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Effectiveness of Structured Teaching Programme on Knowledge Regarding Preventive Measures of Varicose Veins Among Staff Nurses Working in Hospital

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Abstract

Blood vessels become dilated and swollen when there is a deficiency in the vessel wall, which leads to the formation of varicose veins. Varicose veins are a common outcome of this condition. An increase in the pressure that is imposed on the veins in the legs is the primary cause of vascular diseases. This pressure can be caused by a variety of different factors that contribute to the rise. The veins in the legs become particularly weak as a result of these disorders, which finally lead to the development of varicose veins from the condition.

A number of issues are included in this area, including but not limited to the following: obesity, inactivity, hormonal changes during pregnancy and menopause, smoking, constipation, prolonged standing, sedentary postures, and the repetitive lifting of heavy goods. For the aim of preventing water retention or swellings, it is vital to maintain a healthy weight, to avoid standing for extended periods of time, and to avoid wearing clothing that is too tight and limits the movement of the legs, the groin, or the belly. These are all things that should be avoided. In addition, it is vital to avoid crossing one's legs while reclining, to avoid wearing high heels, and to consume a diet that is high in fibre and low in salt. All of these things are essential. All of these elements are essential for ensuring that the body continues to be in good health. To achieve the goal of this study, a pre-experimental design was utilised, and the selection of thirty staff nurses was carried out by employing a particular sampling strategy that is known as purposeful sampling. Both of these methods were utilised in order to accomplish the target of this study. An inquiry was conducted at the Dr. B.R. Ambedkar Medical College and Hospital, which is located at KG Halli, Bengaluru-45,30. This is the location where the investigation was carried out. At this site, the individuals who were participating in the investigation were also subjected to an investigation. Participants in the study were considered to be those staff nurses who met the inclusion criteria. These nurses were considered to be participants in the study.

Key words:

Effectiveness, structured teaching Programme, varicose veins, socio -demographic variables

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Introduction

"I have two doctors, my left leg and my right".

- G.M. Trevelyan

An important component of his entire milieu is the setting in which he does his work, which is the surrounding environment. A large link exists between the circumstances of employment and the health of an individual, and this association has a major impact on the health of the individual. Furthermore, the environment that surrounds the workplace has a substantial impact on the health of the individuals who are exposed to the working environment. This is because the environment is associated with the workplace. The development of varicose veins is more likely to occur in those who spend a substantial amount of time standing as opposed to those who spend considerably less time standing. Included in this category are those who are engaged in the medical field, such as teachers, nurses, flight attendants, and dental professionals. Additionally, this category includes individuals who are worked in the traffic and bar industries. Those persons who are actively working in the field of medicine are the ones who are most likely to be affected by this concept. Varicose veins are a disorder that affects a significant portion of the general population, with an estimated ten to twenty percent of the population being affected by this ailment. The blood has a tendency to pool in some areas of the veins because the veins are unable to successfully raise the blood pressure while the person is standing for an extended length of time. As a result, the blood will begin to pool in those particular areas. The vessels are unable to function as a result of the force of gravity that is operating upon them, which is the explanation for this situation. In circumstances with varicose veins that are not as bad as those that are more severe, the chance of success for medical operations is better than in situations where the procedure is more severe. A healthy diet, massage, acupuncture, acupressure, aromatherapy, compression stockings, and a healthy diet are some examples of these therapies. Vitamins and other essential nutrients are also included in this category. Furthermore, compression stockings are an additional example. The practice of taking a bath with a mixture of hot and cold water, which is also known as hydrotherapy, can be good for the maintenance of healthy blood circulation. This technique is also known as hydrotherapy.7 Varicose veins were the most common symptom in both groups, with 94% of Asians and 84% of Caucasians having them. Varicose veins were also the most common symptom in both groups. Between the two groups, the most common symptom was the presence of varicose veins. Although there is currently a lack of understanding on the reasoning for this discovery, it is very probable that it is the result of a confluence of genetic, environmental, and social factors occurring simultaneously. Varicose veins are observed with a level of prevalence that is considered to be relatively high in India. More than ten million cases of the sickness are officially documented in the United States of America every single year. According to information that is currently available, there is a widespread notion that this condition affects more than thirty percent of the adult population. In contrast, only five to six percent of adult men are affected by it, whereas seven to nine percent of adult females are affected by it. Only five to six percent of adult males are affected by it. There is a lack of attention paid by Native Americans to the disease that they are now facing.

Varicose veins are a condition that affects a significant number of people in the state of Karnataka to a significant degree. Varicose veins are a condition that affects around twenty percent of the population in the United States. This is a problem that varies from person to person. The percentage of adult males who are affected by this ailment ranges from ten to twenty percent, whereas the percentage of adult females who are affected by it ranges from twenty-five to thirty-three percent.

The situation is also evolving as a consequence of these conditions as a result of factors such as an ageing population, an increasingly longer lifespan, and a change in lifestyle. These factors are all contributing factors. Varicose veins are a condition that is very common among the staff nurses who work in the emergency room, critical care unit, and occupational therapy at our healthcare facility. This is because varicose veins allow blood to flow more freely through the veins.

Objectives of the Study

The study objectives are:

1. To assess the pre-existing knowledge regarding preventive measures of varicose veins among staffnurses.
2. To evaluate the effectiveness of structured teaching programme regarding preventive measures ofvaricose veins among staff nurses.
3. To determine the association of Pre-test knowledge score with socio-demographic variables.

Hypothesis

At 0.05 level of significance

H_1: The average score that staff nurses receive on their knowledge exam after the test will be much higher than the average score that they received before the test.

H_2: The pre-test knowledge score of staff nurses will have a substantial correlation with certain demographic characteristics, and this association will be significant.

Materials and Methods

Through the course of this particular investigation, the job was successfully completed by utilising a research strategy that included qualitative and quantitative approaches to data collection and analysis. The successful completion of the task was made possible as a result of this. An investigation was carried out using a pre-experimental design, which made it possible to accomplish the goals that were set for the inquiry. The selection of thirty nurses from the medical staff was accomplished through the use of a technique known as non-probability purposive sampling. The aforementioned strategy was utilised in order to accomplish this goal. During the process of selecting the subjects that were going to be investigated, the criteria for inclusion were taken into consideration. It was discovered that the most efficient method for determining the level of knowledge that was had by staff nurses was to use a questionnaire that was constructed to measure knowledge. Based on the results of the investigations, this was concluded to be the case. The procedure of data collection was initiated when the administrator of the Dr. B.R. Ambedkar hospital gave their clearance. This was followed by the implementation of the procedure. In order to accomplish this task, it was vitally required to have the informed approval of the customers. For the purpose of carrying out the preliminary assessment, a questionnaire that was created to evaluate knowledge was utilised. Completed the management of the STP program. An instrument that was used for the purpose of evaluating post-test knowledge was a standardised questionnaire. The process of data analysis and interpretation was simplified by our use of both descriptive and inferential statistics. This was done in order to make the procedure clearer. The research was conducted with the conceptual framework that was based on Imogene King's theory of objective accomplishment. This theory served as the foundation for the framework.

Results

In accordance with the objectives of the study project, the findings were obtained by employing statistical approaches that were both descriptive and inferential in nature.

According to the results of the statistical Chi-square test, the knowledge scores that were compared between the pre-test and the post-test were found to be statistically significant at the 5% level (p 0.05) for the purposes of this investigation. This conclusion was arrived at by comparing the outcomes of both tests, which led to the discovery of this information. There is a statistically significant association between the post-test knowledge score and the intervention program, as indicated by the result of the Chi-square test, which was 39.05, which

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suggests that there is statistically significant relationship. This lends credence to the idea that the intervention program had a favourable impact on the individual. The fact that the link was determined to be statistically significant makes it very evident that this is the situation here. Immediately following the implementation of the structured education program, not a single staff nurse received a score that was deemed inadequate in terms of their level of expertise. Despite the fact that the pre-test mean score for a high degree of knowledge was zero, this was the situation that occurred. In comparison to the mean score of 10 (33.3%) on the post-test, the score for moderate knowledge level on the pre-test was 11 (36.7%), while the score on the post-test was 10 (33.3%). This is because the pre-test score was higher than the actual score. A score of thirty (66.7%) was the result of the post-test evaluation, which included a score that was high in terms of knowledge. The overall score was thirty. The Chi-square test suggested that the key value would be 5.991, which is the number that is significant. This is despite the fact that 39.05 is a far greater figure. It can be concluded from the data that there is a significant gap in the levels of knowledge that the staff nurses held before and after the implementation of a structured education program. This discrepancy is significant enough to warrant further investigation. When this was taken into consideration, the hypothesis H1 was selected to be accepted.

The classification of respondents based on their knowledge scores on preventative measures for varicose veins, both before and after the test to be administered
N=30

		Pre-test		**Post-test**		
		N	%	N	%	
Inadequate	≤ 50 % score	19	63.3	0	0.0	39.05*
Moderate	51-75 % Score	11	36.7	10	33.3	
Adequate	> 75 % score	0	0.0	20	66.7	
Total		30	100.0	30	100.0	
*** Significant at 5% level,**		χ^2 (0.05,2df) = 5.991				

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On the whole, the Pre-test and the Post-test The average scores for knowledge on preventative strategies for varicose veins N=30

		Mean	SD	Mean (%)	SD (%)	
PRE-TEST	30	14.23	2.30	47.4	7.7	22.15*
POST-TEST	30	25.27	2.85	84.2	9.5	
ENHANCEMENT	30	11.03	2.72	36.8	9.1	
*** Significant at 5% level,** t (0.05,59 df) = 2.045						

Discussion:

Including both an examination of the data and a discussion of how the results need to be understood, this chapter contains both of these important components. With the intention of determining whether or not a systematic education program on preventative measures for varicose veins is beneficial among the staff nurses, the research was carried out with the objective of assessing its efficacy. One of the primary objectives of the study was to uncover this. A pre-test and a post-test were both given to the same group of participants in the study, which was carried out using a quasi-experimental design technique. Both tests were presented to the same group of individuals. In order to accomplish the purpose of this study, thirty staff nurses were chosen via the use of the simple sampling approach. The staff nurses were provided with access to a structured teaching program, which is also known as STP for short. In addition, the level of knowledge that the staff nurses possessed was evaluated both before and throughout the intervention session of the program. A combination of descriptive and inferential statistical methods was utilised in order to carry out the task of conducting the analysis of the data.

A discussion of the findings is presented in accordance with the aims of the study.

1.To ascertain the extent of the existing knowledge that staff nurses have regarding the preventative measures that may be implemented to address varicose veins.

2. To ascertain the efficacy of a systematic education program that emphasises preventative measures for varicose veins among staff nurses.

3. To investigate the correlation between the socio-demographic factors under consideration and the pre-test knowledge score.

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Conclusion

As a result of the outcomes of the investigations, the following conclusion may be taken upon them.

Nursing Implication

The researcher made the remark that some implications, like the ones listed below, It is of the utmost importance that nursing education, nursing practice, nursing administration, and nursing research all take into consideration these conclusions, which were created as a consequence of the study. We may be able to increase our understanding of the risk factors and preventative measures that are associated with varicose veins by utilising this mechanism, which is provided by these ramifications.

Recommendations:

Based on study, it is recommended that: -

1. It is feasible to employ a substantial sample of individuals or a control group in order to conduct the study once more.

2. The same research endeavour can be conducted using a variety of alternative educational methods.

3. A study of a comparable nature could be conducted with a larger sample size selected through random sampling to facilitate greater generalisability.

4. A variety of demographic characteristics can be employed to conduct investigations of a similar nature on sample groups in other situations.

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ASSESSMENT OF HEALTH STATUS AMONG SCHOOL CHIDREN IN SELECTED SCHOOL OF TRIPURA, INDIA.

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Abstract:

Between the ages of 5 and 19, there is a significant need for high-quality medical care all over the world; yet, access to such treatment is restricted, and the quality of care that is provided varies substantially. With the ability to deliver high-quality health care to a large number of children and young people, schools are in a position that is truly unique.

In the present investigation, a descriptive cross-sectional design was utilized, and the research was carried out in a government school situated in the Sadar neighborhood of West Tripura. It was during the month of June 2023 that the research was conducted, and it focused on 98 children who were enrolled in the sixth standard in government schools. The purpose of the study was to assess the state of health during the era of existence known as adolescence.

The individuals in the sample had a mean age of 12 years old, with a standard deviation of 1. 46 out of the total 46 (46.9%) were beneath the weight range of 41 to 50 kilograms. There are 43.4, 43.5, and 8.7 as the mean, median, and standard deviation of the body weight, respectively. Most of the participants in the research, 48 (or 49%), were under 141 to 150 centimetres in height. 64 (65.3%) of the people who participated in the survey never experienced hunger in the previous thirty days, followed by 21 (21.4%) who had it sometimes and 13 (13.3%) who experienced it occasionally. However, eleven (11.2%) of the individuals experienced hunger on occasion because they did not have sufficient time to consume food. The participants wash their hands with soap on occasion before eating, with 66 (67.3%) of them doing so, and 41 (41.8%) of them doing so after using the loo sometimes. In the last year, 25 people (25.5%) have had feelings of loneliness only infrequently, whereas 14 people (14.3%) have experienced feelings of loneliness on occasion. The vast majority As a result of mental instability, 73

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(54.5%) of the participants never have sleep disturbances at night, 22 (22.4%) of them occasionally, and 3 (3%) of them seldom do so. There were 41 participants, or 41.8%, who were 15 to 20 days, 5 participants, or 5.1%, who were 20 to 30 days, and 2 participants, or 2.0%. Within the past 15 days, two (2.0%) Twenty percent (20.4%), nineteen percent (19.4%), six percent (6.1%), and three percent (three percent) of the population did not engage in physical activity during the previous forty days. Additionally, the median body mass index (BMI) is 19.4, and the standard deviation (SD) is 3.5. In terms of the relationship between physical activity and body mass index (BMI), there exists a noteworthy correlation (Chi-square=19.2339, p-value.000245, significant at $p<.05$).

Conclusion: In order to increase awareness regarding the health of kids, the present study is being conducted. In order to assist adolescents with the evaluation, treatment, and referral of afflicted adolescents, a school health program is required. This program teaches adolescents the skills necessary to deal with stress and other difficulties that they encounter in their daily lives.

Key-Words: Health Status, School Children, Dietary pattern, Physiological Parameter, Mental Health Status, Health Hygiene.

Introduction:

Back ground of the study:

In 1995, the World Health Organisation (WHO) initiated the Global School Health Initiative with the purpose of enhancing the methods that are utilised for the promotion of health in educational settings. One of these strategies is putting children in contact with health services, which has a significant role [1]. [2] This policy defines school health services (SHS) as services that are offered by health professionals to students who are enrolled in primary or secondary school, and these services can be delivered either on the premises of the school or in a health facility that is located off campus. Between the ages of 5 and 19, there is a significant need for high-quality medical care all over the world; yet, access to such treatment is restricted, and the quality of care that is provided varies substantially. There are a great number of children and young adults who may benefit from receiving high-quality medical care, and schools are in a position to do so [3]. It is more probable that they will be exposed to health hazards, that they will have less access to healthcare, that they will have worse health outcomes, and that they will experience greater social repercussions thanks to their poor health. 89% and 66%, respectively, are the global adjusted net enrolment rates for elementary and secondary schools [4].

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Need for the study:

Intentional injuries, interpersonal violence, sex and reproductive system disorders, communicable and noncommunicable diseases, mental health disorders, and risky behaviours related to these conditions are among the serious health issues that children and adolescents continue to face across all WHO regions [5]. When broken down by subgroup, the leading causes of mortality for school-aged children are lower respiratory infections (LRIs) and diarrhoeal disorders, with road accidents topping the list across all age groups and sexes [6]. For other subpopulations, the top five killers include things like drowning for boys and young men aged 5–19, malaria for girls and boys aged 5–9 and for girls aged 10–14, HIV/AIDS for girls aged 10–14 and for males aged 10–19, self-harm for girls and boys aged 15–19, and interpersonal violence for girls and boys aged 15–19. [7].

More than two and a half billion children worldwide spend one-third of their waking hours in classrooms, where they have the opportunity to learn valuable life lessons and form good habits. Health promotion, preventive, and health care services are much needed by school-aged children and adolescents, according to worldwide estimates of mortality and morbidity. [8].

The average number of hours spent in elementary and lower secondary education by children and teens in OECD nations is 7,590 during the course of 8–10 years. [9]. For many school-aged children and teens, school health services may be the main way to get their healthcare needs fulfilled on a regular and massive basis. [10].

The evidence examined while creating the guideline indicates that effectively implementing comprehensive school health services will lead to them being well-received and bringing significant advantages for students [11].

The study aimed to evaluate the health status during adolescent period of life.

Methodology:

The present research was carried out in a public school in the Sadar region of West Tripura using a descriptive cross-sectional design. Participants were sixth graders from public schools throughout the month of June 2023. Out of more than fifty public schools, one was chosen at random for the study, and 98 pupils volunteered to take part.

All sixth-grade students who were present on the days of the assessments met the inclusion criteria for this study.

Students who are not interested in the study and who are absent on the day of data collection are the exclusion criteria.

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After getting the go-ahead from the school, we visited the selected schools five times on separate days to evaluate the kids. Throughout the school day, assessments were carried out. A pretested, predesigned, adapted questionnaire of the World Health Organization's Global School-based Survey was used to collect data pertaining to grade, gender, and age [12]. A comprehensive history and physical examination were conducted on each child. The height in cm was marked on a wall using a measuring tape. Observers made sure that each student's lines of vision were perpendicular to their bodies and that they stood with their shoes off, with their heels touching.

At the very top of the skull, a glass scale was dropped. The height was measured to the nearest centimeter. A digital scale capable of accurately measuring up to 100 grammes was used to determine the weight after the subjects removed their belts and shoes. One way to find out how healthy a student was to look at their weight in kilogrammes divided by two, where m is the height in meters. The kids' height and body mass index were then compared to standards set by

Serial Number	Item	Values		Mean age	Sample Standard Deviation
		F	%		
1	Age			12	1
	11years	11	11.2		
	12 years	73	74.5		
	13 years	14	14.3		
2	Gender				
	Boys	98	100		
3	Grade/Class IV	98	100		

the World Health Organisation.

The outpatient departments of the tertiary care health institution were instructed to be contacted by students who need further assistance or inquiry. During prayer assembly, a health talk was given to the pupils using audiovisual devices to teach health knowledge.

Analysis of data: After data was coded, Microsoft Excel was used to enter it. Appropriate Figures and tables that were produced. The schoolchildren's health profile was statistically analysed using the Chi-square test of significance. A p-value of less than 0.05 was deemed noteworthy.

To evaluate and quantify the data, the researcher used a free statistical calculator available online. The three-point Likert scale was utilized to evaluate the nutritional status, mental health, and physical health status of school-age adolescents, and descriptive statistics were employed to compute the frequencies, percentages, and means of the demographic variables.

Table 1: Demographic Characteristics of the respondents N=98

Table 1 depicted majority 73(74.5%) students were under the age of 12 years followed by 14(14.3%) in 13 years and 11(11.2%) were in 11 years. Mean age of the sample participants is 12 and standard deviation 1.

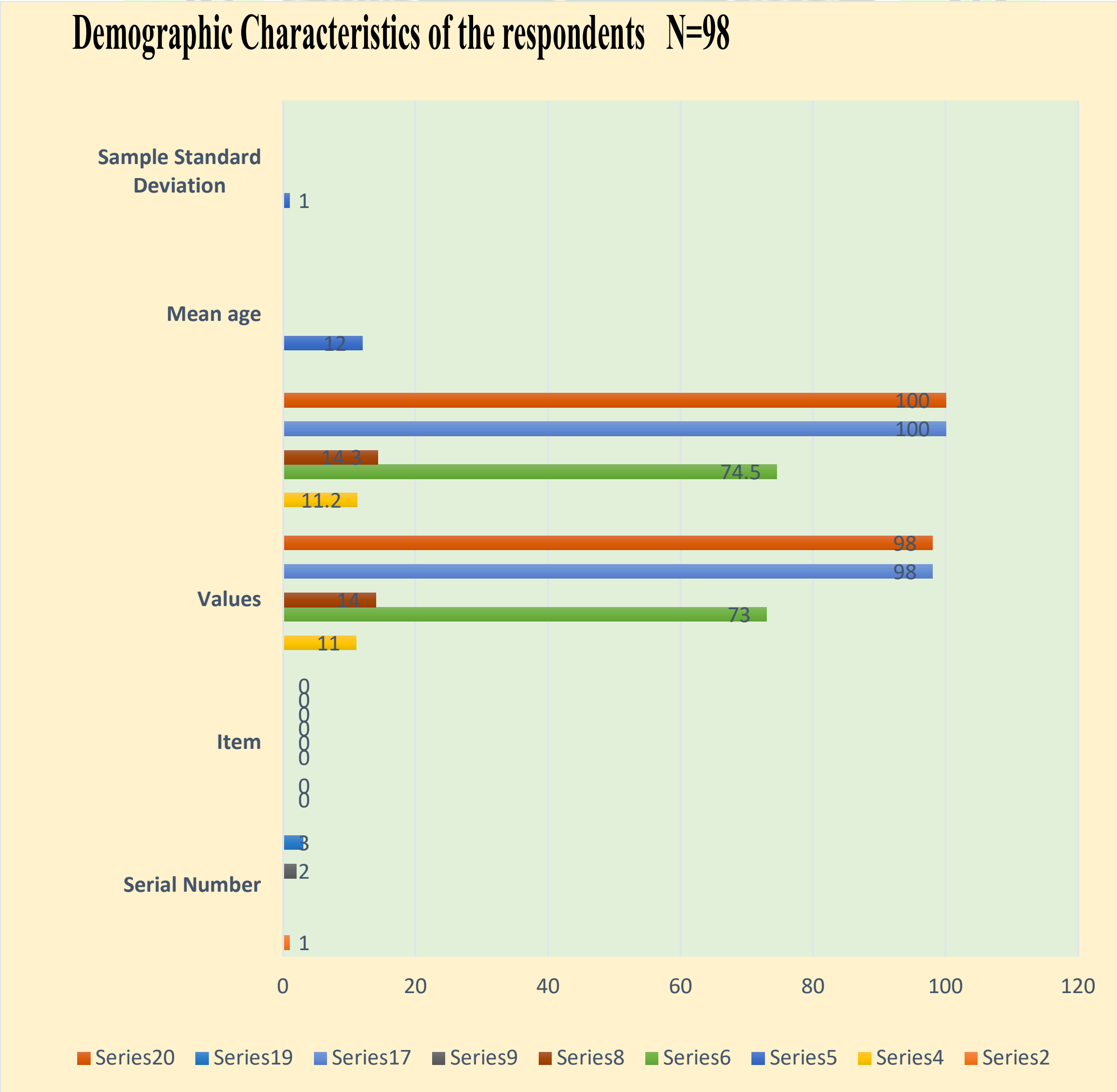

Table 2: Physiological Parameter of the Respondents N=98

Serial Number	Variables	Frequency Distribution Values	%	Mean	Median	Sample SD
1	**Weight In kg**					
	20 – 30	5	5.1			
	31-- 40	30	30.6			
	41 – 50	46	46.9			
	51 – 60	14	14.3	43.4	43.5	8.7
	61 - 70	3	3.1			
II	**Height in cm**					
	130 – 140	9	9.2			
	141 – 150	48	49	149.4	148.8	7.9
	151 – 160	36	36.7			
	161 – 170	3	3.1			
	171 - 180	2	2.0			

Table 2 represent majority 46 (46.9%) were under the 41 to 50 kg body weight followed by 30(30.6%) belongs to 31 to 40 kg, 14(14.3%) 51 to 60 kg 5(5.1%) 20 to 30 kg and 3(3.1%) were under 61 to 70 kg. Mean, median and standard deviation of the body weight are 43.4, 43.5 and 8.7.

Majority 48(49%) study participants were under 141 to 150 cm height followed by 36(36.7%) under 151 to 160cm, 9(9.2%) in 130 to 140 cm, 3(3.1%) in 161 to 170cm and 2(2%) were in 171 to 180cm. Mean, median and standard deviation of the study participants were 149.4, 148.8 and 7.9.

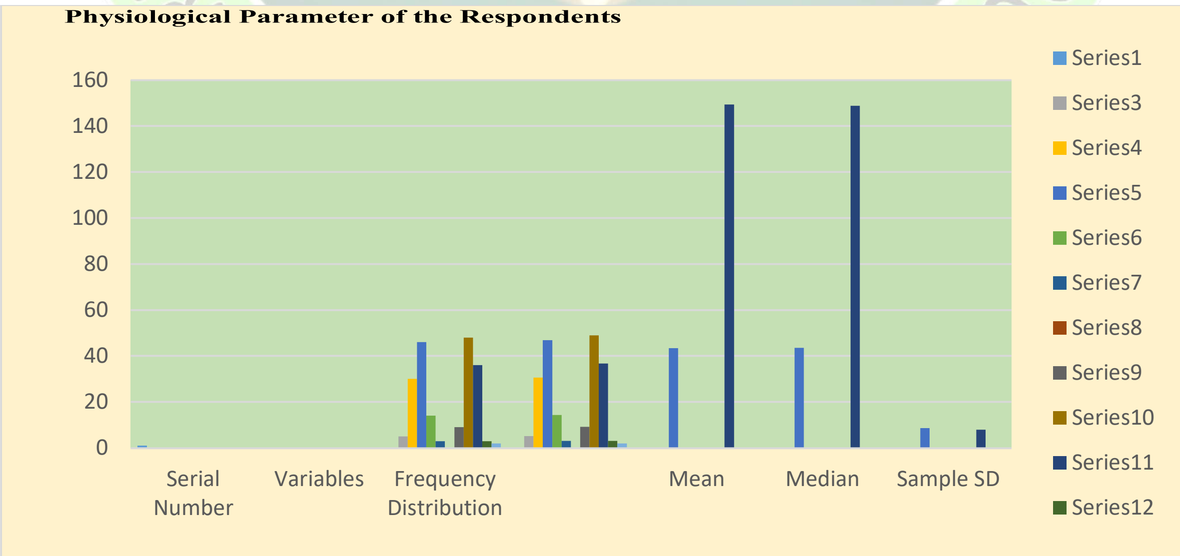

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Table 3: Dietary pattern of respondents N=98

Serial Number	Variables	Never		Rarely		Sometimes		Mean	Sample SD
		F	%	F	%	F	%		
1	During past 30 days Number of days go hungry because there was not enough food at home	64	65.3	21	21.4	13	13.3	32.7	27.4
2	Number of days go hungry due to shortage of enough time to have food	70	71.4	17	17.3	11	11.2	32.7	32.5

Table 3 shows majority 64(65.3%) of the study participants never gone hungry during the past 30 days followed by 21(21.4%) rarely and 13(13.3%) sometimes.
Whereas 70(71.4%) participants never gone hungry due to shortage of enough time to have food and 17(17.3%) rarely followed by 11(11.2%) sometimes.

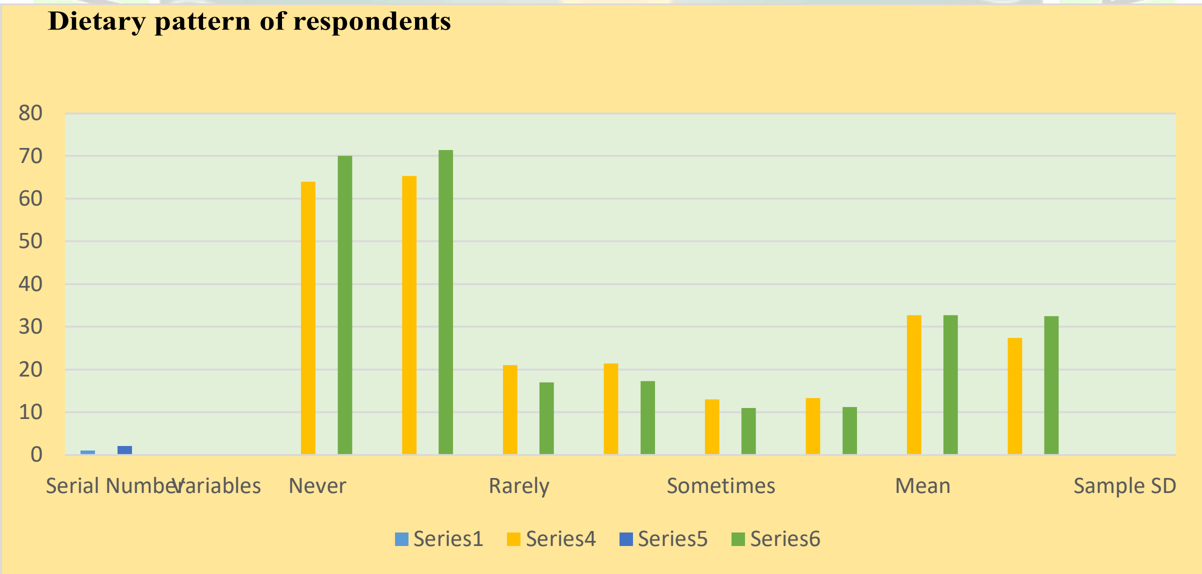

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Table 4: Health Hygiene of respondents N=98

Serial Number	Variables	Frequency Distribution Values	Frequency Distribution %	Mean	Median	Sample SD
1	During past 30 days number of times, you brush teeth					
	Less than twice a day	14	14.3	49	49	49.5
	Twice and more	84	85.7			
2	Use of toothpaste that contains fluoride					
	Yes	98	100			
	No	0	0			
	Don't know	0	0			
3	You miss school due to problem of teeth					
	Yes	17	17.3	49	49	45.3
	No	81	82.7			
4	During past 30 days number of times, you wash hands with soap before eating					
	Always	32	32.7	49	49	24
	Sometimes	66	67.3			
5	During past 30 days number of times, you wash hands with soap after using toilet					
	Always	57	58.2	49	49	11.3
	Sometimes	41	41.8			

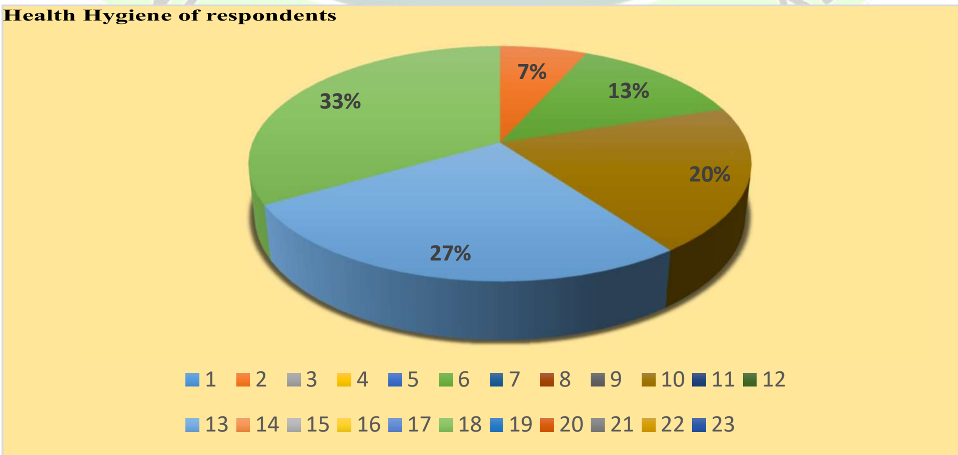

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Table 4 represents majority 84(85.7%) participants brush teeth twice and more times, 98(100%) use tooth paste containing fluoride, 81(82.7%) don't miss school due to problem of teeth during the past 30 days.

Majority66(67.3%) participants sometimes wash hands with soap before eating followed by 32(32.7%) always.

Majority 57(58.2%) participants always whereas, 41(41.8%) sometimes wash hands with soap after using toilet.

Table 5: Mental Health Status of respondents N=98

Serial Number	Variables	Frequency Distribution		Mean	Median	Sample SD
		Values	%			
1	Number of close friends					
	Less than two	47	48			
	Two and more	51	52	49	49	2.8
2	How often did you feel lonely in the past 12 months					
	Never	59				
	Rarely	25		32.7	25	23.5
	Sometimes	14	14.3%			
3	How often Could not sleep at night due to mental instability					
	Never	73				
	Rarely	3		32.7	22	36.2
	Sometimes	22	22.4%			

Data presented in the Table 5 depicted majority 51(52%) study participants having more than two close friends followed by 47(48%) have less than two.

Among the study participants 59(60.2%) never, 25(25.5%) rarely whereas 14(14.3%) sometimes feel lonely in the past 12 months.

Majority 73(74.5%) participants never, 22(22.4%) sometimes and 3(3.0%) rarely feel sleep disturbance at night due to mental instability.

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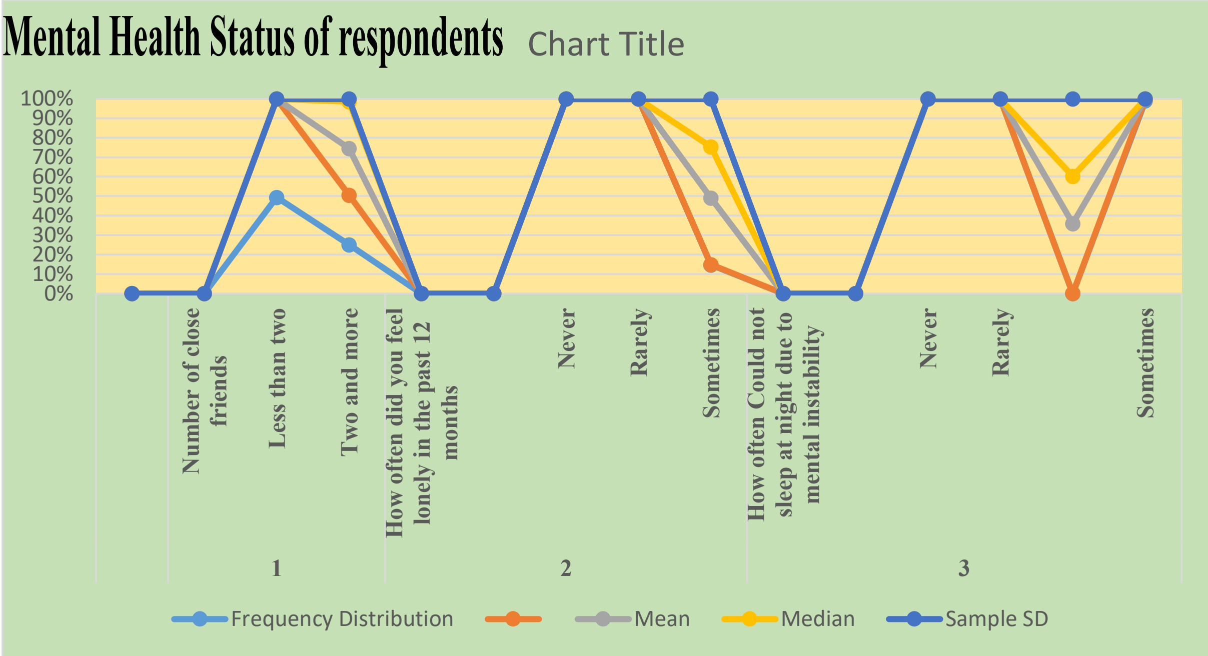

Table 6: Physical Activity of respondents N=98

Serial Number	Variables	Frequency Distribution Values		%	Mean	Median	Sample SD
1	During past 10 days on how many days you were physically active for at least 60 minutes				49	49	59.4
	Less than two days	7		7.1			
	Twice and more	91		92.9			
2	During past 40 days on how many days did you do physical exercise						
		Yes	**No**	**Total**	**BMI**	**%**	**BMI**
	Less than 15 days	2(2.0%)	6(6.1%)	8	10 – 15.9	8.2	Mean (19.8) Median (19.4) SD (3.5)
	15 to 20 days	41(41.8%)	19(19.4%)	60	16 – 20.9	61.2	
	20 to 30 days	5(5.1%)	20(20.4%)	25	21 – 25.9	25.5	
	30 days and more	2(2.0%)	3(3.0%)	5	26 – 30.9	5.1	
3	During past 30 days on how many days						

	did you walk to or from school			49	49	2.8
	Less than two days	47	48			
	Two and more days	51	52			
4	During past 30 days on how many days did you ride bicycle to or from school			49	49	26.9
	Less than two days	68	69.4			
	Two and more days	30	30.6			
5	During past 30 days on how many days did you attend physical education class in your school			49	49	50.9
	Less than two days	13	13.3			
	Two and more days	85	86.7			

Data presented in Table 6 represent91(92.9%) were physically active for at least 60 minutes During past 10 days followed by 7(7.1%) Less than two days.

Among the study participants 41 (41.8%)15 to 20 days, 5(5.1%) 20 to 30 days, 2(2.0%) Less than 15 days, 2(2.0%)30 days and more did physical exercise during past 40 days whereas, whereas, 20(20.4%), 19(19.4%), 6(6.1%) and 3(3.0%) accordingly did not. The calculated mean BMI is 19.8 along with median 19.4 and SD 3.5.

During past 30 days Majority 51(52%) participants did walk to or from school Two and more days followed by 47(48%) Less than two days.

During past 30 days68(69.4%) participants Less than two days and 30(30.6%) more than two days ride bicycle to or from school.

During past 30 days 85(86.7%) participants attended physical education class Two and more days followed by 13(13.3%) attended Less than two days. **hysical Activity of respondents**

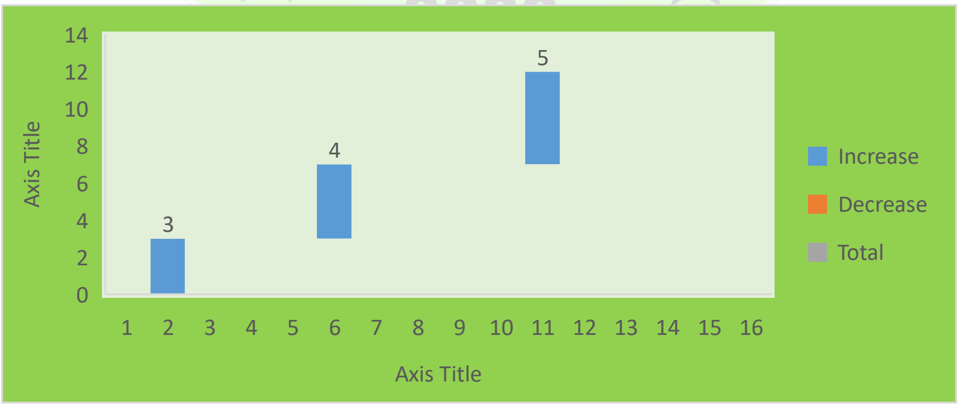

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Table: 7. Association between BMI and Physical Activity

BMI	***Category 1 (Yes)**	****Category 2 (No)**	**Row Totals**	**Chi-Square Statistics**	***p-value***	***p*<.05**
10 – 15.9	2	6	8	19.2339	.000245	Significant
16 – 20.9	41	19	60			
21 – 25.9	5	20	25			
26 – 30.9	2	3	5			
Column Totals	**50**	**48**	**98(Grand Total)**			

***Category 1(Yes) is meant for participants conducted physical exercise and **Category 2(No) did not.**

Table 7 represent there is a significant association between Physical activity and BMI.

Discussion:

Adolescents today are coping with the difficulties of maturation. They are adjusting to the shifting expectations of others, going through puberty, and dealing with emotions they may not have known before. Teenagers most frequently experience daily stress from school-related issues or pressures; peer pressure; family problems; and internal thoughts, feelings, or behaviors, such as feeling depressed or lonely or getting into trouble for their actions. These issues are commonplace for the majority of teenagers.The average age of the participants in this study is 43.4 years, and their average height is 149.4 inches, which is below the WHO recommended value.

The formula used to calculate each student's Body Mass Index (BMI) was BMI=Weight (in kg) / 2 (Height in meters) [13]. Five students 5 (5.1%) were found to be overweight, despite the fact that the average BMI of all participants was 19.8. This is in line with research done by Shanza Ferozi et al. (2024), Kumari, Phool. (2020), and Manish Jain et al. (2021) [14].

In the previous 30 days, only 30 (or 30.6%) of the study participants rode their bicycles to or from school more than twice. Since riding is one of the best physical activities for accelerating physical growth, the percentage is much lower. According to the current study, early indicators of mental health issues include the 14.3% who report feeling lonely occasionally and the 22.4% who report occasionally having trouble sleeping because of mental instability.

The study carried out in several other northeastern states by Keyho et al. (2019) [15] supports these. According to a survey conducted by Ali and Eqbal, 5.12% of tribal adolescents in school in Eastern India had emotional symptoms, 9.61% had behavioural problems, 4.23% were hyperactive, and 1.41% had serious peer problems. Ferozi et al. reported about the prevalence of mental health status (psychiatric morbidity) among school children.

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Conclusion: Teenagers in India are especially vulnerable to a variety of health problems. Early detection, diagnosis, and treatment of these disorders are vitally important. To educate educators, parents, and other stakeholders, mental health awareness programs in schools and the community are essential. The current study was limited in that it only used self-reported assessments and used cross-sectional data. There were no further clinical evaluations performed. The results of the study help explain why teenagers who are enrolled in school are beginning to have health problems. The report suggests strengthening the school health initiative and focusing on the different health issues that impact teenagers. The current study aims to raise awareness about the health of schoolchildren. A school health program is necessary because it can help teens with the assessment, treatment, and referral of affected teens by teaching them life skills to deal with stress and everyday problems.

Recommendation: Every curriculum should include regular instruction in health. To address this issue, it is recommended that school teachers and local health professionals participate in routine health examinations of the students in order to provide early diagnosis and treatment.

Limitation of the study: The current study was conducted with pupils from one urban government school. Students in private, affluent schools might experience a different scenario. Students' health profiles in rural settings might be deteriorating.

Relevance of the study: An assessment of the students' health status is conducted in urban schools. Regular school health check-ups can help identify childhood health issues early and provide proper nutrition, which can improve cognitive functions and the learning process. This is due to the fact that most morbidities seen in school-age children can be avoided, and prompt intervention can improve the health of the kids.

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A study to assess the quality of life among cancer patients in Atal Bihari Vajpayee Regional Cancer Centre, Agartala, West Tripura.

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Abstract

Cancer and its therapies have a significant influence on the physical, emotional, and social quality of life (QoL) of patients. To improve patient care and support, it is critical to understand these implications. to assess the quality of life (QoL) and determine the factors affecting the health of cancer patients at the Atal Bihari Vajpayee Regional Cancer Centre in Agartala, West Tripura. In this cross-sectional research, 150 cancer patients undergoing treatment at the Centre were included. QoL was evaluated using the European Organization for Research and Treatment of Cancer Quality of Life Questionnaire (EORTC QLQ-C30).

We gathered and examined clinical and demographic data to investigate the relationships between quality of life and variables such cancer kind, therapy type, and stage of illness. The information showed a strong correlation between the kind, stage, and duration of treatment for patients' diseases and their quality of life. Both physical and mental functioning showed significant effects; those undergoing chemotherapy had a poorer quality of life than those undergoing radiation or surgery. Social interactions and role-playing were also severely impacted. A strong association was seen between a reduced quality of life, an advanced stage of the disease, and a higher symptom load.

Keywords: Quality of life, cancer patients, EORTC QLQ-C30, Atal Bihari Vajpayee Regional Cancer Centre, Agartala, supportive care.

Introduction

It is anticipated that the prevalence of cancer would rise, which presents a serious risk to both public health and the economy. According to a recent research, 9.6 million people die from cancer each year. [1,2]. The present changes in epidemiology and demography may have an impact on the observed growing trend in cancer mortality.[3]. In Bangladesh, cancer ranks as the second most prevalent cause of death. [4]. For cancer patients, one of the most significant health issues is quality. A specific type of all-encompassing result that patients believe to include their social, economic, psychological, and physical activities is known as a Patient-Reported outcome (PRO). [5,6]. Because of improvements in early diagnosis, treatment, and medical research, cancer patients should expect to live longer. Consequently, there has been an increased focus on studying the health-Related Quality of Life (HRQOL) of cancer survivors.

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As a result, meeting the requirements of cancer patients is crucial to their ability to lead healthy lives. [7]. People who are diagnosed with cancer and undergo treatment often experience depression, insomnia, and a general decline in their quality of life. Thus, developing treatments that will enhance the prognosis of cancer patients requires an understanding of their quality of life..[7,8 Similarly, quality of life assessment aids people in comprehending how health, sickness, and therapy impact quality of life. It also facilitates decision-making by helping to weigh the potential benefits and drawbacks of a therapy. Cancer and its numerous therapies have an array of effects on patients' nutritional health, including modifications to their physiological and psychological functioning. Reduced food consumption may cause a patient's nutritional state to worsen, which would lower their quality of life.[9]. Depending on the kind of cancer and its position along the cancer continuum—from early exposure to a carcinogen to early identification, treatment, and survival—social variables can have a wide range of effects on the disease.[10] Every stage of the cancer continuum is impacted by social variables, including diagnosis, treatment, prevention, and end-of-life care. The hospital that cancer patients select has an effect on their quality of life as well. [11]. Examining the impact of these socioenvironmental determinants on quality of life and their relationship to other performance indicators, such as nutrition and status, is crucial. Even Nonetheless, a number of studies conducted on populations in the West have demonstrated a link between nutritional quality and life satisfaction. [12,13], To the best of our knowledge, relatively few trustworthy and well-conducted studies have looked at the nutritional condition in Bangladesh. These studies have determined the nutritional status of the patients using dietary evaluation, laboratory testing, or anthropometric measurements. [14,15]. Closing this research gap is critical in an area as sensitive Moreover, there isn't much worldwide study on the relationship between it and nutritional health and performance status. Therefore, the current study aims to explore the association between nutritional performance level and quality of life in cancer patients.

People often experience depression, insomnia, and a diminished quality of life following a cancer diagnosis and course of treatment. Therefore, developing medicines that will improve the prognosis of cancer patients requires a thorough understanding of their quality of life.

Research on cancer changes and saves lives. The goal of cancer research is to provide safe and efficient techniques for the diagnosis, treatment, and ultimate prevention of the class of diseases known as cancer.

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Objectives of the Study:

1. To assess the quality of life among cancer patient using QOL questionnaire.

Research of Methodology

Schematic Presentation of Research Methodology in Present Study: -

Research approach (Quantitative research)

⇩

Research design (Descriptive study)

⇩

The investigation was conducted at the Agartala, West Tripura, Tal Bihari Vajpayee Regional Cancer Centre.

⇩

Cancer patients at the Atal Bihari Vajpayee Regional Cancer Centre are the target audience.

⇩

Accessible Population: Cancer patients at the Tal Bihari Vajpayee Regional Cancer Centre who were present on research days and are willing to take part

⇩

Sample technique (convenient sampling)

⇩

Sample size (100)

⇩

Tools for Data Collection

(Section A-Structured questionnaire for demographic characteristics and
Section B- WHO-Quality of Life -Brief Version questionnaire for assessing quality of life)

⇩

Data collection (12.6.23 to 25.6.23)

⇩

Data collection method (survey)

⇩

Data analysis (Descriptive statistics)

⇩

Reporting & research finding

Variable of the study: -There are two types of variables they are-

1. self-structured Socio demographic data and
2. WHO-QOL-BREF questionnaire has been used in this study.

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Methods of Data Collection: The relevant authorities were formally requested for authorization to carry out the study. The Atal Bihari Vajpayee Regional Cancer Centre in Agartala, West Tripura, was the site of the most current investigation.

When doing the final research, the strategy was adhered to. Convenient sampling was used to choose the cancer patients (both OPD and IPD) at the Atal Bihari Vajpayee Regional Cancer Centre. After being made aware of the study's objectives, asked for their consent to participate, and given an opportunity to get to know one another, one hundred cancer patients were chosen to be included in the study. The period of data collection was 12.6.23–25.6.23. The interview took fifteen to twenty minutes on average to finish.

Tool used in Data collection:

In this study tools consist of two sections.

Section A: - self structured demographic variable

Here are some of the sample variables that are covered in the interview schedule: age, sex, religion, family type, number of children, educational background, marital status, and employment position.

Section B: -WHO-QOL-BREF questionnaire: scoring instruction

		Equation for computing domains score	**Raw score**	**Transformed score**
Domain 1	Physical health	Q3+Q4+Q10+Q15+Q16+Q17+Q18 3+2+4+4+4+4+4	25	63
Domain 2	Psychological	Q5+Q6+Q7+Q11+Q19+Q26 4+4+3+3+3+2	19	56
Domain 3	Social relationship	Q20+Q21+Q22 2+2+2	6	25
Domain 4	Environment	Q8+Q9+Q12+Q13+Q14+Q23+Q24+Q25 4+4+3+5+3+4+4+4	31	75

Clients are far less happy with their physical state (Physical Health = 63) than they are with their environment (Environment = 75), according to the World Condition Organization Quality of Life BREF. The most alarming information comes from the client's reports of having bad social interactions (Social Relationship = 25) and poor psychological health (Psychological Health = 56). The customer also mentioned having a low level of overall health satisfaction

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and a decent overall quality of life. The total domain score of 54.75 was attained, indicating a moderate degree of perception.

Plan for data analysis

The collected data will be examined in light of the goals, and an organizing and presenting strategy will be devised using descriptive analysis.

- ✓ Organizing the data in a master sheet.
- ✓ Demographic data would be analyzed using descriptive statistics i.e., using frequency and percentage.
- ✓ Frequency and percentage distribution of the sample character

Data analysis and interpretation

Organization of The Findings

The following parts include an organization and presentation of the study findings:

SECTION A:

- ❖ Using frequency and percentage, describe the research samples based on socio-demographic factors.

SECTION B:

- ❖ Assessment of quality of life of cancer patient by using frequency and percentage

SECTION-A

Subject distribution based on socio-demographic factors for both groups, expressed as frequency and percentage. **Table:1**

Demographic characteristics	Category	Respondents	
		Frequency	Percentage
Age	18-33yrs	43	43%
	34-49yrs	42	42%
	50yrs and above	15	15%
Sex	Male	40	40%
	Female	40	40%
Religion	Hindu	47	47%
	Muslim	48	48%
	Christian	5	5%
Types of family	Nuclear	57	57%
	Joint	39	39%
	Extended	4	4%

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The majority of the samples, or 43% of the total, were from nuclear families (57%), belonged to the Muslim community (48%), had a sex proportion of 50%, which indicates that the ratio of males to women was the same, and were between the ages of 18 and 33.

TABLE 2.

Demographic characteristics	Category	Frequency	percentage
No. of child	No child	40	40%
	Single child	50	50%
	Two child	8	8%
	More than two child	2	2%
Educational qualification	No formal education	40	40%
	Primary education	42	42%
	Secondary education	11	11%
	Higher secondary education	7	7%
Marietal status	Married	54	54%
	Unmarried	40	40%
	Divorced	6	6%
Employment status	Govt employee	48	48%
	Self-employed/private job	38	38%
	Retired	3	3%
	unemployed	11	11%
Income	Below 5000	24	24%
	5001-15000	51	51%
	Above 15000	25	25%

The poll's findings revealed that 54% of the sample was married, 48% was employed by the government, 51% earned between $5001 and $15,000 a year for their home, 50% had just one child, and 42% had finished elementary school.

SECTION B:

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Table 3

The distribution of percentages and frequency of physical health-related quality of life among cancer patients (Domain 1). Domain 4: Environmental health: N = 100

Domain	category	Frequency	percentage
Physical	**< 63**	**85**	**85%**
	>63	7	7%
	63	8	8%

Result revealed that 85% quality of life in regarding to physical health is not satisfactory.

Table 4

In the psychological health domain (domain 2), the frequency and percentage distribution of quality of life among cancer patients, with 100 patients,

Domain	category	Frequency	percentage
Psychological	**< 56**	**77**	**77%**
	>56	15	15%
	56	8	8%

Result revealed that 77% quality of life in regarding to psychological health is below average.

Table 5

Frequency and percentage distribution of cancer patients' quality of life in the domains of social relationships (domain3), N=100.

Domain	category	Frequency	percentage
social	**< 25**	**0**	**0%**
	>25	96	96%
	25	4	4%

Result revealed that 96% quality of life in regarding to social relation is highly satisfactory.

Table 6

Frequency and percentage distribution of quality of life of cancer patient in the areas of Environmental health (domain4) N=100

Domain	category	Frequency	percentage
Environment	**< 75**	**99**	**99%**
	>75	0	0%
	75	1	1%

The patient's maximum perception of the surroundings is subpar.
The WHO's assessment of a cancer patient's quality of life According to QOL BREF,

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- Accept social domain another field of domain is very poor.

Table 7

Mean domain of quality of life of cancer patient

	Category	percentage	Mean
Physical Psychological	< 63	85	**65.25**
Social	< 56	77	
Environment	< 25	0	
	< 75	99	
Physical	>63	7	**29.5**
Psychological Social	>56	15	
Environment	>25	96	
	>75	0	
Physical	63	8	**3.25**
Psychological	56	8	
Social	25	4	
Environment	75	1	

The findings indicate that 65.25 percent of respondents had a low quality of life, 29.5% had a tolerable quality of life, and 3.25 percent had an average level of satisfaction.

Implication

The current study has implications for nursing research, nursing practice, nursing education, and nursing administration in terms of understanding staff and student quality of life.

This form can be used by administrators and students to evaluate the patients' quality of life in the clinical duty area.

Limitations

Study is limited to

- Small sample size.
- One particular institution.
- Limited time period.

This Study Can Be Conducted with Larger Sample in Larger Area and Other Patients Also.

Conclusion

According to the study's demographic parameters, 43% of the samples were in the 18–33 age range; The male to female ratio was the same, as indicated by the 50% male sample; 48 percent of the research sample came from the Muslim community, 57 percent were from nuclear households, 50 percent had just one kid, 42 percent had completed elementary school, and 48 percent were married. additionally

Stated otherwise, the research sample's quality of life is not satisfactory, as reported by 65.25 percent of respondents, 29.5% of whom reported a good quality of life, and 3.25 percent of whom reported average satisfaction. The WHO QOL BREF results show that there is very little acceptance of the social domain in other domains. To improve patients' quality of life and give them more control over their illness and treatment plan, effective symptom management Techniques Must Be Developed.

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Contribution of the Apabhramsa school of painting with reference to folklore illustration

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Abstract

The main aim of Indian painting is to refine and elevate human emotions. While Greek artists regarded the realistic depiction of nature as the highest level of artistic accomplishment, Indian artists maintain that a work of art is worthless if it fails to express a moral, religious, or emotional message. As a result, Indian painting is wholly focused on spirituality and has always promoted human morality. The medieval era witnessed a change in Indian painting styles beyond cave walls toward creative initiatives as a result of economic and social forces. As a consequence, various painting styles emerged. The Pala, Apabhramsha, Rajasthani, and other styles have all significantly contributed to the advancement of painting from the tenth to the eighteenth centuries. These many painting techniques offer an amazing window into Indian medieval civilization. Along with religious themes, love stories and folktales have also been portrayed in the Apabhramsh painting style in a unique way. The 15th century is regarded in Indian history as the period of cultural renaissance, during which fresh inspiration was injected into literature and art. Literature painted in 1451 AD that includes "Basant Vilas," "Mahapuran," "Chorpanchashika," "Laurchanda," "GeetGovind," "Ragmala," etc. has the earliest instances of this technique. The purpose of the research article is to examine the development and significance of the Apabhramsha painting style in depicting folk literature.

Key Words- Miniature Painting, folklore, Apabhramsh Style, Basant Vilas, Mahapuran, Chairpanchashika, Laurchanda.

1.Introduction -Apabhramsha style holds an important place in the history of Indian painting. It is clear from various research studies that this style originated in places like Gujarat, Rajasthan, Uttar Pradesh, Madhya Pradesh, etc. There have been differences of opinion among the scholars regarding the antiquity of Apabhramsha painting style, and from the research done so far, it has come to the conclusion that the period between Ajanta painting style and Rajput painting style is known as Apabhramsha painting style. There have been many differences of opinion among scholars regarding the name of this style. Due to the presence of this style in Shwetambar Jain texts, W. Norman Brown named it Shwetambar Jain style. (Jain, Rajesh, 1991-92. pp. 269)

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N.C. Mehta called it the Gujarat style of painting because this style started in Gujarat itself. (Jain, Rajesh, 1991-92. pp. 269) Based on the initial evidence of the origin and development of this style obtained from Gujarat and Rajasthan in Western India, Tibetan historian Lama Taranath named this style Western-Indian styie. Seeing this style in Jain paintings, Sarabhai Nabab called this style Western Jain art. (Jain, HeeraLal: 1962; pp.368) Raikrishna Das has considered this style a distorted form of the ancient style. For this reason, it is called Apabhramsha style. (Das, Raykrishna: 1996; pp. 3)

1.1. Origin of Apabhramsha style: The period from the 11th to the 16th centuries is considered to be the period of Jain painting. Basil Gray has considered the 15th–16th centuries to be the zenith of this style. At this time, this style was very powerful in the field of art. (Swami, K. Anandakumar: 2003; pp.3) No matter how many differences there may have been among thinkers regarding the names of this style, it is true that this style holds an integral place in art history. The refined form of Apabhramsha style gave birth to Rajasthani style. We can see the original form of this style in wall paintings, Manuscripts, illustrated cloth Painting, VigyaptiPatta, etc.

1.2 Introduction of folklore depiction: Through Jain art, artists have tried to present the ideals of Jain philosophy and conduct. Along with artistic beauty, painting also elevates the spiritual outlook of humans. The main purpose of art is the expression of feelings. In the Apabhramsha style, the painters created a new style by making a meaningful effort to express the full range of emotions, even by depicting the artworks in simple form. The subject matter of these paintings plays an important role in depicting religious and spiritual sentiments as well as folk literature.

The main credit for publishing the pictures of folklore goes to various scholars like W. Norman Brown, O.S. Ganguly, M.R. Majumdar, N.S. Mehta, U.P. Shah, etc. Examples of paintings in this category can be seen in the form of love affairs and love texts. Prominent among these are Laurachanda, Madhavanal-Kamakandala, Rati-Rahasya, Vasant Vilas, Damayanti Katha, and Panchatantra. Apart from the Panchatantra, all the poems are hero-heroine-oriented and are explained as follows:

1.2.1. Rati-Rahasya- The basis of Rati-Rahasya has been the Kamasutra text of Vatsyayan. Which was composed by KokkakBhat in the 13th century AD. At first, Shri S.M. Navab published a painted page of Kamadeva of Rati-Rashasya. (Nawab, S. M.: 1936) At present, this painting is in the collection of Amritlal Bhojak of Patan. Apart from the picture of Kamdev in this museum, information about other pictures of this manuscript is not found. This picture

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appears to be close to the Kalakacharya Katha (Patan), painted in 1414 AD. (Chandra, Moti and Shah, 1975, Khandelwala, and Chandra Moti: 1969. F. 5-8)

The second page of RatiRahasya was published by U. P. Shah in 1971 in the Baroda Museum Bulletin; before that, this picture was the glory of Sarabhai Nawab's collection. (Shah, U.P.: 1971) The illustrated page of the Rati-Rahasya, stored in the Baroda Museum, is probably the second page of the original copy. It is in very bad condition. (Shah, U.P.: 1971) Both sides of this page are illustrated. On the front surface, a human figure seated on an elephant with a bow and arrow is depicted, which appears to be that of Kamadeva.

1.2.2. Damayanti Katha-Champu- This book was written by a Hindu writer named Trivikrama in Sanskrit, in which the story of Damayanti is mentioned. (Kumar, Shailendra: 2009; pp.72) Two of its illustrated pages are in the collection of the Lalbhai Dalpat bhai Institute of Indology, Ahmedabad, which is in very dilapidated condition. U.P. Shah and Motichand were the first to publish this page. (Chandra, Moti and Shah, U.P. 1975, pp. 17-18) While one of the paintings has a beautiful image of Shiva and Parvati, the other, divided into two parts, depicts Bhima with his courtiers in the upper part and Bhima with his wife in the lower part. Dr. Motichandra and Dr. U. P. Shah have considered their creation period to be between 1400 and 1425 AD, keeping in view their size and palm leaf tradition. These paintings show the peculiarities of the western Indian culture of the 15th century. In the scene of Shiva-Parvati, both hands of Shiva holding the serpent in his neck are raised, with a trident in one and Khatvana in the other. They are adorned with garlands. These paintings are wonderfully done.

1.2.3. Basant Vilas- The subject of this book relates to the love games of the heroes and heroines during the spring season. There are several copies of this poem, but only one has been illustrated. The time and place are mentioned in the painting, based on which it can be said that this copy was painted in Ahmedabad in VikramSamvat 1508 (1451 AD). Under the direction of Shah ShriChandrapal, the son of Shah Depal, AcharyaRatnagar produced this copy. (Mehta, N.C.,1925, pp. 62) This copy is now in the collection of the Friar Gallery of Art in Washington. The copy is 436 × 9 inches long and wide, originally containing 84 paintings, but now only 79 remain. (W. Norman Brown: 1962; pp. 6) Some of the motifs of this painting are similar to the references in Chitrasutra and the paintings of Sanyog and Shringar depict the theme of the amusement of the lover and the beloved, the moments of the union of the hero-heroine roaming on the banks of the lake, swinging and swinging etc. (Fig. 1). Along with this a wonderful combination of hovering clouds, trees swaying in the wind, wild animals and birds with limited lines and colors has been done. The trees depicted in the background are also of various types

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with the depiction of swaying date palms, maulasris and palm trees (Fig. 2). There is a wonderful depiction of animals and birds in this painting (Fig. 3). In this painting, Harsh Ullas and Virhani women are depicted together. According to N. C. Mehta, there are many such paintings in this Chitramala, which have also been depicted in the Ragamala and Nayaka-NayikaBhedaseriesof Rajasthan school of paintings in the following years. Heroine attracting deer, (W. Norman Brown: 1962; pp. 57) (TodiRagini) swinging hero-heroine, (Mehta, N.C.: 1931. pp. 19) (Raag-Hindol) etc. are seen in the depiction.

1.2.4. Panch-tantra- Some of the Panchatantra paintings are collection in the Bharat Kala Bhavan at the Kashi Hindu University. In these paintings only the regular Apabhramsha style has been used. A painting in the collection of Bharat Kala Bhavan depicts the various moods of the monkeys, their playful tendencies, looking back in shock, etc. These paintings are reminiscent of the painted scene of dancing monkeys of Panchteerthapata painted in 1433 A.D.

1.2.5. Laurachanda-It is a love story with Lorik as the hero and Chanda as the heroine. In Awadhi language the famous Sufi saint MullaDawood has composed a poem named Chandayan. This story has been very popular in Bihar, Chhattisgarh and some parts of Uttar Pradesh. There is no clear evidence about its antiquity, the word 'Lorik Nacho' is mentioned in the text Varnaratnakar composed by the Jyotishwer Thakur of Mithila in the 14th century. (Gupta, ParameshwariLal: 1964; pp. 57-58) It is possible that this folk dance is related to the story of Lorik and Chanda. The revelation of Sufi philosophy increases the significance of this apparition. Among the scholars the illustrated copy of this poem has become famous by the name of Laurachanda. (Khandelwal, Karl: 1950; pp. 24) The Bharat Kala Bhavan, Benares Collection, has 6 painted pages of Lauarchanda, which were first published by PadmavibhushanRai Krishna Das. These paintings have been dated to 1540 AD and are believed to be from eastern Uttar Pradesh. (Das Krishna, Roy: 1955-56) But Karl Khandelwal and Dr. Motichandra have described it as the creation of Jaunpur region in the last 25 years of the 15th century.(Karl, Khandelwala and Chandra, Moti: pp. 55) whereas one of the copies mentioned by Dr.Saryu Doshi bears the date 1454 A.D. It would be impossible to say how many of pages of this manuscript there were. In the background of the above pictures, a red color has been used, and in the night scenes, a blue color has been filled. In one of the paintings, Lorik is depicted in a dynamic pose throwing a lasso in Chanda's room, and then Chanda's eagerness to see the lasso comes forward, etc. In this manuscript, only bulls and elephants are depicted in animal forms, and the scenes are divided into two or three parts, for which rope-like drawings and straight strips have been used. Adorned borders have also been added to the

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picture. In Bharat Kala Bhavan, one painting (Registration No. 0-228) depicts lotus petals, and the other (Registration No. 0-221,230) depicts waving vines. The depiction of the inscribed margins is found only in the Mandu Kalpasutra; the other traditional Apabhramsha style of paintings do not have ornate margins. Dr. ParameshwariLal Gupta drew attention to the State Library of Berlin's Laurachanda, (Chandra, Pramod: 1976)

which is today in the State Library of Berlin (No. 0-1900-215, Oriental Section No. 0-3014). The number of pages featured in it is 141. Like the other copies, each verse was illustrated in this copy. There are several pictures of each event. In these paintings, Vastu, sky, and clouds are depicted in the upper part, and hunting grounds, forests, ponds, gardens, etc. are depicted in the lower part. The copy contains a scene from the battle of RaoRupchand and Sahadeva depicting the soldiers in three sections. (Kumar, Shailendra: 2009 pp. 80)

The paintings in this copy and those of Lurchanda in the Prince of Wales Museum show similarities in composition.

The Apabhramsa Style also depicts the themes of the Vaishnava and Shakta cults, of which Balagopalastuti, Geet-Gavinda, and the manuscript of Devi Mahatmya are prominent.

1.2.6. Balgopalastuti- Balgopalastuti was composed by Leelashuk and Vilwamangal and describes the supernatural bala-lilas of Sri Krishna and his playful games with gopas, which Dr. M. R. Majumdar has discussed in his publications. (Majumdar, M.R.: 1947) Six illustrated copies of Balgopalastuti have come to light, which are in museums like Baroda Museum and Picture Gallery, Bharat Kala Bhavan, Banaras, N.C. Mehta Gallery, Ahmedabad, Boston Museum, etc. For the first time in 1929, AD Shri O.C. Ganguly discovered the Balgopalstuti stored in the Boston Museum. The manuscript has 34 illustrated pages. A particularly striking scene in this copy is the depiction of cowherds, showing Krishna with the cowherds. (Majumdar, M.R.: 1947) The painting has cows lined up in a thin strip at the bottom, and in the main part, Shri Krishna is depicted with two Gwalas, with a twisted stick in the hand of the Gwalas and tall trees in the background. Much of the similarity can be seen in BalgopalStuti's cow grazing paintings in Boston and Baroda (Accession No. P.G. 0.6 F. 0.3, Folio. No. 0.3-3 in Baroda Museum). Another picture is of Ahilya's salvation, in which Ahilya is standing on the right with a garland in her hand. In front of her are Rama and Lakshmana with bows and arrows. Sage Shrestha is standing at some distance behind Lakshmana, and in the background of the picture, the waving clouds are depicted. When Dr.M.R.Majumdar went to Delhi to attend the meeting of the Indian Historical Records Commission in 1948, Dr. Vasudev Sharan showed him the manuscript .Dr. Majumdar published an article on this manuscript in Kanhaiya Lal

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Podhar, Abhinandan Granth, and published its three pictures, Ahilya's salvation, Radha-Krishna Milana, Dhruva'sTapasya, etc. (Khandelwal, Karl: 1953)

It is not known how many paintings are in this manuscript. The painting composition of Ahalya ‘s salvation resembles the Ahalya salvation scene of the painting collected in Boston. Paintings of another volume of *Balgopalstuti* are in the N. C. Mehta collection, Ahmedabad. In which there is an important scene of *Sita Haran* (NCM 241.5) (Fig. No. 4). (Parimoo, Ratan: 2010) In this painting, the artist started a new tradition by depicting the major events of Sita Haran in sequence. In this painting, Sita pointing towards the golden deer, Rama going behind the deer, Ravana coming after finding Sita alone, and Rama fainting in the separation of Sita, etc., scenes have been depicted very beautifully. In addition to the Ramayana, there is a beautiful depiction of Krishna's pastimes, the main themes of which are: Krishna dancing with the gopis (NCM - 241.4) (Fig. No. 5), KaliyaDamana (NC 0M 0-241.3) (Fig.No. 6), and Krishna Radha Milan (NCM -241.2) (Fig.No. 7). etc. There is a scene of dancing female figures in the copy of this museum in which the postures of these figures are amazing.

1.2.7. Geetgovinda- The Gita Govinda poem by Jayadeva is also very important in the depiction of Vaishnava themes. Its construction is considered to be from the 12th century AD. In this text, the leelas of Radha-Krishna are described in detail.in which Shringar is given the role of spirituality. The poet has depicted Radha in the enchanting atmosphere of spring, in the meditation of Krishna. There is only one copy of the Gita Govinda depicted in this style, this copy is incomplete, it contains only scenes of the various incarnations of Sri Krishna. A scene of the Vamana avatar in this copy is very beautifully depicted (Fig. 8). The first publication of this copy was done by Dr. M.R. Majumdar in 1938, and he accepted its depiction in Gujarat in the middle of the 15th century. (Majumdar, M.R., 1968)

1.2.8. Prabodhachandra- A painted page each of the plays Prabodhachandrodaya and HarileelaSolahakala manuscripts is in the collection of the Oriental Institute, Baroda. (Shah, U.P., 1976) The author of Prabodhachandrodaya is Krishna Mishra.This is a formative drama dominated by Shantarasa and containing a dramatic counterpoint to the monism of Vedanta. The philosophy of spirituality has been given in a very interesting way by imagining Moha, Vivek, Dambha, Jnana, Shraddha, Bhakti, Vidya, Buddhi, etc. as male and female characters.

1.2.9. Deevi Mahaatmy- In the thirteen chapters of Devi Mahatmya or Saptashati, there is a detailed description of the destruction of the Asuras by Goddess Durga or Chandi and the grace of the Goddess on King Suratha and Samadhi Vaishya. Dr. Anand Krishna published some pictures of this copy. (Krishna, Ananda: 1963) This manuscript is one of the most important of the Kala Bhavan Banaras. Since the stylistic features of these paintings are similar to those of Malwa, Dr.Anand Krishna considered them to be the creations of the Malwa region. Compared to other copies, this copy is more developed, and its battle scenes are more complex. In one scene of this copy, the mutilated bodies of the demons lying on the battlefield are depicted in a traditional way. (Krishna, Ananda: 1963) Another copy of Devi Mahatmya is in the collection of the Baroda Museum, which has 35 pages with illustrations on 10 pages. The credit of publishing these paintings goes to Dr. M. R. Majumdar. (Majumdar, M.R., 1940; and Majumdar: 1947)

The main themes in these paintings are Chand-Mund Vadh, DhrumlochanVadh, Madhu KaitabhVadh, Devi's boon to Surath and Samadhi, Devi's war with the armies of Shumbha, etc. Dr. Majumdar has said that these paintings show the infinite power of the Goddess, who destroys the vices and egoism in a person with her grace. (Majumdar, M.R., 1940) These paintings depict the goddess form of Durga as well as her destructive form. It is very impressive how the painter captures the goddess's great beauty and power.

Apart from the above-mentioned subjects, there are some other subjects in Ragamala and Natyashastra. Ragmala is depicted on the margin of a scroll of Kalpasutra collected in the collection of S.M. Nawabs.

1.3. Characteristics of Apabhramsa school of painting-The human figures in Apabhramsa style are painted flat. Due to lack of shadow-light effect, the real form of the figures has disintegrated. In the painting, the lines are depicted as intersecting, angular, and flowing. Due to the thinness of the chest space, the difference between male and female figures has almost disappeared. Thin waist like that of a lion has been depicted. The depiction of the sided eye and the pointed nose are depicted. The outfits are filled with opaque, flat colors. The garments are decorated with geometric motifs (Fig. 9). Apart from costumes, these geometrical motifs are also depicted on bed sheets, on thrones, on canopy etc.

Bright colors are used in the paintings. Paintings from around 1450 AD used ultramarine in combination with gold, highlighting a grand look in miniature paintings. In the 15th and 16th centuries, these miniatures underwent various changes under the influence of other regional styles, which played an important role in the development of manuscript illustration.

2.Findings- The main findings of the paper are:

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1.Ajit Ghosh has considered these paintings to be technically superior.

2.Despite the rigidity of the drawing, these paintings represent the inner expression of the artist.

3.The main feature of paintings in this style is their decorative splendor.

4. Abstract forms are also seen in these paintings.

5.The paintings also contain mystical elements and symbolic motifs.

6. After the Ajanta paintings in Indian painting, a new style is seen in the form of Apabhramsa style.

3. Conclusion- This style has a distinct identity in miniature paintings due to its characteristics, values, moods, and modesty. It is clear from the present study that the stylistic features of Apabhramsa style paintings paved the way for later styles. Also, the themes of their paintings have remained the same. For example, the depiction of religious theme is prominent in Apabhramsa style and 'Ragmala' in Rajasthani style. Similarly, in the Pahari style, the importance of 'Nayika-Bheda' is there, while in the southern style, the depiction of 'Krishna' is prominent. But these styles differ in form and size due to their local influences. The influence of each other's art on these styles has also influenced the background and stylistic beauty. The method of production of these miniatures is the same, but there is variety and unity in their presentation. The Apabhramsha style has made a tremendous contribution to bringing contemporary life and activities to the masses.

Paintings Images-


Fig. No. 1, 2, Basant Vilas, VikramSamvat, 1508 (1451 AD), Freer Gallery of Art, Washington

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Fig. No. 3: Basant Vilas, VikramSamvat, 1508 (1451 AD), Freer Gallery of Art, Washington

Fig. No. 4,5,6 and 7. BalgopalStuti (N.C.Mehata Art Gallery, Ahmedabad)

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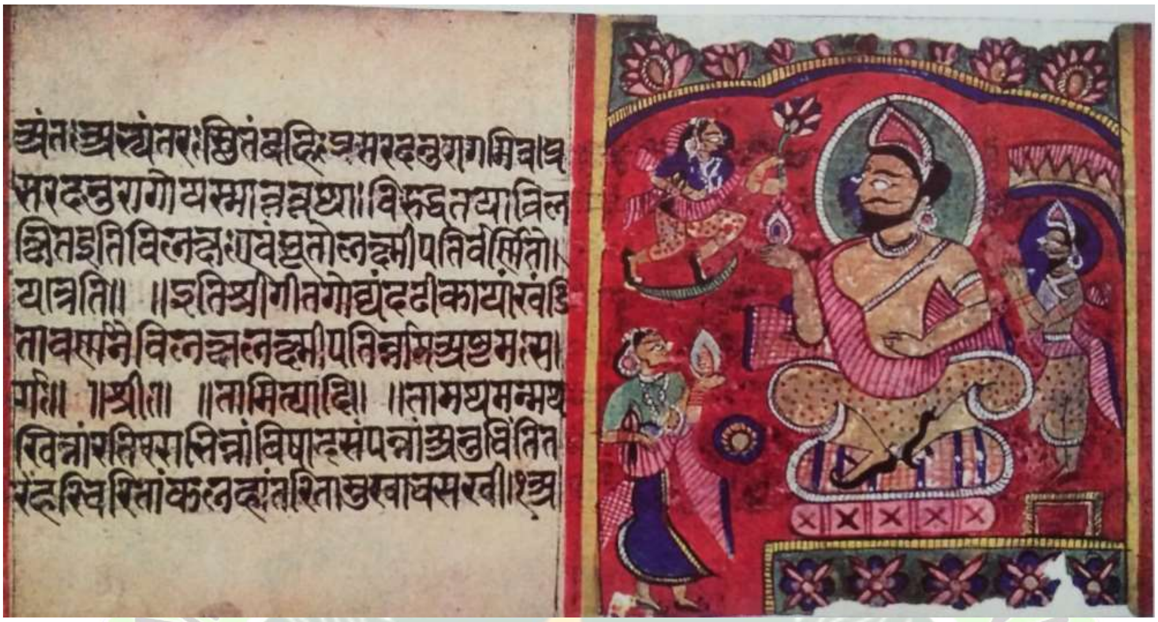

Fig. No-8-GeetGovind, 1938 A.D.

Fig. No.9, Kalpasutra (AN 0-78.561) 1483 AD, The National Museum, New Delhi

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Fostering Social and Emotional Well-Being in The Classroom

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Abstract

Social and Emotional Well-being refers to an individual's ability to understand and manage one's emotions, make sound decisions, build healthy relationships and be able to sustain them, act empathically. This is necessary for people to achieve their goals, develop healthy identities and manage emotions. Positive social development and emotional maturity is required to lead successful and effective life. Positive social and emotional well-being increases the capacity to withstand difficulties as well as cope with these situations. Times have changed and in this age of technology social settings have changed. Demands from youngsters have changed. Young students have many stressors in their life in the present scenario like identity crisis, aspirations, career choices, social and peer pressure etc. These situations are affecting the well-being of students resulting in depression, substance abuse, obesity, anxiety, hyperactivity disorder, attention deficit etc. Sound mental health is needed for the development of effective individuals. Education has become one of the influential instruments of social change so this problem needs to be addressed in classrooms to help young adults adapt to situations and their healthy adjustment in the society. Researches have shown that students who are supported to develop their self-worth, emotion regulation skills, and social competencies, are able to flourish into self-motivated and independent learners. Teachers need to adopt right set of teaching strategies and also present ideal behavior.

Keywords: Social and Emotional Well-being, Self-identity, resilience, teaching strategies

Social and Emotional development of a student is of paramount importance in ascertaining their holistic development. It has been established by studies that sound social and emotional well-being of students affect their achievement in school, work and life. This aspect has not gained attention in conventional classroom teaching as it has always been perceived to be the duty of parents and family members to train students socially and emotionally. In present context, this has become relevant topic, as students are being affected socially and emotionally due to exposure to gadgets and also rising competition has increased stress in youngsters. These are challenging times for young students due to the exposure to internet and social media.

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The ability to comprehend and control one's emotions, make moral decisions, establish and uphold relationships, and comprehend and sympathize with others is known as social emotional wellbeing. These skills help an individual to achieve his/ her goal and develop his/her own identity and manage emotions. Our capacity to build and sustain healthy connections, effectively interact with others, and surround oneself with a supportive network is what we refer to as social well-being. Our ability to accept emotions of others and responding empathically and adopt to a variety of situations is also a part of our social well-being. Emotional intelligence refers to our capacity to recognize and control our emotions in a way that enhances and maintains our mental health as well as our ability to deal with life's challenges. This includes the ability to identify what you are feeling, how to navigate these emotions in a way that leads to stable and supportive relationships with others.

Adolescents are recognized to be lacking in social and emotional well-being. Many reasons are cited for this but this is also a part of developmental process in which young students face problems of adjustments. An attempt is to be made to understand the psychological perspective of this issue, which can be resolved if proper care and attention is given to students who are entering into adolescence.

Identity crisis: The young students who are in adolescence demonstrate identity crisis. Their young minds have developed and they have developed the ability of critical thinking, observation. They begin to realize their potential, their interests. This age is of experimentation, where they are easily attracted towards new actions as well as want to be a part of adventure. They are being treated as adults are expected to behave as so by parents, teachers. They tend to think about their future and develop new perceptions regarding their role in society but they suffer from identity crisis. The period of identity crisis happens during the fifth stage of Erikson's stages of development. During the crisis, a person experiments with different roles and identities. At the conclusion of this developmental stage, a person either experiences identity confusion or has overcome the crisis and established a strong identity. In Erikson's theory, an identity crisis is a normal, predictable part of healthy development. If an adolescent gets supportive environment where he is listened to, given advice and given choices then he is able to adapt to situation and resolve the conflict.

Career Choices: The adolescents have developed thinking skills, they are more aware of their skills, interests, abilities and capabilities. They want to pursue a career of their choice, according to their interest. This sometimes create a conflict with aspirations of their parents and society at large. So the young students are in constant pressure to assert themselves and pursue their goal. This creates differences with their parents and other relations. The adolescents feel lonely and sometimes they start indulging in rebellious behavior. Psychologists term this phenomenon as generation gap where the adults fail to understand their children and try to force their choices on their children and also expect that they choose a career according to them.

Digital Distraction: This is an age of Information and Communication technology. The new generation is exposed to all types of information through various gadgets and internet. The world has transformed into a global village. Post pandemic teaching and learning has also undergone transformation, which has increased students' exposure to digital devices. The students are expected to complete their assignments online. Students are taking help of online learning platforms. This dependency on electronic devices and more particularly internet has exposed young minds to diverse content which may sometimes harm the students. Research studies have established that increased exposure to digital devices results in loss of concentration, low computational skills as well as poor language skills.

Another aspect of this digital age is social media which helps to build relationships, helps to express oneself and develop creativity. But on the other hand, the social media also misguides the students, have negative psychological impact on young minds. It is imperative that such platforms should be used judiciously. The students who are active online, they also suffer mentally and physically. They may develop feeling of loneliness and lethargy.

Thus, these factors are challenges to social and emotional well-being of adolescents. To ensure holistic development of students, they should be taught to cope and adjust to these situations. They need to be taught resilience which means the ability to withstand difficulties, face challenges and develop mental toughness. This is very essential in maintaining Social and Emotional Wellness of the child.

Research studies prove that children who feel emotionally supported are more likely to engage in learning, demonstrate better academic performance and develop essential life skills.

School as a community can help to create conducive environment that ensures social and emotional wellbeing of students. Teachers also share the responsibility of polishing young talent and training efficient individuals who will ultimately build a welfare society. This can be done by adopting following strategies in the classroom and beyond:

1. Build positive relationships: Teachers should respect individual identities, choices and abilities. They should help foster the students' abilities and skills. They should appreciate students, appraise them and make them confident.

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2.Empathy: Teachers should teach and model empathy as it is the ability to understand the feeling of others which plays an important role in social and emotional development as it helps to develop emotional intelligence and interpersonal skills. Teaching empathy helps students to better understand their own emotions and those of their peers resulting in better social interactions. This shall help in conflict resolution as this helps the students to understand others' perspectives and communicate effectively. Developing empathy among the students also helps to build positive relationships which in turn helps to create supportive classroom environment. Students feel valued and understood leading to stronger teacher-student and peer relationships.

3.Promote teamwork and collaboration: In order to prepare children for success in a collaborative and interconnected society, it is imperative that educators foster teamwork and collaboration in the classroom. Teachers should aggressively encourage teamwork and collaboration as it helps to develop real-world skills. In the classroom, collaborative activities give students the chance to understand and benefit from diversity, which improves their capacity for critical thought and problem-solving. This also helps to develop communication skills, conflict resolution. Through teamwork, students are able to assign duties according to their unique abilities and talents. This not only facilitates the faster completion of tasks but also fosters a sense of ownership and shared responsibility among team members. Working in teams also helps to develop Critical Thinking: This improves their collective capacity for information analysis, choice evaluation, and well-informed decision making. This increases engagement, that is, it helps to keep students more on-task than off-task.

4.Celebrate achievements of students: Honoring students' accomplishments is essential to establishing a supportive and inspiring learning environment. Acknowledging and praising students' achievements helps them feel more confident, develop self-belief, promotes their sense of accomplishment, and cultivates a positive outlook on learning. Secondly, this helps to increase motivational level. Acknowledging accomplishments encourages desirable behavior and academic performance. It supports the notion that perseverance, hard effort, and dedication pay off. On a whole, it helps to create a Positive Learning atmosphere as the students feel respected. This also leads to cultivation of healthy competition.

5. Cultivate a Growth Mindset: This is characterized by their belief in their capacity to learn and develop over time. It motivates people to see difficulties as opportunities to develop their skills.

All these strategies help to foster social and emotional wellbeing of students. Teachers shall always strive to reduce academic stress. For this they need to train students in time management skills. It is recommended that educators work in tandem with parents and guardians to facilitate the social and emotional growth of their pupils. Use available community resources to improve kids' general wellbeing in and out of the classroom. By putting social and emotional health first in the classroom, teachers support students' holistic development by fostering an atmosphere in which they can flourish intellectually, emotionally, and socially.

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Economic Barriers and Difficulties Indian Women Entrepreneurs Face in Micro, Small, and Medium-Sized Businesses

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Abstract

In contemporary India, the stereotype of women as stay-at-home mothers who don't engage in business or the economy is evolving. More women are choosing to become entrepreneurs, particularly in micro, small, and medium-sized businesses; nevertheless, making the shift from stay-at-home mother to prosperous businesswoman is not always simple. Though the process is the same for men and women, women often encounter a variety of obstacles that keep them from reaching their full potential as entrepreneurs. These problems may vary in terms of their magnitude and intensity.

This study article's main goal is to illustrate the socioeconomic problems, drivers, difficulties, and obstacles that female entrepreneurs in a variety of MSMEs that support uniqueness, fight poverty, and aid in national development encounter. This research paper is broken up into four sections. The research is divided into four sections: an introduction; a second piece on gender differences; a third section on historical views; a fourth section on needs, categories, and reasons pertaining to women entrepreneurs; and a fifth section that wraps up.

Keywords: Micro; Small and Medium Enterprises; Women Entrepreneurs; Economic Development, Challenges Economic Issues and Problems.

1. Introduction

After agriculture, MSMEs account for the second-largest share of employment in India. According to Ravi (2009), they create about 6000 goods, which accounts for 34% of exports, 40% of industrial production, and 95% of industrial units. Food items, beverages, tobacco and tobacco-related products, cotton textiles and wool, silk, synthetic materials, jute and its products, wood and wood-related products, furniture and fittings, paper and paper-related products, and a broad range of other industrial goods are produced in this industry. Appliances, electrical equipment, apparatus, and machinery are examples of additional services.

1.1 Women entrepreneurs in Indian society

Women who launch, grow, and run their own companies are known as women entrepreneurs. They might be an individual or a group. Women-owned businesses, as defined by the Indian government, are those that give at least 51 percent of their workforce's employment and 51 percent of their capital raises to women. It's a common misconception that trailblazing women from the IT, banking, telecom, and other industries steer and lead these industries. The modern

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world is evolving as more and more women take on new roles, such as a wife trying to start a family or a daughter looking after her parents.

A mother who helps her kids grow into the best versions of themselves and a businesswoman She finds her own meaning and life's purpose while starting a business. In addition to her desire for unity, she also values decency, honour, and reciprocity. She is also open to parenting her children alone, without the presence of a father figure. Not only do women establish and run businesses in different fields than males, but they also do so at lower rates than men. Moreover, traditional strategies, studies, and efforts are frequently "men streamed" and fail to consider the unique requirements of female entrepreneurs, both current and prospective. Men and women have consistently different business chances as a result.

Women entrepreneurs carry out a variety of tasks, such as investigating the possibility of launching a new business, taking measured risks, introducing novel ideas, managing and directing the organisation, and exhibiting good leadership in all facets of the firm. Due in great part to their productive job outside the house, women of today are helping to reduce poverty. One of the developmental aims and targets is to increase the proportion of women employed by micro, small, and medium-sized enterprises; other objectives include improving family health, raising women's economic standing, and reducing poverty. The study of women's entrepreneurship examines how women fit into the business world and what function it plays in society.

Women are considered to be the better half of society since they make up about half of the global population. They have ventured beyond the confines of the contemporary world to engage in an array of pursuits and reap the benefits of globalisation, which impacts both the local and global domains.

2. Indian Women Entrepreneurship Development

In the majority of developing nations, such as India, women were restricted to becoming housewives and were not allowed to travel. This had a significant impact on women's education and exacerbated communication barriers among women. Their role has only been acknowledged in public since the Fifth Five Year Plan (1974–1978), when there was a noticeable change in focus from women's welfare to women's development and empowerment. Currently, encouraging more women to pursue careers in business is one of our main objectives. In India, several regulations and initiatives are being put into place to promote the growth of female entrepreneurship.

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Women have left the house and followed a range of jobs in contemporary civilisations (Singh and Raina 2013). The Indian economy has undergone significant transformation since the government began implementing new policies related to globalisation, privatisation, and economic liberalisation in the middle of 1991. The entrepreneurs in our nation now have an amazing opportunity because to this shift. Numerous pieces of evidence point to the fact that males are not the only ones with an entrepreneurial mindset. However, it seems that their potential and entrepreneurial qualities were not realised in India because of their lower social standing because women in our male-dominated culture were not treated equally and were restricted to the home.

Indian women entrepreneurship development has seen significant growth and transformation over the years. Various factors contribute to this trend, including socio-economic changes, government initiatives, and cultural shifts. Here's an overview of the landscape:

Factors Contributing to Women Entrepreneurship in India

1. **Government Initiatives**:
   - **Policy Support**: The Indian government has introduced various schemes aimed at empowering women entrepreneurs, such as the **Stand-Up India** scheme, which provides financial assistance to women starting new enterprises.
   - **Women's Business Parks**: Initiatives to create dedicated spaces for women-owned businesses to thrive.
2. **Access to Finance**:
   - Microfinance institutions and self-help groups (SHGs) have improved access to capital for women entrepreneurs, enabling them to start and expand businesses.
3. **Education and Skill Development**:
   - Increasing access to education and vocational training has equipped women with the necessary skills to enter various industries, particularly in technology and service sectors.
4. **Networking and Mentorship**:
   - Organizations and platforms focused on women entrepreneurs, like **WE Connect International** and **Shakti Fellowship**, provide networking opportunities and mentorship, helping women navigate the business landscape.
5. **Changing Social Norms**:

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- Growing acceptance of women in leadership and entrepreneurial roles, fueled by successful female role models and changing perceptions about women's contributions to the economy.

Challenges Faced by Women Entrepreneurs

1. **Cultural Barriers**:
   - Traditional norms and stereotypes can hinder women's ability to pursue entrepreneurship or secure funding.
2. **Limited Access to Resources**:
   - Women often face difficulties in accessing markets, technology, and information, which can limit their business growth.
3. **Work-Life Balance**:
   - Balancing family responsibilities with entrepreneurial activities can be a significant challenge for women.
4. **Financial Literacy**:
   - Many women may lack the financial literacy necessary to manage finances effectively, seek investments, or navigate complex funding options.

Sectors with Prominent Women Entrepreneurs

1. **Handicrafts and Handlooms**: Many women leverage traditional skills to create sustainable businesses.
2. **Food and Beverage**: Women are increasingly starting restaurants, catering services, and organic food brands.
3. **Textiles and Fashion**: Women entrepreneurs are making a mark in fashion design and textile production.
4. **Technology and IT**: A growing number of women are entering the tech sector, including software development and e-commerce.

To guarantee women the same rights guaranteed by our constitution, society must and will continue to change its perception of women. The sluggish growth of gender equality can be attributed to the inability to establish a financial commitment to match legal pledges. Women's entrepreneurship has increased over the last three decades due to the rise in women-owned businesses and their significant contribution to economic growth. Women are now fully aware of the resources offered by the federal and state governments, as outlined in the eight-five-year plan from 1992. These days, women's participation in the economy is characterised by low

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rates of labour participation, a disproportionate share of labour in the unorganised sector, and employment in lower-skilled occupations.

The manufacturing exports, foreign direct investment, and technical advancements that have propelled the industrial boom in the Asia-Pacific area have created a plethora of economic and social prospects for female entrepreneurs.

2.1 Reasons and categories of women entrepreneurs

Women entrepreneurs are an essential part of the global economy, and their motivations and business categories can vary widely. Here are some key reasons for women starting businesses and the primary categories they often fall into:

Reasons for Women Entrepreneurship

1. **Economic Independence**: Many women seek financial autonomy and the ability to support themselves and their families.
2. **Flexibility**: Entrepreneurship offers flexible working hours, allowing women to balance work and family responsibilities.
3. **Passion and Interests**: Women often start businesses based on personal interests, hobbies, or passions they want to pursue professionally.
4. **Breaking Barriers**: Many women are motivated by a desire to challenge gender norms and create opportunities for themselves and others.
5. **Problem-Solving**: Women entrepreneurs often identify gaps in the market and create solutions, addressing specific needs within their communities.
6. **Networking and Support**: Growing support networks and mentorship programs encourage women to start their ventures.
7. **Social Impact**: Many women are driven by a desire to make a positive difference in society, focusing on social entrepreneurship.

Categories of Women Entrepreneurs

1. **Small Business Owners**: These entrepreneurs typically operate local businesses, such as retail shops, restaurants, and service providers.
2. **Technology Entrepreneurs**: Women in tech are increasingly founding startups in software development, app creation, and IT services.
3. **Social Entrepreneurs**: These individuals focus on addressing social issues through innovative business solutions, often in sectors like education, health, and sustainability.
4. **Creative Industries**: Women often excel in arts, crafts, fashion, and design, creating businesses around their creative skills.

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5. **Consultants and Freelancers**: Many women leverage their expertise to offer consulting services in fields like marketing, finance, and human resources.
6. **Health and Wellness**: This category includes women entrepreneurs in fitness, nutrition, mental health, and holistic therapies.
7. **E-commerce and Online Services**: With the rise of the internet, many women are launching online stores and providing digital services, from coaching to virtual assistance.
8. **Franchises**: Some women choose to invest in or start franchise businesses, benefiting from established brands and support systems.

2.2 Needs of women's economic activities and entrepreneurship

The federal government has not given women entrepreneurs enough credit or strategic support when it comes to giving them the tools and knowledge necessary to run small firms and enterprises profitably. Since MSMEs employ 49% of all working women in India, governments must support MSMEs by passing legislation that protects women's basic rights and needs as well as by giving them access to resources including capital, cutting-edge technology, skilled labour, and appropriate infrastructure. A supporting macroeconomic environment is also necessary to draw in international investment.

Because the national government is unable to provide for their fundamental needs and achieve their aspirations to launch their own enterprises, women mostly rely on MSMEs for their livelihood. In India, women start businesses and pursue endeavours twice as quickly as men do, but they also face more challenges when trying to grow their businesses to new heights.

3. Socio-Economic Issues And Problems

socio-economic issues and problems are complex challenges that affect individuals, communities, and nations. Here are some of the key socio-economic issues:

1. Poverty

- **Definition**: The lack of sufficient income to meet basic needs like food, shelter, and healthcare.
- **Impacts**: Limits access to education, healthcare, and opportunities for advancement.

2. Unemployment

- **Definition**: The state of being without a job while actively seeking work.
- **Impacts**: Causes economic instability, increases crime rates, and leads to mental health issues.

3. Income Inequality

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- **Definition**: The unequal distribution of income among individuals or groups.
- **Impacts**: Leads to social tensions, reduced economic mobility, and disparities in access to services.

4. Access to Education

- **Definition**: The availability and affordability of quality education for all.
- **Impacts**: Affects employment opportunities, economic growth, and social equity.

5. Healthcare Access

- **Definition**: The ability to obtain necessary medical services.
- **Impacts**: Poor access can lead to higher mortality rates, increased healthcare costs, and reduced quality of life.

6. Housing Issues

- **Definition**: Problems related to affordability, availability, and quality of housing.
- **Impacts**: Can lead to homelessness, increased health issues, and social instability.

7. Gender Inequality

- **Definition**: The unequal treatment or perceptions of individuals based on their gender.
- **Impacts**: Limits women's economic opportunities, access to education, and rights.

8. Racial and Ethnic Discrimination

- **Definition**: Unequal treatment based on race or ethnicity.
- **Impacts**: Contributes to social divides, economic disparities, and limited opportunities for marginalized groups.

9. Environmental Degradation

- **Definition**: The deterioration of the natural environment through pollution, deforestation, and resource depletion.
- **Impacts**: Affects livelihoods, health, and economic stability, especially for vulnerable populations.

10. Political Instability

- **Definition**: Unrest, corruption, and ineffective governance that disrupt societal order.
- **Impacts**: Deters investment, increases poverty, and leads to conflict.

11. Migration and Displacement

- **Definition**: Movement of people due to conflict, economic conditions, or environmental factors.
- **Impacts**: Can strain resources in host communities and create social tensions.

12. Child Labor

- **Definition**: The exploitation of children through work that deprives them of their childhood.
- **Impacts**: Hinders education and perpetuates the cycle of poverty.

1. Finance

Financial institutions are cautious when it comes to the entrepreneurial potential of women. The lenders used irrational and unrealistic collateral to get loans for female businesses. Studies show that even while women pay back their debts more quickly than men do, they nevertheless struggle more to get approved for credit. This is often the result of unfair lending practices by banks and unofficial lending organisations. Because they are unable to offer concrete security, the female-owned enterprises are unable to get outside funding. Sanyang and Huang (2008), Kushalaksi (2013), and Singh and Raina (2014) all state that few women own tangible property.

2. Family Ties

Women's responsibilities to their families also prevent them from being prosperous business owners in both developed and developing countries. "Having primary responsibility for children, home and older dependent family members, few women can devote all their time and energies to their business" Financial institutions hinder women from starting their own businesses because they think they can always leave and return to being housewives (Singh and Raina, 2013). As a result, they are compelled to depend on loans from friends and family in addition to their own money. Furthermore, the success of the firm depended on the support that family members gave to women managing and operating it.

3. Managerial skills

The claim that female entrepreneurs make poor managers is another one. For the completion of tasks, particularly those related to sales and marketing, they must rely on office personnel and middlemen. Kebede (2002) discovered that deft management handling is the primary distinction in the entrepreneurial managing abilities of men and women.

Managerial skills are essential for effective leadership and successful management within organizations. These skills can be broadly categorized into three main types: technical, human, and conceptual. Here’s a breakdown of each category:

1. Technical Skills

- **Definition**: The ability to use specific knowledge, techniques, and tools relevant to a particular field or industry.
- **Examples**:

- Proficiency in software or technology (e.g., data analysis tools, project management software).
- Understanding of industry-specific processes (e.g., manufacturing techniques, financial analysis).
- Ability to perform tasks related to production, design, or development.

2. Human Skills

- **Definition**: The ability to interact effectively with people, fostering positive relationships and motivating team members.
- **Examples**:
  - Communication skills: Clearly conveying information and actively listening.
  - Empathy: Understanding and addressing the needs and concerns of team members.
  - Conflict resolution: Mediating disputes and fostering a collaborative environment.
  - Team building: Creating a cohesive team that works well together toward common goals.

3. Conceptual Skills

- **Definition**: The ability to think critically and strategically about complex situations, enabling managers to see the big picture.
- **Examples**:
  - Strategic thinking: Developing long-term plans and setting organizational goals.
  - Problem-solving: Identifying issues and generating effective solutions.
  - Decision-making: Evaluating options and making informed choices.
  - Analytical skills: Interpreting data and trends to guide organizational strategy.

Additional Skills

- **Leadership Skills**: Inspiring and guiding teams, setting a vision, and driving change.
- **Time Management**: Effectively prioritizing tasks and managing time to maximize productivity.
- **Financial Acumen**: Understanding financial reports, budgets, and economic factors affecting the organization.
- **Adaptability**: Adjusting to changing circumstances and being open to new ideas and approaches.

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4. Competition

Another thing that makes it difficult for female entrepreneurs to run their enterprises is the rivalry between the sexes. Though they are able to provide their services promptly, female entrepreneurs are still limited by the fact that they lack the organisational abilities of their male counterparts.

5. Raw materials

Knowledge of alternative sources of raw material availability and low-level negotiation and bargaining skills are factors that impact the commercial activities of female entrepreneurs.

6. Education and Technology

An individual's degree of education, experience, and familiarity with current technological developments are critical elements that influence business. Women in India are less likely than men to be literate (Kushalakshi and Raghurama 2014). Many women in developing nations lack the education required to sustain profitable businesses. They typically lack the knowledge and abilities needed to do research, get the necessary training, and are either ignorant of or inept at exploiting new technologies.

7. Risk Bearing

Low-level risk-taking is another element that influences women's decisions to start their own businesses. Women from less educated backgrounds are less likely to be autonomous and confident when they enter the workforce. Reinvesting earnings for surplus output, making financial investments, and maintaining the company all call for a strong feeling of confidence, daring, and taking risks.

8. Socio-Economic Constraints

Compared to their male counterparts, female entrepreneurs are less likely to have the courage to travel between states and regions, or even only during the day or at night (Chib, 2012). This demonstrates the restricted speech and movement rights experienced by female entrepreneurs (Anis and Hasan 2013).

9. Marketing

Limited transportation alternatives, intense competition, and poorly located stores for women were some of the problems faced by female entrepreneurs.

10. Production

The poor rate of growth among female entrepreneurs can be ascribed to several factors, including insufficient training resources, exorbitant expenses for necessary equipment, and a shortage of both workforce and equipment. Subcontracting can help female business owners improve the abilities of their employees. Itoh and Urata (1994) claim that it can also make machinery and equipment upgrading easier.

11. Health

Research indicates that when returning home, women experience headaches, eyestrain, weariness, back discomfort, and exhaustion. Their hectic schedules, little sleep, and lack of leisure are blamed for these symptoms. In addition, high labour expenses and workforce shortages, inadequate infrastructure, lack of energy, low self-confidence, low desire for achievement, and cultural attitudes are all issues faced by women entrepreneurs.

.4. Conclusion

Women's entrepreneurship in MSME is crucial to the nation's industrial growth and achievement of its socioeconomic goals. It is impossible to overstate the importance of women to our country's economy and culture. According to Danabakyam and Kurian (2012), women entrepreneurs primarily rely on their independence, drive for accomplishment, and interpersonal relationships as key success determinants.

Even yet, women-owned businesses have unique challenges in terms of access to capital, a lack of management and technical expertise, and a limited capacity to reinvest profits. There are only first-generation female entrepreneurs in the market, and they quickly fail or retreat due to their incapacity to obtain critical loans from commercial banks. Different financial resources should be available to women (Cleves, Gould, and Gutierrez, 2004). This demonstrates that the government must step in to support entrepreneurial growth through the creation, oversight, and execution of master plans (Wong, 2005), taking into account the following factors.

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Synthesis of the International Market Research Technique

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Abstract

Organizations utilize global market research technique as a crucial foundation to comprehend various marketplaces and customer behaviors in disparate geographic locations. By offering an organized technique for gathering and evaluating data, this methodology helps companies make strategic decisions that are well-informed. Establishing precise research objectives that support the organization's objectives—whether they have to do with product development, brand positioning, or market entry—is the first step in the process. The next step is for researchers to select suitable study designs, which are roughly divided into quantitative and qualitative approaches.

. Qualitative techniques, like focus groups and interviews, provide more insights into the motives and preferences of consumers, while quantitative techniques, like surveys and structured questionnaires, produce numerical data that can be statistically examined. Sampling strategies are essential for guaranteeing that data are representative. Scholars can employ convenience, stratified, or random sampling techniques to collect data from diverse geographic and demographic groups. To offer a complete picture of the market landscape, data collecting incorporates secondary sources like industry reports and scholarly literature with primary ones like personal surveys.

Global market research

"Global market research" refers to the process by which businesses gather and examine data from markets other than their own. This include planning the investigation, doing the fieldwork, assessing the information, and summarizing the findings. It might include everything from product development research to customer information. It is distinct from domestic market research in that its implementation necessitates cultural sensitivity.

Global market research important

There are several key benefits of conducting global market research. It aids businesses in comprehending their prospective or existing clients in global marketplaces. These marketplaces, and the traders that operate in them, may differ greatly from your own market in a number of important ways. For organizations, it may be quite expensive to make the

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simple mistake of not fully comprehending the small variances across many global marketplaces prior to selling a product. Market research in the international marketplaces where you now do business is equally crucial. Here, it lets businesses test out possible new product releases and marketing campaigns, see how various aspects of those industries may have altered since their previous research study, and gain a deeper understanding of the views of their global clientele.

The following justifies giving top importance to global market research:

Functions well at home might not work overseas

Starbucks may be familiar to you. It is one of the most successful businesses in its home industry in the United States and is well-liked by customers in a number of other countries. There's a Starbucks on almost every corner in several cities throughout the world.

But in Italy. This is due to the sharp contrasts between Italian coffee culture and Starbucks' product offers, as well as the Italian customer base's lack of excitement for the brand. Starbucks' success in the region is astounding in and of itself, and it was only made feasible by a significant shift in its product range brought about by close collaboration with surrounding businesses and thorough market research.

It enables cost savings and operational improvement.

By performing market research, you may have a deeper understanding of your new markets as well as the operational and logistical procedures necessary to operate there.

By doing things correctly the first time and avoiding expensive mistakes and delays, you may minimize the process and raise your chances of success overall.

It helps you understand your competition and what you're getting into.

Competition plays a vital influence in breaking into new international markets and cultural realms. By conducting market research, you may better understand your rivals and prevent your brand from completely displacing more well-known ones.

In less than five years following its catastrophic demise, Best Buy closed every store throughout the country. Why did this attempt not turn out as planned? Ultimately, it was due to rivalry between regions.

Local, smaller Chinese electronics businesses were able to provide equivalent items at a far lower price by paying staff less and offering fewer perks. They catered to a clientele that was less interested in driving and more interested in riding bicycles by putting their businesses in more accessible areas

It allows you to identify new opportunities you may not have otherwise considered.

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Research may provide you a better understanding of your market, which will enable you to find opportunities for growth, develop novel strategies and products, and innovate in a way that will increase your chances of success.

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The challenges of global market research

Doing market research internationally involves a lot more considerations and variables than it does locally, and it may be much more challenging. Much of your market research will include speaking with customers in markets other than your own. There are several reasons why this may be difficult:

Cultural

There will be international markets with cultures that diverge significantly from your home market. As a result, research may become difficult. When designing your research approach and evaluating the results, it is essential to take cultural norms into consideration and respect them.

People in some cultures, such as China, could be less likely to speak up in front of others when they are in a group. This could make it harder, for instance, to get to the core of a problem in a focus group. Knowing this can assist you in selecting the best course of action, determining whether to go deeper, and knowing what to look for when analyzing the data.

Linguistic

Linguistic difficulties are a common issue when conducting focus groups, consumer surveys, or any other interview-based research in international markets. This makes doing research abroad extremely difficult. You will need to be able to communicate with respondents in the local language and comprehend their viewpoints. It is vital to recognize nuances and ensure that significant material is not mistranslated; therefore, it is beneficial to collaborate with local speakers to help resolve these issues.

Logistical

Finding suitable research facilities in a foreign market might be difficult, particularly if you're working on logistically challenging projects like central location studies or taste tests where you also need to think about how to convey items for in-person consumer testing. You must prepare ahead of time for this in order to account for any issues and delays that might not arise in your local market.

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Legal

Remember that various regions of the world have different laws and customs while planning your study schedule. Take the PDPA in Singapore or the GDPR in Europe, for instance.

How to do worldwide market research properly

Get as much knowledge as you can about the areas you're aiming for.

Before you start really speaking with individuals and obtaining industry data, it is imperative that you have a firm understanding of the field in which you will be operating. Many of the language and cultural challenges that were previously mentioned are prevented or at least lessened by this. Get as much knowledge as you can about the locals in the place you have chosen, including their laws, habits, language, and way of life. Publicly available resources can help with this. You might have access to government data or studies that offer a detailed picture of the business climate in your target market and the activities of other organizations. This might provide you a fantastic beginning point for your research before you even start talking to your target audience.

Create a successful research strategy based on your comprehension of the market.

You need to design a research plan that works within the constraints of the sector. Every region in the world is different from your local market, frequently in quite surprising ways. It is imperative that you make sure your study design considers it.

It is important to remember this while selecting a strategy. For instance, if you're performing online research there, you should make sure the platform is mobile-first due to the nation's technological leapfrog. It's also vital to take into mind during sampling. For example, it's crucial to comprehend the significant cultural distinctions between North and South Vietnam when studying there. People in the South are frequently more receptive to new experiences, whilst people in the North typically choose well-known businesses. Remember that these differences do exist if you are doing research on a whole nation, and make sure you choose your subjects wisely right from the beginning.

Working with a company that has offices and employees on the ground in the place you wish to visit is one of the finest methods to fully immerse yourself. As a result, you may create a research plan specifically for your new market.

Gather information, assess it, and apply cultural sensitivity to the findings.

You're prepared to start the actual research after you've created your strategy.

- several options on how to proceed, including:
- Focus groups

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- online surveys
- In-person interviews
- Research via mobile or online

Each method has benefits and drawbacks of its own, and the best research strategies will blend many methods together. Again, in this case, cultural awareness is essential.

This might influence how you approach every stage of the study procedure. For example, while draughting a questionnaire in Japan, it's important to consider the cultural reticence to deliver critical feedback. In this instance, responses are probably going to sit in the middle of a typical 5-point Likert scale, which will lead to an unsatisfactory result. Try employing a 4-point scale in place of the other to give a clear sense of attitudes or goal.

The following stage is analysis, where a thorough grasp of the market is once more necessary for precise interpretation of the findings and cross-national comparisons. For example, when asked if they would be likely to purchase a product, Vietnamese respondents frequently express a lot of interest. These answers aren't always helpful, though, as many Vietnamese people excitedly declare their want to purchase a product even when they don't have the necessary money. To acquire a more dependable outcome, cross-referencing these results with other market data is crucial. Now, in order to guarantee success, don't forget to factor in translation or dealing with native speakers.

Seeking to start a project involving international market research?

Conducting global market research is essential for any company looking to expand into new markets or improve its standing in existing ones abroad. It enables you to expand into new markets and increase your chances of success while doing so, some of which may differ significantly from your home market. Additionally, it enables you to have a deeper understanding of those markets, which enhances your capacity to provide customer service there. A number of problems might make research for projects needing worldwide market research more difficult. Before starting your investigation, you must make the time to familiarize yourself with your new market.

On the other hand, the start of a successful product launch, marketing campaign, or effort to enter a new market may need the completion of global market research. This could enable you to build your brand globally and achieve completely new heights of achievement.

At Kadence, we provide comprehensive, locally relevant research to assist businesses worldwide in breaking into new international markets. Get in touch with us to learn more about how we can support you in achieving the same goals.

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Inclusive Education Training through CPD

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Abstract

This review paper explores the pivotal role of Continuing Professional Development (CPD) in enhancing inclusive education practices for teachers, focusing on the period from 2018 to 2024. Inclusive education advocates for the integration of students with diverse abilities within mainstream classrooms, promoting equity and social justice. This paper examines the theoretical frameworks underpinning inclusive education, namely Universal Design for Learning (UDL) and social constructivism, while highlighting the principles of effective CPD. Key findings indicate that well-designed CPD initiatives significantly improve teacher attitudes, instructional strategies, and student outcomes. However, challenges such as inadequate resources, resistance to change, and cultural barriers hinder effective implementation. The paper concludes with best practices and recommendations for policymakers, emphasizing the need for targeted research to inform future CPD strategies in inclusive education.

Keywords: Inclusive education, Continuing Professional Development, Universal Design for Learning, teacher training, special educational needs, CPD challenges.

Introduction

Inclusive education involves educating students of all abilities in mainstream classrooms, promoting diversity and social justice (UNESCO, 2020). It is a legal and ethical mandate that ensures equal access to education for all learners, including those with special educational needs (SEN) (Ainscow, 2021). However, the successful implementation of inclusive education relies on teachers' preparedness, which is enhanced through Continuing Professional Development (CPD). CPD equips educators with the necessary skills and knowledge to address diverse learning needs effectively, thereby fostering inclusive classroom environments (OECD, 2019; Sharma et al., 2021). Despite policy initiatives, teachers in developing countries like India often feel unprepared due to inadequate training and support (Gupta & Mehta, 2019). This review paper examines the role of CPD in bridging the gap between inclusive education policies and their practical implementation, highlighting trends and best practices from 2018 to 2024 to inform educators and policymakers about effective CPD models that improve teacher preparedness for inclusive education, ultimately benefiting students with special needs.

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Theoretical Framework

The theoretical framework for this review paper is anchored in two primary theories: Universal Design for Learning (UDL) and social constructivism. These theories provide a foundational understanding of inclusive education and the principles of Continuing Professional Development (CPD) that can enhance teacher practices in diverse educational settings.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a pedagogical framework that aims to optimize teaching and learning for all individuals by providing multiple means of engagement, representation, and action/expression (CAST, 2018). UDL is based on the premise that learners are diverse and that instructional strategies should accommodate these differences to create an inclusive learning environment.

1. **Multiple Means of Engagement:** UDL encourages educators to foster motivation and engagement among students by offering varied opportunities for learning. This can involve incorporating interests and preferences into the curriculum, which is crucial for students with special needs who may require more personalized approaches to remain engaged (Meyer et al., 2020).
2. **Multiple Means of Representation:** This principle highlights the need for teachers to present information in various formats, allowing students to access content in ways that suit their learning styles. For example, using visual aids, auditory resources, and hands-on activities can support comprehension among students with different abilities (Rapp et al., 2021).
3. **Multiple Means of Action and Expression:** UDL emphasizes providing students with diverse methods to demonstrate their understanding and skills. This flexibility enables learners to express their knowledge in ways that align with their strengths, which is particularly beneficial for students with disabilities (Rose & Meyer, 2020).

By integrating UDL principles into CPD initiatives, educators can develop a deeper understanding of how to create inclusive classrooms that cater to diverse learners' needs. Training programs that incorporate UDL principles empower teachers to design lessons that are inherently flexible and responsive to all students.

Social Constructivism

Social constructivism posits that knowledge is constructed through social interactions and experiences, emphasizing the role of collaborative learning in the educational process (Vygotsky, 1978). This theory is particularly relevant to inclusive education as it acknowledges

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that students learn best in environments where they can interact with peers and engage in meaningful discussions.

1. **Collaborative Learning:** Social constructivism underscores the importance of collaborative learning experiences in promoting inclusivity. Teachers are encouraged to foster a community of learners where students support one another, share knowledge, and co-create understanding (Johnson & Johnson, 2019). This approach is beneficial for students with special needs, as it provides opportunities for peer support and reduces social isolation.
2. **Scaffolding:** According to Vygotsky (1978), effective teaching involves providing support (scaffolding) to help students achieve higher levels of understanding. In inclusive settings, teachers can use scaffolding techniques to assist students with diverse learning needs, gradually removing support as students gain independence.

Integrating social constructivist principles into CPD can enhance teachers' abilities to create inclusive environments that encourage collaboration and peer learning among students. This approach fosters a sense of belonging, essential for the success of students with special needs.

Principles of Continuing Professional Development (CPD)

CPD refers to the ongoing learning and development activities that educators engage in to improve their teaching practices and enhance student outcomes (OECD, 2019). Several principles underpin effective CPD initiatives:

1. **Needs-Based Training:** Effective CPD should be grounded in the specific needs of teachers and their students. By assessing teachers' knowledge gaps and the unique challenges they face in inclusive classrooms, training programs can be tailored to provide relevant support (Desimone, 2019).
2. **Collaboration and Networking:** CPD should promote collaboration among educators, allowing them to share experiences, resources, and strategies for inclusive education. Collaborative professional development fosters a culture of continuous learning and provides opportunities for peer feedback (Garet et al., 2020).
3. **Sustained Support:** For CPD to have a meaningful impact on teacher practice, it must be sustained over time. Short, isolated training sessions are often insufficient; instead, ongoing support, follow-up, and mentoring should be integral to CPD initiatives (Avalos, 2018).

The potential impact of effective CPD on teacher practice is profound. Research indicates that well-designed CPD initiatives can lead to improved teacher efficacy, increased confidence in

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addressing diverse learning needs, and enhanced student engagement and achievement (Timperley et al., 2019). By aligning CPD with the principles of UDL and social constructivism, educators can create inclusive classrooms that foster learning for all students.

Literature Review

1. Inclusive Education Training through CPD

Inclusive education emphasizes quality education for all students, including those with special educational needs (SEN). Effective training is essential for teachers to create inclusive environments (Sharma et al., 2021). Continuing Professional Development (CPD) serves as a crucial mechanism for equipping educators with the necessary skills and knowledge to support diverse learners (Gupta & Mehta, 2019).

2. Effectiveness of CPD Programs

Research indicates that targeted CPD programs significantly enhance teachers' ability to implement inclusive practices. For instance, Florian and Linklater (2018) found that practical and collaborative CPD initiatives improve educators' attitudes and instructional strategies towards inclusion. Similarly, Sharma et al. (2021) reported that Indian teachers who participated in structured CPD workshops felt more confident in addressing the needs of students with SEN.

3. Challenges and Opportunities

Despite the positive impacts of CPD, challenges persist. Many teachers report feeling unprepared to implement inclusive practices due to insufficient support and resources (Gupta & Mehta, 2019). Additionally, fragmented CPD offerings often do not meet the specific needs of diverse classrooms (Kumar & Singh, 2022). However, opportunities exist for enhancing CPD frameworks, such as incorporating peer-to-peer learning and leveraging technology for flexible access to training resources (Higgins et al., 2020; Gordon et al., 2022).

These literature highlights the effectiveness of CPD in promoting inclusive education, addressing the existing challenges is crucial for maximizing these programs' impact.

Key Components of Inclusive Education Training

Inclusive education training through Continuing Professional Development (CPD) equips teachers with essential skills to address the needs of diverse learners, particularly those with special educational needs (SEN). Key areas include curriculum adaptation, pedagogical strategies, and inclusive assessments, creating inclusive environments, and fostering collaborative partnerships.

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Curriculum Adaptation focuses on flexibility and accessibility, allowing teachers to modify content and methods for all learners (Florian & Beaton, 2018). Universal Design for Learning (UDL) helps ensure curricula meet diverse needs (Meyer et al., 2018).

Pedagogical Strategies involve differentiated instruction and cooperative learning to accommodate various learning styles and abilities, essential in inclusive education (Sharma et al., 2021). CPD programs that emphasize these strategies help improve teacher efficacy (Forlin & Chambers, 2019).

Inclusive Assessments shift from traditional methods to flexible approaches like formative and performance-based assessments that reflect students' diverse needs (Black & Wiliam, 2018). CPD programs should train teachers in such practices to ensure fair and supportive evaluations (Gupta & Mehta, 2019).

Creating Inclusive Environments requires teachers to build supportive, equitable classrooms where all students feel valued, which is critical for their academic and social development (Gordon & Rahman, 2022). CPD should focus on behavior management and promoting positive relationships (Loreman, 2020).

Collaborative Partnerships between schools, families, and communities ensure comprehensive support for SEN students, enhancing their educational outcomes (Kumar & Singh, 2022). CPD initiatives that foster such collaborations are vital for inclusive education success (Gupta & Mehta, 2019).

CPD Models and Approaches for Inclusive Education Training

CPD models for inclusive education offer various ways to enhance teachers' skills. **Online courses and webinars** provide flexible, accessible learning and help teachers understand inclusive practices (Sharma et al., 2021). **Workshops and conferences** allow interactive, hands-on learning focused on practical skills like curriculum adaptation, with workshops often leading to better implementation of inclusive strategies (Loreman, 2020). **Mentoring and coaching** provide personalized support and boost teacher confidence in addressing diverse student needs (Forlin & Chambers, 2019). **Action research projects** encourage teachers to reflect on and improve their practices, promoting direct classroom impact (Gordon & Rahman, 2022). Lastly, **Communities of Practice** foster collaboration, enabling teachers to share best practices and sustain inclusive education efforts over time (Kumar & Singh, 2022).

Impact of Inclusive Education Training on Teacher Practice

Inclusive education training through CPD positively impacts teacher practice by shifting attitudes, improving instructional methods, and enhancing student outcomes. CPD helps teachers develop more accepting attitudes toward students with special needs, fostering inclusive mindsets (Sharma et al., 2021). It enhances instructional strategies by promoting differentiated instruction and the use of universal design, benefiting diverse learners (Florian & Beaton, 2020). Improved training leads to better academic and social outcomes for students with special needs (Kumar & Singh, 2022). Moreover, CPD encourages collaboration among educators, enhancing co-teaching and shared responsibility for student learning (Chambers & Forlin, 2021).

Challenges and Barriers to Implementing Inclusive Education Training through CPD

Lack of Resources and Support: A key barrier to inclusive education training through CPD is the lack of resources. Schools, particularly in developing countries like India, often face limited funding, inadequate infrastructure, and insufficient access to assistive technology, hindering the implementation of effective inclusive practices (Gupta & Mehta, 2019).

Resistance to Change: Resistance to change among educators and administrators remains a challenge. Some teachers are hesitant to adopt inclusive practices due to concerns about increased workloads and skepticism about its benefits (Sharma et al., 2021). This resistance can slow down the effective implementation of inclusive education (Forlin & Loreman, 2019).

Inadequate Teacher Preparation: Many CPD programs fail to provide practical training for inclusive teaching, leaving educators underprepared to address the diverse needs of students with disabilities. This lack of preparation undermines teachers' confidence and ability to implement inclusive practices (Florian & Pantic, 2020; Kumar & Singh, 2022).

Cultural and Social Barriers: Cultural stigmas and societal expectations about disability pose significant challenges. In some areas, communities resist inclusive education, preferring segregated schools for students with special needs, further complicating its implementation (Ainscow, 2021).

Best Practices and Recommendations for Inclusive Education Training through CPD

Effective Strategies for Designing and Delivering Inclusive Education Training: Designing inclusive education training through Continuing Professional Development (CPD) should incorporate *Universal Design for Learning* (UDL) principles, promoting flexibility in teaching methods to meet diverse learner needs (Meyer et al., 2019). Effective strategies include hands-on approaches such as peer coaching, role-playing, and collaborative learning experiences, which enhance teacher confidence and expertise in inclusive practices (Florian & Spratt, 2020). Integrating reflective practices within CPD can help educators assess their beliefs and attitudes toward inclusivity, ensuring impactful training (Sharma et al., 2021).

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Recommendations for Policymakers and Education Leaders: Policymakers should allocate sufficient funding for high-quality CPD programs focusing on inclusivity, providing necessary resources and expert guidance (Gupta & Mehta, 2019). Establishing clear guidelines to mandate inclusive training across all levels of schooling is essential (UNESCO, 2020). Partnerships between governments, universities, and schools can create a feedback loop for refining CPD programs to meet evolving educational demands (Kumar & Singh, 2022).

Suggestions for Future Research: Future research should include longitudinal studies to assess the long-term impact of CPD on student outcomes, particularly for those with special needs (Ainscow, 2021). Exploring the role of technology in delivering inclusive training, especially in remote areas, can help overcome access barriers (Forlin & Loreman, 2019). Additionally, examining the scalability of successful CPD models across different cultural contexts will ensure best practices are adaptable globally (Florian & Pantic, 2020).

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Managing the International Market in India Economics

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Abstract

The global market is a vibrant, diverse space that spans several geographical areas and offers a vast array of goods, services, and innovations. Understanding the complexity of this industry is vital for firms and players looking to manage its difficulties efficiently. The main determinants of international commerce are examined in this essay, including technology developments, cultural variances, economic trends, and legal frameworks. We ascertain the potential and difficulties posed by diverse worldwide marketplaces by means of an exhaustive investigation. We look at how supply networks, consumer behaviour, and market entrance tactics are affected by globalisation. We also stress the significance of cultural awareness and adaptation for effectively entering a variety of marketplaces.

. According to our research, companies entering new markets need to take a comprehensive strategy, utilising local knowledge and tailoring their tactics to the tastes of local customers. Additionally, we stress how important ethical and sustainable business practices are to building customer trust and brand image globally. This abstract provides a framework for comprehending the intricacies of the global market and offers advice and suggestions for businesses seeking to grow internationally while managing the difficulties of a linked global economy.

Most likely, your company began operations in economies that are currently in their later stages of development, like the US. However, what if you aim to "outgrow" your existing market positioning or expand internationally, advertising your products and capturing market share in regions that are prepared for them?

Your business will never be the same if you decide to go into earlier-stage, more competitive international markets. Restore their success by teaching them the skills necessary to negotiate the modern global economy, identifying the unique operational, financial, and legal risks associated with global development, and determining how to turn those risks into opportunities for growth and success.

Key Words: Globalization, Trade Policies, Foreign Direct Investment (FDI), Market Entry Strategies, Cultural Dynamics, Supply Chain Management, Economic Reforms, Competitiveness, Regulatory Framework

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1.What is the World Trade Centre?

2.Advantages of Engaging in International Trade

3. Dangers of Global Expansion

4. Trends and Advice for Global Companies Taking Up Arms in the International Market

The World Market: What Is It?

A "global marketplace" is an environment in which ideas, products, and services may flow freely across national boundaries.

No matter how close a consumer group may be, firms may still engage with them and target them in the global marketplace. International supply chain management, logistics, service partnerships, and similarly scaled businesses are other ways that a global firm may save time, money, and resources. Using local professionals and contracting out certain work, these processes are completely completed.

International trading companies include ZYX Inc., a California-based corporation that mainly manages three locations: Toronto, London, and Germany. ZYX, Inc. imports manufactured components and raw materials from Mexico, China, South Korea, Indonesia, Germany, and Mexico in order to assemble its goods. The real ZYX items are manufactured in the US and China and then promoted and distributed to retail locations across Europe and North America by several international corporations.

Comprehensive market analysis indicates that the company's product lines may expand in India in line with its goals. To steer the business's long-term growth in the Asian market, ZYX Inc. is thinking about building a second regional head office with local employees.

Advantages of Taking Part in the International Market

Businesses eager to write their next chapter have access to previously unheard-of opportunities thanks to the global marketplace.

1. Consistency In Times of Economic Unrest

International companies that compete on a global scale are not dependent on the economic situation of any one nation. These businesses are more able to withstand both short- and long-term fluctuations in the economy because they have improved risk management.

Market shocks and downturns are absorbed by the operational and financial safety nets of other markets. The interdependence of today's economies cannot be disputed, yet the configuration of these connections, together with the tools and technology that enable them, offer new opportunities for businesses to allocate risks equitably.

2. Expanded Market Share

The financial health of your business might be greatly improved by international capital transfers. The global market is pushing businesses to expand from their small local markets into the larger global marketplaces of suppliers, customers, and even workers.

Astute managers look outside their local vendors and customers to find new, low-cost, and profitable overseas markets. In the modern global economy, small and medium-sized enterprises have opportunities to interact with clients and generate revenue that was unthinkable ten years ago. If your company increases its market share and brand recognition, it may be able to compete with much larger competitors while maintaining the same level of delivery quality.

3. Enriched Workforce

One further advantage of globalisation for contemporary organisations is the existence of a globally distributed workforce.

Roughly 3.9 million Americans have full-time distant jobs. Moreover, almost two thirds of American businesses hire both full- and part-time employees for non-office employment.

Positive link has been shown between the increase of work opportunities in newly developing nations and the state of the global economy. Talented candidates from outside now have unrivalled access to jobs in foreign-owned businesses. Small and medium-sized enterprises would greatly benefit from this shift since it provides them with access to a larger network of people that they can use to further their international expansion.

4 Better Technology

Countries differ greatly in their levels of technology advancement and cultural practices. Your company may use the new technical resources and standards it gains access to as it grows internationally to gain competitive advantages and strategic benefits at home and abroad.

Utilising technology to its fullest potential might lead to more efficient operations at your US headquarters, particularly for businesses operating in the industrial and service industries. The US is no longer the global leader in these industries' employment of cutting-edge equipment and enhanced procedures, according to the Organisation for Economic Cooperation and Development (OECD). Global technological advancements might give manufacturing and service companies a competitive edge and strengthen their thought leadership.

5. Quick Access to Essential Resources

Businesses that acquire essential resources at the most affordable price are often more efficient and resilient. One of the best ways to gain access to a variety of essential business tools and products—especially those unavailable in your local area—is to broaden your company's

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worldwide reach.

These businesses deliberately encourage the growth of the world economy in order to get lucrative access to both direct and indirect resources, including: specialised labour

Economical manufacturing and production.

- Purchasing raw materials like wood, metals, iron ore, food, etc.
- Purchasing technology (hardware, software, R&D related to the industry, etc.)
- Increased capital astute counsellors and guidance

6. Face Off Against Foreign Rivals in the World Market

If you want to compete with global rivals, particularly those who surpass you in terms of infrastructure, market share, cash, assets, and brand awareness, your business must think globally and act locally.

For many organisations, especially those starting their first global expansion initiative, it could seem like a daunting and absurd course of action. However, you may network with subject matter experts, business insiders, trainers, consultants, and possible employers in your new profession thanks to today's economy-focused technology and services. By putting these local resources online, you may learn more about growing worldwide and become as productive as the most well-known business executives.

7. Prioritise tapping into emerging markets.

Companies that keep an eye on the world economy are more likely to recognise opportunities for cross-border commerce before their regional competitors. These same corporations often concentrate comprehensive data analysis on the stability and financial viability of entering new markets, but they also prioritise conducting regular market demographics research. They will also carry out impartial assessments of that market's cultural sensitivity, taking into consideration linguistic barriers, supply chain management strategies, compliance issues, and other factors.

By monitoring this data, businesses may enter emerging markets (EMs) at the correct moment, gaining the proactive insights and resources they need to get into a new market far ahead of their rivals.

8. Utilise Globalisation Turnkey

Global expansion is not a novel concept for businesses. However, information, cash, commodities, services, and more may now be transmitted practically instantaneously across international borders thanks to the tools and technology that modern organisations have access to, creating new business opportunities.

Stated differently, proactive negotiation of the global economy may put your business in a better position for successful globalisation. Businesses are increasingly well-known and equipped with the means to expand internationally. Encouraging the finest talent in the business, growing one's network of direct and indirect resources, and eventually boosting earnings all depend on these prospects.

Risks of Global Expansion

Managing in the international market will always include some risk. Take into account the following risk areas if your business wants to grow internationally, even if it's simply by adding one remote worker.

1. Tax Liability

In the past, companies seeking to expand internationally were required to set up subsidiaries in the new countries. As part of the subsidiary establishment procedure, an organisation must get a tax ID number, register with local tax authorities, and open domestic bank accounts in accordance with corporate records and reporting regulations.

This procedure is expensive and time-consuming. Additionally, it is the one that hasn't thought through the tax ramifications of hiring any foreign nationals, including accurately categorising employee types, filing taxes, and meeting other duties.

2. HR Management

Hiring foreign workers exposes your HR team to a wide range of new files, activities, and processes. These include, but are not restricted to, global human resources issues such as:

- Remote onboarding and training; timely and compliant payment;
- culturally relevant (and occasionally required by law) perks for employees
- Appropriate classification of workers and employees;
- Performance evaluations;
- Terminations abroad (the United States is the only nation where "at-will employment" is a notion that is both operational and legal).

3. Legal Complications

Companies that transact business internationally need to hire local solicitors.

Even if having in-house legal counsel is essential, having a network of legal subject matter specialists in each new country where you conduct business decreases regulatory risks and prevents mis compliance.

- Knowledge of regional and federal labour regulations.
- Accurate accounting and bookkeeping records.

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- Adherence to digital and electronic procedures and IT infrastructure (such as managing the GDPR in Europe).
- Comprehensive national legal advice and experience

Globally, professional employment organisations (PEOs) provide a safeguard against the many risks that come with global expansion. By acting as the employer for all international employees under your payroll, global PEOs spare your business the many months of red tape that come with establishing a foreign subsidiary.

In addition, multinational PEOs manage back-office administrative tasks related to compliance, such as payroll, benefits, taxes, accounting, human resources, and legal assistance. Based on research, Global PEO Globalisation Partners has the potential to reduce our clients' foreign expansion expenditures by up to 94%. We have saved companies like yours a great deal of time, money, and effort by enabling them to grow into over 150 countries without the need to register any branch offices or subsidiaries.

Trends and Advice for Foreign Businesses Entering International Markets

When considering an international expansion, more than 90% of senior executives questioned believe that employing a worldwide employer of record (EOR) is better than handling all aspect of the growth in-house, including legal counsel, finance, IT, and human resources.

Of them, 58% more claim to be using global EORs at the moment or to want to do so during the next three years. Why did they act in such way? EORs can easily manage problems related to employee payroll, onboarding, benefits administration, compliance classifications, and other global go-to-market issues because of their well-established network and infrastructure.

However, the only development that is expected to help companies enter overseas markets is working with a global EOR.

1. Use Preventive Logistics Inspections in Conjunction with Macro Research

Your company has to conduct thorough internal and external audits to ascertain its readiness for entering a certain market before expanding internationally. Furthermore, companies need to make sure they fully evaluate the infrastructure and logistics of a certain nation before expanding their product sales there. To reduce logistical shocks following investments in pre-market activities such as research and development, increased production, new partner suppliers, marketing and advertising, and employing local staff, to name a few, it is helpful to evaluate the current infrastructure. Internal audits ensure that your business is initially positioned for success when it enters new markets. When combined, the two provide helpful assessments of your foreign company endeavour’s success. You guarantee that your goods will

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be provided and sold in the new market precisely as intended and that any problems found during gap and SWOT studies (along with other internal audit techniques) will be fixed.

2. Locate and Make Use of Local Representatives

Using staff, partners, and subject matter experts who are specialised to a given nation may help organisations handle more expansion risk scenarios and execute globalisation initiatives more smoothly, especially when expanding into emerging nations.

A network of local stakeholders, knowledgeable about the subtleties of local culture and regulatory compliance, guards your firm against mistakes while doing business abroad. The same idea underlies working with a global PEO, which relieves you of the constrsaints of operating overseas subsidiaries thanks to its own extensive worldwide network of subject matter specialists.

You may really do more with less when you work with local staff and subject matter experts via a global PEO, all without having to worry about the legal repercussions of handling foreign payroll. Compliance is entirely the responsibility of your partner PEO.

3. Make Use of Data Analytics

Monitoring and analysing data from the global marketplace on a regular basis is essential for identifying patterns and taking appropriate action for your company.

Internal data insights enable firms to make more informed decisions about investments and operating expenditures. Comparable globalisation data, on the other hand, acts as a spur for thoughtful information that businesses can include into their growth strategies, both in the short- and long-term, allowing them to periodically surpass the markets they are monitoring.

Businesses that want to successfully traverse the global marketplace by using actionable information must adopt analytics platforms, technology, and service providers that are easy to use. These providers must dissect massive amounts of data into understandable models that direct businesses towards linear to-market strategies.

4. Keep an Eye on Political Risks

Global market health and stability are greatly impacted by politics, which also has an influence on new international tariffs, union rights legislation, political elections, and data privacy regulations.

To think differently would be to deny the reality of the modern, globalised economy. Companies that want to be more adept at navigating the global market need to be up to date on the political developments in their target regions. Numerous political upheavals have knock-on consequences that might have substantial domestic repercussions that could continue for

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months or even years. It is imperative that your organisation has protocols in place to handle the risks associated with globalisation prior to, during, and following a market entry. These plans are not only a suggested practice for the global marketplace, but they also serve as a general company precaution.

5. Delegate Technical and Administrative Work to Others

Recall that 58% of top executives either now employ or want to use global EORs.

They present a compelling case. When paired with records services, a global PEO may save an organization's expansion costs by as much as 94%. More than 90% of the budgeted monies set aside for globalisation may be recovered if you Recruiting, hiring, and onboarding geographically dispersed staff; managing and filing tax returns; paying employees remotely and internationally; maintaining and reporting compliance; providing appropriate and culturally sensitive employee benefit packages; adhering to international statutory and certificate requirements; and providing legal consulting and advisory services are just a few of the many duties that PEOs and EORs oversee in the global marketplace.

When you go on a vacation abroad, bring your work with you.

Globalisation Partners, one of the most well-known foreign PEOs on the market, offers employer of records services to small, medium, and large-sized enterprises.

We want every business to know that the prospects are endless. Get in contact to learn which foreign markets are best for your business and how to access them. .

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