recent years, the speedy, effective and global communication of knowledge has created a new foundation for co-operation and teamwork, both nationally and internationally. The individual citizen must have an active and critical attitude to developments and not passively allow technological development to set the pace. They should have to play an active role towards information technology and make best use of required resources. The use of information Technology in schools poses a challenge for practicing teachers who already have their own established ways of teaching and may not

know much about information Technology. The implementation of Smart Schools, have influenced expectations from school teachers. To know whether the pupil teachers are keeping pace with the changing times and technology, whether the teachers have developed their own technical ways and ready to perceive advancement of information technology in education whether they are comfortable and convenient etc. How much they appreciate it and feel comfortable while using it in the classroom or at what extent they accept it. So this is the need of the study to know about the attitude of pupil teachers towards information technology. It is hoped that the outcomes of this study can be used in shaping innovational practices in the secondary education system.

OBJECTIVES OF THE STUDY

1. To study the attitude of pupil teachers towards information technology.

2. To study and compare the attitude of male and female pupil teachers towards information technology.

3. To study and compare the attitude of rural and urban pupil teachers towards Information technology.

HYPOTHESIS

1. There will be no significant difference in the attitude of male and female Pupil teachers towards the Information Technology.

2. There will be no significant difference in the attitude of rural and urban Pupil teachers towards the Information Technology.

ANALYSIS OF RESULTS

Table:1 Significance of the Difference between Mean Scores of Attitude towards Information Technology of Male and Female Pupil teachers (N = 200)

S.No.	Group	N	M	S.D	SE_M	t-value
1.	**Male**	100	106.08	15.70	1.57	0.35
2.	**Female**	100	106.77	12.41	1.24	

Table 1 revealed that the mean scores of attitude towards information technology of male and female pupil teachers as 106.08 and 106.77 respectively and their standard deviation as 15.70 and 12.41 respectively.

The t-ratio is 0.35 with d_f =198 which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of attitude towards information technology of male

and female pupil teachers. Therefore the hypothesis **1** stating that 'there will be no significant difference in the attitude of male and female pupil teachers towards information technology' stands accepted.

Table 2: Significance of the Difference between Mean Scores of Attitude towards Information Technology of Rural and Urban Pupil teachers (N = 200)

S.No.	Group	N	M	S.D	SE_M	t-value
1.	**Rural**	100	98.80	12.07	1.21	9.06**
2.	**Urban**	100	114.05	11.73	1.17	

**significant at 0.01 level

Table 2 revealed that the mean scores of attitude towards information technology of rural and urban pupil teachers as 98.80 and 114.05 respectively and their standard deviation as 12.07 and 11.73 respectively. The t-ratio is 9.06 with d_f =198 which is significant at 0.01 level of confidence. This revealed that a significant difference exists between mean scores of attitude towards information technology of rural and urban pupil teachers. Therefore the hypothesis **2** stating that 'there will be no significant difference in the attitude of rural and urban pupil teachers towards information technology' stands accepted. As the mean score of urban pupil teachers is higher than that of rural teachers, therefore, it may be said that urban pupil teachers have significantly higher attitude towards information technology than their rural counterpart.

EDUCATIONAL IMPLICATIONS

The most important characteristic of any research is that it must contribute something new to the development of the area concerned. The present study is being conducted on the Pupil teachers. The coefficient of correlation between environmental behaviour and attitude towards environment of all the categories of Pupil teachers i.e. male, female, rural, and urban and of total sample of Pupil teachers are all positive and significant. A research is meant for developing new dimensions and for forwarding innovative steps in related field of work. Research work will not be considered complete in itself unless and until the research findings are put to some practical use. The most outstanding characteristic of any research is that it must contribute something new to the development of the area concerns. Basically research should be for the social development. The present study has its implications for the world of teachers.

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Online or Offline Education-A Decision in the Making

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Abstract

The Covid-19 has resulted in educational centres shut all across the globe. Worldwide, over 1.2 billion children are out of the classroom. As a result, edification has changed considerably, with the rise of e-learning, whereby teaching is undertaken distantly and on digital platforms. Research suggests that virtual learning has been shown to increase retention of information, and take less time, meaning the changes corona virus have caused might be here to stay. While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than 1.2 billion children in 186 countries affected by school closures due to the deadly disease. With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a move would impact the worldwide education scenario. As expertise has advanced, so too has the way we learn new skills. Thanks to the internet, those interested in expanding their knowledge and skills now have a wide range of options available to them. Learners can now want to take advantage of online, as well as offline, education. When it proceeds to teaching and learning, there are various pros and cons to both online and offline learning. Everyone's diverse; we all have diverse backgrounds and study velocity. To help the learner to choose which is better for them, in this paper we discuss the key differences between them.

Keywords: *Online Learning, Offline Learning, Digital Platforms, Flexibility, Multimedia*

INTRODUCTION

Online Learning– Online learning is a very bendable learning arrangement that allows students to study solely via the internet on their personal computer at home, or wherever they see fit. Basically, student-teacher face to face interactions are not required, allowing students to study anywhere on the planet.

Offline Learning – Also referred to as conventional training. Offline Learning means a student needs to go in a school, in a classroom, and attend a class face to face with a tutor.

Selecting between offline and online education can be a daunting mission but with the accurate assistance, one is able to make the right decision for oneself. Attending online classes daily has become the 'new normal' for students during the lockdown in India. As educational institutions had put down the lid because of the lockdown to contain the spread of coronavirus, the online class have taken centre stage in students' existence now.

Although online learning has become the favoured technique for the majority of students, it's important not to dismiss the benefits of offline learning too. With online learning, students and teachers benefit from a more informal, flexible approach. Being unrestricted in regard to location and times means every learner can benefit from the courses.

With offline learning, it's easier to ensure students are paying notice to the training. Some students also find it easier to preserve the knowledge and skills they've learnt through offline learning than they do with online learning.

ONLINE LEARNING VS OFFLINE LEARNING

The main difference between online and offline learning is location. With online learning, on the other hand, the training can be conducted from practically anywhere in the world. Participants simply need to log on to the internet from their home, work or even their local coffee shop. With offline learning, participants are required to travel to the training location, in general a lecture hall, college or classroom.

Another difference is the flexibility presented. With offline learning, it is typically carried out between office hours and doesn't offer as much flexibility to the learner or the trainer. Online learning usually has a more flexible timescale. As a instructor, you can offer your support via email or through an online chat system.

What are the pros and cons of Online Education?

Pros **of Online Education**	**Cons** **of Online Education**

- Location doesn't matter
- bendable hours
- Time saving
- Cheaper
- Convenient
- Class recorded

- Isolating
- No competition
- No interpersonal skills development
- Limited topics
- Must have self discipline

What are the Pros and Cons of Offline Education ?

Pros
 of Offline Education

Cons
 of Offline Education

- Individualised monitoring
- Structured & disciplined setting
- Face to face interactions
- Interpersonal skills improvement
- Competitive atmosphere

- Fixed location
- Fixed to-do list
- Study materials
- Reliance on the teachers
- Transport & Accommodation

LET'S ENCOMPASS THE MAIN BENEFITS AND DISADVANTAGES:

Location & Time

Location and time is the MAIN and chief benefit of online learning. Whereas offline learning takes place in a fixed location, with a fixed to-do list and requires one to travel and be on time, online learning is the contradictory to it. Not that one doesn't have to be on time, particularly in the case where you have an online teacher and decided on a schedule with them, but Online Learning allows you to study wherever and at whatever time. Suppose you have offsprings and wish to get a degree, but still have to stay home to take care of the children, Online Learning will make that feasible for you. Suppose you needed to find an employment and didn't have the chance to finish your curriculum and graduate because, well…life, Online Learning will make that possible for you. Suppose you want to learn a foreign language but don't have the time nor the money to study in that country, again, Online Learning will make that possible for you.

Costs

Getting quality education is pricey, we all know that. And I am not only speaking about the academic fees, but also the travel to the place of education, the travel, and the accommodation if the training centre is not nearby, the textbooks, extra-curricular activities and so on. Online learning is usually cheaper in academic and booking fees, and as study resources are all online, there is no need to buy textbooks and manuals. Since you are learning from home you won't have expenses in fuel for your car, or for public transportation to the educational centre. The biggest saver of money? There is no need to find further housing and spend in rent every month. Online Education is cheaper in that sense, and more fitting.

Cons of Online learning

Social interactions

So yes, Online Learning is far less expensive, more opportune and flexible, but one chief thing to mention is the lack of social interactions online. And what I mean by that, is that with Online Classes, you don't have those

small chats in the corridor in between classes, the precious break during a long lecture where you can ask questions to the tutor. In that sense, Online Learning can become quite isolating, as the level of human interface is kept to bare minimum. With Online Education, student to student rendezvous is very low. There are less spur-of-the-moment debates in class and exchanges of ideas, as everyone is comfortably seated at the rear of the screen, the screen maintaining everyone at a distance. Both virtually and relational-wise. Another facet of online learning we might take into description is that, over time, and especially if the online class concerns younger students, this aloofness in relations with other people might cause a lack of interpersonal skills progression. With offline learning, young students are all in a classroom, they develop essential virtues such as patience, tolerance, endurance and team spirit, and most importantly, respect. It can be tough to create the same atmosphere online, and for the tutor to construct such a space online is very tedious and complex.

Self discipline

Self-discipline is by definition the ability to have control and motivate yourself, which let's be honest, is not always easy!

Studying in class at school is already in itself demanding. There is always the enticement of chitchating with your classmates, watch out the window, daydream. Well, studying at home online is as exigent. There are no classmates next to you sure, but there are a lot of other disruptions such as social media, TV, playing games on the phone. The family can even also be distracting sometimes! In an offline setting, the class is disciplined with the tutor always checking if students are indeed focused on the class and not doing anything else, coming to them physically to remind them to focus. Not so easy to do screen to screen! Online learning requires a lot of self-discipline as students will have less interface with their tutors, and thus also need a strong driving force.

Which mode is better, online or offline?

Again, this question is tricky to counter, as everyone's state of affairs is different. One might prefer a type of learning rather than the other according to their needs and availabilities. If you have a training centre close to your location, prefer to travel and study in another place than your hometown, then offline learning is absolutely fine. If you prefer to stay home, need more bendable hours, don't have the budget for a far away school or just learn better with digital technologies, then online learning is a great option.

Online vs Offline Education – wrapping up

Both online and offline have benefits and short comings, yes. And that is exactly why an education including both systems in a program with the use of technology would indeed create a very powerful education.

Not only would it allow students to connect and exist in a group in an offline setting, but they could also get a more engaging performance and stronger concentration in an online class with the help of digital learning resources.

Nowadays, new technologies being so easily accessible to everyone and with young generations uses the internet and the virtual world every day, having more visual and interactive study materials is becoming way more engaging than sticking to the old fashioned school book. So, to sum up about online education.

If you are motivated, well-organised and have self discipline, would favour to study at more flexible times and at your chosen location, then Online learning would be a perfect fit for you and as efficient as offline learning.

It is all about Motivation and Self-Discipline.

Everyone's different; we all have different background and study pace. Certain study methods will be efficient to some and to others not at all, we all live in different environments and don't all have the same access to education. Most important is, do you research, take your time, get in touch with the relevant people from the education you'd like to get. Deem all your options; make a preference depending on what feels accurate for you,

A Survey

In 2017 a survey about Digital Study Trends was conducted by Hanover Research on behalf of McGrawl-Hill Education to try and understand college students' digital behaviour and preferences.

Around 1,005 completed answers were analysed and the resulting statistics found many interesting facts, such as students are more likely to choose classes that use digital learning technology (DLT), and that it has proven very useful in their studies and improved their grades.

Here are more specific numbers:

- **60%** indicates that digital learning technology helped improve their grades
- **68%** found DLT to be useful in their academic life with **71%** finding it very easy to use
- **86%** use a laptop to study and **72%** for homework
- **56%** believe DLT helps them learn new concepts better
- **65%** find DLT very useful in retaining new information

It is equally important to mention that this survey has also found that DLT is not improving class participation in an online class setting. Student to student engagement is also very low, despite all the other helpful aspects of DLT in education.

CONCLUSION

It is clear that this pandemic has completely disrupted an education arrangement that many assert was already losing its relevance. Could the move to online learning be the catalyst to create a new, more effectual method of educating students? While some agonize that the hasty nature of the transition online may have stalled this goal, others plan to make e-learning part of their 'new normal' after experiencing the benefits first-hand. Chief global events are often an inflection point for speedy innovation – a clear example is the rise of e-commerce post-SARS. While we have yet to see whether this will apply to e-learning post-COVID-19, it is one of the few sectors where investment has not dried up. What has been made clear through this pandemic is the importance of disseminating knowledge across boundaries, companies, and all parts of civilization. If online learning expertise can play a role here, it is incumbent upon all of us to explore its full potential.

So, again, it all comes back to your own explicit needs and requirements, as well as if you think an online setting is comfortable enough for you to focus on the tutorial and actually learn. As there are benefits to both learning options, it makes sense to offer a combined online and offline learning opportunities. There are many benefits of online learning like suppleness, ample of choices, expenditure benefits, comfortable environment to study, advancing your vocation even while you are working, acquisition of skills that are transferrable, evade commuting and learning at your own house. Additionally, it also helps you to build up self-discipline and makes you join study groups from different places to comprehend perspectives. Online teaching increases the engagement between the student and the teacher, resulting in personalised attention to the student. Whereas classroom teaching(offline\traditional) is important to encourage and inspire collaborative learning. Collaborative learning increases student's self-awareness about how students learn and enables them to learn more easily and effectively, transforming them into keen learners inside and beyond the classroom. Classroom teaching enhances students' critical thinking skills. Classroom studying provides an opportunity for students to employ in live discussions where they can better make use of their critical thinking skills to voice opinions or engage in an argument.

We are lucky enough to have both the modes available to us and we can and should choose and decide as per our requirement and convenience.

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Digitization of Library Resources: Role of Librarian

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Abstract

The advent of information and communication technology has made it imperative that library holdings be both in digital format and traditional format. Digital libraries are created today for dissimilar communities and in unlike fields, e.g., education, science, culture, development, health, governance, and so on. With the accessibility of quite a few digital library software packages at the latest, the creation and sharing of information in digital library collections has become striking and possible for library professionals around the world. This paper examines the theory of digitization, its purposes, and the progression of the digitization of library resources. It also discusses the challenges often encountered through digitization and the implications for scheduling and strategy. It outlines some key points of concern as well as the detailed plans required for the process, and it provides supervision and guidance to practicing librarians and information scientists.

The paper ends with a call to assimilate digitization into the scheduling and strategy of any institution to maximize its usefulness.

Keywords: Digitization, Library Resources, Librarian

Introduction

The latest technology is shifting the ways we create and use information. The proposal and progress of the digital library depend on computer, communication, and other technical skills. Successful digital libraries significant to the universal digital environment can only happen when enough practitioners have the skill to design, make, and handle them. This is a holistic view of the universal digital library. It covers the natural world and the growth of digital libraries, the technological infrastructure, digital library collection, digitization and document management, association of digital information, information recovery users, interfaces, and user-centered digital libraries, issues summary, archiving and conservation, service and social issues, evaluation, and the influence of digital libraries on the information profession are discussed in detail.

Related Literature

Digitization is the process of converting non-digital new documents into digital format.Processing images, uploading images to the web, and preserving and maintaining archival media are all examples of archival media management (Gbaje 2007).It is the modification of information from whatever forms or from whatever support to digital code using computer technology. This may "include electronic snapshots taken of a scene or photograph, films, manuscripts, printed university library, 2001).

It could also be seen as "the process by which analogue content is converted into a sequence of 1s (ones) and 0s (zeros) and put into a binary code to be readable by a computer" (Hughes, 2004).

Ndor (2007), in his own passion, sees digitization as turning information into binary digits. It refers to the process of translating pieces of information into bits, such as a book, sound recording, picture, or video. Bits are the fundamental units of information in a computer; it is, therefore, a crucial transitional step from a traditional to an electronic library.

Digitization makes materials available electronically and improves access to and collaborative sharing of information resources. In the African context, digitization refers to the "conversion of non-digital materials to digital form" (Tsebe, 2005).

Need for the study

It is an acknowledged fact that information technology has affected all the components of a library system: information sources, services, human resources, and users (Ramesha and Kumbar, 2004). In the present, ever-shifting information situation, libraries are encountering both opportunities and challenges. Information technology has introduced many changes in the way information is identified, procured, processed, and distributed to library customers. Libraries and information centers are witnessing new patterns of use. These shifts include

- Conversion of information sources and systems from paper to electronic media.
- Complications in the information needs of extremely challenging consumers
- Enhance the cost and superiority of information.

Therefore, the primary function to represent is the responsibility of a librarian in the digitalization of library documentation.

What is Digitization

Digitization refers to creating a digital representation of traditional documents that were originally formatted into electronic form and providing access to external materials not held in-house by providing pointers to websites, other library collections, or publishers' services. It converts
an analogue image into its corresponding numeric values.

What are digital libraries?

Digital library is a collection of digital documents or objects. There are a number of definitions of digital libraries available on the Internet and in literature.

Federation of Digital Libraries (1998)"Digital libraries are organizations that provide the resources, including specialized staff, to select, structure, offer intellectual access to, interpret, distribute, preserve the integrity of, and ensure the persistence over time of collections of digital works so that they are readily and economically available for use by a defined community or set of communities" (DLF, 1998).

The point of this definition is that digital libraries are growing organizations that provide an electronic service to their users in digital form.

A digital library, also called an online library or a digital collection, is an online database of digital objects that can include text, images, audio, video, and forms. The term "digital library" was first used by the NSF/DARPA/NASA Digital Libraries Initiative in 1994. B. Sun Microsystems (2000) defines a digital library as "the electronic extension of functions users typically perform and the resources they access in a traditional library." Though the focus of this definition is on library users, they easily access the resources of digital forms with the help of the Internet.

Features of Digital Libraries

Available directly or indirectly, it is available in digital formats like CD-ROM format, which is part of the translation. So a number of information collections are available on CD-ROM, like MEDLINE, COMPENDEX, METADEX, etc. Many libraries can subscribe to and use these full-text bibliographic databases as a valuable addition to their digital collection.

Digital collection: The digital library requires lots of digital technologies for digital collections. It is understood that a digital library will have digital material in its collection. But in the present-day context, both digital and non-digital information belonging to a digital library is to be handled using digital technologies.

Information Retrieval: The user is able to use any keywords to search for the information that is available in digital form. It provides a very user-friendly interface for accessing the retrieval of information. Through online web access, digital libraries can acquire access authorization to digital collections provided by external sources like other institutional repositories, information centers, and resources of other libraries through online web access.

Information Sharing Services: Web-Based Library Services OPAC to Web PAL CD-ROM to Web of Internet technology and Web 2.0 has given various institutions of higher education the opportunity to develop web-based content to meet their users' information needs. This includes subscribed e-journals, open-access e-journals, online databases, CD-ROM databases, article databases, etc.

Functional Components of a Digital Library:

Most digital libraries share common functional components. These include:

Functional Components of a Digital Library:

Most digital libraries share common functional components. These include:

- **Selection and acquisition**: an online database of digital objects that can include text, still images, audio, and video formats. The digitized content is similar to the original digital and social media content.
- **Organization**: The key process involved in this component is the assignment of the metadata

(bibliographic information) to each document being added to a new collection.

- **Preservation and conservation** of traditional materials has become more successful through digitization, which has converted paper into digital forms like manuscripts, rare books, paintings, photographs,

- **Access and delivery**: A document delivery service is the receipt of a request and the supply of documents. It can involve authors, publishers, subscription agents, document delivery service providers, suppliers, libraries, and information professionals. Access to primary information source.

According to Maxine (2000), creating a digital library collection involves the following steps: planning, implementation, and promotion. These are essential if the finished product is to successfully meet the user's needs and conform to the accepted quality standards.

Planning, implementation and promotion: Planning mostly involves identifying various responsibilities related to creating a digital library collection, developing a strategy for managing these tasks, identifying obligatory resources, and formulating a timeline for accomplishing these tasks. For the implementation of a digital library, we should first plan for our tasks.

The objectives of any type of library and what issues are addressed prior to the development of a digital library are discussed. It is not a detailed step-by-step guide; it is used to provide guidance on what is wrong and what is right for his or her library, which resources are more valuable for the library. Planning is used to provide the backbone for any digital library.

There are some points to keep in mind when planning to create a digital library:

Information Needs: A library's three main components are its resources, librarian, and, most importantly, its users. If there are no users, there is no need to establish a library.

The strategy's quality: We plan on what type of software is beneficial for our digital library. Are users satisfied with it? What are the benefits of using this? Is it easy to learn? How is the searching facility provided to users in an easy way?

Security issues: Security issues for the development of any digital library are a must. There are some pre-planned rules for using a digital library that need to be clarified concerning how users access their desired information. A backup plan is also required in the event of any mishap. How to organize protection threats like firewalls, ant viruses, etc., has to be resolute.

Digital libraries need well-tested and proven information technologies, including the multimedia kit, data handling, memory, processing, and storage, computer software, library application software, etc.

Access: It provides a very user-friendly interface. Users are required to be given a user ID and password to access the materials in digital form. There should not be limitations on access to digital materials for authorized users.

Staffing: The staff has to be trained to handle the digital work.

Funding and Budget: To meet the costs of the digital library, appropriate funds should be provided by the library authorities. Budget planning for other aspects related to the digital library, like human resources, software, hardware applications, etc.

Many digital preservation policies have been planned, but no single strategy is appropriate for all data types' situations or institutions.

Digital preservation policies are mentioned below.

- Normalization, emulation, encapsulation, compression.
- Metadata attachment and trustworthy digital objects.
- Digital archaeology, analogue backups, migration, dependence on standards
- Bit stream copying, refreshing, durable persistent media, technology preservation.

The Librarian's Role in the Digital Age

Librarians are professionals trained in the acquisition, organization, retrieval, and dissemination of information and guide the users in searching for the required information. The librarian assists users in locating the necessary information and using it for personal and professional purposes. Today, the concept of the librarian has swiftly changed under the influence of the present electronic information age. Librarians will play an active and important role in the development of information communication

systems where information is treated as an economic resource, a marketable commodity, and social wealth. Librarians are facing new challenges, new competitors, new demands, new expectations, and a variety of information services from users. They must now become more familiar with the ability to handle new technologies related to information collection, processing, and dissemination. For working in the digital library environment, besides gaining professional knowledge in library and information science, library professionals should have knowledge of information technology and its function in library operations and services, both at a theoretical and practical level. The changing role of a librarian implies a set of updated skills needed to face the challenge created by the latest technologies in the present electronic information age. He should have knowledge of designing, developing, launching, and maintaining digital content management systems and be able to assess, evaluate, recommend, and test various methodologies, policies, and principles for utilising computer software in the process of creating and preserving digital collections and resources.

Responsibilities of librarians:

- Managing digitization projects and staff
- Fundraising and grant writing, managing budgets
- Writing job descriptions and hiring staff
- Setting goals and targets
- Writing documentation and reports
- Cataloguing and indexing digital objects
- Monitoring of digitization procedures and performing quality assessment
- Developing delivery mechanisms and finding aid
- Preservation and archiving of digital objects
- Instruction and end-user support.

Challenges

The major challenges faced by librarians in the digital library environment for providing digital information services to the knowledge society are:

1. **Expensive**: The major obstacle to digitization is that it is very expensive, especially to undertake in-house digitization. One estimate from the University of Michigan at Ann Arbor, the organization for the JSTOR project, puts the cost of digitization of a signal page at 2 to 6 U.S. dollars. Based on his experience, I would say that the provision of electronic publications to our users may have improved accessibility to information but not saved money.

2. **Copyright**: It is very easy to copy, replicate, send messages, and distribute digital information. Copyright laws have been violated in the digital environment due to a lack of control over content access and the reproduction of multiple copies of digital media.

3. **Technological Obsolescence:** The major risk to digital objects is not physical deterioration but the technological obsolescence of the devices (hardware and software) to read them.

4.   Digital libraries are mostly dependent on suitable telecommunication links and computer systems for proper utilization and information transfer. These libraries depend on suitable technology and the training of end-users in the handling of a variety of retrieval software, search strategy, formulation, and cost consideration in the case of online search.

5.   **Preservation:** Archiving and preservation of electronic information may be one of the most challenging tasks. Due to rapid technological obsolesce, digital storage media such as hard disks, tapes, and floppy discs have a very short life span.

6. **Pricing in a Digital Environment**: The pricing of information in the digital world is going to be very complex. Ownership is expected to give way to licensing, pay-per-use, etc.

7.   As of today, the technology has not percolated to the required level to make digital libraries acceptable on par with conversational libraries with printed documents.

Limitations of a Digital Library

Besides the several advantages listed above, there are also some limitations to digital libraries, as below:

- Lack of screening or validation.
- Lack of preservation of a fixed copy (for the record and for duplicating scientific research)
- Lack of preservation of "best in class"
- Difficulty in knowing and locating everything that is available, as well as distinguishing what is valuable from what is not.

- **A**nother limitation of creating digital content is that users are completely reliant on computers and stable Internet connections to view and retrieve digital information. Depending on the user's hardware and software capabilities, access may be frustrating because of the large variety of computer models, platforms, software, and hardware around the world.

Conclusion

Digitization has opened up new audiences and services for libraries, and it needs to be integrated into the plans and policies of any institution to maximise its effectiveness. Digitization is a complex process with many crucial dependencies between different stages over time. Utilizing a holistic life-cycle approach for digitization initiatives will help develop sustainable and successful projects. It is hoped that the approach to the issues outlined, the software mentioned in this paper, and the references to more detailed sources and past projects will contribute to the future success of the digitization of library resources.

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