

INTERNATIONAL **J**OURNAL FOR **I**NNOVATIVE **R**ESearch IN **M**ULTIDISCIPLINARY **F**IELD

(ISSN: 2455-0620)

(Journal Impact Factor: 9.47)

Monthly Peer-Reviewed, Refereed, Indexed Scientific Research Journal
Index Copernicus International Journal Master list with - IC Value: 86.87

DOIs:10.2015/IJIRMF



International Scientific Research Conference

(Date: 30 – 31 March, 2024)

DOIs:10.2015/IJIRMF/ISRC-2024

Conference Special Issue - 49

March - 2024

Jointly Organized by:

International Scientific Research Association
Chreso University (CU), Zambia

The Indian Institute of Management and Commerce(IIMC), Osmania University,
India

Eurasian Institute of Science and Technology, EU.

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International Scientific Research Conference

Date: 30 – 31 March, 2024

Bangkok, Thailand

Conference Proceedings / Special Issue

The Managing Editor:

Dr. Chirag M. Patel

(Research Culture Society & Publication)



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Published by :

International Journal for Innovative Research in Multidisciplinary Field (ISSN: 2455:0620)

Research Culture Society and Publication.

(Reg. International ISBN Books and ISSN Journals Publisher)

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Published By:

**INTERNATIONAL JOURNAL FOR INNOVATIVE RESEARCH IN MULTIDISCIPLINARY
FIELD (E-ISSN: 2455:0620)**

Research Culture Society and Publication.

(Reg. International ISBN Books and ISSN Journals Publisher)

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About the organizing Institutions:

International Scientific Research Association is a registered and an esteemed research association working on to provide scientific research services, educational studies and activities at international level, also coordinate with other research organizations for the educational research events. Scientific Research Association as honorary partner of the ‘Research Culture Society’ with MoU – collaboration.

Chreso University (CU), a faith based University founded by Dr. Helmut Reutter and Mrs. Esther Reutter, under the umbrella vision for Chreso Ministries, was officially established in the year 2010 under the Universities Act No. 26 of 1992. And in 2016, the University was duly registered with the Zambia Higher Education Authority under the Higher Education Act No. 4 of 2013. Chreso University operates three (03) University campuses namely: City campus (RC No. HEA 022); Makeni campus (RC No. HEA 084) and Ndola campus (RC No. 077) at Zambia, Southern Africa.

The Indian Institute of Management and Commerce(IIMC) established five decades ago(year 1973) has to its credit some outstanding achievements in the field of Commerce Education in general and Honours course in particular at the Degree level. The college was admitted into grant-in-aid in the year 1980 and it was admitted into Sec.2 (f), 12-B of University Grants Commission in the year 1994 and affiliated to Osmania University. The college was ranked by various magazines like The Week, Outlook, India Today, Education World, Digital Learning and it has established itself as a premier institution in field of commerce education in the country.

‘Research Culture Society’ (RCS) is a Government Registered International Scientific Research organization. Registered with several United or Government bodies. It is also an independent, professional, non-profit international level organization. RCS-ISRO shall also initiate and setting up new educational and research programs with other international organizations. Society has successfully organized 135+ conferences, seminars, symposiums and other educational programmes at national and international level in association with different educational institutions.

Eurasian Institute of Science and Technology (EU) : Institute of Science & Technology is a self financed college, sponsored has been started in the year 2013 with a noble aim of imparting technical education. The institution enables them to be placed as the best professionals in industries and make them enter into high level programs with competence and confidence. Institute trains specialists in Physical Science, Life Science and Computer Science. Eurasian University is an institution of the central region of EU, for qualified personnel training in science, engineering, technology, management, law, education and research specializations.

Objective of the International Conference is to bring together innovative academics, researchers and industrial experts in the field of Scientific, Multidisciplinary Innovation Studies in the Research field to a common platform. The main objective of the scientific conference is to exchange of ideas, discuss issues and views towards the advancement of theory and practices and to create space for presentation of current results of research and scientific work in the field of Sciences, Agriculture, Engineering and Technology, Business Management, Trade, Economy, Social Sciences, Literature, ELT and Education. Conferences such as this provide a valuable opportunity for researchers, academicians and students to share experiences.

About the Conference :

ISRC-2024 is a good platform to bring together accomplished academicians, scientists, researchers, scholars and students to exchange and share their knowledge, experiences and research results on the aspects of advancements in Science, Agriculture, Engineering, Technology, Business Management, Commerce, Social Sciences, Literature, ELT and Education. This forum can & will spell a scholarly platform to network and discuss the practical challenges encountered and the solutions adopted in their respective domains worldwide. The Conference main Aim is to provide an interaction stage for researchers, students and practitioners from academia and industries to deal with state-of-the-art advancement in their respective fields. The outcome based aim is an ambience that will be instrumental in taking our participants and delegates to the next level of their expertise in their profession. Participants also will visit the city and country as it is a famous tourist attraction.

Tracks:

- **Track 1 – General – Basic Sciences, Applied Science and Allied Science.**
- **Track 2 – Engineering and Technology.**
- **Track 3 – Business Management.**
- **Track 4 – Commerce / Trade – Economy.**
- **Track 5 – Social Sciences, Law, ELT and Literature.**
- **Track 6 – Education and Physical Education – Sports Science.**

About the Special Issue / Conference Book:

Science, Engineering and Technology cross nearly every facet of modern life and, as problem solvers, engineers are perfectly capable of managing technical activities, mastering innovative ways of science and engineering field, when they spend time and efforts understanding and acting in the field. Scientific and technological innovation, as strategic support to improve social productivity and overall national strength, must be placed at the center for development of any country.

The framework includes engineering and technology as they relate to applications of science. Engineering is used to mean engagement in a systematic design practice to achieve solutions to particular human problems. Technology is used to include all types of human-made systems and processes.

The special issue / conference proceedings / edited book is a collection of peer-reviewed scientific papers submitted by active researchers in the International Conference on Science, Engineering & Technological Innovation. This book can be helpful to understand the various concepts of Science and Technological Innovation to the researchers and academia.

Dr. Jessica C.

Founder President, International Scientific Research Association.

Email : scientificresearchassociation@gmail.com



Message

Dear Colleagues !

I am grateful to co-organizing institutions, all the speakers, committee members and presenters of 'International Scientific Research Conference' (ISRC-2024) The overwhelming response to the contributors were acknowledged in very positive manner and its shows that new age is very much eager to work with technical literature. The rising researcher and scholar from various institutions and in-house participants motivate us to improve ourselves.

We are currently in the era of science and engineering revolution, spearheaded by recent developments in engineering, technology and sciences, providing sustainable solutions to various issues.

Here I am delighted that the series of conference on contemporary issues in computer technology has successfully completed its three folds and entered into fourth one, it's all due to the valuable efforts of faculty members of computer science and engineering department.

I extend my best wishes for the editorial team of the special issue, at last I hope this technological literature interaction will be a source of inspiration to upcoming educationists, technocrats and stakeholders.

Jessica

ISRC - 2024 Conference Chair
Founder, International Scientific Research Association



Prof. Maria Eropenko
Dean, Eurasian Institute of Science and Technology
Eurasian University
Email : eist@eurasianuniversity.uk

MESSAGE

Dear Colleagues!!!

I am proud to be the part of Organizational Committee of “International Scientific Research Conference - 2024”, jointly organized by ‘Scientific Research Association’ and Eurasian Institute of Science and Technology, Eurasian University in collaboration with ‘Research Culture Society’ (30 – 31 March, 2024).

We have an exciting program at this conference that will allow participants to reflect upon and celebrate their accomplishments, renew friendships and extend networks, and jointly explore current and future research directions. I hope that all participants will have a productive and fun-filled time at this online conference.

I sincerely hope that this conference will deliberate and discuss all the different facets of this exciting topic and come up with recommendations that will lead to a better world.

I wish the conference great success.

A handwritten signature in black ink, appearing to read "Maria Eropenko".

Maria Eropenko
Dean, Eurasian Institute of Science and Technology,
Eurasian University

Dr.C. M. Patel

Director, RESEARCH CULTURE SOCIETY

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Message

Dear Professional Colleagues,

It is gratifying to note that 'International Scientific Research Association'; Chreso University (CU), Zambia; The Indian Institute of Management and Commerce(IIMC), Osmania University, India; Eurasian Institute of Science and Technology (EU) in collaboration with 'Research Culture Society' (Government Registered Scientific Research organization) are organizing - 'International Scientific Research Conference' during 30 – 31 March, 2024.

The aim of the conference is to provide an interaction stage to researchers, practitioners from academia and industries. The main objective is to promote scientific and educational activities towards the advancement of common citizen's life by improving the theory and practice of various disciplines of science and engineering. Provide the delegates to share their new research ideas and the application experiences face to face.

I believe, this International Conference will help in redefining the strong connection between students and academicians from different institutions. An additional goal of this international conference is to combine interests and scientific research related to General Science, Physical Science, Applied Sciences, Engineering and Technology Development to interact with members within and outside their own disciplines and to bring people closer for the benefit of the scientific community worldwide.

My best wishes to the committee members, speakers and participants of this scientific conference ISRC-2024.

A handwritten signature in blue ink, appearing to read 'Dr. C. M. Patel', is positioned above the printed name.

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



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Dear Ladies and Gentlemen!

It gives me much desire to be part of this Organization Committee of two days Conference entitled, "International Scientific Research Conference" jointly organized by International Scientific Research Association, Chreso University (Zambia), Institut fur Dienstleistung (Germany). The Indian Institute of Management and Commerce, Osmania University (India), Research Culture Society, Eurasian Institute of Science and Technology and dated on 30th-31st March, 2024 in Bangkok, Thailand.

This international Conference forum will encourage participants and academicians to reveal their endeavors, extend professional networks and jointly ascertain the existing and upcoming research instructions/guidelines and innovations at international level. I highly commend that all the presentations in this research conference will be interesting topics with fruitful discussions. It is really helpful to all the researchers to showcase their research outputs and nurture in research and innovation through this platform.

This conference will consider and discuss all the facts, issues, challenges, advanced development and updation in the specified field including Science, Computer Science, Engineering & Technology, Business Management and Law globally and come up with solutions and recommendations that will contribute significantly to be a better world in research development.

My hearty wishes for the bounteous success of this conference.

Thank you!!!

Professor. Mony Narayani, (M.Sc., Ph.D.)

VICE CHANCELLOR



Principal's Message

Greetings from IIMC!!

Indian Institute of Management and Commerce is a renowned educational institution since 1973, started with B.Com. (Hons.) course at Under graduation level. Today we are offering B.Com(Comp.Applications), B.Com. (Business Analytics), B.Sc. (Data Science), B.B.A. and M.Com at Post graduation level.

Ours is a reputed college with A+Grade in NAAC and an ISO 9001:2015 Certified College.

It gives us an immense pleasure to collaborate with Research Culture Society (RCS) for conducting a Multidisciplinary International Conference at Bangkok on 30th & 31st March 2024.

15 faculty from our college got registered for the ensuing International Conference and are going to present research papers.

I wish our MoU with RCS will make us jointly organize and collaborate many events ahead.

I congratulate the Director and organizing committee members of RCS for this initiative and all the best for the event ahead.

With Regards
K.RAGHU VEER
PRINCIPAL

Conference Committee :

Organizers – Conference Chair Members :

Dr. C. M. Patel, Director – Research Culture Society, Program Head, Eurasian University(EU).

Rev. Dr. Helmut Reutter, Chancellor, Chreso University, Zambia.

Dr. Jessica C., Founder President, Scientific Research Association.

Dr. Maria Eropenko, Dean, Eurasian Institute of Science and Technology, Eurasian University(EU).

K. Raghuvir, Principal, Indian Institute of Management & Commerce (IIMC) Khairatabad, Hyderabad, Telangana, India

Keynote Speakers :

Prof. Dr. Markus A. Launer, Ostfalia Hochschule, Campus Suderburg, Germany & Independent Institute for non-profit Services, Germany.

Dr. (hc). Rania Lampou, STEM instructor and an ICT teacher trainer, at the Greek Ministry of Education, at the Directorate of Educational Technology and Innovation, Greece. & Head, STEM Department, Eurasian Institute of Educational Technology, E.U.

Rev. Dr. Helmut Reutter, Chancellor, Chreso University, Zambia.

Prof. Dr. M. Narayani, Vice Chancellor, Chreso University, Zambia, Africa.

Dr. Daria Suprun, Professor, Department of Social Work and Rehabilitation, National University of Life Science and Environmental Sciences of Ukraine, Kyiv, Ukraine.

Guest Speaker:

Dr. Sirikarn Thongmak, Graduate Studies Faculty of Humanities, Srinakharinwirot University, Bangkok, Thailand. & Member, International Languages Council.

Prof. Dr. Redzuan Sofian, President and CEO Trichester Consulting, Malaysia.

Prof. Jelena Bošković, Full Professor - Metropolitan University, Belgrade, Republic of Serbia. .

Sipnarong K., College of Politics and Government, Suan Sunandha Rajabhat University, Bangkok, Thailand.

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Prof. M. Narayani, Dean-Postgraduate Studies, Chreso University, Zambia

Dr. D. Thirumala Rao, Vice-Principal, Indian Institute of Management & Commerce (IIMC) Khairatabad, Hyderabad, Telangana, India

Dr. Jessica C., Founder President, International Scientific Research Association.

Dr. Pokkuluri Kiran Sree, Professor, CSE, Sri Vishnu Engineering College for Women, Andhra Pradesh, India

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Dr. Paresh Shah, Principal and Professor, Rai University. Alumnus of Indian Institute of Management (IIM) Ahmedabad, India. International Awardee, Author of Oxford University Press.

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Dr. Farah Hijazi, International Scientific Research Association, Chapter - Syria.
Dr. Foram Patel, Campus Coordinator, Sardar Patel Education Campus (SPEC), Gujarat, India.

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New Beginning of World Drama Cycle with Diamond Age

Dr. Monika Sharma (nee Saxena),

Former Assistant Professor of Applied Science, HMR, I.P. University, Delhi, India,

Email - monika1511saxena@gmail.com,

Abstract: *When we see today's world, there is so much advancement in the name of Science and Technology; Digital world is all over around us whether it is Artificial Intelligence or Computerization all has touched the zenith but parallel there are children, men, women and animals, who are not being fed and clothed properly; sleepless nights of our children, especially stressful youths who are backbone of the society burdened with unemployment are also prevalent.*

Now question arises, Whether this is the world we are looking to live in?

Certainly not! *Then next question arises who is responsible for all this? Then answer comes- 'Human Being himself' as he has been forgotten to live by his inner world while coming in interaction with his outer world; a balanced life; hence it is need of the time to restart, begin fresh this World Drama Cycle and that starts in the age defined as Diamond Age which is confluence of Iron Age (Kalyug) and New Golden Age (Satyug).*

Keywords : *New Age, Diamond Age, Balanced Life, World Drama Cycle.*

1. INTRODUCTION: It is said that we often do two common mistakes, one focusing on things we cannot change and ignoring things where change can happen. So, as we people are running for curing only outside world and we keep on running one after another things but situation is worsening day by day as somewhere we have forgotten to look our own inner world i.e. our state of mind.

Human is required to put more efforts to work inside rather than just outside. If we look few years back, we feel our ancestor's time was better than ours, despite of the fact that today we have acquired more than required physical comfort, wealth and when everything is just a click away with constantly evolving digital world around us.

Does we ever thought why it is so?

In our homes, many of us have more than required physical facilities for our body which we did not have in our past times but still we were more contended than today. People and world was comparatively at peace, though we have progressed so far after foreign rule in India and in many parts of the world as well.

Where is the gap? To find out answers of these questions, let's look back more in our past days.

We often heard by our grandparents, specifically, if we talk about India (*Bharat in Hindi*) that **Bharat was golden sparrow (sony ki chidiya)**. But can we imagine today that it would be ever happened? But India was like that for which we should look more into our past before the foreign rule.



As Bharat as a country was self-reliant and self-sufficient for most of the ancient era, when we look back into history, we find that foreign travelers, navigators and scholars, who visited this country on certain occasions, described and brought to the knowledge of other world about the prosperity, wealth and well-civilized society of this country. Later, when the foreigners came as traders/businessmen, they established themselves and started oppressing the people. This shows as to how ancient Bharat was full of prosperity and happiness but when people gradually got unaware of their possessions, their controlling and ruling power, the happiness, peace and prosperity started ruining by invaders continuously.

Being oppressed for centuries, even after years of independence, due to degradation of society as a whole and the policy of division in society by some rulers, the situation has not changed so far because of ignorance, unawareness and carelessness from within, as a result the man has neither been able to protect himself nor others. Moreover, he has been misusing his freedom, when values like respect, love, honesty and humanity are at stake globally, and when happiness is almost disappeared, the time we are going through is Iron Age (Kalyug) when everywhere around the world, vices are over virtues as man has forgotten to pay attention inside.

Let's explore this more

2. Objective: When we go through the history of the world mentioned in our scriptures, we find that there was **Golden Era** when the world was beautiful and there was peace all around; no natural calamity; no pain; no sudden death; no stress and no worries were there and thus persons' age was around 150 to 200 years. There was divinity in people. People would have right understanding in each other; would value love, kindness and humbleness. People would give respect to each other, they were not selfish, they had faith upon each other, no locks were on doors, even animals were happy. No animal or person was dying of hunger, no animal was caged or killed. In society, no disputes, no arguments and no connotations were there, dignity would have found there in relationships, men and women were treated as equal, thus no fear and pain were in society. That was the time around 3500 years ago, when divinity was prevailing everywhere, which is vividly described in Hindu Scriptures and in other scriptures too, where people were in deities' forms adorned in beautiful dresses with crowns. Deities were also used to wear crown of purity in circle form around their head, so that was the time when all things were in perfect state and prosperity all around. People were pure (*satopradhan in Hindi*) i.e. they were organized and harmonious from within, Nature (*prakriti*) was also pure (*satopradhan*) i.e. silver clear sky, pure air, golden earth, rivers were nourishing earth, so Nature (*prakriti*) was flourishing. Purity (*satvikta*) was all around and that point of time was known as **Golden Era**, where kingdom was of **Shri Laxmi and Shri Naryana**, where **Krishna** was the first prince. In their kingdom, all were enriching each other and population was just nine lakh, it had been period of 1250 years as mentioned in our scriptures. **Golden Era** is stated as '**swarg or satyug**' in *Vedas and Epics*; it is texted as '**Allah ka bagicha or bahisht**' in *Kuran*; whereas in *Bible* it is stated as **Garden of Eden**. It would have been beautiful place to live in, where humanity was in height when people's natural state of mind was peaceful and loveful which would have flown naturally in their behavior and work and when there was perfect coordination between Human Being and Nature (*Prakriti*), but now when everything seems chaos, we all are once again looking for that time.

3. Analysis and Discussion:

As Nature (Prakriti) is cyclic as Life follows death then again a New Life ; Day follows Night then again a New day comes ; Winter follows Summer then again Winter ;so does time cycle in broader scale i.e. Golden age (Satyug) follows Silver age (Tretayug); Silver age follows Copper age (Dwapur yug) which follows by profound dark Iron age (Kalyug) and again Iron age followed by a very small transition period of Diamond age (Sangam yug) of hundred years followed again by Golden Age(Satyug).



This is how world drama cycle goes!

Let's see one by one all these stages of **World Drama Cycle** which in Hindu scriptures, we generally see, depicted in symbol of **Swastika**, the symbol is divided in four equal section symbolizes four ages as golden, silver, copper and iron age.

Silver Age (*Tretayug in Hindi*): As new things become old and old things become older and older, same is for the world. After 1250 years of **Golden Era**, it got old and entered in the stage of **Silver Age**. Nature (Prakriti) had also become little aged i.e. Sky got little dusty, Earth got little dry, trees and plants did not bear as juicy fruits as was in **Golden Era** and birds had become little noisy. Over all Nature (Prakriti) was semi pleasant all around and filled with purity and happiness, where men and women were still in happier state i.e. they were in peaceful state as similar as in the days of Golden Era. Age of people was around 120 to 150 years as souls were still divine and carried crown of purity around them and in **Silver Age** (*Tretayug*) kingdom was of **Emperor Shri Ram and Empress Sita (Janaki)**, where religion was of purity and peace; honesty and truthfulness were everywhere. Virtues were still at peak. As state of mind of souls influences the Nature (Prakriti) and as state of mind of people of that era was pure (satvik), so does Nature (Prakriti) whether it was sky, earth, rivers, trees, animals or birds, all were in peace. Man was still fulfilling Nature (Prakriti), and Nature (Prakriti) was also nourishing man that was the beauty of **Silver Age**. The **Silver Age** was also of 1250 years span. Till the end of **Silver Age**, both the world and souls became more older and had started depleting i.e. state of mind of people were turned from golden to silver as little alloy of impurity was being mixed. Population had also got increased to thirty three crores, but still world and its people were in harmony or we can say all things were in organized state.

Copper Age (*Dwapur yug in Hindi*): As souls had started depleting more and more, so does Nature (Prakarti). They both were gradually becoming more impure (*rajopradhan in Hindi*), man started becoming of dual nature i.e. having mix state of mind (*rajoguni in Hindi*), virtues had started demolishing and vices were started popping up in people's sanskar, so souls started becoming impure and thus accordingly impacted environment around. Water of rivers and sea, vast sky, mountains, earth and air had been started to be polluted. Human started misusing the Nature (Prakarti) for his greed and need as had been started forgetting his true (original) nature of soul which was of purity, love, peace, wisdom, power and happiness though had not forgot his true nature completely. So, pain had started cropping up in his life for which man had started searching God and thus started constructing separate places for worshipping. So, in very beginning, temples were constructed where man could remember God. Saints like *Vedvyas, Tulsidas, Kalidas, Surdas, Kabirdas etc., Mahavira, Gautam Buddha* were born. Scriptures like *Vedas, Puran* were written, Epics like *Ramayana, Mahabharata* were texted in search of peace and happiness. Principles of life were laid down in these texts by these Saints (*Rishi Munis in Hindi*).

After having passed five hundred years of **Copper Age**; population was also kept on increasing and when pain was continuously growing in man's life, then some more saint had also been started coming on Earth. One such saint was prophet *Mohammad Abraham*, He also started preaching to the world through his scripture *Holy Kuran* where he laid down the principles of humanity to bring back harmony in the society to serve the world establishing *Islamic Religion*; again after having passed next five hundred years of **Copper Age**, another saint *Jesus Christ* was born who wrote *Holy Bible* and also gave teachings to the world to restore humanity and established *Christian Religion*. In further next five hundred years of Christianity. *Guru Nanak Sahib* also came to hold on or to protect the humanity all over the world and established *Sikh Religion*. This is how prominent religions came starting from *Adi Sanatan (Now a day's known as Hinduism)* to *Islam, Christianity and Sikhism* and later on many other religions kept coming, thus people started following their own religion to relearn his forgotten original nature of soul; thus restarted paying attention to Nature (Prakarti) also to restore it again.

Though people had started working on themselves following their religions and its texts but still soul power was continuously decreasing as soul had been becoming weak after many births. So,



continuously becoming more and more impure and as soul's influences Nature (Prakarti), so Nature (Prakarti) was also continuously becoming more impure. As little pain had been experienced in man's life, so to overcome that pain, people also started looking for other acquired options for soul's fulfillment rather than looking inside to rectify soul's weakness i.e., he started looking outside for things full of excitement in name of happiness, thus soon vices like lust, ego, anger, jealousy, hatred etc., started being expressed in human behavior. Man started killing innocent animals for satisfying their taste buds in name of food, he also started taming them, thus gradually soul consciousness got started shifting towards body consciousness. Thus, Nature (Prakarti) also became mix of pleasant and unpleasant environment.

Man had started struggling for survival, thus society had a mixed feeling of happiness and sadness till the end of **Copper Age**. In **Copper Age**, man's longevity also had been reduced to ninety to hundred years as soul's power was also reduced. **Copper Age** was also of twelve hundred and fifty years old.

As the society starting degrading and virtues in thoughts, words and actions were started demolishing, so many religions, sects, castes were also being defined by different gurus and leaders in various parts of the world to re-introduce human values and ethics but since these were made without giving proper thoughts and half knowledge, so it only created differences among people. The society fought to claim for their religion and caste as best to follow for own selfish objectives. Even great kings at some point of time, forgot the real purpose of religion and the significance of worship. The hindus came down to be disintegrated into Brahmins, kshatriyas, shudras and vaishyas, muslims were under a new lens of shia and sunni whereas Christians now identified themselves as catholic and non catholic. All religions were in a race portray their religion and caste as superior amongst others as now ego and self driven motives were driving them. In **Copper Age**, world was also being ruled by many ruler i.e. kings across our nation had their small kingdoms (*Riyasate in Hindi*). For example, In Hindustan (India), King Vikramayaditya in the south, Samrat Ashok in the central, Mughal sultanate majorly in the north and many alike ruled India. In Europe, Roman empire was there, king Augustus and Napoleon ruled and the whole world was in a similar world order. The kings following the hierarchy had now forgotten their values and often misused power for acquiring others kingdoms, wealth, slaves and even women. As they started indulging in outer attractions and temporary allurements in their leisure time. They started appointing ministers for their important decisions unlike in **Golden and Silver Age** where Emperor and Empress would take their own decisions for the wellbeing of their subjects. Kings started protecting their kingdoms by fortifying their forts with diversified weapons, build huge door, put topes and suspension bridges as they feared intruders. Cruelty increased when innocent lost lives in inhuman wars including animals, as their main interests now lied in increasing their land and not extending help to each other, shared values, integrity, loyalty and growing as a society took a backseat and even reconciliation became a basis of profit, more powerful kings fought less acquired ones and used to capture in order to enhance their capabilities but now the power remained materialistic, as Soul Power was being lost.

Gradually, kings forgot real purpose of their position i.e. to nurture their people and flourish the world. Earth became the land of fighting place; started standing on each other at any cost of violence and agreements. Around the world, kings had started plundering, all were measuring their power by increasing their wealth i.e. diamonds, gold, silver, coins, horses, forts etc. In the eve of Copper Age, when duality of everything was on a rise, kingdoms started declining, that was starting of Iron age (*Kalyug in Hindi*).

Iron Age (*Kalyug in Hindi*): As man started seeing largely outside rather than inside, he kept forgetting his soul consciousness slowly and he majorly started doing things for his profit. He started digging up earth causing deforestation, abusing land, rivers thus interfering in Nature (Prakarti). As man became empty from inside i.e. started feeling powerless and unhappy frequently. To overcome this void, he started searching things in his outside world for his entertainment or for break from his struggling life. He started seeing theatre and cinema, invented many sports i.e. did many inventions for his mind (soul)



gratification thus, main focus of man got shifted towards bodily comfort things and leisure but he achieved only superficial happiness from these things, and he became slave of outer world which was actually giving excitement and fun in name of his true happiness and he misunderstood these things and further he started exploring Nature too i.e. sky, earth, sea and discovered many other things; Iron metal started replacing real gold, silver and copper. Hence, New Era of *Science* began and science and technology started rising to new heights. Man became slave of science and technology as man's state of mind also got rusted just like iron, thus bringing *Iron age*.

As we all are passing through this phase i.e. *Iron Age*, so no need to mention more what has been going on around the world, when everywhere around is uncertain. How Science and Technology which was only invented for man's boon also became curse to him!; when aeroplane crashes suddenly; when ship sinks or wrecks; when train collides and road accidents happens; How destructive the mind of man has become! , as human do not hesitate misusing Science in form of weapons etc., he is abusing everything for his need and greed. Nature (Prakarti) has also started showing repercussion to man as sudden earthquakes, tsunamis, cyclones, cloud burst, floods, draught etc. are taking place more often. So, we can say the time we are passing through is the age of uncertainty, where neither Nature (prakarti) nor human behavior is predicted as both are behaving in very uncertain way; Both Nature and human are not fulfilling each other needs. Altogether things have brought chaos everywhere. In all hassles, man's age has been reduced but population has been increasing and soul power is continuously decreasing. *Iron age* is also for twelve hundred and fifty years.

Diamond Age (*Purshottam Sangam Yug in Hindi*): As world is moving toward mess of everything, coming down to the last stage of *Iron age* (*kalyug*), man has become totally in body consciousness but this has to happen as soul power had tend to decrease according to *Universal Law of Nature* and that is why World Drama Cycle had to shift from *Golden Age to Iron Age*. But in the whole world drama cycle, truth is that three fourth of the world drama is filled with bliss and happiness and one fourth is with pain and sorrow. As soul has been doing journey from *Golden Age to Iron Age*, so it is stored there in soul's memory that soul had spent some good time in past and that is why soul is again longing for that time for which people are doing peace or religious conferences to bring back virtues which has been faded away i.e. almost lost from their lives and human has become slave of his sense organs. In all, one can say that foundation of world is lost, which was prevailed *Adi Sanatan Dieties* Dynasty i.e. *when only religion of soul was peace, when soul was pure and stable, not slave of its outside world i.e. neither of his own sense organs and nor of other's sensations, when his karma was sacred (akarma in Hindi), religious and karmas activities were not separated as karmas were done only with the principles of giving happiness to others as well as to oneself, hence, no need of doing things for religious activities separately.*

Many of us might have heard about *Human tree* i.e. (*Kalpvraksh in Hindi*); it is illustrated in epics, where it is depicted that *Human tree* has been expanded with its branches outside but root is lost which is actually depicting today's time of Iron age when the foundation i.e. root of peace and purity is missing and world without its root is not able to stand properly. Now in today's time when our karmas are sinful and man has been tired of bringing back things to normal as were in *Golden Era* so it seems that human effort is not quite good enough.

In many scriptures, especially in *Shrimad Bhagwad Geeta*, it is mentioned that this World Drama Cycle is of five thousand years and God or Supreme Soul has to descends on the Earth to restore the system in the last hundred years of *Iron age* which is confluence of *Iron and Golden age* known as *Diamond Age*. According to the scriptures; the time we are passing through is the *last stage of Iron age* and once again to restore all the system in line in its original state for which man has been calling continuously unknowingly or knowingly some bigger power i.e. Supreme soul (father of all). Fortunately, creator of this whole World Drama, who is Incorporeal Supreme soul or God has been descended on the Earth in these last hundred years of Iron Age, whose role is in helping transforming old world into new Golden world (*Satyug in Hindi*) or Garden of Allah (*Bahisth*) in Urdu on hearing



of chants and prayers of his children .Supreme Soul reminds souls of their true identity i.e. true nature of *soul consciousness* by teaching *Rajyoga* and tell his children to be in awareness of it every moment (*swadarshanchakradhari in Hindi*) and helps us in shifting from *Body consciousness to Soul consciousness* by making us pure soul (*Brhamin in Hindi*) ;so we all are passing through this age and soon this world is again going to be of one dynasty and of one religion of Humanity.

4. Conclusion: Till now, human has come to know that take a dip in river Ganges and Yamuna does not clean their karmic accounts .Somewhere man has lost his battle from vices and his self imposing laws for his benefits . He himself has trapped in his own limited belief systems ; preconditioning sanskars and want of favorable feelings from others .Soul is realizing how he has been becoming mentally sick and in traumatic state ,so he is looking above for liberator to make him free from all shackles of his own self made creations.

In *Diamond Age*, God takes this opportunity to come in pure body of human among us and tells tired souls that world was not created through *Big Bang* which was assumed theory of Scientists, thus has not been proved yet rather world was beautiful in very beginning and created by His power and that world was called *Golden Age* . In that world of *Golden Era, Science and Spirituality* was holding hands together and there was balance of outside and inside world .Science was always boon and Spirituality was guiding Human always to be in soul conscious when Human was sensitive towards each other as well as with Nature(Prakarti).

In *Diamond Age*, soul who is able to recognize Supreme soul , by holding his hand , is again working hard to be in soul conscious and want to become *master of the self(soul)* and no more want to become victim of the soul ; want to being in awareness of Him and making himself pure in real sense ; want to consider world as his family ; want to respect Nature (Prakarti) and environment ,soul does not want to give sorrow to anyone through his thoughts ,words and actions ; want to interact every person in spirit of brotherhood ,trying spiritual empowerment , want to bring compassion and kindness everywhere, working to keep benevolent feelings for all, even towards those who are doing wrong with them with the feeling of forgiveness and mercy in his heart believing that we all cross this profound dark state of world (*tamopradhanta in Hindi*) and will reach *Golden Beautiful Era* once again with God's knowledge.

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Study of nectar and host plant diversity of butterfly of virobhachiwadi patas taluka Daund

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Abstract: Nectar is produced by plants in gland called nectaries within the flower itself for attracting insects for pollination it is also a nutrient for insects by producing energy and also insects like honey bees prepare honey by collecting nectar and converting into sweet honey which is notorious and good source of energy food item for humans. plants play important role in growth and development of Butterfly. Nectar provides sugar and carbohydrate gives enough energy to move around and to mate and lay eggs, it also helps in growth and larvae pupa and adult butterfly will be attracted to nectar producing plants. Butterfly also helps in cross pollination of pollen grains benefit to plant. Nectar is also useful in horticulture and agriculture as some insects, Bird's feed on nectar (wasps, Hummingbird) as primary source of food and hunt Agricultural insects for food beneficial as Bioinsecticide (Natural killer for insects) Butterfly belongs to phylum Lepidoptera bright winged Insects with sucking type of mouth parts study was carried out in virobhachiwadi from Daund taluka of patas on nectar plants. Color of flower Density by classifying them into weeds, shrubs, Bushes and trees and Diversity with seasonal variations and finding the density by Quadrature method.

Key words: Diversity of nectar plants in weeds shrubs plant, climbers and trees, Density of nectar plants by quadrature method, Seasonal variations of flower and Color of flower.

1. INTRODUCTION:












Plants are divided into nectar and non-nectar plants the nectar plants contains nectar which is a watery fluid secreted from their nectar secreting gland present in flower in either the part of corolla, Androecium, Gynoecium to attract insects for pollinations. The flower scent plays an important signal for butterfly to identify and subsequently recognize and distinguish the plant. Nectar is a sugary fluid consisting of carbohydrates, sugar, Amino acids and minerals, it is secreted by plants and stored in nectar glands which helps in providing nourishment to Butterfly and in response butterflies also carry pollen grains from one flower to another helping in cross pollinations it is a type of Mutualism both the partners are benefitted for reproduction the nectar plants provide nourishment to butterfly in growth, Life cycle. The choice of plant as nectar source by butterflies depend on various factors including scent color preference, corolla depth clustering of flowers from which nectar can be extracted (Porter et al 1992) Development and Metamorphosis of Larvae pupa and Adult. Life cycle of Butterfly is completed in two or more host plants as in larval stages are feed with different plants and nectar is provided with nectar plants. However, their choice of flower is not random and they exhibit distinct flower preference which can differ between species (jennersten 1984) Depending upon the climatic conditions and soil plants are also differentiated in regions with seasonal variations. In climatic conditions of India has Summer, Winter and Rainy seasons. Variations of plants are



particular to regions soil condition and temperatures. While in the state of Maharashtra (west) climatic temperature vary with northern eastern and southern regions so the plants species found in these regions differ which also shows variations of Butterfly in particular regions. So, the study was carried out on virobhawadi climatic conditions, Temperatures and the nectar and host plants with Seasonal variations of Butterfly according to their classifications such as weeds, shrubs, plants and Trees depending on their seasonal variations and their diversity and density was calculated by Quadrate method

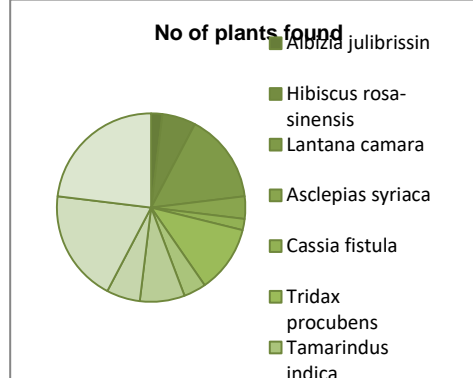
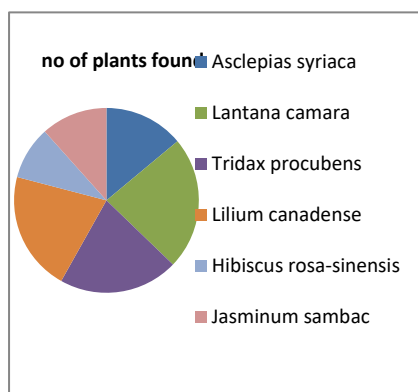
Seasonal variations, Density and Diversity of Weeds, Shrubs, Herbs, Plants and Trees .

2. Material & Method: Field work for identification of Host plants Herbs, Shrubs, Plants Trees and Weeds in different seasons of Summer, Winter and Rainy season with flower color and Larvae host plants. virobhawadi is situated in Patas Taluka Daund it lies between latitude 18.43995 Longitude 74.473994 Accuracy 2500.0m The field study was carried out daily during 8.00 am to 10.00am with photograph and collection for all the three seasons Summer, Winter and Rainy season with specific mention as weeds, herbs, shrubs, plants and trees.

Plant name	Types	Images	Season	No of plants found	Plants name	Families	Number of plants found		
<i>Albizia julibrissin</i>	Tree		Summer	1	<i>Asclepias syriaca</i>	Asteraceae	6		
<i>Hibiscus rosa-sinensis</i>	Shrub		Summer	3	<i>Helianthus annuus</i>	Verbenaceae	not winter plant		
<i>Lantana camara</i>	Weed		Summer	8	<i>Lantana camara</i>	Asteraceae	10		
<i>Asclepias syriaca</i>	Weed		Summer	2	<i>Tridax procubens</i>		9		
<i>Cassia fistula</i>	Tree		Summer	1	Wisconsin weed	Liliaceae	not winter plant		
<i>Tridax procubens</i>	Perennial		Summer	6	<i>Lilium canadense</i>	Asclepiadaceae	9		
	hairy, herb								
<i>Tamarindus indica</i>	Tree		Summer	2	<i>Hibiscus rosa-sinensis</i>	Malvaceae	4		
<i>Protulaca oleracea</i>	Weed		Summer	4	<i>Jasminum sambac</i>	Oleaceae	5		
<i>Ipomoea triloba</i>	climber		Summer	3	Plants	Frequenc	Densi	Abu	
<i>Allium cepa</i>	Herb		Summer	10	<i>Asclepias syriaca</i>	$3/5 * 100 = 60$	$4/5 = 0.8$	$4/3 = 1.3$	
<i>tagetes</i>	Herb (annual)		Summer	12	<i>Helianthus annuus</i>	$2/5 * 100 = 40$	$10/5 = 2$	$10/2 = 5$	
Sr.no	Season	Ph	Type of soil	Temp	<i>Lantana camara</i>	$5/5 * 100 = 100$	$12/5 = 2.4$	$12/5 = 2.4$	



1	Summer	6.8	Black soil	370	Tridax procubens	$3/5 * 100 = 60$	$6/5 = 1.2$	$6/3 = 2$
2	Winter	6.8	Black soil	220	Wisconsin weed	$4/5 * 100 = 80$	$5/5 = 1$	$5/4 = 1.25$
3	Rainy	6.8	Black soil	28	Lillium canadense	$1/5 * 100 = 20$	$8/5 = 1.6$	$8/1 = 8$



Graph 1.3 shows found in Rainy Graph 1.4 shows Plants found during summer season

Table no :1 Plants calculated by Quadrante method

Sr.no	Plants name	Number of quadrat 1	2	3	4	5	Total number of individual species	Total quadrat occurrence	Total number of quadrat studies	Frequency	density	Abundance
1	Asclepias syriaca	1	-	2	1	-	4	3	5	60	0.8	1.3
2	Helianthus annuus	-	1	-	-	9	10	2	5	40	2	5
3	Lantana camara	3	1	4	2	2	12	5	5	100	2.4	2.4
4	Tridax procubens	-	-	2	3	1	6	3	5	60	1.2	2
5	Wisconsin weed	2	1	1	1	-	5	4	5	80	1	1.25
6	Lillium canadense	-	-	-	-	8	8	1	5	20	1.6	8

3. Result and Discussion : The present field study from Patas, taluka daund of virobawadi shows that -----total during the seasonal study nectar plants were comparatively more in rainy season compare to that of winter and summer season **Rainy>Winter>Summer**



Also study was done on the type of plants during the field study .It was found that weeds were abundant comparative to that of shrub, herb and trees **Weeds>Shrubs>Herbs>Trees**

The further study was done on the frequency, density, abundance by quadrat method shows that frequency of *Lantana camara* was more comparative to *Asclepias Syriaca*, *Helianthus annuus*, *Tridax procubens*, *Wisconsin weed*, *Lillium canadense*.

The density was more in *Lantana camara* was more comparative to *Asclepias Syriaca*, *Helianthus annuus*, *Tridax procubens*, *Wisconsin weed*, *Lillium canadense*.

The abundance was more in *Lillium canadense* comparative to *Asclepias Syriaca*, *Helianthus annuus*, *Tridax procubens*, and *Wisconsin weed*.

The study was carried on the Temp soil and PH for growth abundance of plants in patas region .It was found that soil was black and the PH was 6.8 with variations in temperature.

Acknowledgement: I am thank full to Zoology Department Dr Gantaloo Uma Sukaiya madam for her valuable guidance and Motivation in doing Research Paper and giving a platform for me in Presenting my first Research paper in International conference.

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Getting Around Tomorrow: Advances in Technology and Safety for Autonomous Vehicles

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Abstract: The technology for autonomous or self-driving cars is advancing and has the potential to drastically change our transportation infrastructure. Additionally, even though autonomous vehicles are getting closer to being allowed, people still don't trust them enough to use them in everyday situations due to their lack of safety. This essay explores the developments in autonomous vehicles, focusing on Tesla Motors and emphasizing its security aspects while also putting forth a creative hardware prototype. Related work, hardware parts, photo-only coding procedures, Internet of Things integration, and a study of the literature providing a range of viewpoints on autonomous cars are among the subjects covered. The conclusion predicts benefits for the automotive sector, safety, and mobility. Important technologies like GPS and LIDAR are briefly evaluated in terms of their advantages and disadvantages.

Keywords: self-driving cars, robotic cars, driverless cars, independent cars, self-governed cars, artificial intelligence.

1. INTRODUCTION:

With an emphasis on self-driving automobiles like those made by Tesla Motors, the article explores robots as automated systems that can perceive, navigate, and adapt to their surroundings in order to execute tasks. Thanks to algorithms and processing power, these cars include sophisticated autonomous driving features including automated parking and accident prevention decision-making. Devices are becoming more intelligent through increased computer power, which will allow robots to make decisions on their own. The goal of developing self-driving cars is to lower the number of traffic accidents that are frequently caused by human mistake. In spite of safety worries, self-driving cars have the ability to make things safer because they are analytical, emotionless, and distraction-free. The article suggests a self-driving automobile prototype that makes use of cutting-edge hardware components and techniques.

2. Literature Review:

Matthew Claudel (2015) [11] Autonomous vehicles represent a significant shift in urban transportation, reshaping how people navigate cities, access information, and interact with one another. While digitalization has brought notable changes, the full potential of driverless cars is just beginning to be realized in the networked age. Many semi-autonomous technologies, like adaptive cruise control, automated parallel parking and collision alerts, exist already in use due to advancements in ubiquitous computing.

Zsolt Szalay (2017) [17] This text addresses three key aspects. Firstly, it provides an overview of concerns related to autonomous vehicle research. Secondly, it outlines the specifications for designing an autonomous test track. And thirdly, it delves into the legal issues arising from the inception of autonomous cars, with a specific focus on liability. The main areas of autonomous vehicle technology include the evolution of demonstration platforms, vehicle control, communication systems, environmental sensing, intelligent transportation systems, human-vehicle interaction, and testing and



validation. The text also details the requirements for a test track and explores the legal framework, covering liability issues and administrative needs.

Missy Cummings (2017) [12] The commencement of driverless cars offers possible advantages for individuals with eyesight or mobility impairments, along with the promise of significantly reducing the annual fatalities caused by driver errors. These objectives are commendable. However, it is essential to consider the substantial financial investment in this industry with global automotive research and development estimated to reach \$94.2 billion in 2016, surpassing the combined expenses of aerospace and defence sectors, which underscores the high stakes and potential returns involved in driverless car technology.

Keith Kirkpatrick (2015) [8] Today's products, particularly Sports Utility Vehicle (SUVs), have ethical concerns related to pedestrian safety. Driving an SUV increases the likelihood of pedestrian injury. However, the future promises autonomous vehicles that are anticipated to surpass human drivers in safety due to their enhanced perceptual abilities and quick reactions. These autonomous vehicles will not get distracted by physical emergencies or activities like texting or eating. It is crucial for manufacturers to tackle these moral dilemmas before deploying driverless cars, and with improved technology, the need for making moral choices will be less frequent, reducing the associated ethical challenges, as pointed out by Hendel.

Aishwarya Singh Rathore (2016) [2] Google is testing driverless cars with contributions from universities and car manufacturers. Smartphones are employed for driver assistance systems. Sensor-based solutions like Advanced Driver Assistance Systems (ADAS) are enhancing road safety. Self-driving cars offer benefits like reduced costs, improved safety, and efficient resource utilization. Dedicated Short Range Communication (DSRC) is a key technology in self-driving car development.

Sharon L. Poczter, Luka M. Jankovic, 2016 [15] The Google car represents an advanced system that integrates exclusive hardware and software, utilizing video cameras, radar sensors, and a laser range finder to perceive traffic and detailed maps from Google Maps. Equipped with four radars and a velodyne 64-beam laser, it precisely creates a three-dimensional map of its surroundings, while a combination of GPS, wheel encoder, and inertial measurement unit manages the vehicle's location and tracks its movements. The software amalgamates high-resolution maps and laser measurements into dynamic data models, ultimately dictating the car's operation. The potential impact of the Google vehicle on energy use, productivity, and traffic accidents is substantial, but it faces challenges due to its potential to reshape affected businesses and raise significant privacy concerns.

Praveena Penmetsa, 2019 [14] This study explores the connection among the perceptions of vulnerable road users regarding the safety of Autonomous Vehicles (AVs) and their exposure to this technology. The research investigates how vulnerable road users perceive the advantages and disadvantages of AVs, assesses whether exposure to AVs influences their beliefs, and provides insights for policymakers to whether exposure to AVs influences their beliefs, and provides insights for policymakers to enhance the general acceptance of AV technology. The study recommends that policymakers facilitate public interaction with AVs by allowing automakers and the technology sector to use and test these vehicles on public roads. AVs, capable of autonomously sensing and navigating traffic situations, have the potential to reduce congestion, enhance fuel efficiency, minimize air pollution, and mitigate climate change. With over 90% of automotive accidents attributed to human factors, political decisions on technology control, testing support, and liability determination significantly impact the integration of AVs into the transportation sector. This research focuses on the perspectives of specific stakeholders regarding the benefits, practical applications, and potential drawbacks of AVs.

Shweta N. Dethle et al., 2016 [16] This research investigates the implications of efforts to develop fully autonomous vehicles capable of managing all driving tasks without human involvement. Autonomous vehicles, designed as robotic transportation solutions, seek to operate independently,



eliminating the need for a human driver. To achieve complete autonomy, these vehicles must assess their surroundings and navigate pre-approved routes by the UN. Companies such as Audi, BMW, Google, and Ford are actively engaged in the development and testing of these autonomous vehicles. The Google driverless car serves as an illustration, lacking traditional driving controls and relying on hardware sensors like LIDAR, video cameras, position estimators, distance sensors, aerial devices, and computers for environmental perception. Real-time decision-making for acceleration, braking, and steering is orchestrated by artificial intelligence, utilizing data from hardware sensors and Google Maps. The ultimate objective of the Google Driverless car revolution is to establish autonomous vehicles that offer convenient transportation without a human driver. The profound consequences of this autonomous technology extend across the economy, society, and various industries.

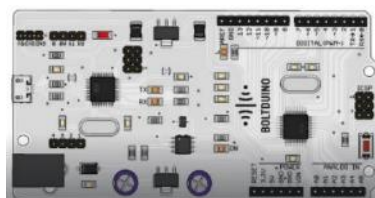
Neil Mc Bride, 2015 [13] Analysed is the autonomous vehicle philosophy, which builds an ethical answer to completely autonomous driverless cars using, for example, the Oxford University Robot car. It contends that the pursuit of total autonomy misses the crucial importance of the interdependencies between humans and machines and that, in the absence of human interaction, the autonomous vehicle ought to become more perceptive of its environment. The Oxford navigation method "learns as it drives" by mapping out its surroundings. These maps serve as route memory that the car can use to find its way through places it has already been.

3. Research Work:

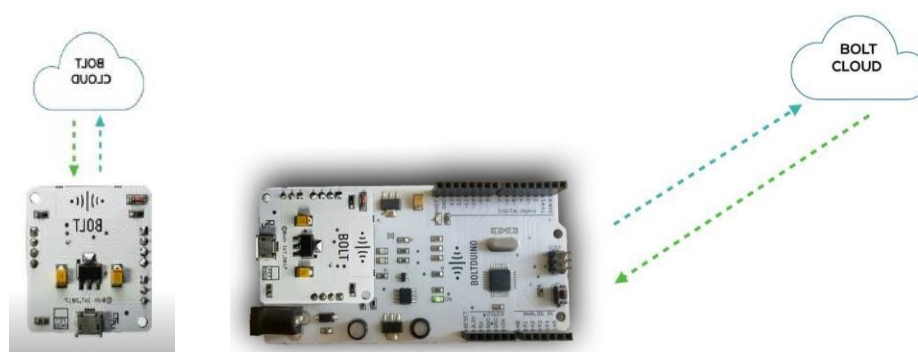
Self-driving car systems: The idea of self-driving cars is transitioning from science fiction to a practical mode of personal transportation, with the market showing a strong appetite for this innovative technology. Consumers seek new mobility options that enhance connectivity and reclaim time spent in traffic. The evolution of cars, incorporating technologies like smart cars and advancements in computer vision and deep learning, contributes to the realization of autonomous vehicles. Various methodologies, such as using the Arduino Uno or the advanced Boltduino with the Bolt WiFi module, are explored to implement self-driving capabilities.



Arduino micro controller board



Boltduino board



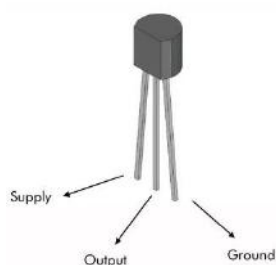
Bolt Wifi module on boltduino board connected to cloud over the internet (better than Arduino)

Light Sensor: The Photosensitive Resistor Sensor (LDR) gauges light intensity by adjusting its internal resistance based on the amount of light it receives. In darkness, the LDR's resistance increases, while it decreases in the presence of bright light. The Boltduino, however, measures voltage changes through its analogue input pin. To translate LDR's resistance changes into voltage, a voltage divider circuit is used. This circuit divides input voltage into smaller components, and the LDR, acting as one of the circuit's arms, draws a voltage proportionate to its resistance. As the LDR's resistance changes, so does the voltage it pulls, and vice versa. Connecting the sensor for detecting light module with the Boltduino completes the interface.



Light Sensor Module

Temperature Sensor LM35: The LM35 sensor, commonly utilized for measuring temperature, exploits the reality that a transistor's current changes with ambient temperature. This change in current is translated into voltage, as multiple amplifiers' transistors are densely packed. The LM35's output voltage increases with rising temperature and decreases with a drop in temperature due to its built-in voltage divider circuit. Connected directly to the Bolt WiFi module's AO pin (analogue input), the LM35 provides temperature values in degrees Celsius. The formula $T = r/10.24$, where T is temperature, and r is the Bolt reading, is used to convert the analogue pin reading output of the LM35. With just three pins (supply, output, and ground), the LM35 sensor is simple to interface and can assess temperatures within the range of -55 to 155 degrees Celsius.



Temperature Sensor LM35

LCD Display Interface: The flat panel display module and the multimedia processor are connected by the LCD interface. As a result, the interface can exist as either detached or included in the chip's construction. Also, the application creates an image, which the screen subsequently shows to the user via an LCD interface. (OurPcb, 2023)



LCD Display Monitor

Obstacle Avoiding: The obstacle avoider robot configuration, commonly found in devices like vacuum cleaners and computer-driven vehicles, aims to prevent collisions with obstacles. The algorithm ensures that the robot adjusts its movement when it detects an obstruction. When an obstruction is identified, the robot has two options: 1. Halt its movements completely. 2.

Manoeuvre to avoid the obstruction. For the second type of motion, the algorithm directs the robot to turn left or right upon detecting an obstruction. Since obstacles vary in size, turning may not be possible in corners. Therefore, the algorithm includes steps to verify the obstruction's presence, continue if there are no obstacles, and if an obstruction is detected, move backward, turn left, and repeat if necessary.



Obstacle Avoiding Sensor

Wall Following: A wall-following robot is designed to travel in a straight line parallel to a wall, maintaining a safe and predetermined distance from it. This configuration is commonly used in robots for mapping landscapes using drones or underwater vehicles. The algorithm's objective is to ensure the robot moves forward while staying within a specific distance from the wall, avoiding collisions. When the wall is not detected, the robot moves forward and toward the wall's path. Upon recognizing the wall, it proceeds forward while moving away from it. If the robot senses no wall, it tries to get closer while moving forward, and when a wall is detected, it moves away while continuing forward.

Light Following: The robot will attempt to stay in locations with higher brightness levels by constantly seeking them out. Only the intensity of light at the sensor's location is provided by the light sensors. While comparing the analogue values each sensor reports, the robot will gravitate towards the sensor that exists brighter. This is going to act as a region of maximum brightness. Also, the sensor located closer to the area will pick up a brighter signal than the other sensor. The algorithm comprises two lines. 1. To ascertain which of both sensors is picking up a brighter scene. 2. Approach the sensor when it identifies a brighter area.

Hand Following: The hand following robot algorithm is typically employed in automatic baggage, which does not need the owner to pull the bag; instead, all that is needed is to extend their hand towards the bag, and it will follow. One such robotic suitcase is the "Cowa robot, smart suitcase." Robots are programmed to go ahead when they detect an obstruction and stop when they do not.

Coding: The arduino software is employed for writing the codes and then these codes are saved and uploaded onto the Arduino board, resulting in the robot work once the usb is plugged into the board and its electricity socket.



Arduino 1.8.10 Software



IoT of Internet of things: The Internet of Things, or IoT, is the networked integration of everyday objects, many of which are intelligent by nature. IoT will increase the Internet's ubiquitous presence by allowing anything to be used for interaction through embedded systems. This creates a widely dispersed set of gadgets that exchange information with humans and other devices. The rapid developments in the underlying technology are opening up huge opportunities for a wide range of novel applications that promise to improve our quality of life. This is what makes IoT so exciting.

IoT Cloud: The Internet of Things (IoT) is the result of widespread daily things becoming connected to the Internet through advancements in wireless communication technologies. The Internet of Things (IoT) is made up of networked, processing, and sensing devices. Globally, there are expected to be about 50 billion IoT devices by 2020, according to projections. Due to their small size and significant energy consumption, these devices often have limited capabilities even though they generate large volumes of diverse data. In order to solve this, an IoT cloud is essential for satisfying the demands of millions of devices and offering users cutting-edge apps. Sensors and actuators are examples of IoT devices that transfer data via dependable networks to the system IoT cloud. These networks can also be used to deliver control messages from the cloud to the devices. The Internet of Things cloud is made up of different parts, each of which has several servers using virtualization technologies such as Virtual Machines (VMs) to carry out different tasks. Each of these virtual machines' configurations—databases, application servers, load balancers, and reverse proxy servers—serves a distinct function.

HTML: Hyper Text Markup Language, or HTML, is used to write software code. That is the website's most essential element. Almost all websites use HTML to display the content that users see on webpages. HTML is used by websites such as Facebook, Google, and Amazon. Every web browser understands the code included in the HTML file, reads the file in the background, and displays the website accordingly. Tim Berners Lee designed HTML in 1990 to make it easier for scientists at different universities to access each other's research papers.

Javascript: One computer language used to create interactive websites is called JavaScript. It may be used to design buttons that can do activities like displaying text upon clicking because it is integrated with HTML and CSS. Web browsers rely on an integrated JavaScript engine to support its features. JavaScript is used by well-known websites like Google, Facebook, and Amazon. Initially called Mocha, JavaScript was created in roughly 10 days by Marc Andeerssen, the developer of Netscape. It was subsequently dubbed Livescript and shortened to JS. JavaScript is widely used for many different applications, including client-side validation, real-time error reporting for input fields (e.g., phone numbers) straight on the browser, and speedier website interactions with less network traffic. It is also used to control interactive elements such as drag and drop on webpages.

Machine Learning: Teaching computers to maximize performance criteria with sample data or past knowledge is known as machine learning. It is utilized to develop useful approximations for processes, solving issues with pertinent data but no particular algorithms. For example, machine learning is used to differentiate between photos of cats and dogs, even though algorithms are capable of sorting counts. The process of developing a system to distinguish between tea and coffee entails honing a model's ability to respond to questions accurately. Computers are able to learn from historical data and gradually become more intelligent thanks to machine learning. In the world of Internet of Things, gadgets such as Google Net thermostats adjust room temperature according to user preferences through machine learning. Enterprises like as Building Links employ IoT and ML in conjunction with water flow sensors to identify pipe fractures, while home appliance producers investigate the use of vibration sensors in conjunction with IoT and ML to anticipate issues with appliances like mixer grinders and washing machines.



API's or Application Programming Interface: Application Programming Interfaces, or APIs, are protocols and procedures that software programs use to communicate with one another. APIs facilitate communication between a pollution sensor connected to the Bolt hardware module and the Bolt cloud and external apps like Twitter. Using an API, the Bolt cloud and Twitter may be connected, enabling automated processes like tweeting in response to elevated pollution levels. By giving essential building blocks, application programming interfaces (APIs) standardize the communication between software components and express operations, inputs, outputs, and types. This makes the process of developing programs easier. In contrast to application binary interfaces (ABIs), APIs can take the form of libraries, vendor documentation, or specifications for remote calls.

Internet Controlled Robot: The Bolt WiFi module sends a command string to the robot via serial connection, which it interprets. The command "doMotion" and the pertinent arguments ('q', 'w', 'e', 'a', 's', 'd', 'z', 'x', 'c') are included in this string, separated and followed by a space. The command string "doMotion w" commands the robot to move forward, "doMotion q" commands it to move left, "doMotion e" commands it to move right, "doMotion a" commands it to move left, "doMotion d" commands it to move right, "doMotion z" commands it to move left, "doMotion x" commands it to reverse, "doMotion c" commands it to move right, and "doMotion s" instructs it to stop.

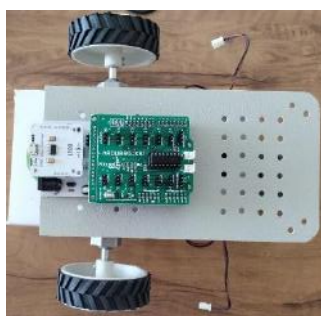
IFTTT: "If this then that," or IFTTT, is a platform that facilitates connection between different online services via application programming interfaces (APIs). It goes above and above by providing users with a single point of entry to a wide range of services APIs. IFTTT offers a standardized method for obtaining information from one service and delivering conditional information—also known as "recipes"—to another. IFTTT connects to hundreds of APIs from different services, allowing users to do a wide range of tasks, such changing the photo on your social media profile or getting SMS alerts when certain conditions are met.

Logistics:

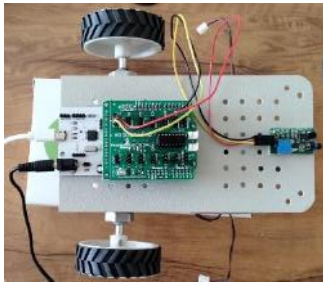
Images of the Robot (Autonomous Vehicle)



Left to right: Arduino, Boltduino, Motors, Adapter, set of screws nuts and spacers, Usb wire, Wrench, Screw driver, castor wheel, Wheels, Chassis, Double sided tape



Robot with the boards, motors and wheels



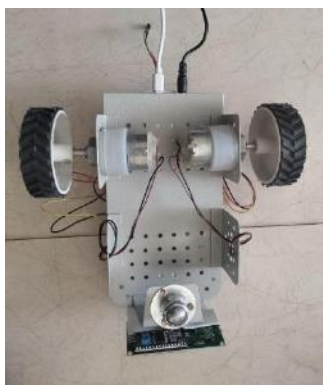
Robot with Obstacle avoiding Sensor



Robot with 2 circular proximity sensors in the front



Robot car with LCD screen



Robot car upside down, motors, wheels and castor wheel



Robot switched on



4. Conclusions:

As a result, we can infer that connected and sensor-based automotive technologies will develop and positively affect system adoption. The drivers will jump. Autonomous vehicles are expected to enhance mobility, boost safety, and mitigate environmental impact. It may also have important ramifications beyond the traditional automotive value chain. Businesses in the technology and automotive industries have already started making investments in networked and self-governing systems and applications. Businesses are trying to strike a balance between cooperation and rivalry in the lack of a clear leader. In the long run, these changes will cause the automotive value chain to rebalance, giving non-traditional companies a bigger role.

Pros and cons of the technologies in development:

Technology	What it does	Limitations & Opportunities	Key Players
LIDAR	Light Detection and Ranging. Using light to illuminate a target, an optical remote sensing technique can measure the distance to the target or other aspects of the target.	Noise reduction. Fixed point spacing interpolation. Challenges with triangulation.	Siemens, Hella, Google
GPS	Global Positioning System. A space-based satellite navigation system called the Global Positioning System (GPS) offers location and timing data everywhere on or near the earth.	A GPS receiver's +/- 10 metre precision makes it impractical to locate an object the size of an automobile, which is roughly 3 metres long.	Garmin, Tom Tom, Parrot, Apple, Google, Government
DGPS	Differential Global Positioning System. The GPS upgrade known as Differential Global Positioning System reduces position precision from +/- 10 metres to around 10 cm.	Every 150 kilometres, the DGPS correction signal loses about 1 metre of accuracy. Temporary signal losses are brought by shadowing from structures, overpasses, and vegetation.	Government
RTK	Real Time Kinematic satellite. A single reference station provides the real-time corrections for Real Time Kinematic satellite navigation, which is based on the utilisation of carrier phase measurements of the GPS, GLONASS, and/or Galileo signals.	The mobile units compare their own phase measurements with the ones received from the base station, and the base station rebroadcasts the carrier phase that it measured.	N/A
Digital Maps	Digital mapping, also known as digital cartography, is the act of compiling and formatting a group of data into a virtual image.	Only a small portion of the world has been mapped (mostly urban regions), and more mappers are needed to enter and cross-validate data in order to reach an acceptable level of accuracy.	Google, Tom Tom, Microsoft, Navteq, Apple



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Lung Cancer Prediction from Text Datasets Using Machine Learning

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Abstract: For the foreseeable future, lung cancer is predicted to continue to be the leading cause of cancer-related death in this generation. If the disease's signs are discovered quickly, lung cancer can be successfully treated. With the current advancements in computational intelligence, it is feasible to create a sustainable prototype model for the treatment of lung cancer without endangering the environment. It will save time and money because it will cut down on the amount of resources wasted and the amount of labour required to do manual jobs. A machine learning model based on support vector machines (SVMs) was utilised to optimise the process of detection from the lung cancer dataset. Lung cancer patients are categorised based on their symptoms using an SVM classifier, and the model implementation is furthered by using the Python programming language.

Keywords: SVM classifier, lung cancer, machine learning, Python etc.

1. INTRODUCTION:

The leading cause of cancer-related fatalities worldwide and one of the most common and deadly types of the disease is lung cancer. Because there are more effective treatment choices in the early stages, early identification is essential to increasing survival rates. Lung cancer is frequently discovered at an advanced stage, which has a worse prognosis, due to the lack of distinct symptoms and reliable screening techniques.

The emergence of machine learning techniques has transformed many industries recently, including healthcare. Machine learning algorithms have shown encouraging outcomes in cancer diagnosis and prediction, assisting doctors in making defensible judgements and creating individualised treatment programmes. Support Vector Machines (SVMs) are a well-liked machine learning method that excel in handling large amounts of data and performing well in generalisation.

There are various processes involved in developing an SVM prediction model for lung cancer. A dataset with pertinent features and accompanying labels (lung cancer status) is first gathered. The textual dataset of symptoms is employed in this study paper instead of other features such as demographic data, clinical variables, genetic markers, or imaging data.

Next, the dataset is pre-processed, which includes steps such as data cleaning, feature selection or extraction, and normalization. The goal of feature selection is to identify the most important features that contribute to the prediction of lung cancer. This process helps reduce the dimensionality of the data set and improve model performance.

The training set and the test set are created once the dataset has been prepared and divided into two groups. Finding the ideal hyperplane that distinguishes lung cancer patients from non-cancer cases requires using the training data to train the SVM model. The support vectors (data points nearest to the decision boundary) of various classes are separated as widely as possible using the SVM method.

The test set is used to assess the SVM model's performance once it has been trained. Comparing the model's predictions to the actual level of lung cancer in the test set allows for an evaluation of the model's predictive accuracy. Model performance can be assessed using a variety of evaluation criteria, including accuracy, precision.



For the purpose of creating precise prediction models for lung cancer, Support Vector Machines offer a reliable methodology. SVMs can aid in the early diagnosis and prediction of lung cancer, enabling early therapies and perhaps saving lives. They do this by utilising complex data patterns and determining the best decision limits.

2. Related Work

1. "Predicting Lung Cancer Incidence Using Text Mining and Machine Learning" by Shi et al. (2018)

This study explored the use of text mining techniques to predict lung cancer incidence based on unstructured data from electronic health records. They employed feature selection methods and machine learning algorithms, including Random Forest and Logistic Regression, achieving promising prediction results.

2. "Text Mining and Machine Learning for Detecting Lung Cancer in Electronic Medical Records" by Berrocal-Plaza et al. (2019). The authors applied text mining and machine learning techniques to identify lung cancer cases from electronic medical records. They employed Natural Language Processing (NLP) algorithms and Support Vector Machines (SVM) for classification, achieving high accuracy and precision in detecting lung cancer cases.

3. "Predicting Lung Cancer Occurrence through Analysis of Radiology Reports Using Natural Language Processing and Machine Learning" by Sohn et al. (2018). This research focused on predicting lung cancer occurrence using radiology reports. They utilized Natural Language Processing techniques and various machine learning algorithms, including SVM and Naive Bayes, achieving high accuracy in identifying lung cancer cases from the reports.

4. "Early Detection of Lung Cancer using Text Mining Techniques on Clinical Notes" by Bae et al. (2020). The study aimed to detect lung cancer at an early stage using text mining techniques applied to clinical notes. They utilized feature selection and classification algorithms, including Random Forest and Gradient Boosting, and achieved promising results in identifying lung cancer cases at an early stage.

5. "Predicting Lung Cancer Survival Time Using Clinical Text Data and Deep Learning Models" by Chen et al. (2020). This study focused on predicting lung cancer survival time using clinical text data. They employed deep learning models, including Long Short-Term Memory (LSTM) and Convolutional Neural Networks (CNN), to extract meaningful features from the text data and achieved accurate prediction of lung cancer survival time.

6. "Predicting Lung Cancer Mortality from Electronic Health Records Using Machine Learning and Natural Language Processing" by Liu et al. (2020). The authors developed a predictive model for lung cancer mortality using machine learning and Natural Language Processing on electronic health records. They employed feature engineering techniques and machine learning algorithms, including SVM and Random Forest, achieving accurate prediction of lung cancer mortality.

These papers demonstrate how text mining and machine learning approaches can be used to predict lung cancer using text databases. They illustrate the efficiency of various feature extraction techniques and algorithms in correctly recognising lung cancer cases and forecasting outcomes. Insights into the creation of reliable lung cancer prediction models based on textual data are provided in the study papers, which advance the field by promoting early identification and better patient treatment.

3. Proposed Method:

We have selected a pre-processed dataset containing 310 records categorized on symptoms. This dataset is imported and then pre-processed. Then the features are defined and then the dataset is split into train and test datasets. Then the model will be created using Linear SVC to fit train data into the model to train the model. This model will be used for prediction and then checked for accuracy.

3.1 Data Collection and Pre-processing

Health data is collected containing 310 records with columns- Age, Gender, and symptoms like Smoking, Yellow fingers, Anxiety Peer Pressure, Chronic Disease, Fatigue, Allergy, Wheezing, Alcohol consuming, Coughing, Shortness of Breath, Swallowing difficulty chest pain and lung cancer (yes or no based on these symptoms). Pandas and Numpy libraries are installed to read the data. Some



of these columns have strings and words hence they are pre-processed and converted into integer values by using the label encoding approach.

	A	B	C	D	E	F	G	H	I	J	K	L	M
	GENDER	AGE	SMOKING	YELLOW_FINGERS	ANXIETY	PEER_PRESSURE	CHRONIC_DISEASE	FATIGUE	ALLERGY	WHEEZING	ALCOHOL_CONSUMING	COUGHING	SHORTNESS OF BREATH
1	M	69	1	2	2	1	1	2	1	2	2	2	2
2	M	74	2	1	1	1	1	2	2	2	1	1	1
3	F	59	1	1	1	2	1	2	1	2	1	2	1
4	M	63	2	2	2	1	1	1	1	1	1	2	1
5	F	63	1	2	1	1	1	1	1	1	2	1	2
6	F	75	1	2	1	1	1	2	2	2	2	1	2
7	M	52	2	1	1	1	1	1	2	1	2	2	2
8	F	51	2	2	2	2	1	2	2	2	1	1	1
9	F	68	2	1	2	1	1	2	1	1	1	1	1
10	M	53	2	2	2	2	2	1	2	2	1	2	1
11	F	61	2	2	2	2	2	2	2	1	2	1	2
12	M	72	1	1	1	1	1	2	2	2	2	2	2
13	F	60	2	1	1	1	1	1	2	1	1	1	1
14	M	58	2	1	1	1	1	1	2	2	2	2	2
15	M	69	2	1	1	1	1	1	1	2	2	2	2
16	F	48	1	2	2	2	2	2	2	2	2	1	2
17	M	75	2	1	1	1	1	2	1	2	2	2	2
18	M	57	2	2	2	2	2	2	1	1	1	2	1
19	F	68	2	2	2	2	2	2	2	1	1	1	2
20	F	61	1	1	1	1	1	2	2	1	1	1	1
21	F	44	2	2	2	2	2	2	1	1	1	1	1
22	F	64	1	2	2	2	2	1	2	2	2	1	2
23	F	21	2	1	1	1	1	2	2	2	1	1	1
24	M	60	2	1	1	1	1	2	2	2	2	2	2
25	M	72	2	2	2	2	2	2	1	2	2	2	2
26	M	65	1	2	2	1	1	2	1	2	2	2	2
27	M	65	1	2	2	1	1	2	1	2	2	2	2

Gender and Lung cancer field data is converted into binary numbers.

	INGERS	ANXIETY	PEER_PRESSURE	CHRONIC_DISEASE	FATIGUE	ALLERGY	WHEEZING	ALCOHOL_CONSUMING	COUGHING	SHORTNESS OF BREATH	SWALLOWING DIFFICULTY	CHEST PAIN	LUNG_CANCER	F	M
	2	2	1	1	2	1	2	2	2	2	2	2	1	0	1
	1	1	1	2	2	2	1	1	1	2	2	2	1	0	1
	1	1	2	1	2	1	2	1	2	2	1	2	0	1	0
	2	2	1	1	1	1	1	2	1	1	2	2	0	0	1
	2	1	1	1	1	1	2	1	2	2	1	1	0	1	0

3.2 Defining X and Y

The deciding factors for diagnosis of lung cancer will be stored in X. And the result of the diagnosis will be stored in Y.

```
features = ['AGE', 'SMOKING', 'YELLOW_FINGERS', 'ANXIETY', 'PEER_PRESSURE', 'CHRONIC_DISEASE', 'FATIGUE', 'ALLERGY', 'WHEEZING', 'ALCOHOL_CONSUMING',
x = data[features]
y = data['LUNG_CANCER']
```

3.3 Splitting The dataset

The training dataset and the test dataset are typically the two main components of a dataset in machine learning. In the course of creating the model, these two subsets are employed in various ways.

Train Dataset: Machine learning model is trained using data from a set known as the training dataset. It is the information that the model utilises as an input to discover the patterns, connections, and features that exist in the data. In the labelled instances that make up the training dataset, the proper output (or target) and corresponding input data are both given. Using this labelled data, the model learns how to anticipate outcomes or categorise brand-new, untainted data.

Test Dataset: The test dataset, sometimes referred to as the validation dataset or the holdout dataset, is used to assess how well the training model performed. It includes new examples that the model hasn't seen before and hasn't seen during training. The test dataset's objectives are to estimate the model's performance in real-world scenarios and evaluate how effectively it generalises to new, untested data. The test dataset frequently includes labelled samples as well, enabling comparison of the projected results with the proper labels to assess the model's accuracy or other assessment metrics.

The dataset is then split into train and test datasets.

```
from sklearn.model_selection import train_test_split
train_x, test_x, train_y, test_y = train_test_split(x, y)
```




3.4 Making the model

We will create a SVM (Support Vector Machine) where we will use LinearSVC() to fit the train data into the model to train the model.

A class called LinearSVC() in the scikit-learn library, a well-known Python machine learning toolkit, represents a linear Support Vector Classification (SVC) model. Using SVC for classification tasks is supervised machine learning.

```
from sklearn.svm import LinearSVC

SVC = LinearSVC()
SVC.fit(train_x, train_y)
```

Support vector machine (SVM) for classification is implemented linearly by the LinearSVC class. The SVM algorithm is a potent tool for both classification and regression tasks. LinearSVC implies a linear decision boundary between classes because the word "linear" in the name indicates that it utilises a linear kernel function.

Now the model is ready and can be used for lung cancer prediction.

3.5 Accuracy

The accuracy of this model is then evaluated. Accuracy tells how much accurate is the model and if the accuracy is good then the model is feasible to work.

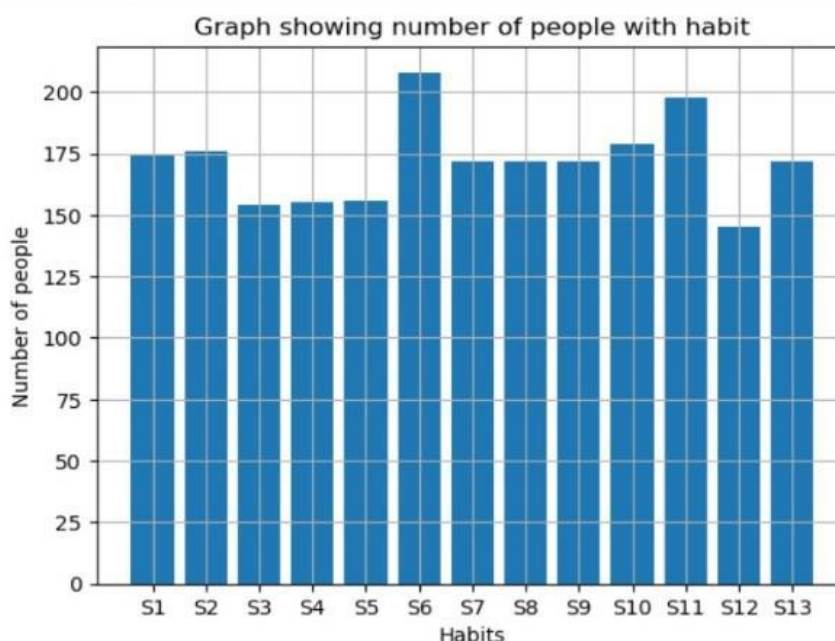
Accuracy = (Number of Correct Predictions) / (Total Number of Predictions)

```
from sklearn.metrics import accuracy_score

prediction = SVC.predict(test_x)
accuracy_score(test_y, prediction)
```

4. Observation

It is observed that a person having a maximum of these symptoms probably has lung cancer.





SMOKING-S1, YELLOW_FINGERS-S2, ANXIETY-S3, ANXIETY-S4, CHRONIC DISEASE-S5, FATIGUE-S6, ALLERGY-S7, WHEEZING-S8, ALCOHOL CONSUMING-S9, COUGHING-S10, SHORTNESS OF BREATH-S11, SWALLOWING DIFFICULTY-S12, CHEST PAIN-S13

The accuracy is 0.914563022 which means out of every 100 records which means the model is feasibly working and giving good results.

5. Conclusion

Due to the complexity of cancer cells, predicting lung cancer is one of the most difficult medical problems to solve. Over 100 other cancers should also be taken into consideration, in addition to lung cancer. The risk of dying significantly rises if lung cancer treatment is postponed. It is possible to cure cancer if it is found and treated early enough. In this study, SVM is employed to foretell the emergence of lung cancer. Giving customers an early warning will enable them to save money and time, which is the system's main goal. Positive results from the performance evaluation of the suggested technique show that SVM can be utilised successfully by oncologists to support the detection of lung cancer. The doctor could be able to create a better prescription and provide the patient an earlier diagnosis if the prediction turns out to be accurate.

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Study of Digital Marketing in India - Opportunities and Challenges

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Abstract: *This article mainly focuses on the influence and adoption of digital marketing in the present time. Today all Indian companies are practicing digital marketing for competitive edge and for branding their product. The research is based on current literature, reports, various new articles, conferences, seminars, various researches, business newspapers, business magazines, various existing websites and the information on internet data. Artificial Intelligence has been widely used and adopted for digital marketing practices for several companies. An AI enabled model have been describe here for new way of digital marketing with challenges faced by companies in remote areas where there is less technology development occurs. In this research, we acknowledged that businesses can really benefit from Digital Marketing such as search engine optimization (SEO), search engine marketing (SEM), Blogs, Personal mails, content marketing, Videos, influencer marketing, personal assistance, chatGPT, content automation, e-commerce marketing, campaign marketing, and social media marketing, social media optimization, email direct marketing, display advertising, e-books, optical disks and many more are becoming more and more common in practice. It has been witnessed since long when we all connected with whatsapp and facebook. This, increasing use of social media,*

is creating new opportunities for digital marketers to target the customers on digital platforms. We are also covering the challenges faced by the companies in real time. Marketing through digital media is cost effective and high coverage. The study can further be extended to compare the traditional marketing techniques with new marketing trends specific to various businesses and its advantages and disadvantages.

Keywords: *Artificial intelligence, digital Marketing, Social media optimization, Search Engine Marketing, e-commerce.*

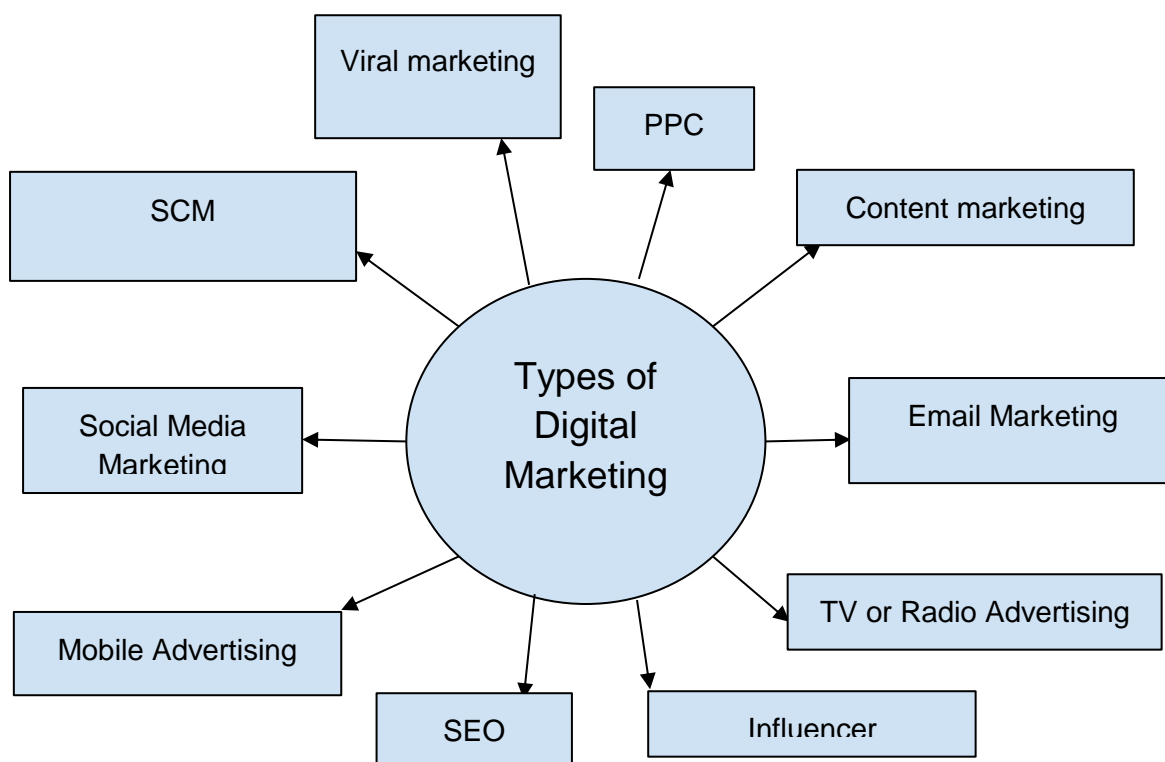
1. INTRODUCTION:

The Internet played a key role in the Transformation of Marketing today. There were 5 billion internet users globally in April 2022 alone. Internet refers to the physical network that links computers across the globe. Did You know that more than 3 quarters of Americans go online on a daily basis? Not only that, but 43% go on more than once a day and 26% are online “almost constantly.” For mobile internet users 89% of Americans go online at least daily, and 31% are online almost constantly. It's important to take advantage of the digital world with an online advertising presence, by building a brand, providing a great customer experience that also brings more potential customers and more, with a digital



strategy. With The help of digital technologies and tools , You can identify your data easily and can check your campaign's data and its progress and areas of improvements once your Campaign ends. This can give you the evaluation of improvements in your next campaign.

Component of Digital Marketing



2. Literature Review:

Manisha Bhende; Mohini S. Avatade; Suvarna Patil; Pooja Mishra; Pooja Prasad (2018) studied the crops and products in current market under agriculture sector. They also studied the gap between Government and farmers for selling the crops and modern digital techniques.

They analyze the current market situation with the help of KNN algorithm for decision making and Haversine algorithm for the purpose of latitude, longitude check using GPS system to sell or purchase the crops. The technology used is the mobile-based android application for farmers, users and merchant access and web-based java application for providing access to government.

Shang-Fang Hsu and Shyhnan Liou (2021) discussed the issue with the frame of content creation, channel distribution, marketing effect, and strategy adjustment. They propose that with the promise of AI advancement, content marketing would have the opportunities to get even closer to the customers and precisely obtain their insight. In addition, this advantage would enhance if well prepared for the challenges in the safekeeping of personal data and building trust with the customers.

Zeena Premila Cutinha, Dr. S Sriranjani Mokshagundam(2022) explains the success of a business depends on having a strong internet presence. An integrated strategy is necessary to fulfill client needs while employing digital marketing platforms. Companies need to first comprehend the lifestyles of their customers in order to successfully enter this new industry.They also emphasize on remaining competitive and industry leaders, by cutting flower shops and adopting digital marketing strategies.



Digital marketing has developed into a forum for online communication among small business owners. Small merchants lack the resources to upgrade technology and take advantage of the expansion of the Internet.

Albérico Travassos Rosário a, Joana Carmo Dias (2023) not only informing marketing strategies but also assessing their efficacy. They explain Enterprises can meticulously monitor metrics like website traffic, sales conversions, and social media engagement to gauge the impact of their marketing campaigns. AI-driven computer systems deliver tailored marketing messages, cultivate customer relationships, and maintain data consistency, necessitating investments in skilled professionals to develop novel and effective AI algorithms aligned with organizational strategic and marketing objectives. Studies explain that data-driven marketing enhances customer relationship management and facilitates customer journey mapping, personalization, data-driven decision-making, and value co-creation.

Another major trend that is leading towards the growth and development of digital marketing in India is the increasing number of online shopping platforms and increasing interest of Indian consumers in online shopping. According to a study by Gehrt et al. (2012), although consumers' conceptions of online shopping have not fully developed in India, they have shown an increased interest in it as a result of social advancements in technology [19]. In International Journal of Research Publication and Reviews, Vol 4, no 9, pp 2345-2347 September 2023 2347 the field of content marketing, another significant trend has been noted. Business managers are recognizing the value of content marketing and viewing it as a key strategy for increasing revenue production, according to studies

3. Purpose of Study:

Studying the digital marketing aspect specific to India provides several distinct advantages:

- **Understanding Cultural Nuances:** India is a diverse country with multiple languages, cultures, and regional preferences. Studying the digital marketing landscape in India allows marketers to understand the unique cultural nuances and consumer behavior patterns prevalent in different regions. This insight is invaluable for crafting targeted and culturally relevant marketing campaigns that resonate with Indian audiences.
- **Tailoring Strategies for Local Markets:** Indian consumers have specific preferences, buying habits, and socio-economic backgrounds that influence their online behavior. By studying the digital marketing aspect of India, marketers can tailor their strategies to cater to the needs and preferences of local markets. This includes factors such as language preferences, content formats, and payment methods that vary across different regions in India.
- **Navigating Regulatory Environment:** India has its own set of regulations and compliance requirements governing digital marketing practices, including data privacy laws, advertising standards, and taxation policies. Understanding the regulatory environment is crucial for ensuring compliance and mitigating legal risks when conducting digital marketing activities in India.
- **Optimizing for Mobile-First Audience:** India is predominantly a mobile-first market, with a large proportion of internet users accessing the web via smartphones. Studying the digital marketing aspect of India equips marketers with insights into optimizing campaigns for mobile devices, including responsive design, mobile-friendly content formats, and app-based marketing strategies.
- **Targeting Emerging Consumer Segments:** India is experiencing rapid urbanization and socio-economic changes, leading to the emergence of new consumer segments with distinct preferences and aspirations. By studying the digital marketing aspect of India, marketers can identify and target these emerging consumer segments effectively, tapping into untapped market opportunities and driving business growth.



- Adapting to Local Competition: The Indian market is highly competitive, with both domestic and international players vying for market share across various industries. Studying the digital marketing aspect of India enables marketers to analyze local competition, benchmark performance against industry peers, and devise strategies to differentiate their brands and offerings in a crowded marketplace.
- Harnessing Local Digital Platforms: While global digital platforms such as Google, Facebook, and Instagram are widely used in India, there are also several local platforms and channels that hold significant sway among Indian consumers. These include regional social media platforms, e-commerce marketplaces, and messaging apps. Understanding the usage patterns and advertising opportunities on these local platforms is essential for maximizing reach and engagement with Indian audiences.

In essence, studying the digital marketing aspect of India enables marketers to gain a deeper understanding of the unique opportunities, challenges, and dynamics shaping the Indian digital landscape. This knowledge empowers marketers to develop strategies that are tailored to the Indian market context, driving more effective and impactful marketing outcomes.

4. Methodology:

For the study of this paper secondary data have been used. The required secondary data were collected from the Journals, research papers, websites, various reports and newspaper articles published online. Data has been collected from various reports published on the Internet. Primary data is also being collected from discussion of various customers who are actively participating in online marketing.

This study concerns practical guidelines for the online marketing and defining different tools and techniques used by online practitioners. The outcome of this paper will develop the understanding of opportunity and challenges of digital marketing that would be useful for every online business that wants to market their products through the internet.

5. Results and Discussion:

Current Scenario of Digital Marketing in India:

Government of India is now focusing on Rural internet Connecting through Digital India Program.

More and more companies are shifting towards their Digital Presence through Web sites and social Media.

The digital Marketing Industry is worth \$68 billion at present and it is growing at a 40% growth rate.

At present there is a shortage of digital marketing agencies as well as trained professionals in India.

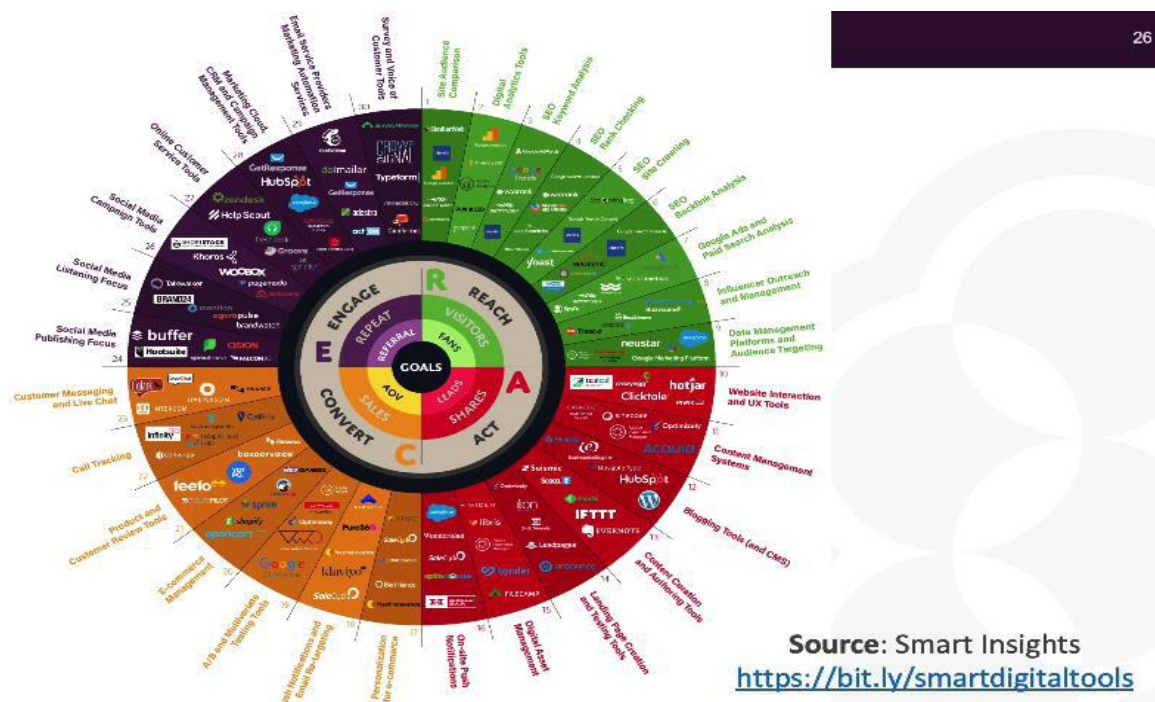
More dependency on the internet increases the new internet user job roles opportunities.

40% of contemporary business these days are dependent solely on digital marketing and it is estimated that around 90% of business will go digital in the coming few years.

For job seekers it is the best opportunity to enter the digital marketing field because the future is very bright.

Categories of Digital tools:

The below diagram tries to produce more simple categories of the digital tools. The enterprise's most expensive tools are towards the center of the wheel and the low cost, Free tools are around the edge of the wheel.



Benchmark with The 7 Pillars of Effective Modern Marketing:

A digital marketing strategy is a plan for using online channels to establish an internet presence and achieve specific marketing objectives. These channels can include organic search, social media, paid ads, and other web-based mediums such as your website. By implementing a comprehensive digital marketing strategy that includes SEO, content marketing, social media marketing, email marketing, and PPC advertising, businesses can boost their online presence and drive business growth. Below Graph explain about the 7 Pillars of effective marketing five steps of Planning.

IMPROVE YOUR DIGITAL MARKETING MATURITY

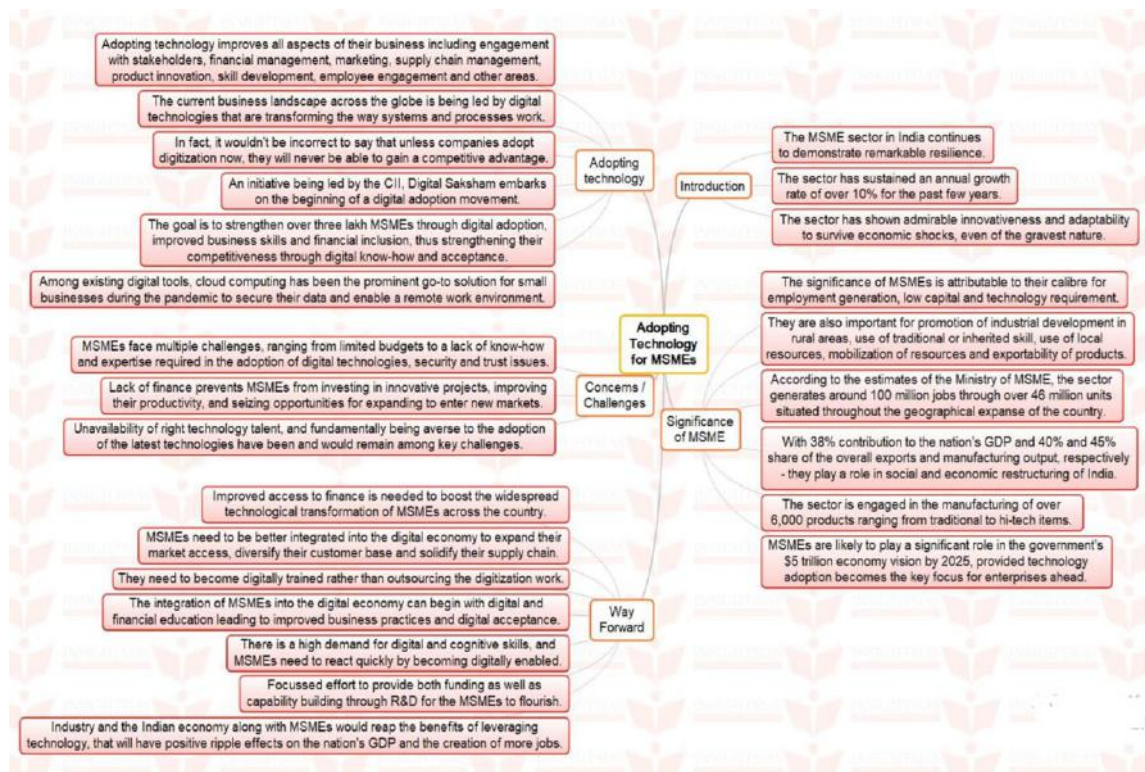
Use this RACE Growth System maturity assessment to identify priorities to improve across these pillars. Use our visual checklist to audit how well your business or clients are exploiting integrated digital marketing.

BENCHMARK WITH THE 7 PILLARS OF EFFECTIVE MODERN MARKETING

	1. Initial	2. Managed	3. Defined	4. Quantified	5. Optimized
1. Marketing and brand strategy	Outline business and marketing plan.	Detailed annual marketing plan. No brand plan or long-term vision.	Longer-term marketing and brand plans.	Digitally aligned integrated strategy and roadmap.	Agile business and brand strategy.
2. Digital marketing strategy	No dedicated strategy.	Outline digital plan with priority activities.	Defined annual plan and digital initiative roadmap.	90-day optimization approach.	Agile strategic approach.
3. Data and Insight	No digital KPIs or Analytics customization.	Main volume goals defined and analytics customized.	Quality goals defined. Marketing dashboards. Ad hoc customer.	Value goals defined. Use Attribution models.	Lifetime value KPIs. Predictive analytics.
4. Digital media	No plan to increase Reach. No campaign process.	Outline acquisition plan. No search, social media or PR plans or forecasts.	Detailed acquisition plan with targets forecast. Campaign process.	Integrated online and offline media plans.	Media optimized for ROI and customer lifetime value.
5. Content marketing strategy	No strategy to encourage interactions and leads.	Limited content marketing assets.	Full lifecycle content marketing strategy and assets.	Content marketing ROI define.	Content portfolio optimized.
6. Digital experience	No plan to increase Interactions, Conversion or Engagement.	Personas and Journey maps defined. Ad hoc website tests.	Regular simple tests and customer feedback. Simple personalization.	Full structured CRO experiment programme. Advanced personalization.	AI-based personalization and optimization.
7. Digital messaging	Basic email promotions and newsletters.	Simple welcome strategy.	Contact automation plan across RACE.	Full lifecycle automation. Conversational messaging.	AI-optimized contact strategy.
	"Limited planning"	"Basic planning"	"Competitive planning"	"Advanced planning"	"Agile planning"



Adopting Technology for MSME-2024:

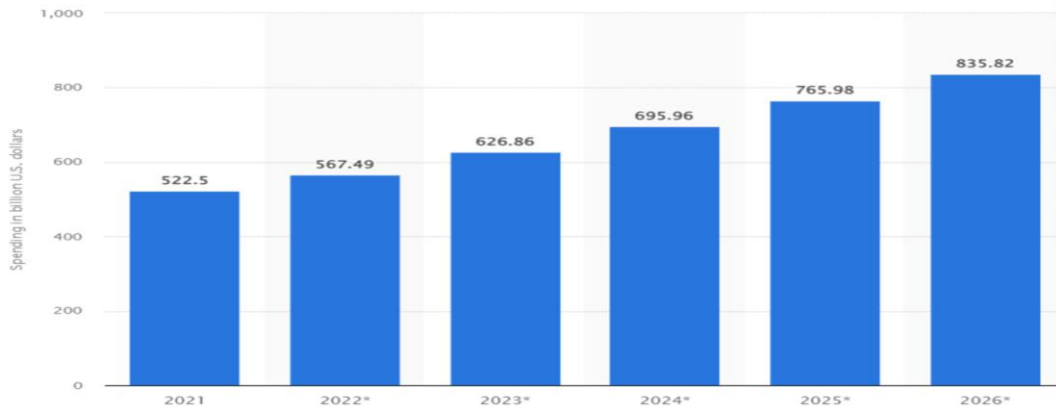


MSME sector in India continues to demonstrate the annual growth rate of 10% for the past few years. Adopting technology improves all aspects of their business. Among existing digital tools, cloud computing has been the promising solution for small businesses.

Opportunities:

Research shows digital marketing reaches over \$600 billion in 2023, a 12% increase from previous year.

-Digital advertising spending from 2021 to 2026.





6. Challenges in India:

- 1.Limited Digital infrastructure in certain areas especially in rural areas.
- Language diversity and localization.
- Data privacy and security concerns.
- Intense competition and saturation.
- Digital Marketing can bring “Media Fatigue”to both Consumers and business Marketers.
- Excess information regarding one same organization can create boredom in consumers.
- A negative review or feedback can cause several damage to the organization.
- 8.It takes a small time to get any content Viral.

7. Conclusion:

The conclusions of this study indicate that the digital marketing industry has significantly penetrated in the Indian market and is likely to grow at a very fast pace in future.It contributes towards understanding how marketing managers view themselves towards the use of digital marketing strategies. This research also provides the scope for the future research that can focus on conducting the empirical study for recognizing management work in understanding the future significance of digital marketing and if new and emerging technology will allow this growing trend and would not result in causing technology fatigue, which may affect business marketing activities and revenue generation.

As we all are experiencing a radical change in India towards digitalization.Digital marketing such as search engine marketing (SEM)search engine optimization (SEO), content marketing, influencer marketing, content automation, e-commerce marketing, campaign marketing, and social media marketing, social media optimization, email direct marketing, display advertising, e–books, optical disks and games, are becoming more and more common in our advancing technology.

8. Limitations:

Time consuming: online advertising campaigns,online blogs, videos and marketing content can take up a lot of time. It's important to measure and calculate your results to ensure a return-on-investment/profit and information.

Competitive: While you can reach a global audience with digital marketing, you are also up against global competition. It can be a challenge to stand out against competitors and to grab attention among the many messages aimed at consumers online.

Data privacy: There are a number of legal considerations around collecting and using customer data for digital marketing purposes. Take care to comply with the rules regarding privacy and data protection.

Other Challenges are as follows:

Digital Marketing a New Concept - Indians take time to understand and apply the new ideas and technologies because of many reasons such as there are fraud companies, unable to access or online hackers and spammers that create negativity.

Cost Effective- Internet marketing is not always free of cost. It took lots of Money to update and needed trained people to work on this new technology. Hardware safety and availability and quality assurance, software that facilitates the unique business requirements, setting up or tagging with online payment channels, online distribution costs, maintenance of site and upgrading are all the requirements for a successful sustaining business on the net.



Competition - Nowadays all companies are working on e-marketing. There is a lot of competition in e-marketing. Companies are trying hard to promote diverse products and locate and identify the target audience. Since Internet marketers do not have faces, it is very difficult to identify with their features and services and cost unless their sites are exceptionally designed and well explained to facilitate more and more user participation and understanding. Identifying your presence through your brand/logo/name and USP could be a virtually challenging task and time-consuming process.

Not Acceptable fully - Internet is a virtual marketplace so it is not very acceptable to orthodox buyers who prefer physical interaction and physical review of goods/services.

Less Social Media Engagement - Facebook is very popular and ranks one in trafficking. Twitter being the second most highly trafficked social media website is still getting less engagement and attention from India as compared to other countries

Lack of Trust: e-commerce companies like aajio, zepto, flipkart and Amazon are updating technologies and changing the trend to buy and pay, Number of users purchasing online are huge so if they find difficulty or a new pattern they start purchasing from traditional stores.

Ethical Practices” These policies should cover data handling, disclosure, and content accuracy. Monitor Campaigns: Regularly assess marketing campaigns for compliance with ethical standards. Address any issues transparently and promptly.

9. Future Scope:

India has emerged as the fastest growing major economy in the world per the Central Statistics Organization and the International Monetary Fund. The use of mobile phones also significantly contributed towards the growth of the digital marketing companies in India. Evidence has shown that in the year 2016 only around 371 million people in India had started using the Internet through their mobile phones, which next expanded digital marketing, as the companies got the opportunity of reaching their customers through a new source (mobile). Therefore, the growth of internet and mobile use has been a significant trend that supported the growth of the digital marketing industry. The growth in internet and mobile usage has been identified as the main trend supporting the expansion of India's digital marketing sector. Today 34.8 percent of India's population is using the Internet, and this figure is about to reach 55 percent or more by 2025. And 85 percent by 2050. At the same time, the average age of an Internet user today is 24 years old or younger, which makes it obvious that only a minority of the working people in India use the Internet for business on a daily basis. The average time spent on the internet is 5 hours per day. These facts conclude a logical conclusion: the Diamond Age of digital marketing in India is yet to arrive, although some new and fast promising changes are occurring in India day by day. In 2016, about 19 percent of the average Indian marketers' budget was allocated to online marketing activities. However a quarter of these marketers plan to increase their investment in digital marketing activities by more than 21 percent in 2017. After passage of each year the growth has been shifted from traditional marketing to digital marketing.

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DOIs:10.2015/IJIRMF/ISRC-2024/06

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Research Paper / Article / Review

A Study on the Role of Startups in Economic Development of India

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Abstract: *The economic development of the country truly depends on the people ability. Small companies play a vital role in creating employment, increasing GDP and in turn leads to the development of the country. The economic development of the country depends always on the number of companies established in it. Therefore, the government initiates many schemes to encourage startups in the country. Prime Minister Narendra Modi launched the “Standup India” initiative in August 2015. Startups have become the key contributor for the development of the country. This study shows the relationship of increase in the number of startups and the GDP of the country. It also discusses about the factors that influence startups like availability of labor, change in technology, Gig Economy, growing economy, venture capitalists likewise. This study uses only secondary data. India is 3rd largest startup ecosystem in the world now with 112 unicorns. Startups create solutions for the problems which customers are facing. There are so many barriers that hinder the emergence and sustainability of startups in the country. This study also focuses on the various government schemes which encourages startups in the country.*

Keywords: *Startups, Economic Development, GDP, Gig Economy, Ecosystem, government schemes, initiatives.*

1. INTRODUCTION:

The economic development of the country depends up on the people of the country. India is a developing country which is providing a large ecosystem which enables individuals to start their ventures. Startup is a budding company which is started with an innovative product and service into the market.

As per Department for Promotion of Industry and Internal Trade (DPIIT), a startup is defined as,

- an entity shall be considered to be startup up to 10 years from its date of incorporation.
- Should have an annual turnover not exceeding Rs. 100 crores for any financial years since its incorporation.
- works towards creativity, upgradation of existing products and services, and have potential to generate employment and create product and service.

Government has initiated many schemes to encourage startups in the country. Our Prime Minister Shri Narendra Modi in 2016 has come up with “Startup India” scheme which was the first scheme encouraging startups. Thus, many schemes like Atal business incubators and ASPIRE and other schemes were initiated by the government to motivate the entrepreneurs in the country.



2. Literature Review

- **Azam.A (2021)**, defined startup as a young entrepreneurial protractible business model built on innovations and technology through developing product or service and create entirely new markets. He also focused on “Startup India” scheme was initiated under the leadership of Shri Narendra Modi. This scheme was initiated to support people to begin their own business.
- **Kumar (2018)**, opined that the objective of a startup is to be self-boss and to produce employment. According to him, time, team work and tenacity are the important factors which determine entrepreneurial success. He discusses about financial resources, Revenue generation, team members, supporting infra structure, awareness in the markets, customer expectations and government regulations as the issues and challenges that are faced by the Indian startups and also changing mindset of the working class, huge investments as the opportunities that the country provide in the present ecosystem.
- **Sen (2023)**, marked the Indian startups in the global stage. He drew attention to the effects of startups on the Indian economy and the ecosystem capacity to promote growth, sustainability and inclusivity.
- **Sneha and Vignesh (2023)**, reported the highlights of the impact of startups on the Indian economy. He also considered that the ecosystem has the ability to increase the sustainability and growth. Startups are part of micro environment providing solutions with social and economic impact.
- **Gupta.K. (2017)**, addressed the issue that whether SMEs really contribute to the development of the country and concludes SMEs and startups have been able to participate in and contribute to leading technology standards, although there is a continued need to promote and encourage such activities. By focusing on information from a rich dataset of the 3rd Generation Partnership Project (3GPP), that is responsible for developing global second, third, and fourth generation (2G, 3G, 4G) cellular standards, this paper estimates the participation and technical contribution by 3GPP members. The empirical findings establish that although SMEs and startups contribute up to 15% of the overall participation in the creation of 3GPP standards, the likelihood that such technical contributions will be accepted is similar to contributions from non-SMEs or non-startups.

3. Objectives of the Study:

1. To understand the government schemes which support the initiation of startups in the country.
2. To examine the factors influencing the establishment of startups.
3. To study the relationship of startups with GDP.

4. Methodology:

This study is descriptive in nature. Secondary data is used in this study. This data is collected from internet sources, research articles and government websites.

Government Schemes that encourage startups

Government have recognised the importance of startups towards innovation and economic growth of the country and initiated many schemes for funding startups and to get startup survive in the market also. The government after identifying the significance of startups, initiated many schemes to provide financial and infrastructural support to the startups in the country. Government have also given tax exemptions to encourage startups. There are schemes which encourage women towards starting their own ventures.



Startup India

Startup India is a major initiative of Indian government to build an innovative and entrepreneurship environment in the country. It is launched in 2016 to change the country to job creators rather than job seekers. Under this scheme a robust startup ecosystem is provided. Thus, Indian startup ecosystem is ranked 3rd in the global ecosystems.

MUDRA Yojana

Pradhan Mantri MUDRA Yojana (PMMY) is launched on April 8, 2015 to provide loans up to Rs.10 Lakhs. These loans are given by commercial banks, RRBs, MFIs and NBFCs. There are three products in MUDRA viz. Shishu, Kishore and Tarun to find the needs of the entrepreneur and also provide support for the growth. Without any collateral and with a flexible repayment options this scheme is provided.

- Till 15th Mar ,2024:
- Total Amount Sanctioned: Rs 493838.74 Crore
- Total amount disbursed: Rs. 485309.94 Crore

SETU Program

Supporting Entrepreneurs in Transformation & Upskilling (SETU) is the program that provides mentoring and assistance to the best startups across the country from US based investors & startup ecosystem leaders.

Seed Fund Scheme

In early stages of enterprise availability of ease of capital is very Important for entrepreneurs. Angel investors, venture capitalists and banks provide loans only after looking into the prototype of the product. Seed fund scheme, started in 2016, is a startup India scheme that provides financial assistance to startups for proof of concept, prototype development, product trials, market entry, and commercialization. This scheme provides fund to early-stage startups. This scheme provides funding through incubators across the country. Till now 204 ventures received funding, of amount Rs.613.57 Crore developing young ideas.

Credit Guarantee Scheme

Getting credit is a greater difficulty for anyone. This scheme provides fund up to Rs.5Crore. over 7,300 startups received an amount of Rs. 29,500 crores. Startups which are incorporated as a private limited company with a turnover of Rs.50 crore in the last year is eligible to get loan from this scheme. The interest rates are so reduced benefitting the startups. Different types of loans like Term loans, Working Capital loans and purchase order financing are given under this scheme.

Atal Innovation Mission

To fasten the culture of innovation and problem solving, 75,794 tinkering labs and 708 Atal Incubation Centers all over the Country are established. These Tinkering labs promotes creativity in schools while incubation centers develop startups in different sectors. Educational Institutions, incubators and research institutions can apply for this scheme.

Software Technology Park (STP) Scheme

This scheme is 100% export oriented. This scheme is meant for one sector i.e., software. The companies can get approvals under single window system under this scheme. All imports and exports of Hardware & Software in these units are duty free. Re-Export of capital goods is also accepted.



E-Biz Portal

This is a single window platform which saves time for entrepreneurs for faster registrations and approvals. Till day, 1.3 crore registrations processed through this.

Startup Intellectual Property Protection Scheme (SIPPS)

It is very important for the startups to protect their intellectual innovations. SIPPS provides 50% of the filing fee for intellectual property rights (IPR) upto maximum Rs.5 Lakh. This scheme helps in brand building.

Market Access Promotion Scheme (MAPS)

Globalization provides startups to trade internationally. Startups require a lot of capital to enter into global markets. This scheme provides funds to participate in global trade fairs and exhibitions, entering into new global markets and opportunities. Over 8000 startups have benefitted giving rise to exports of Rs.28000 crore. This scheme provides startups to connect globally and escalate export opportunities.

Factors influencing Startups

Technology Business Incubators

Technology business incubators (TBI) play a very important role in the growth of startups. They provide infrastructure, Mentoring and guidance to nurture and support innovative startups. India has 400+ incubators. The main of incubators is to encourage the startups and also to setup new incubators also.

Technology

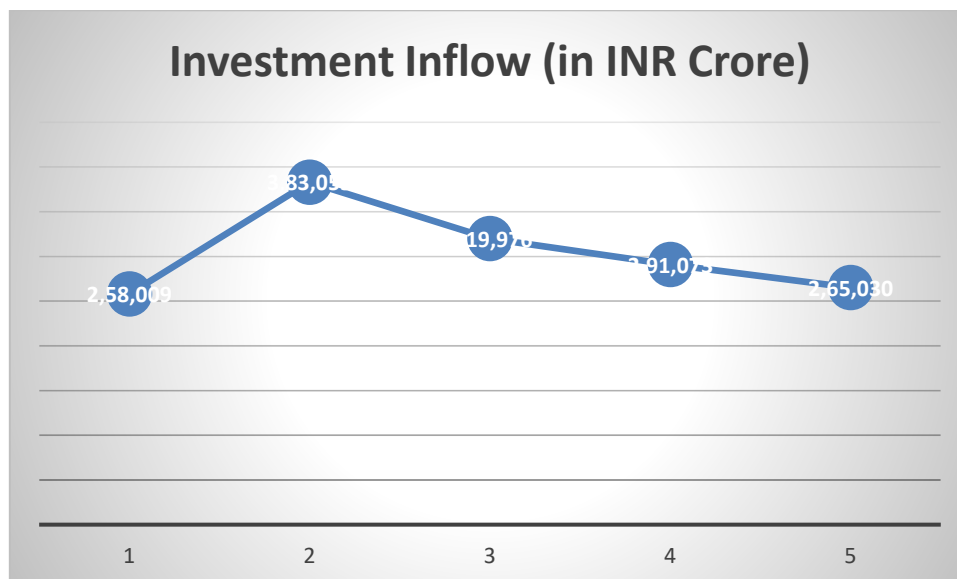
Availability of updated technology is a factor which always encourages the startups. Now a days the techie entrepreneurs always look for new technologies to update and sustain their startups. The E-business which boomed at the time of pandemic is a very good example for this. The growth of EV vehicles is also an example.

Availability of investment

Investment plays a very important role in establishing a venture. Today, there is a flow of Foreign Direct Investments (FDI) into the startups through which the number of startups is growing and surviving in the market.

S.no.	Year	Investment Inflow (in INR Crore)
1	2019	2,58,009
2	2020	3,83,055
3	2021	3,19,976
4	2022	2,91,073
5	2023	2,65,030

(Source: <https://dpiit.gov.in/publications/fdi-statistics>)

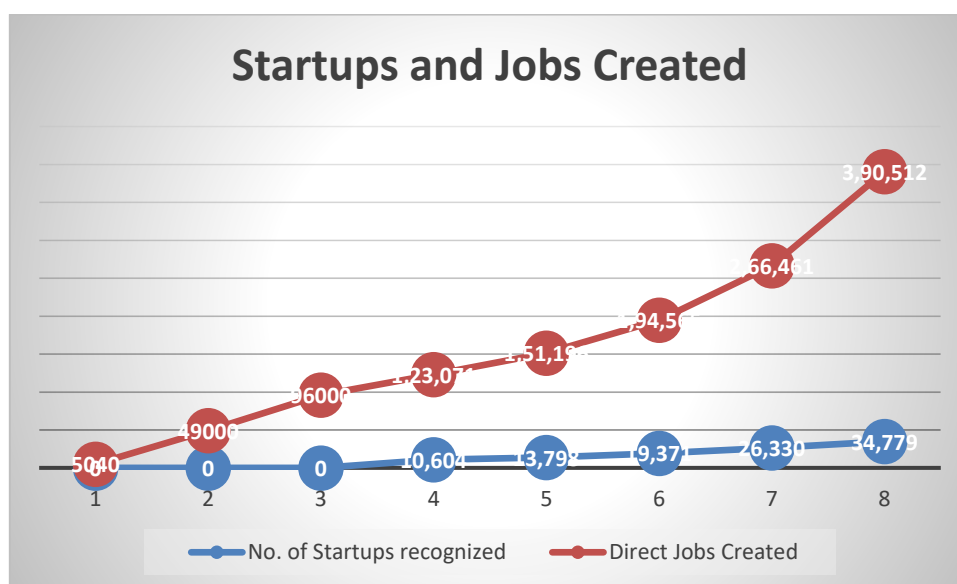


Employment Creation

Startups provide jobs to unemployed which curbs the unemployment problem in the country. According to Department for Promotion of Industry and Internal Trade (DPIIT), government has recognized 1,17,254 startups as on 31st December 2023. 12.42 lakhs direct jobs are created in the country by these startups. Therefore, unemployment problem is tackled with startups.

S.no.	Year	No. of Startups recognized	Direct Jobs Created
1	2016	504	10 for 1 startup
2	2017	5425	49k+
3	2018	8947	96k+
4	2019	10,604	1,23,071
5	2020	13,798	1,51,196
6	2021	19,371	1,94,565
7	2022	26,330	2,66,461
8	2023	34,779	3,90,512

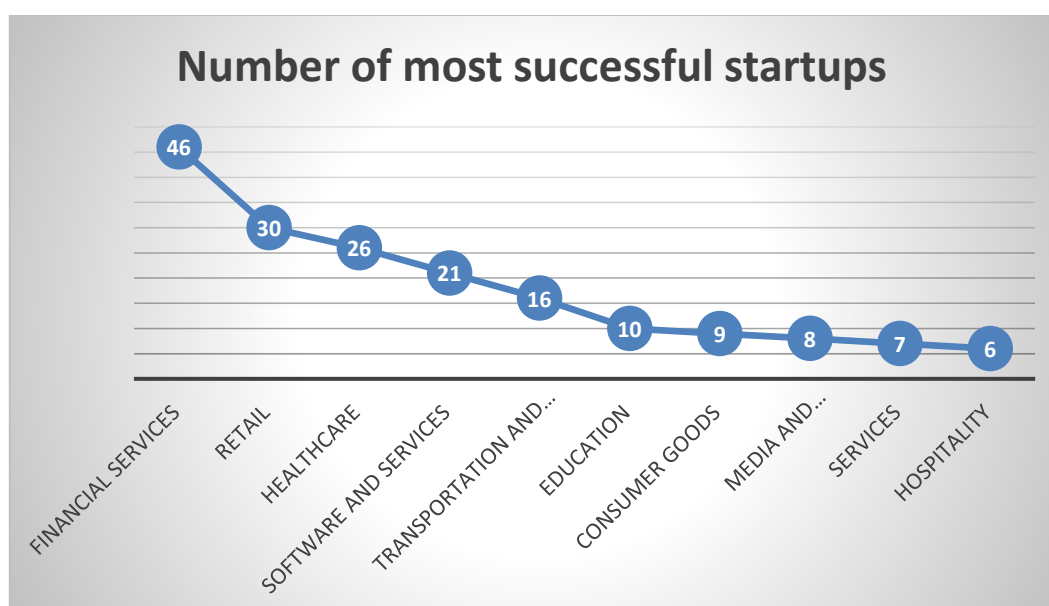
(Source: <https://dpiit.gov.in/>)



Interpretation: From the above table, it is clear that since 2015 there is a continuous increase in the number of startups in the country which in turn has created an incremental employment.

Most preferred industries for startups

Rank	Industry domain	Number of most successful startups
1	Financial services	46
2	Retail	30
3	Healthcare	26
4	Software and services	21
5	Transportation and logistics	16
6	Education	10
7	Consumer goods	9
8	Media and entertainment	8
9	Services	7
10	Hospitality	6





Interpretation: From the above table it is clearly understood that, startups were initiated in various sectors. Maximum number of the startups are initiated in the Financial sector followed by the Retail sector and the Healthcare sector. Lowest number of startups are started in hospitality sector.

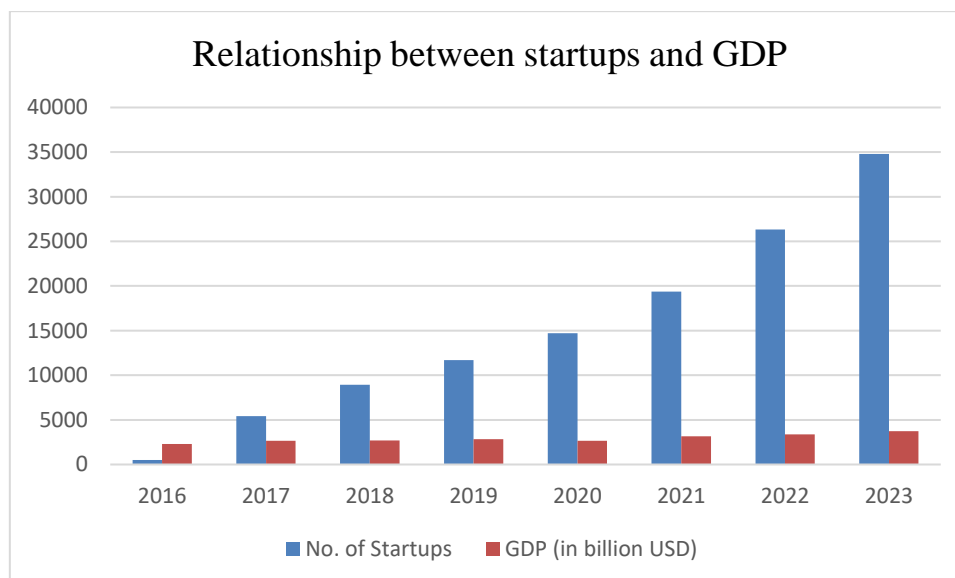
Startups and GDP

The number of startups had grown since 2016 which made increase in GDP. Government initiatives towards startups made the number to grow which ultimately made GDP to increase.

Relationship between startup and Growth of GDP

S. No	Year	No. of startups Recognized	GDP (in billion USD)	% of Change in GDP
1	2016	504	2,294.8	9.08%
2	2017	5425	2,651.47	15.54%
3	2018	8947	2,702.93	1.9%
4	2019	11701	2,835.61	4.9%
5	2020	14704	2,671.6	-5.78%
6	2021	19371	3,150.31	17.9%
7	2022	26330	3,389.69	7.6%
8	2023	34779	3,732.22	10.10%

Correlation 'r' =0.9



Interpretation: From the above table it is understood that in 2016 the number of startups is less. As the number of startups are increasing year by year, we can observe the increase in GDP also. Only in the year 2020, due to pandemic, there was a decline in GDP, again it grew in the next years.

The correlation between number of startups and GDP is very high ($r=0.9$), which infers that as there is a significant relationship between them.

Government Legislations

The changing government legislations always a new way for the innovative startups. Demonetization has led for the growth of fintech companies in the country.



5. Discussion and Results

- Government has taken various initiatives encouraging startups to set up in the country. These initiatives despite of providing funds, mentoring and market assistance is also provided through the government schemes.
- There is a steep increase in the number of startups from 2016 to 2023 which in turn increases the jobs created in the country.
- There is a direct relationship between the number of startups and the GDP of the country, there are highly correlated as $r=0.9$.

6. Conclusion:

Startup friendly policies are not new in India. Under the leadership of our Prime Minister Shri Narendra Modi, many initiatives are under taken to encourage startups in the country making the country self-reliant. Government have initiated varied schemes with the help of different departments and ministries to support startups. Schemes like Startup India and Atal incubation mission have helped the startups a lot. Startups to grow globally to import or export their product or services, schemes were introduced for them also. We can conclude that government supports entrepreneurial culture in the country which ultimately supports the economic development of the country.

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Indian Unicorns – A Roadmap to Revolution

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Abstract: Unicorns play a very significant role in the context of the economic development of any country. It contributes a lot and adds value to the growth of the nation. The first Unicorn of India is emerged during the modern millennium i.e. in the year 2011. A Unicorn is a privately owned Startup company which has a value of US \$ 1 billion. In the present research, growth of Indian Unicorns has been studied for a period of 10 years i.e. from 2014 to 2023 with respect to these parameters i.e. number of Unicorns, Unicorns with respect to industry wise, city wise, value of Unicorns etc. and in particular aggregate value of Unicorns to till 2023. For the present research, the data was collected from secondary sources which include articles and websites. From the study, it was found that there is a tremendous growth in number of unicorns from 2014 to 2023 and during COVID-19 i.e. in the year 2021 there are more number of Unicorns compared to other years which added value to the Indian Economy. Industry wise, E-Commerce sector is growing rapidly with a more number of Unicorns, Bangalore city fostered the growth with regard to more number of Unicorns and as on 2023 Flipkart has the greatest value of \$ 37.6 billion. The aggregate value of Unicorns in India stood at \$ 537.44 billion as on 2023.

Key Words: Unicorns, Growth, India, Economy.

1. Introduction :

It goes without saying that innovation and entrepreneurship are at the heart of India's most recent economic success. Like the entire start up scene, the unicorn club in India is flourishing. India is now home to the third-largest start up environment in the world, behind the US and China.

The word "unicorn," is derived from the Latin word unicornis, which means having one horn, has an intriguing and distinct connotation. With a \$1 billion market valuation, Unicorn Start-ups is a privately held company that is not listed on any stock exchanges. It alludes to emerging companies that seek to provide, among other things, creative problem-solving techniques and original business concepts. Fintech, B2B, Ed Tech, and other companies are among the various categories into which unicorn start-ups fall.

The term "unicorns" was first used in the Investment Universe by venture capitalist Ms. Aileen Lee in her study paper "Welcome to The Unicorn Club: Learning from Billion-Dollar Start-ups." Since the publication of Lee's study in 2013, the Indian start up scene has developed into a sophisticated ecosystem that has helped several successful unicorns emerge.

Although every start-up's path to becoming a unicorn is different, it typically takes six months to reach the minimum and up to 26 years to reach the maximum. One of the fastest unicorns in Asia, Mensa Brands became a unicorn in just six months in 2021. Currently, India is home to one unicorn out of every ten unicorns in the world.



In general, 2021 has seen an exponential surge in the number of firms joining the unicorn club. This demonstrates the thriving start up scene that exists in India.

Reports from Journalistic Org indicate that unicorns from India account for a significant 5 percent of the total worth of unicorns worldwide. With a score of 36th, BYJU's is the first Indian company to feature in worldwide rankings. This aligns India with the UK and highlights its importance in the global start-up scene.

Unicorn start-ups stand for the dangers of risk and uncertainty as well as the promise of innovation. Although they possess the capacity to transform industries and yield substantial profits, they also confront severe obstacles and intrinsic hazards. In order to navigate the ever-changing start up ecosystem, investors, entrepreneurs, and policymakers must have a thorough understanding of unicorn start-ups.

2. Literature Review:

1. **Srivastava, A. and Jain, A. (2024)** in their paper titled "The Pink Billion Dollar Club: Women Entrepreneurs, Public Policy and the Rise of Unicorns in India" looks at the gender-based skewness that exists in the Indian entrepreneurial space more broadly as well as in women-led unicorns. India has recently seen a boom in the start-up scene, giving rise to a number of new unicorns. India is a global competitor, ranking third in the world for the production of unicorns.

2. **Ray, R. (2023)** in his paper "Critical Analysis on Sustainable Practices of Unicorn Start-ups in India" focuses on the current situation of Indian start-ups and the challenges they face in becoming unicorns. It highlights the necessity of a healthy ecosystem and supports start-ups at every stage of their growth, from ideation to expansion. The proposed framework provides a roadmap for Indian start-ups to integrate eco-friendly practices into their operations and support the country's sustainable development as a whole. The study's conclusion provides a framework for tying sustainability into the start-up ecosystem and critically analysing the sustainable practises used by unicorn start-ups in India.

3. **Kothai, T. A. (2023)** the paper titled "Indian Unicorns: Growth, Challenges and Impact on Corporate Finance" aims to examine the factors that have contributed to Unicorn growth, how they have affected the investment landscape, the difficulties they have faced, and potential remedies.

4. **Tripathi, N., & Singh, D. P. (2021)** in their research titled "Indian Unicorns and Covid 19: An Assessment and Prospects" aims to evaluate the development and future prospects of Indian unicorns and explores the policy measures used by the government to encourage entrepreneurial spirit and strengthen the Indian start-up scene.

5. **Patil, S., & Wadajkar, V. (2021)** in their article "Indian start-ups: Shining unicorns" concluded that India's unicorns are reaping the benefits of the third largest start-up environment globally. There are lots of options for these budding business owners, and they will probably take advantage of them.

3. Research Methodology:

3.1 Research Gap

Research examined included studies on the growth in unicorn population, sustainable business methods adopted by unicorn start-ups in India, reasons that fuelled unicorn growth, the prospects for Indian unicorns going forward, and how India's unicorns are benefiting from the world's third largest start-up ecosystem. So far no studies concentrated on growth of Indian Unicorns with respect to city wise, industry wise, value wise. In this context the present research has been undertaken.

3.2 Need for the Study

An in-depth understanding of Indian entrepreneurial ecosystems, innovation, and emerging trends can be gained by studying Indian unicorns. Venture capitalists, investors, and scholars who aim to engage with and make a contribution to the dynamic Indian economy and worldwide start up scene will benefit greatly from comprehending these unicorns. In what parameters India is moving ahead with respect to its growth plays a significant role to reach global heights in near future.



3.3 Objectives of the Study

- To study the number of Unicorns over the years i.e. from 2014 to 2023.
- To find out which industry is growing rapidly & to explore the top 10 Indian Unicorns.
- To highlight the aggregate valuation of the Unicorns.

3.4 Sources of data

The present research used secondary data from articles and websites to fulfil the objectives.

3.5 Statistical Techniques

The data is tabulated along with various graphs to analyse the growth of Indian Unicorns with regard to various parameters.

3.6 Duration of the Study

The study took 10 years data i.e. from 2014 to 2023.

3.7 Scope of the Study

The study is confined to Indian unicorns covering only 4 parameters.

3.8 Limitations of the Study

1. The present research is based purely on secondary data.
2. All the parameters are not considered to lead to a roadmap.

4. Data Analysis:

Table 4.1: Year wise Indian Unicorns from 2014 – 2023

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Number of unicorns	1	4	2	1	11	7	11	45	22	2

YEAR WISE NUMBER OF UNICORNS

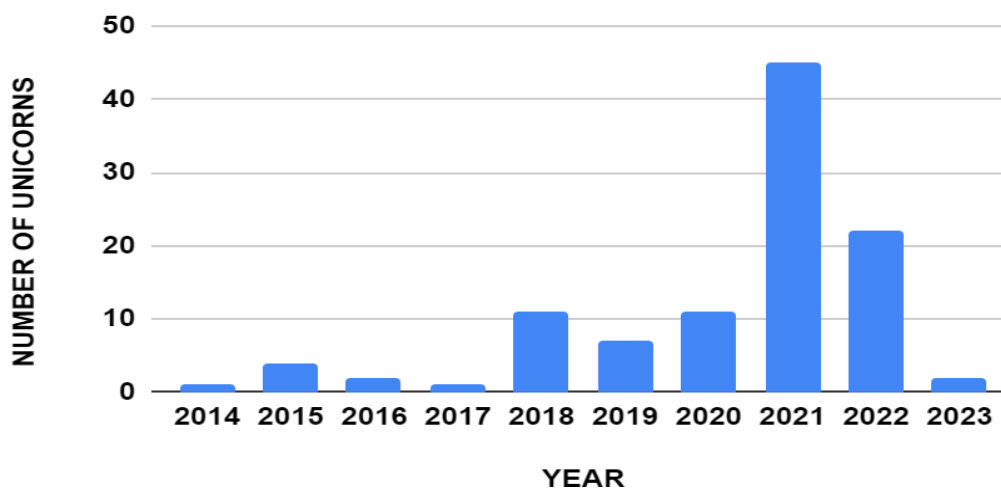


Figure 4.1: Year wise Indian Unicorns from 2014 – 2023

Interpretation: The above data over a period of 10 years shows that there is a tremendous increase in Indian Unicorns i.e. increasing from 2014 to 2021 and a slight decrease in the later 2 years.

Table 4.2: Industry Wise Unicorns Count

Industry	Number of Unicorns
E – Commerce	26



Fintech	23
Enterprise tech	18
Consumer Services	8
ED Tech	7
Media & Entertainment	6
Logistics	6
Health tech	5
Travel tech	2
Transport tech	2
Clean tech	1
Real Estate tech	2

INDUSTRY WISE UNICORNS

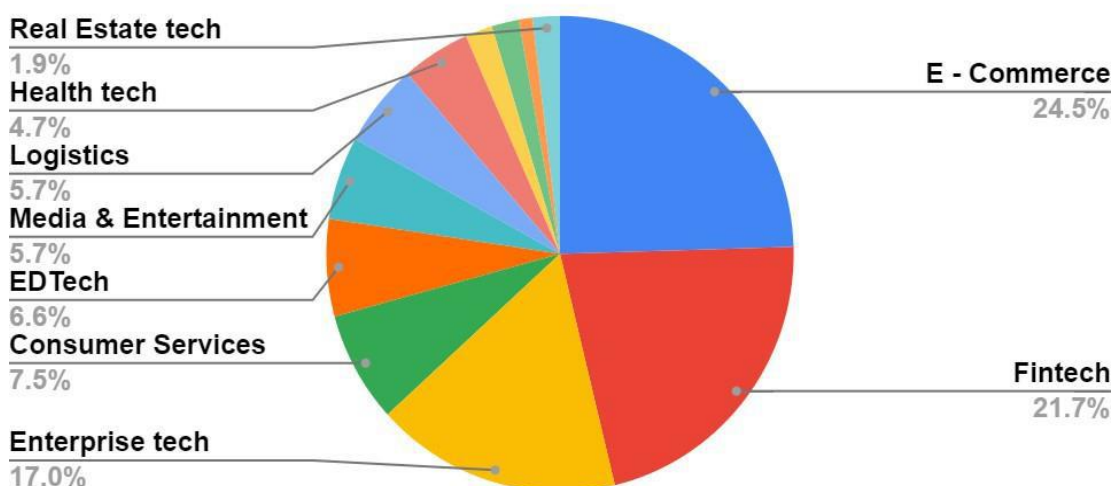


Figure 4.2: Industry Wise unicorns Count

Interpretation: The above pie chart shows that E-commerce industry is contributing more compared to other sectors.

Table 4.3: City Wise Unicorns Count

City Name	Number of Unicorns
Gurgaon	16
New Delhi	10
Gift city	1
Bangalore	39
Mumbai	19
Hyderabad	3
Noida	5
Pune	6
Jaipur	4
Chennai	2
Thane	1



VALUATION OF TOP 10 UNICORNS

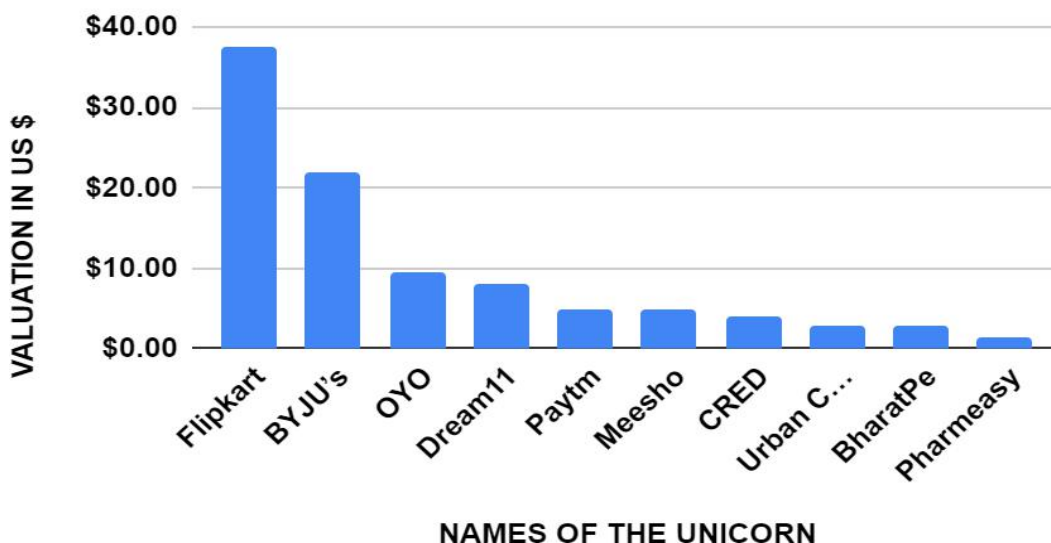


Figure 4.3: Unicorns City wise

Interpretation: From the above bar graph, the data says that in Bangalore city Unicorns are more compared to other cities in India.

Table 4.4: Top 10 Indian Unicorns by valuation dated 23rd January 2023

Name of the Unicorn	Valuation in US\$
Flipkart	\$37.6 billion
BYJU's	\$22 billion
OYO	\$9.6 billion (August 2021)
Dream11	\$8 billion
Paytm	\$5 billion
Meesho	\$5 billion
CRED	\$4.01 billion
Urban Company	\$2.8 billion
BharatPe	\$2.85 billion
Pharmeasay	\$1.5 billion

Figure 4.4: Top 10 Indian Unicorns by valuation dated 23rd January 2023



Interpretation: As per dated 23rd January 2023, from the above table we can say that among top 10 Indian Unicorns, Value of Flip Kart i.e. \$37.6 billion is more in comparison to other companies.

Table 4.5: Aggregate Valuation of Indian Unicorns from 2014 – 2023

Year	Aggregate Valuation
2014	\$2 billion
2015	\$103 billion
2016	\$116 billion
2017	\$141 billion
2018	\$215 billion
2019	\$257 billion
2020	\$384 billion
2021	\$497 billion
2022	\$535 billion
2023	\$537.44 billion

AGGREGATE VALUATION OF UNICORNS 2014-2023

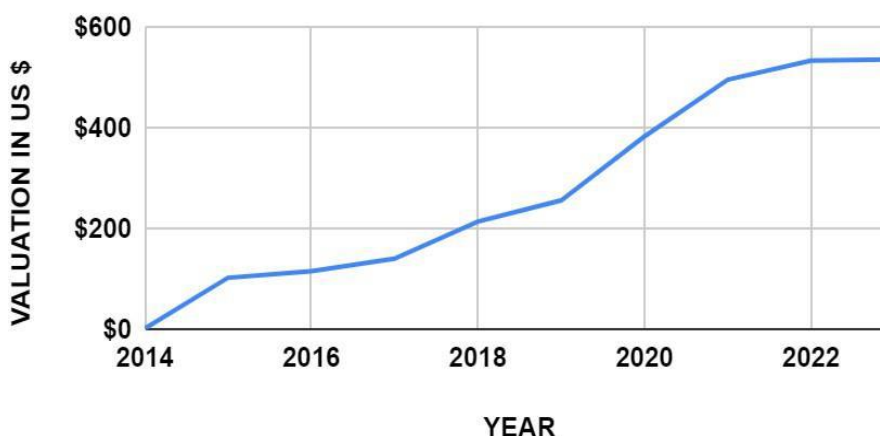


Figure 4.5: Aggregate valuation of Indian Unicorns from 2014 – 2023

Interpretation: The aggregate value of Indian unicorns is tremendously increasing from 2014 to 2023 which is stood at \$537.44 billion.

5. Results and Discussion :

1. Over a period of 10 years there is a tremendous increase in Indian Unicorns and numbers of Unicorns are more in 2021 which shows that our country is withstanding even during COVID 19 which is remarkable.
2. Bangalore city fostered the growth with regard to more number of Unicorns. E-Commerce industry is contributing more compared to other sectors and among the E-Commerce, the value of Flip Kart is noteworthy compared to other top 10 unicorns and the entire value of unicorns stood at \$537.44 billion till 2023.
3. The Confederation of Indian Industry (CII) research report dated 14th March 2024 discovered that there was a notable contribution of GDP by Indian 100-plus Unicorns and about 1, 00,000 start-ups which contributed to 10% to 15% GDP growth during 2016 and 2023.
4. The research report says that in the upcoming years, industries like manufacturing, digital and SaaS, retail and e-commerce, and next-generation financial services are expected to propel significant growth.



5. The report of CII also enlightened that new unicorns are expected to generate 50 million new employment and USD 1 trillion to the Indian economy, which is projected to reach USD 7 trillion in size by 2030.

6. The report says that as of January 2024, the aggregate valuation of 113 unicorns is USD 350 billion.

6. Conclusion :

India stands third largest start-up ecosystem globally, behind the US and China. By studying the parameters taken in the study, it is concluded that Indian Unicorns are resulting in a fruitful revolution leading to the roadmap which is the need of the hour in a competitive global challenging scenario.

Further Research

In near future, further studies can focus on a case study with respect to a single unicorn in detail to know the challenges, prospects and growth parameters along with SWOC analysis.

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- <https://www.investindia.gov.in/team-india-blogs/indian-unicorns-torchbearers-indian-economy>



Brand Anthropomorphism-A New Way of Promotion

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Abstract: *In recent years, the Internet, evolving technologies, and social media have led to the evolution of dynamic and versatile consumer behavior. The changes in customer behavior driven by digital developments provide many opportunities and challenges that businesses also need to deal with online. The digital revolution has shaken marketing to its core with consumers being offered greater price transparency and often even the chance to dictate the price. The better companies know about their customers, the easier they can engage with them using strategies such as content marketing, User Experience (UX), influencers marketing, User-Generated Content (UGC), or Electronic Word of Mouth (eWOM). These strategies are essential to get more sales and develop businesses online, as such strategies increase user engagement and influence their behavior. Online platforms and social networks directly influence consumer-brand relationships. Brands, offering identity extensions and symbolic values to their customers and seeking visibility over social networks, try to create interaction and engagement with consumers via their online presence.*

Keywords: *Influencers marketing, User-Generated Content (UGC), Electronic Word of Mouth (eWOM), and WOM (or word-of-mouth).*

1. INTRODUCTION :

Online platforms and social networks directly influence consumer-brand relationships. Consumption behaviours evolve in this connective world as a vital part of individuals' self-concept whereas social identities come into prominence through these online platforms. Brands, offering identity extensions and symbolic values to their customers and seeking visibility over social networks, try to create interaction and engagement with consumers via their online presence. Brand Love is seen as a better criterion to judge the loyalty of consumers. Hence Marketers are using Brand love to create loyalty for the brand and finding various factors which lead to the creation of brand love among the target consumers. This study investigates the influence of anthropomorphism on brand love in the context of defensive marketing. We identified five possible theoretical mechanisms through which anthropomorphism may influence brand love: category-level evaluation, cognitive fluency, cognitive consistency, self-extension, and self-congruence. The results reveal that the level of quality and anthropomorphism that a consumer perceives the brand has been important antecedents of brand love. Moreover, anthropomorphism's predictive power differs between evaluative and relationship-specific dimensions of brand love.

2. RESEARCH OBJECTIVE:

The main objective of this paper is to have a deeper understanding of Brand Anthropomorphism. We will get practical knowledge about brand anthropomorphism in light of warmth and competence. How can a company adopt brand anthropomorphism and humanise the brand in order to increase consumer loyalty toward the brand?



3. RESEARCH METHODOLOGY

This paper is based on a conceptual framework which includes the theories of prior research on digital marketing and its advanced elements based on literature review of different authors.

SIGNIFICANCE OF DIGITAL MARKETING IN AN ORGANISATION

It may turn out that within the course of the closest years, digital marketing will become a basic philosophy, which will point to an approach and sets of activities that a person dealing with marketing should take towards the market. Digital marketing based on technologies must focus on values, advantages, and possibilities provided by the digital world in contact with the client. Persons responsible for marketing operations must understand the digital reality, and focus on new principles of contact with the market, therefore increasing their share and becoming successful in the chaotically transforming environment. The drawing below presents six attributes of marketing and digital media. Ubiquitous connectivity - a society, especially youth, and children, is accustomed to dynamic and comfortable usage of devices such as laptops, smartphones, PCs, or TVs at the same time. Hence, persons dealing with marketing use their activity by obtaining demographic and geographic information while developing a campaign. The problem is noticed by researchers, who are incapable of pointing to interactions of those media users with marketing. An interaction level that is suited improperly, may impact the answer: how young people treat new media, and what is their presence necessary for them? Engagement - watching TV is passive, bearing in mind the fact that the recipient has no possibility of direct interactions. While digital media enable such integration, as well as the personal engagement of the recipient into a given campaign [7]. This is noticed in the case of children and youth, who through blogs, video blogs, social services, and text messages, pose the largest demographic group. A foundation of digital marketing is not only the involvement of the recipient with the received communication. Instead of distributing the content amongst consumers, who will not be interested in a given product or service, it would be more appropriate to engage them in interactions with the brand. Therefore, a consumer will be acquainted with a product/service and will refer to the interconnected experience in social and personal relationships. Engagement can be measured through techniques exploited in neuromarketing, which measure the influence of marketing activities on a human brain, through neurobiological tools [8]. User-generated content - digital technologies enable persons dealing with marketing to create content connected with a brand, product/service, including advertisements. Therefore, the recipients are not passive towards communications directed to them. Contents created in the digital world, through various techniques, incline the recipients to get engaged in marketing communications. Enterprises create content most often through a previously prepared template. In practice, it means that the message sender is willing to encourage the recipients to create content individually, from which they derive information about the interests of their creators, which in turn pose the basis for communications sent to a selected target group. Personalization – thanks to monitoring and acquiring data on users, e.g. of the Internet, through various applications, digital marketing has the possibility to create personalized communications, additionally based on individual preferences. All information about the consumer is downloaded from a well-managed CRM system or cookies. Thanks to such data, any given brand may communicate with a potential recipient, not only through the Internet but also through mobile phones. Personalization transformed the character of transactions, as felt by the clients, from mass to individual. Social graphs - mainly social portals create a network of mutual relationships between users. Therefore, digital marketing may apply to emerging social networks for promotional purposes. What is more, thanks to social platforms, a person dealing with marketing notices the size and depth of relations between the users. Thanks to those networks, the persons may create a psychological portrait, therefore dividing the users into groups. Immersive environments – available multimedia applications, and interactive games, introduce their users into the virtual world, where the persons dealing with marketing promote their products/services. It is true that the virtual environment engages in interactions through real experiences. The emerging physical condition is accompanied by aggregated concentration on the realized action. The increase in the application of virtual reality poses an argument for total focus on the communicated content in digital marketing [9]



ANTHROPOMORPHISM

The primary definition of anthropomorphism is ‘the tendency to imbue the real or imagined behavior of nonhuman agents with human-like characteristics, motivations, intentions, or emotions. Brand Anthropomorphism is achieved by incorporating various combinations of characteristics and features which resemble that of human beings like human forms, personality, ability to speak, feelings, and imagination. Recent advances in consumer research have demonstrated that people readily humanize or anthropomorphize other entities such as brands (Aggarwal & McGill, 2012). Although research on anthropomorphism in marketing has only emerged over the last two decades, the concept takes its origin back to Ancient Greece and has been discussed by philosophers ever since. The word anthropomorphism originates from the Greek words “Anthropos” (human) and “morphe” (shape or form), and as such, anthropomorphism leads individuals to perceive both physical and abstract entities as they perceive humans. Specifically, anthropomorphism is the phenomenon by which nonhuman entities are attributed with human-like characteristics, properties, behaviors, and mental states that people believe to be uniquely human (Epley et al., 2007).

For example, Amazon Alexa was portrayed as losing her voice, imitating a similar human phenomenon; the Michelin man who was the symbol of the brand for a long time. There is additionally the McDonald’s clown, the owl of TripAdvisor, Mickey and Minnie mouse of Disney, and the cheetah of Cheetos.

THEORY OF WARMTH AND COMPETENCE

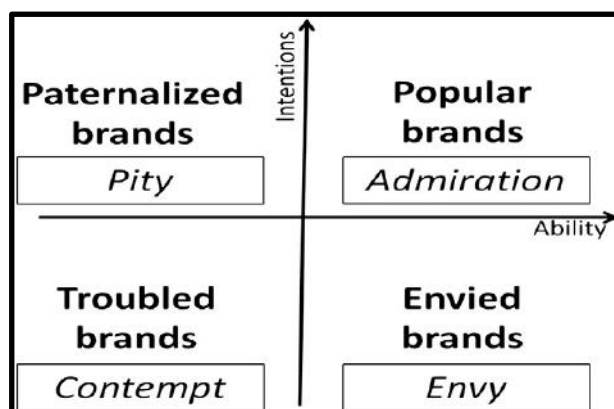
The Stereotype Content Model(SCM) , a well-established model from social psychology provides background regarding how the company can go about humanising its brand. SCM states that people form various perceptions about other people on the basis of two factors which are warmth and competence. Warmth is the feeling that a person gets from the other person when he feels that the other person is having good intentions towards him/her. The following traits come under warmth tolerance, trustworthiness, sincerity, and good-naturedness. Competence is the feeling when one feels that the other person has the ability to carry those good intentions. Competence includes the following traits: skillful, intelligent, capable, and confidence.

THEORY OF WARMTH AND COMPETENCE IN BRANDS

Both warmth and Competence are believed to enhance and help brand anthropomorphism. These two concepts help to make brands more relatable to consumers. With warmth, consumers feel that the brand has good intentions toward the consumer. With Competence, the consumer feels that the product has the ability to match with those intentions which have been promised. The warmth gives confidence to the consumer that the brand has the capability to offer the best results to the consumer. Popular brands that have portrayed both warmth and competence are Coca-Cola, Johnson and Johnson Baby, Hershey’s.

BRAND PERCEPTIONS OF WARMTH AND COMPETENCE

Kervyn et al. in 2012 developed an adaptation of SCM known as Brands as Intentional Agent Framework. This framework states the intention and ability of the brand rather than of the person.



The above figure shows the ability (Competence) and Intentions (Warmth) in respect to the brands. The Troubled brands (Contempt); Envied Brands (Envy); Paternalized Brands (Pity) and , Popular Brands (Admiration) are all the categories in which the products can be placed on the basis of purchase intent and brand loyalty. As per this framework purchase intent and brand loyalty are two consumer behaviour outcomes of the warmth and competence in the brands.

4. LITERATURE REVIEW

The prior literature has amply demonstrated that consumers have a strong tendency to engage in anthropomorphic thinking, as they mentalize brands, products, and objects of all sorts (Kiesler, 2006; Aggarwal and McGill, 2007; Ahuvia, 2008; Landwehr et al, 2011; Delbaere et al, 2011; Kervyn et al, 2012; Hart et al, 2013; Puzakova et al, 2013). Under, Defensive marketing strategy we investigate the relationship between brand love and anthropomorphism, specifically within the context of defensive marketing strategy. Whereas the offensive strategy refers to attempts to get new first-time customers, the defensive strategy includes encouraging repeat purchases, upselling, cross-selling, and other attempts to increase the profitability of existing customers (Fornell and Wernerfelt, 1987). Current approaches to marketing such as Nordhielm (2006), are based on the premise that there are fundamental differences in the ways firms should conduct themselves when targeting customers who are already favourably disposed towards the brand, as compared with potential customers who have less favourable opinions or no opinion at all. In this article, we are looking specifically at how to approach customers who already view the brand positively.

The concept of **consumer–brand relationships** has gained increased attention in marketing academia and practice during the last years (c.f. Guese, 2010 for a review). Starting with her now classic article, Fournier (1998) laid the theoretical foundation for consumer–brand relationship research and identified several relationship types, including love. Brand love refers to consumers’ love for brands and branded products or services (Ahuvia, 1992, 1993; Bauer et al, 2007; Albert et al, 2008, 2012; Lastovicka and Sirianni, 2011; Batra et al, 2012; Heinrich et al, 2012; Albert and Merunka, 2013; Fetscherin et al, 2014). Correspondence: Philipp A. Rauschnabel Department of Marketing, Otto-Friedrich-University of Bamberg, Feldkirchenstr. 21, Bamberg 96052, Germany E-mail: Philipp.rauschnabel@uni-bamberg.de © 2014 Macmillan Publishers Ltd. 1350-231X Journal of Brand Management Vol. 21, 5, 372–395 www.palgrave-journals.com/bm/ From a brand management perspective, brand love can play a similar role to customer satisfaction, brand attitude, perceived quality and other constructs that brand managers use as targets in their strategic planning (Bergkvist and Bech-Larsen, 2010). Batra et al (2012, p. 10) found that brand love predicted brand loyalty, word-of-mouth (WOM), and resistance to negative brand information, better than ‘conventional attitude models in marketing that rely on the brand’s perceived high quality.

BRAND LOVE: Most academic research on brand love started with theories of interpersonal love and applied them to consumer behaviors (Shimp and Madden, 1988; Carroll and Ahuvia, 2006; Heinrich et



al, 2008, 2009, 2012). Other research, such as Ahuvia (1993), Albert et al (2008), Ortiz and Harrison (2011), and Batra et al (2012), took a different approach that started with in-depth qualitative theory-building research on things that people loved, and then looked at how this non-interpersonal love compared with interpersonal love. In Albert et al (2008) and Batra et al (2012), this was followed by quantitative survey research. We will focus here on the recent work by Batra et al (2012) as it provides the strongest evidence for its definitions and measures, which are discussed below.

5. THE NEW RULES OF MARKETING IN A DIGITAL AGE

These new realities of the business environment have led a number of authors to develop new rules for the new economy. While some of these 'rules' encompass some marketing perspectives, companies must focus more explicitly on a new set of 'principles' for marketing in a digital age. Although these 'rules', as summarised in Exhibit two (TOLTA), are still emerging, they are beginning to shape the new discipline of marketing. In reviewing these rules, it is important to note that while the advances in technology make these rules viable strategies, the success of such strategies ultimately depends on consumer acceptability. Will everyone want, for example, a one-on-one relationship with a company? How are consumers going to deal with the clutter resulting from every company's desire to develop a one-to-one relationship with them?

EXPAND THE ROLE OF BRANDING IN THE GLOBAL PORTFOLIO

By putting more 'perfect' information in the hands of consumers, digital technology might be expected to undermine the power of brands. Actually, some evidence suggests that branding has become more important. With many options to choose from and fewer personal relationships online, customers may turn to trusted and trustworthy brands as an indication of more intangible qualities. Nike's brand still has power in this environment because it conveys an image of the purchaser. But an airline brand that relies on low prices and on-time performance may be eroded because the information it conveys about budget prices and on-time service can be determined empirically through easily conducted information searches. The development of brands such as Amazon.com, Yahoo, eBay, e-trade, and other Internet brands can occur much more rapidly with the new technology. But, with the possible exception of 'pure play' Internet brands, all brands should focus on both their meaning and value in both Internet and non-Internet contexts. Since digital technology transcends national borders, companies need to pay more attention to the development of global brands. To what extent can brands be globalised and to what extent should companies develop a portfolio of global, regional, and local brands? This is especially critical given the heterogeneity of all markets, the growing importance of globalisation, the trend toward M&A and strategic alliances with other national, regional, or global firms which often have their own brands, and the enormous potential of emerging economies. Some 86% of the world population is in nations with GNP per capita under \$10,000. These emerging markets are quite heterogeneous and operate under different principles. If focused on segments other than the one receptive to global brands and positioning, companies cannot simply transfer their US brands, marketing strategies, and business models to Islamic or Asian markets, for example. The brands need to be shaped and tailored to carry across different parts of the world, or new brands need to be created.

NEED FOR BRAND ANTHROPOMORPHISM

Brands are one of the elements of Marketing that help in building the value of the company and this Brand Anthropomorphism is one of the ways to promote and hype the value of the company. Since we all are going for the reconstruction of traditional and consistent values, consumers have increasingly become more inclined to those brands which are portraying human-like features so that they are able to interact with the brands in the same manner they interact with other people. The success of brands depends upon the way the organisations are portraying their brands to the target customers, if the consumers are able to interact with the brand then the consumers start trusting the brand and hence it increases brand loyalty among the consumers. Today, brand anthropomorphism is a widely used



marketing strategy and most empirical research has shown that anthropomorphic products and advertising have positive effects on consumers' attitudes and evaluation. Brand anthropomorphism can help the consumer to properly understand, control, and anticipate non-human factors that enrich the effective motivation of consumers and thus improve product evaluation.

BRAND ANTHROPOMORPHISM IN THE SHADOW OF POWER

Power is defined as people's belief in their ability to control or influence others according to their own will. People's sense of mental power can be viewed as a fixed trait since it can be a result of what they experience in a position of power. Extensive research has also shown that people, regardless of their hierarchical position, can feel empowered in their personal or professional life. The mental sense of power can be activated when people are in a situation where they can make decisions that affect others. Thus, the increased sense of power is associated with positive outcomes such as increased positive thinking and received control.

BRAND ANTHROPOMORPHISM AND ITS DETERMINANTS

Brand Anthropomorphism is determined by various factors like brand design, in-store product features, brand personification, brand self-congruity, and brand advertisement. These factors are responsible for altering the attitude of consumers toward brands and organisations. In the following section, the detailed role played by all these factors in shaping the consumer's view of Brand Anthropomorphism is given.

BRAND DESIGN

All Marketers have the objective to induce consumers to anthropomorphize their product and brand with the help of brand design. The brand design consists of various brand-related elements like name, shape, logo, colour combinations, and general presentation of the brand's logo to differentiate the brand and product from that of the competitors. It facilitates customer action regarding the desired brand through its communication and other features. The brand design reflects the attitude and emotional connection with the brand and the product. Emotional connection is the most vital part of the brand.

PRODUCT FEATURES

Product shapes, designs, and features are essential components of brand anthropomorphism which may be formed according to the characteristics of in-store products. Customers anthropomorphize the brand based on the features and performance of that product. The characteristics of in-store products play an important role in customer preference for a brand and their view of brand anthropomorphism. The product-related features of the shopping centre are an effective force to ensure that customers are very interested in the brand. The feature of in-store products in chain stores makes customers interested in the brand based on their satisfaction with the brand.

PRODUCT PERSONIFICATION

Personified brands are preferred by customers. They feel connected to a brand with personality or personification capabilities. Brand personification is related to brand reflection that encourages customers to give the brand human life. This is an effective component in consolidating the customer's ability in brand anthropomorphism. Aguirre-Rodriguez [32, p. 70] defines brand personality as "a human-like representation of a product or brand that is designed to relate the brand to specific human characteristics." This is a phenomenon in which the brand expresses a personality with human characteristics. Thus, the brand is presented by the customer memorably and humanly. Aguirre-Rodriguez argued that brand personification is a vital determinant of brand anthropomorphism. Social face-based branding plays a role in promoting the customer's emotional relationship with the brand. Customers are interested to be associated with brand personification in the market. Brand



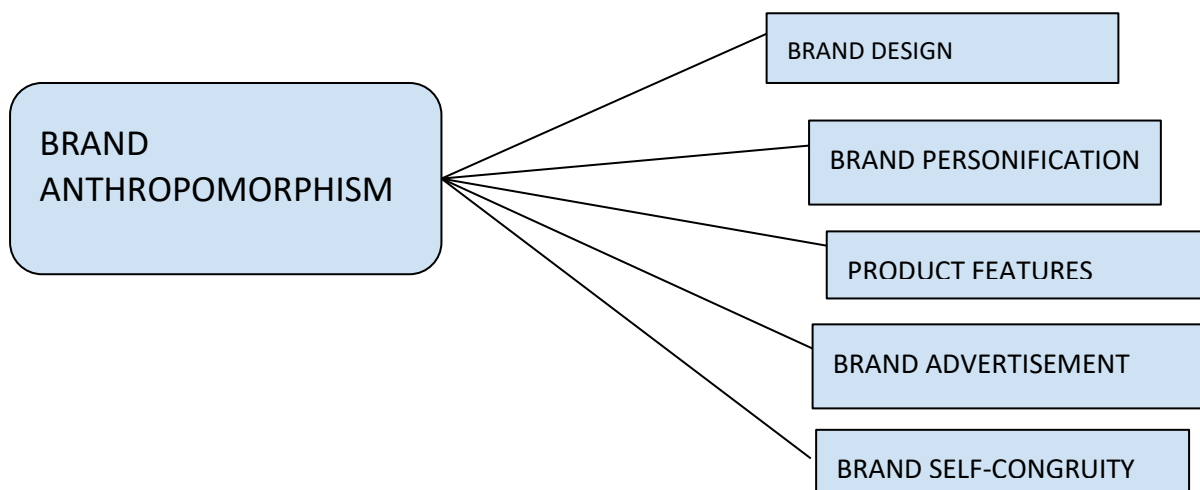
personification through the emotional bond between the customer and the brand creates a customer-friendly attitude towards the brand.

BRAND SELF-CONGRUITY

Guido & Peluso argue that the concept of brand self-congruity is a practical dimension for the development of brand anthropomorphism. Epley et al. propose that self-concept affects anthropomorphism. Rahman suggests three types of self-concept including the real self, “how do you see yourself?”, “Ideal self” (how do you like to see yourself?) and “social self” (how does society see you?). The customer focuses on self-concept to understand the congruence between himself and the brand. Self-concept is a necessary element for brand anthropomorphism by the customer. Customers consider empirical and symbolic features to get their needs expressed through the brand. Customers like to choose a brand that is compatible with their image. They like to create congruence between brand image and their image based on their familiarity with the brand.

BRAND ADVERTISING

Advertising gives human-like characteristics to the brand because customers are the components involved in brand anthropomorphism. Advertising affects customers' shopping patterns, emotions, and attitudes toward a particular brand. Anthropomorphized advertising positively affects the customer's attitude toward a particular brand. Various characters and auspicious and moving objects are used to raise the customer's perception of the brand as a brand that has taken on a human's colour or look or become a humanised brand. These tactics of humanising a brand or promoting it based on human characteristics in advertising are important for anthropomorphizing the brand.



6. FINDINGS

Due to the coming of traditional and wholesome values, customers are getting loyal to those brands which are able to humanise themselves. Customers want to associate themselves with products and brands that can create a relationship with consumers as humans.

In modern marketing, anthropomorphism has become commonplace with companies in almost every industry adding an anthropomorphic element to their brands. The use of icons or characters are often used as a way for the company to express their brand values through the character, making it easier for the consumer to identify with. Storytelling through the brand character is enhanced and allows marketers to create fun and imaginative ways to connect with their audience on an emotional level.



Anthropomorphism can be a powerful tool for marketers to humanise their brand persona and enrich their storytelling. By creating an anthropomorphic association, you add a human element that makes the brand more memorable and enhances brand attachment. To me, the successful use of anthropomorphism is one of the most fascinating aspects of marketing and consumer behaviour. There's no limit on what can be anthropomorphized, so use your imagination and give your brand a new life and (a human) personality.

As per the Brand as Intentional Agent, the products that are considered with high ability and competency are considered to be belonging to the Golden Quadrant which gets higher admiration and loyalty from the consumers. On the other hand those products or brands that are considered incompetent due to negative publicity or misbehaviour are considered as troubled brands. Brands which are considered cold but competent are known as Envy Brands. Brands which are giving warmth but are not competent are called Paternalized Brands. This bifurcation is done for profit earning products as all the non profit products always provide the much needed warmth.

7. CONCLUSION: Digital marketing along with brand anthropomorphism should be considered more broadly than Internet marketing. Digital marketing is located not only on the Internet, but also in electronics, software, etc., which the device/user uses to exchange data. Therefore, digital marketing combines digital and network technologies, thanks to what a man can communicate not only through a mobile network but also TV. Broad reach enables the enterprises to function on numerous electronic platforms. Summing up, it may be concluded that digital marketing is a modern concept of marketing, which is well-known in the world of new technologies. Digital marketing enables the persons dealing with these issues to select customers in a more precise manner than previously. Therefore, a product/service can be better adjusted to individual preferences. Digital marketing “makes life easier”, when compared to traditional marketing. For the Internet users, websites are not longer just presentations of offers, but they pose a part of their lives, the elements which the persons dealing with marketing use to communicate with a potential client.

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Goa's Culinary Tourism: Captivating Destination Experience

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Abstract: Goa is very much known as a tourist paradise due to its natural landscape, clean beaches and cultural heritage. This small state is among the most popular travel destinations in India. Travelers have been drawn to the state since the 1970s because of its stunning beaches, laid-back atmosphere, and distinctive cuisine. This conceptual framework model of culinary tourism in Goa gives a structured framework to understand the culinary experiences of the tourist's visiting Goa and the relationship of factors influencing their behavior, satisfaction and destination loyalty. Key factors such as initiatives for culinary tourism, diversity in local culinary and destination image are identified to examine how these factors leads to shape tourist satisfaction and engagement and influence their behavior towards trying local foods and likelihood of recommending culinary tourism in Goa. Moreover, the model also focuses on the significance of destination loyalty highlighting the positive culinary experience contribute to their intent to revisit Goa, emotional connection with the destination and positive word of mouth promotion. The feedback loop variable emphasizes for the development of tourist culinary experience through continuous improvement leading to sustainable development. This research study is descriptive in nature in which a convenience sampling technique has been used where a sample size of 360 odd respondents have been collected from tourists who recently visited Goa using a structured questionnaire. The paper uses primary as well as secondary data and the findings are summarized through simple statistical tools & techniques. To conclude, the outcome of this conceptual model is envisaged as sustainable culinary tourism development identified by its positive impact on local economies, preservation of cultural culinary heritage, and enhanced destination competitiveness. This study provides valuable information to the stakeholders seeking to improve culinary tourism of Goa and ensure its long-term success and sustainability.

Keywords: Culinary, Destination, Goa, Tourism.

1. INTRODUCTION :

India, one of the oldest civilizations in the world is a mosaic of multicultural experiences. With a rich heritage and varied attractions, the country is among the most popular tourist destinations in the world. (Ministry of Tourism). Goa, the tiny state is one of India's most popular tourist destinations in its southwest coast. This peaceful former Portuguese state is well-known for its tranquil beaches, colonial-era forts and temples, wildlife sanctuaries, cultural centers, and extensive culinary heritage. Goa also



has a lively nightlife, with a lot of beachside shacks, bars, and clubs all over the place. It is the only Indian state with floating casinos. The state's economy heavily relies on the tourism industry and associated businesses and ventures. (Barreto & Mayya, 2023). Goan cuisine plays a key role in its tourism industry and has achieved global fame. The amalgamation of simple flavors and solid Portuguese influence, adds uniqueness to Goan food (Fernandes et al., 2023). Goan cuisine is a delightful fusion of cultures and flavors, shaped by a rich history that dates back to ancient times. Influenced by the region's diverse cultural heritage, Goan cuisine combines the flavors of Portuguese, Indian, and Southeast Asian cooking techniques to create a truly unique culinary experience. The rich and diverse culinary traditions of the region also offer cultural and social benefits to both locals and tourists. Through culinary tourism, visitors have the opportunity to learn about the cultural influences and history behind each dish, which helps to preserve and promote the state's unique cultural heritage. Additionally, culinary tourism provides a platform for cultural exchange and dialogue, creating a space for people from diverse backgrounds to connect over their shared love of food. With its combination of economic, cultural, and social benefits, culinary tourism in Goa is a win-win for everyone involved. (FNH, 2023). Thus, Goa has a huge potential for growth of culinary tourism.

2. LITERATURE REVIEW:

Culinary tourism and sustainable development

Food occupies a central place when it comes to determining the success of tourism sector of any tourist destination. Unlike other forms of tourism like cultural, traditional, adventure, sports etc. where events take place seasonally, food can be made available all the year round and thus tourists can be attracted towards the destinations throughout the year through continuous promotion of culinary tourism. (Wodirad, Kebete, & Li, 2021). Culinary tourism refers to memorable eating and drinking experience, made to places where good foods are prepared for the purpose of fun or entertainment, which includes visits to local producers, food fairs, farmers' markets, cooking demonstrations and any food-related tourism activities. (Hall & Sharples, 2003). "Culinary Tourism has turned out to be a trend in many countries the world over (H., J, & William, 2018)

Food is a natural element of any region, showing its culture and tourists worldwide experience such gastronomic services. Hence, organizations in the gastronomic industry need to ensure the satisfaction of tourists (Fernandes et al., 2023). Tourists must be impressed by the tastes of the food and its quality and cleanliness that will make them visit the destination repeatedly and will refer others as well. Continuous improvements in local cuisine and its appropriate blending in tourism packages can help in slowing down of tourist's movement by increasing their length of stay thereby reducing visitors' carbon emission, increasing demand and spending on food consumption, increasing demand for locally available vegetables, fruits, fish, spices and meat. This will help in gearing economic activities, employment opportunities, enhancing livelihood of the locals (Dinis et al., 2019) (Grigorova et al., 2016). Multiplier effect of culinary tourism not only help in promoting other forms of tourism, but it also fosters economic and socio-cultural development of tourist destinations (Wodirad, Kebete, & Li, 2021) thereby leading to sustainable tourism development.

Factors such as posts shared on social platforms influences in terms of their novelty and information sharing which ultimately influences tourist decision on travelling new destinations to try out new food experiences (LIU, WILLIAM, & LORI, 2013) Food images shares positive relationship with tourists intention to revisit a destination (Karim, 2010). Authenticity has utmost significance in culinary tourism. Conceptualization of local food as "authentic" product that symbolizes place and culture of destination helps to enhance visitors experience by connecting them to the region, its culture and heritage. Authenticity is evaluated in terms of the genuineness of the local food in each location and how well the menu preserves the local culture (Zhang et al., 2019). As local food and cuisine with authenticity have been essential factors of the tourist encounter, experiencing them is often treated as one of the 'best things to do' in many destinations (Anton, 2019) (Sims, 2009). Information-focused video is the most effective in promoting food tourism. Information-focused video triggers cognitive evaluations. Placing commercial content in the middle or end of a video is more effective. (Christina, Deng, & Ling, 2022). The success of culinary tourism depends upon its effective promotion especially government promotion. The government online promotion has supported culinary tourism development



and its sustainability even during and after the pandemic. (Milwood & Crick, 2021). Sustainable development in culinary tourism can be realized through empowerment programs such as counseling, training, and mentoring for the younger generation to become successful entrepreneur. (Sulaiman, Pangestuti, Sugito, & Sabiq, 2022). Thus food is an imperative contributor in destination tourism and its sustainability (Scorrano & Iaia, 2023) due to its capability in influencing tourists' perceived image, food satisfaction, culinary quality, and consequently impacting tourists' behaviors in the selection of a travel destination (Chi, Chua, Othman, & Karim, 2013).

Based on the available literature, this study has made an attempt to analyze the complex relationship between various factors affecting culinary tourism in Goa and how they contribute to destination loyalty. The focus is on to find out how the feedback loop through continuous improvement helps in ensuring that culinary tourism evolves leading to sustainable development.

The objectives of the present study are:

- 1) To know the factors influencing culinary Tourism and its impact on tourist behavior & Destination loyalty.
- 2) To investigate how tourist participation & satisfaction with culinary tourism affects the destination loyalty.
- 3) To explore the moderating role of demographic factors on culinary tourism experiences in Goa.

3. METHODOLOGY:

The purpose of the present study was to investigate the factors influencing culinary tourism & its impact on tourist behavior & destination loyalty by using conceptual model. The study was carried out during the period from December 2023 to February 2024. The data was collected from tourists visited to Goa during the above-mentioned period. For the purpose of this study a structured questionnaire was prepared. The questionnaire was divided into different sections in order to fulfil the objectives of the study. The first section of the questionnaire tried to assess the demographic characteristics of the tourists i.e Age, Gender & Nationality. The second section of the questionnaire deals with dividing the questionnaire into different parts and having 3 questions each under different headings and was administered to 360 respondents. Convenience sampling technique was used to collect the data. The data is analyzed using SMART PLS -4.

4. HYPOTHESIS

- **H₁** : Culinary Tourism Activities (CTA) has a positive and significant influence towards Tourist Participation (TP).
- **H₂** : Local Cuisine Diversity (LCD) has a positive and significant influence towards Tourist Participation (TP).
- **H₃** : Destination Image (DI) has a positive and significant influence towards Tourist Participation (TP).
- **H₄** : External Factors (EF) has a positive and significant influence towards Tourist Participation (TP).
- **H₅**: Culinary Tourism Activities (CTA) has a positive and significant influence towards Satisfaction with Culinary Tourism (SCT).
- **H₆**: Local Cuisine Diversity (LCD) has a positive and significant influence towards Satisfaction with Culinary Tourism (SCT).
- **H₇**: Destination Image (DI) has a positive and significant influence towards Satisfaction with Culinary Tourism (SCT).
- **H₈**: External Factors (EF) has a positive and significant influence towards Satisfaction with Culinary Tourism (SCT).
- **H₉**: Satisfaction with Culinary Tourism (SCT) has a positive and significant influence towards Destination Loyalty (DL).



- **H₁₀**: Tourist Participation (EF) has a positive and significant influence towards Satisfaction with Destination Loyalty (DL).
- **H₁₁: (a) to (c)**: Demographic variables [Gender (a) / Age (b) / Nationality (c) as a moderator has influence on Tourist Participation (TP) towards Destination Loyalty (DL).
- **H₁₂: (a) to (c)**: Demographic variables [Gender (a) / Age (b) / Nationality (c) as a moderator has influence on Satisfaction with Culinary Tourism (SCT) towards Destination Loyalty (DL).
- **H₁₃**: Destination Loyalty (DL) has a positive and significant influence towards Sustainable Improvement (SI).
- **H₁₄**: Sustainable Improvement (SI) has a positive and significant influence towards Sustainable Culinary Tourism Development (SCTD).

5. DATA ANALYSIS

5.1 DEMOGRAPHIC PROFILE

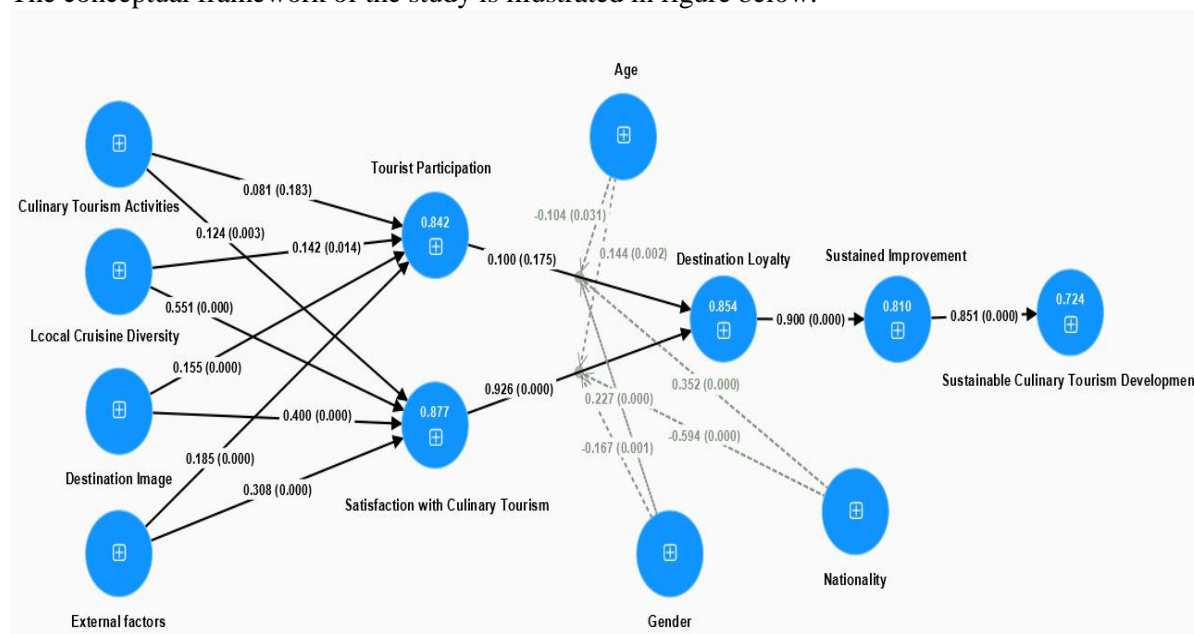
Table 1. The demographic characteristics of the sample.

Table 1. depicts the demographic characteristics of the sample. Among the respondents, it was observed that 51.4% are identified as male and 48.6% are female, resulting in a balanced gender distribution. Majority of the participants 39.2% fell between 26 to 35 years followed by 30.6% - 36 to 45 years and few 5.5% were 55 and above years. Furthermore, with regard to nationality, majority were Indian tourists 62.2% and 37.8% were non-Indians.

		Frequency (n=360)	Percentage (%)
Gender	Male	185	51.4
	Female	175	48.6
Age	18 to 25 years	62	17.2
	26 to 35 years	141	39.2
	36 to 45 years	110	30.6
	46 to 55 years	27	7.5
	55 and above	20	5.5
Nationality	Indian	224	62.2
	Non- Indian	136	37.8

5.2 CONCEPTUAL FRAMEWORK

The conceptual framework of the study is illustrated in figure below:





The goal of the model is to explain effects of Culinary Tourism Activities, Local Cuisine Diversity, Destination Image and External Factors through Tourist Participation and Satisfaction with Culinary Tourism on Destination Loyalty and with Sustained Improvement how to ultimately lead to Sustainable Culinary Tourism Development.

The theoretical model can be explained as below:

- The target construct of interest is Destination Loyalty, Sustained Improvement and Sustainable Culinary Tourism Development.
- The two dimensions of tourist's interaction in sustainable tourism is Tourist Participation and Satisfaction with Culinary Tourism.
- Four exogenous driver constructs - (Culinary Tourism Activities, Local Cuisine Diversity, Destination Image and External Factors) of two dimensions of tourist's interaction in sustainable tourism
- The exogenous driver constructs are further measured by total 12 reflective constructs.
- Moderating Role of Age, Gender and Nationality.

The endogenous constructs include Sustainable Culinary Tourism Development and four formatively measured constructs (SI, DL, TP and SCT). The four exogenous driver constructs (CTA, LCD, DI and EF) have reflective measurement models. Age, gender and nationality are demographic factors that can influence how tourist perceive Goa as a hub of culinary tourism, which can be the driving force to achieve sustainable culinary tourism development through a feedback loop i.e. sustained improvement. Hence in the model we have inserted these demographic variables to understand the moderating effect.

5. 3. RELIABILITY ANALYSIS

Latent Variable	Indicators	Internal consistency reliability		Convergent validity	
		Composite reliability	Cronbach's alpha	Loadings	Average variance extracted (AVE)
Culinary Tourism Activities	CTA 1	0.853	0.74	0.856	0.661
	CTA 2			0.858	
	CTA 3			0.716	
Destination Image	DI 1	0.877	0.789	0.827	0.705
	DI 2			0.9	
	DI 3			0.788	
External factors	EF 1	0.85	0.736	0.786	0.655
	EF 2			0.854	
	EF 3			0.786	
Local Cuisine Diversity	LCD 1	0.875	0.786	0.816	0.701
	LCD 2			0.908	
	LCD 3			0.783	
Satisfaction with Culinary Tourism	SCT 1	0.864	0.763	0.837	0.68
	SCT 2			0.865	
	SCT 3			0.768	
Sustainable Culinary Tourism Development	SCTD 1	0.891	0.854	0.76	0.576
	SCTD 2			0.783	
	SCTD 3			0.751	
	SCTD 4			0.734	
	SCTD 5			0.762	



	SCTD 6			0.764	
Sustained improvement	SI 1	0.884	0.804	0.843	0.718
	SI 2			0.861	
	SI 3			0.839	
Destination Loyalty	DL 1	0.924	0.901	0.835	0.669
	DL 2			0.795	
	DL 3			0.807	
	DL 4			0.845	
	DL 5			0.835	
	DL 6			0.786	
Tourist Participation	TP 1	0.891	0.817	0.837	0.733
	TP 2			0.878	
	TP 3			0.852	

The reliability analysis in structural equation modelling is vital indicator to measure the consistency of latent variables and constructs. The internal consistency reliability and convergent validity assessed in the above model. Internal consistency reliability is the extent to which indicators measuring the same construct are associated with each other. It is measured by way of composite reliability and Cronbach's alpha. The findings indicate that composite reliability for all the constructs is above 0.7 i.e. between 0.8 to 0.92 range which indicate good result and are acceptable for the study. Cronbach's alpha for all the constructs is above 0.7 which shows that the constructs are satisfactory. Both the tests of internal consistency reliability are satisfactory.

On the other hand, convergent validity is measured by outer loadings and Average Variance Explained. When the loadings are more than 0.708, it shows that latent variable can explain at least 50% of its indicator's variance. In our model loadings of all the indicators are above 0.708, hence we can say that it fulfils the criteria. AVE should be ideally above 0.5 to ensure construct represent its indicators. For all the constructs the AVE is above 0.5 to suggest adequate convergent validity.

5. 4 PATH CO-EFFICIENT AND P VALUES

The model so constructed in further analyzed with the help of software Smart PLS 4. It is analyzed with the help of PLS algorithm and Bootstrapping algorithm. The results of the algorithms are as follows:

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics	P values	Results
CTA -> TP	0.081	0.086	0.061	1.333	0.183	Not Significant
CTA -> SCT	0.124	0.126	0.042	2.932	0.003	Significant
LCD-> TP	0.142	0.143	0.058	2.465	0.014	Significant
LCD-> SCT	0.155	0.156	0.043	3.64	0	Significant
DI-> TP	0.551	0.546	0.071	7.712	0	Significant
DI-> SCT	0.4	0.399	0.054	7.453	0	Significant
EF-> TP	0.185	0.184	0.042	4.382	0	Significant
EF-> SCT	0.308	0.305	0.04	7.618	0	Significant
TP-> DL	0.1	0.1	0.073	1.357	0.175	Not Significant
SCT -> DL	0.926	0.926	0.075	12.349	0	Significant
Age -> DL	0.057	0.058	0.022	2.6	0.009	Significant
Gender -> DL	-0.053	-0.055	0.026	2.059	0.04	Significant



Nationality -> DL	0.054	0.055	0.053	1.021	0.307	Not Significant
Age x TP -> DL	-0.104	-0.106	0.048	2.156	0.031	Significant
Age x SCT -> DL	0.144	0.145	0.047	3.035	0.002	Significant
Gender x TP-> DL	0.227	0.232	0.053	4.3	0	Significant
Gender x SCT -> DL	-0.167	-0.172	0.049	3.388	0.001	Significant
Nationality x TP -> DL	0.352	0.351	0.099	3.571	0	Significant
Nationality x SCT -> DL	-0.594	-0.593	0.102	5.83	0	Significant
DL-> SI	0.9	0.9	0.012	72.181	0	Significant
SI-> SCTD	0.851	0.852	0.016	52.086	0	Significant

Culinary tourism activities are the ways and means to draw more tourist participation with local culture and cuisine. The relation between culinary tourism activities and tourist participation is considered to be significant and important to increase the reach of culinary tourism, but the test run has revealed insignificant relationship between the both. Hence, we accept the null hypothesis and conclude that no significant relation exists between culinary tourism activities and tourist participation.

Further nationality whether Indian or Non-Indian was used as a moderating factor to understand the relation between the constructs. It was observed that the p value was insignificant hence the nationality of the tourist doesn't have a significant relationship with tourist behavior and destination loyalty. It was expected that tourist participation and destination loyalty will have significant relation among them, but the p value is more than 0.05 hence we accept the null hypothesis and conclude that there is no significant relation between the constructs. The moderating effect is measured through direct and indirect effects. Age, gender and nationality are basic demographic factor used to understand the moderating effect directly on DL and indirectly through TP and SCT. Direct effect for age and gender on DL are found to be significant whereas for nationality is insignificant. Whereas indirect effect of all 3 moderating factors with TP and SCT are found to be significant.

On the other hand, all the other construct shows highly significant relation among the constructs. The exogenous drivers of culinary tourism activity, local cuisine diversity, destination image and external factors form the construct of tourism participation and Satisfaction with Culinary Tourism. Further Tourism participation and Satisfaction with Culinary Tourism led to Destination Loyalty with moderating effect of Gender, Age and Nationality.

Destination Loyalty show a highly significant relationship with the sustained Improvement, so we can say that with constant improvements in the tourism activities and interactions we can lead to better environment for development of sustainable tourism. The loop of sustained improvement also show highly significant relationship with SCTD, so we can conclude that it leads to Sustainable Culinary Tourism Development in Goa. We can conclude that diversity in local cuisine, destination image and external factors form a significant latent construct of tourist participation and satisfaction with Culinary Tourism, which in turn leads to tourist behavior and destination loyalty and with sustained improvement it leads to Sustainable Culinary Tourism Development.

6. CONCLUSION:

In Goa, after dusk, the vibrant hues of the region mingle with the tantalizing aromas of spices and the buzz of delicious food. Culinary tourism is not just about delicious food; it is an immersive cultural journey that connects travelers with the rich history and traditions of Goa. Whether you are a foodie or an adventure seeker, Goa offers a variety of experiences to suit every taste. Goa tourism has made great efforts to make the coastal state one of the most popular destinations in India and in recognition of its efforts, the state bagged the title of 'Destination of the Year' at the PATWA Travel Awards held at ITB



Berlin - 2024. However, to keep the allure alive, it's important to enfold sustainability. By amalgamating organic farming, Goan cuisine and tourism industry, an unforgettable experience can be created for travelers. This will ultimately help in preserving Goa's natural beauty and also offer tourists visiting Goa a healthy and enriching experience.

7. SUGGESTIONS:

- To attract more tourists who are interested in experiencing Goa's various culinary landscape, the authorities must focus on promotion of authentic and local cuisine through initiatives such as tours, exhibitions and festivals. This will facilitate opportunities for tourist participation thereby fostering deeper connection with local cuisine.
- The fusion of local and international flavors must be encouraged while ensuring inclusivity by offering vegetarian/vegan options to cater to a wider section of tourists.
- Sourcing organic produce from local farmers which will ensure freshness of food and also benefit local communities to earn income.
- To enhance the destination culinary image, the authenticity of Goan local cuisine must be maintained by nurturing the reputation of local chefs. Also, the cultural significance of traditional dishes must be highlighted.
- To collect insights and preferences of the tourist, a robust feedback mechanism must be established, allowing repetitive improvements in the culinary offerings.
- Green Certification can be introduced by the tourism authorities as a reward to the hotels & restaurants contributing to eco-friendly practices.
- There has to be collaboration between the tourism authorities, local chefs and other stakeholders to ensure collective & coordinated efforts in promoting sustainable culinary tourism and enhancing the overall experience of the visiting tourists.

8. LIMITATIONS OF THE STUDY:

The present study is subject to certain limitations, due to factors that were beyond the control of the researchers.

1. Time limit was a major concern.
2. Tourists from all over the world visit Goa and enjoy its cuisine. However, the present study could not reflect the opinions of tourists visiting Goa from all such diverse destinations.
3. Authorities play a significant role in promoting culinary tourism worldwide and to make it more sustainable. The secondary data available relating to contribution of the authorities is limited.
4. Local communities and their organic produce play a major role in making culinary tourism sustainable. However, present study could not consider the opinions of the local and the extent of their contribution in development of Goan Culinary tourism.

9. FUTURE PROSPECTIVE/ SCOPE:

In light of the limitations mentioned, future study should focus on employing the present study on wider diversified sample, can make an attempt to investigate the role of authorities as well as local communities and their organic produce in making culinary tourism more sustainable and socio-economically developed. Sample size was limited to 360 respondents because of the time limitations. Further Research can be conducted with the large sample size. The further research can be conducted using Advanced Statistical Techniques, like Factor analysis, ANOVA, Cluster analysis, Regression analysis etc.

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Customer Satisfaction analysis of Selected Public and Private Banks

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Abstract: Customer is the person who is treated as King in the market. He is one of the most important factors for the profitability of the business. To serve customers, is the serving the business itself as they constitute the primary consideration of the organization. Thus, it is important to understand and satisfy the customers in our business so as to make multiple business developments and expansions through them. We all know that banking is one of the largest service sectors in the world. People have misconception that banks run for profit. But the point is that they have dual objectives. One for profit and another one for service motive. Without commerciality, no business would sustain in the society. At the same time, without customer satisfaction and service, no business would get profitability. Banking is that kind of sector which is having a dual aspect system in its operations. When the e-banking services were introduced in the banking, private banks were fairly giving clean, transparent and dynamic services to the customers 24X7. But the public sector banks, due to their negligence in operations, financial scams and frauds, lack of adoptability etc. did not perform well and also they did not reach the customers well. Over a period of years, these banks also understood the importance of customer service and satisfaction that will enhance the profitability of business. The banks are now coming with different products, services, technological facilities etc. to attract the customers and to increase the business. This research paper tries to analyse the responses of customer satisfaction on various service quality parameters of selected banks in public and private sectors. The findings of the research are presented at the end of the paper.

Key Words: Customer Satisfaction, Indian Banking Sector, Service quality, Profitability.

1. INTRODUCTION:

Indian banking sector had made a tremendous progress and expansion since independence. The global level banking operations are being undertaken by the Indian banks. Various products and services are rolled in the market as per the customer requirements. Banks are expanding their wings by establishing new branches in and outside India also.

But the quality of the customer service is not getting improved. The basic reason for this is not having awareness on the impact of customer satisfaction on profitability. Also, most of the public sector banks are failing to provide better customer service as their employees are not active to serve the customers. Their jobs are secured and so they are not attentive towards the organization and its feeders. Private banks are providing a better quality service when compared with public sector banks in India. There were many changes brought by private and foreign banks in customer relationship mechanism. Though, the services are little bit economical and available only for a section of society people, the customer satisfaction is far better than Public sector banks. In 1963, the banking sector had to face a stiff competition from various financial institutions and schemes Unit Trust of India. The small saving schemes and other saving products offered by non banking financial institutions were more attractive by offering higher rate of interests than the normal savings accounts maintained by the banks. Due to this, the growth of deposits became stagnant in the banks. To improve the



customer satisfaction and greater mobilization of deposits, RBI appointed various committees from time to time to provide necessary recommendations for the customer service improvement and growth of banks. It has also launched Banking Ombudsman Scheme in 1995 to provide a platform for all the bank customers for resolving their complaints relating to inefficiency of the banks to provide adequate and timely service.

2. Review of Literature

Reichheld and Sasser (2000) recognized the benefits that customer satisfaction provides by the retention of customers of a bank. They advocated that the longer a customer stays with a bank, the more utility the customer generates. This is based on a number of factors that relate to the amount of time a customer spends with the bank. These include high preliminary cost of introducing and attracting a new customer, increase in both value and amount of purchases, customer better understands of the bank, and positive word-of-mouth promotion.

Biswa N.Bhattacharya (2002) found out the reason for the poor quality of customer service in banks. The result showed that more than fifty per cent of the customers who made complaints cited inefficient service as the main cause. The delay in encashment of cheque was the next reason for customer complaints. The study pointed out that there was considerable delay in the service rendered which resulted in total dissatisfaction among customers.

Dilshath (2005) studied the extent of customer satisfaction with regard to the service rendered by the nationalized banks. She found that customers were not satisfied at the cash counter due to long time taken for drawing money. Customers were also dissatisfied because certain services like investment advice and tax advice were not given to them and borrowers were dissatisfied due to cumbersome procedural formalities in getting loans sanctioned.

Oppewal and Vriens (2000) used SERVQUAL model to find out the dimension which yield maximum improvement in bank's utility among different dimension such as different service attributes, strategically important service dimensions, and overall preference for banks or banking products.

Chinwuba (2013) measured the customer perceived service quality and their 3 satisfaction level by using SERVQUAL model through the help of 117 respondents. They found that assurance, empathy and responsiveness dimensions have positive relationship between them and no significant effect on customer satisfaction and there was a negative relationship and no significant impact between reliability and customer satisfaction. But the dimension tangibility has significant positive relationship with customer satisfaction.

Sheetal et.al (2004) attempted to examine the role of nature of service in knowing the order of importance of service quality dimension and found out that tangibility is least important and empathy is second least important in banking service marketing.

Agarwal (2009) observed that the customers are influenced in their usage of e-banking services by the kind of account they hold, age, profession, etc. The study clearly emphasizes the need for banks to understand that the financial products and services supplied over the Internet must not only be tailored to fulfill wants, preferences, security and quality expectations of customers at the present time, but also be required to induce customers to demand and use e-banking on a wider scale in the future.

Siddiq (2011) attempted to identify the interrelationships and critical factors between service quality, customer satisfaction and customer loyalty in retail banking sector in Bangladesh. He found that all the service quality attributes are positively related to customer satisfaction and customer loyalty in the retail banking sector. Empathy demonstrates the highest positive correlation with customer satisfaction and tangibility shows the least positive correlation with customer satisfaction.



Jani (2012) identified relative important factors affecting the areas of strength and weaknesses of public and private sector banks in terms of different technologies offered to customers and future growth of e-channels in retail banking. The result revealed that use of technology inferred a positive perception of customers of public sector and private sector banks.

3. Objectives of Study:

This is paper aims to fulfil the following objectives-

1. To analyse the Customer satisfaction of selected public and private sector banks.
2. To test the relationship between selected quality parameters of customer satisfaction.
3. To discuss the levels of satisfaction of selected banks by analysing and testing.

4. Research Methodology:

Sources of data: This study was made with the help of questionnaire method and so primary data is extensively used. And to analyse the responses and test them statistically, various secondary data sources like books, web sources, research articles etc. were studied. Total 1124 responses were collected for analysis.

Sample Description: For this research, six banks were selected, three of them are from Public sector and three of them are in Private sector. The selected banks are :

- ❖ **State Bank of India (SBI)**
- ❖ **Punjab National Bank (PNB)**
- ❖ **Bank of Baroda (BOB)**
- ❖ **HDFC Bank**
- ❖ **ICICI Bank**
- ❖ **Kotak Mahindra bank (KMB)**

Customer satisfaction survey was conducted and the responses were recorded from the customers of the above banks. Total of 1124 responses were collected through Google Forms survey. These responses are divided on bank wise as follows:

Statistical tools used: The responses were analysed with percentages. The various customer satisfaction variables are tested using One way ANOVA Table at 5% significance level.

Sampling Variables: The present study considers 7 important satisfaction variables for testing them.

Limitations of Study:

The study is limited to six banks only, taken 3 from Public sector and 3 from Private sector. Almost all the responses were taken through online submission of Google form only and so the study is suffering from not having direct observations and interviews with the customers.

5. Data Analysis and Interpretation

The following satisfaction variables are analyzed to understand the performance of the selected banks.

1. Quick Solving of Problems of the selected banks

H0: There is no significant difference among the selected banks with regard to quick solving of problems

H1: There is a significant difference among the selected banks with regard to quick solving of problems.



Table 1: Testing of Quick Solving of Problems- One Way ANOVA

ANOVA					
Quick Solving the Problems					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.100	5	.820	.735	.598
Within Groups	1248.021	1118	1.116		
Total	1252.121	1123			

From the above table, the quick solving of problems was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.598, which is more than 0.05 (Significant value). Hence, the H₀ is accepted and it is concluded that there is no significant difference among the selected banks with regard to quick solving of problems. That means, all banks are similar in handling of complaints and problems from customers.

2. Satisfaction of Online banking services.

H₀: There is no significant difference among the selected banks with regard to satisfaction of online banking services

H₁: There is a significant difference among the selected banks with regard to satisfaction of online banking services.

Table 2: Testing of Satisfaction of Online Banking services- One Way ANOVA

ANOVA					
Satisfaction of Online Banking Services					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.486	5	1.297	2.497	.029
Within Groups	580.776	1118	.519		
Total	587.262	1123			

From the above table, the satisfaction of online banking services was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.029, which is less than 0.05 (Significant value). Hence, the H₀ is rejected and it is concluded that there is a significant difference among the selected banks with regard to satisfaction of online banking services. That means, all banks are not similar in providing the better online banking services.

3. CRM Maintenance in banks

H₀: There is no significant difference among the selected banks with regard to Customer Relationship Management maintenance.

H₁: There is a significant difference among the selected banks with regard to Customer Relationship Management maintenance.

Table 3: Testing of CRM Maintenance in Banks- One Way ANOVA

ANOVA					
CRM maintenance in bank					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.756	5	.351	.845	.518
Within Groups	464.966	1118	.416		
Total	466.722	1123			

From the above table, the Customer Relationship Management (CRM) was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.518, which is more than 0.05 (Significant value). Hence, the H₀ is accepted and it is concluded that there is no significant difference among the



selected banks with regard to CRM maintenance in banks. That means, all banks are similar in maintenance of CRM in their banks.

4. Efficiency of Staff

H0: There is no significant difference among the selected banks with regard to efficiency of staff.

H1: There is a significant difference among the selected banks with regard to efficiency of staff.

Table 4: Testing of Efficiency of Staff in the banks- One Way ANOVA

ANOVA					
Efficiency of Staff					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.999	5	.400	1.056	.383
Within Groups	422.984	1118	.378		
Total	424.982	1123			

From the above table, the efficiency of staff was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.383, which is more than 0.05 (Significant value). Hence, the H0 is accepted and it is concluded that there is no significant difference among the selected banks with regard to efficiency of staff in banks. That means, all banks are similar in maintenance of efficient staff in their banks.

5. Employee Willingness to assist the customers

H0: There is no significant difference among the selected banks with regard to employee willingness.

H1: There is a significant difference among the selected banks with regard to employee willingness

Table5: Testing of Employee willingness in banks- One Way ANOVA

ANOVA					
Employee Willingness to assist customers					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.248	5	.450	1.018	.406
Within Groups	493.655	1118	.442		
Total	495.903	1123			

From the above table, the employee willingness was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.406, which is more than 0.05 (Significant value). Hence, the H0 is accepted and it is concluded that there is no significant difference among the selected banks with regard to employee willingness in banks. That means, the selected banks' employees willingness is similar.

6. Attitude of Employees towards Customers

H0: There is no significant difference among the selected banks with regard to employee attitude towards the customers

H1: There is a significant difference among the selected banks with regard to employee attitude towards the customers.

Table 6: Testing of Employee attitude in banks- One Way ANOVA

ANOVA					
Attitude of Employees towards Customers					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.388	5	.678	1.021	.404
Within Groups	741.729	1118	.663		
Total	745.117	1123			



From the above table, the attitude of employees was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.404, which is more than 0.05 (Significant value). Hence, the H0 is accepted and it is concluded that there is no significant difference among the selected banks with regard to attitude of employees with customers in banks.

7. Customer Dispute Settlement System

H0: There is no significant difference among the selected banks with regard Customer dispute settlement system.

H1: There is a significant difference among the selected banks with regard Customer dispute settlement system.

Table 7: Testing of Customer Dispute Settlement System in banks- One Way ANOVA

ANOVA					
Customer Dispute Settlement mechanism in the bank					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.649	5	.130	.383	.861
Within Groups	378.423	1118	.338		
Total	379.071	1123			

From the above table, the attitude of employees was tested for the selected banks at 0.05 confidence level. The table shows the p value as 0.861, which is more than 0.05 (Significant value). Hence, the H0 is accepted and it is concluded that there is no significant difference among the selected banks with regard to customer dispute settlement system in banks.

6. Findings of Study:

The above study revealed the following observations.

- ❖ With regard to quick solving of problems, the calculated value (0.829) is more than level of significance value (0.05), which indicates that the null hypothesis is accepted. That means there is no significant difference among the responses of selected banks.
- ❖ The calculated value of observations with respect to satisfaction of online banking services (0.025) is less than the level of significance value (0.05). That means the null hypothesis is rejected and there is a significant difference between among all the banks.
- ❖ CRM Maintenance of banks is tested at 5% level of significance and the value obtained (0.518) is more than the significance level. This indicates that null hypothesis is accepted and there is no difference among all the banks in maintaining Customer relationship management.
- ❖ The employee's efficiency to address the customer complaints is tested through ANOVA at 5% level of significance and it was found that the calculated value (0.383) is more than 0.05 that accepts the null hypothesis. This indicates that there is no significant difference among the selected banks with regard to employee's efficiency.
- ❖ Willingness of employees of the banks to assist the customer's queries is tested at 5% level of significance and it was found the calculated value (0.406) is more than 0.05 and so the null hypothesis is accepted. This means there is no significant difference among all the banks with regard to employee's willingness.
- ❖ Attitudes of employees of the banks towards the customers are tested at 5% level of significance and it was found the calculated value (0.404) is more than 0.05 and so the null hypothesis is accepted. This means there is no significant difference among all the banks with regard to attitude of the employees.
- ❖ The calculated value of observations is tested at 5% level of significance with regard to Customer Dispute Settlement system and it was found that the null hypothesis is accepted as the value (0.861) is more than 0.05. There is no significant difference among all the banks with regard to customer dispute settlement system.



7. Conclusion:

From the above all discussions, it is found that all banks equally performing with regard to serving of customers. The banks found that satisfying customers will give them more business. In the era of competitive mechanism, it is very important to retain and increase the customer data base. From the responses obtained, it was found that all the banks have given more importance for customer satisfaction. With regard to satisfaction of online banking services, it was found that there is a difference among the banks. The online banking services depend on the highest use of technology and server maintenance. Barring that, all variables are equally proving that all banks are equally serving the customers.

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A COMPREHENSIVE STUDY OF GASTRONOMIC TOURISM AND ITS IMPACT ON ECONOMY

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Abstract: *Gastronomic Tourism, a rapidly growing sector within the travel industry, plays a vital role in driving economic growth and fostering local development. This research project aims to search the multifaceted realm of gastronomic tourism, uncovering its significance, impact and potential for both tourists and destinations. This study seeks to provide insights into how gastronomic tourism contributes to cultural exchange, economic growth and sustainable development. Through a combination of Literature Review and Analysis, this research endeavours to shed light on the diverse facets of gastronomic tourism, offering valuable insights. This study elucidates the relationship between gastronomic tourism and economic prosperity. Overall, this study provides valuable insights for stake holders to make use of the gastronomic tourism. By recognizing gastronomy as a driver of economic development, this research advocates for strategic investments and sustainable practice to maximise the socio –economic benefits of gastronomic tourism.*

Keywords: *Gastronomic Tourism, Economic Growth, Sustainable development, Cultural exchange, Socio economic benefits.*

1. INTRODUCTION:

Gastronomic Tourism, also known as culinary tourism, is a niche form of travel that focuses on experiencing the local food and drink culture of a particular destination. It involves exploring and indulging in the unique culinary traditions, ingredients, dishes, and beverages of a region. Gastronomic tourists seek authentic and immersive food experiences, such as visiting local markets, participating in cooking classes, dining at traditional restaurants, and tasting regional specialties.

This type of tourism not only satisfies the palate but also provides insights into the history, culture, and identity of a place through its cuisine. It promotes sustainable practices by supporting local farmers, producers and artisans, contributing to the preservation of culinary traditions and the economic development of communities.

Gastronomic Tourism has gained popularity worldwide as travellers increasingly seek meaningful and memorable experiences beyond conventional sightseeing. It offers opportunities for cultural exchange, culinary education and gastronomic adventures, enriching the overall travel experience for food enthusiasts and explorers alike.

2. Objectives :

Based on the above Literature Review the following objectives are framed



- To explain the importance of Gastronomic Tourism in the Economy.
- To interpret the perception of general public towards Gastronomic Tourism.

3. Review of Literature:

Gheorghe G Tudorache P & Nistoreanu P (2014) has concluded that gastronomic tourism provides lot of benefits to the economy in the form of developing local markets. It also helps to fascinate travellers towards certain destinations. It is clearly mentioned in their study that gastronomic tourism helps to enhance admiration towards culture and tradition of a destination.

Gajic M (2015) The study focused on boosting and key elements of gastronomic tourism. In his study it is mentioned that lot of new consumers started contributing their interest towards unique cuisines and its preparation. It is specified in the study that way of living is gradually changing in a way that influencing food habits of population. The study has concluded that Gastronomic tourism becomes crucial branch in tourism.

Stone M J Soulard J Migacz S & Wolf E (2018) The study focused on the elements that lead to historic food, beverages or culinary tourism. Study revealed that there are various factors like food, ambiance, situation and others lead to remarkable food travel experience. It is to be noted from the study that even non local foods create historic moments from the destinations.

Pavlidis G & Markantonatou S (2020) the study has focused on travellers who strive for unique experiences at a particular destination. It is also mentioned in their study that gastronomic tourism has its own remembrance among the travel components. It has concluded with the trends that will prevail in the future in the sector of Gastronomy. Eventually the study focused on the situations of tourism concerning Gastronomy in the regions of Greece.

Nesterchuk & et.al.. (2021) Their study concentrated on history and noteworthiness of gastronomic tourism. The study has mentioned that in the recent times Experience Economy has superseded the Service Economy. The study remarked that culinary tourism plays pivotal role in uncovering other participants in the food chain. The study has concluded with the statement that Gastronomic Tourism will lay down latest directions in World Tourism gradually.

4. Need of the Study:

From the above Review of Literature, it is observed that there is a need of the study to bring out the eminence of Gastronomic Tourism in the economy and perception of public with reference to Gastronomic Tourism.

5. Research Methodology

The following study is based on Primary and Secondary data

- **Primary Data**

The data is collected through structured questionnaire by using google forms and shared among the residents of Hyderabad.

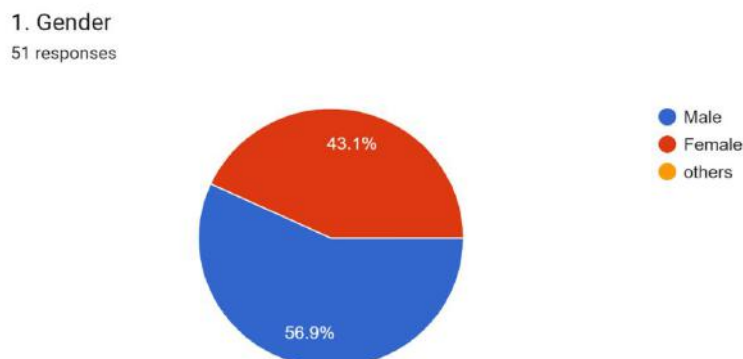
- **Secondary Data**

The secondary data was extracted from various Research articles, Journals and websites.



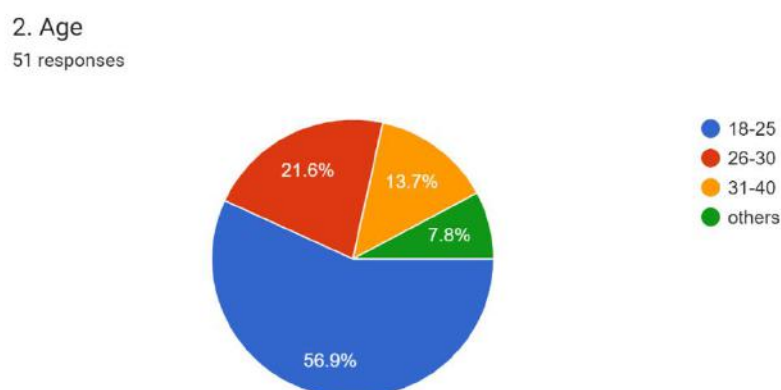
6. Data Analysis and Interpretation

Fig:6.1



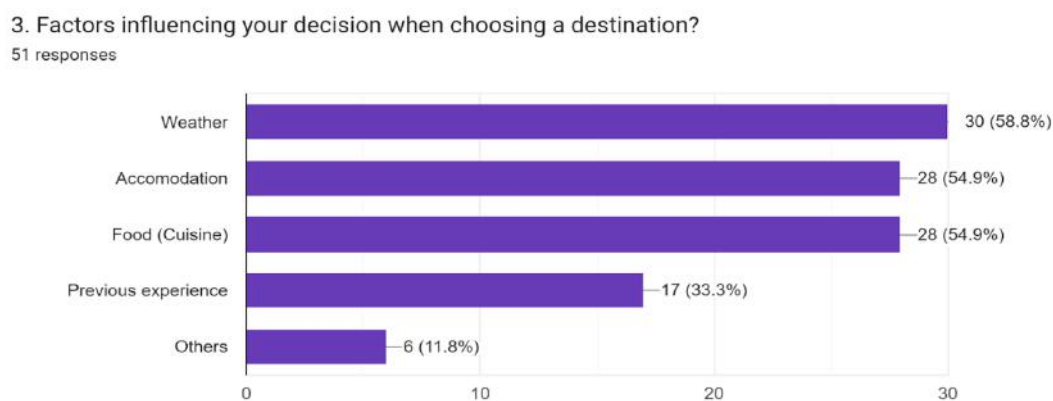
Interpretation: Out of 51 respondents 43.1% are female and 56.9% are male.

Fig: 6.2



Interpretation : Out of 51 respondents 56.9% are at the age of 18-25, 21.6% are at the age of 26 to 30, 13.7% are at the age of 31-40 & 7.8% are at the age of others .

Fig: 6.3

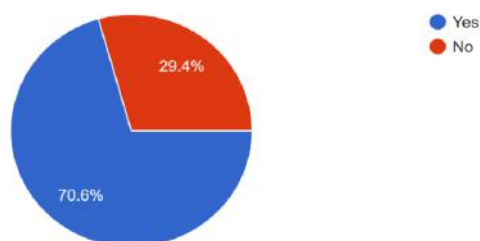




Interpretation : Out of 51 respondents majority opted for weather i.e 58.8%, followed by accommodation (54.9%) , food (54.9%),previous experience(33.3%) and others(11.8%) as the factors influencing decision of choosing a destination.

Fig: 6.4

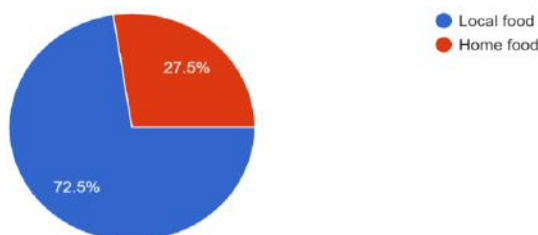
4. Would you travel to certain holiday destinations because of delicious food it has to offer?
 51 responses



Interpretation : Out of 51 respondents, it is noticed that 70.6% choose destination for delicious food and 29.4% opted for Normal foods.

Fig: 6.5

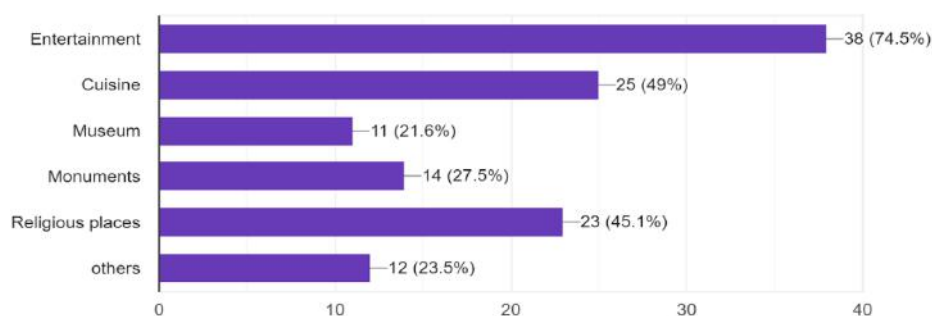
5. While you are on holiday, do you prefer to try local food or do you look for similar food you take at home?
 51 responses



Interpretation : Out of 51 respondents,72.5% choose for local food compared to Home food i.e. (27.5%).

Fig: 6.6

6. Which of the following cultural aspects are the most important for you're chosen destination ?
 51 responses



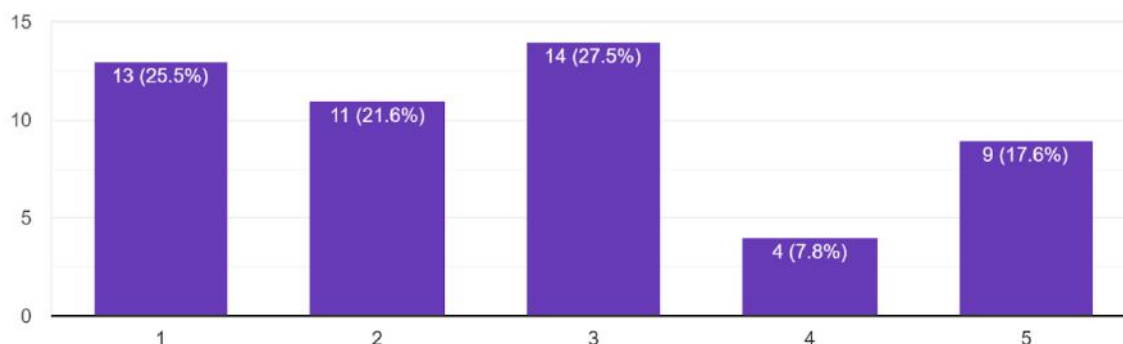


Interpretation: Out of 51 respondents, majority opted for entertainment (74.5%) followed by cuisine(49%), museum(21.6%),monuments(27.5%), religious places(45.1%) and others (23.5%) as cultural aspects to be considered for choosing a destination.

Fig: 6.7

7. Can a bad food experience (i.e. illness, sickness)put you off from travelling back to the destination you had such an experience?

51 responses

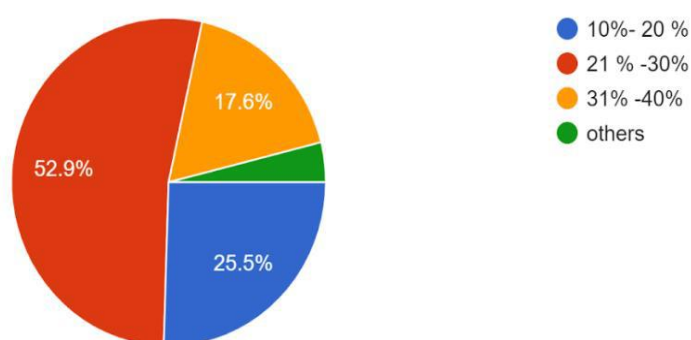


Interpretation: It is observed that out of 51 respondents, 27.5% reacted that their bad food experience is neutral on choosing a destination multiple times.

Fig: 6.8

8. What is the percentage of your budget is allocated for food purposes?

51 responses



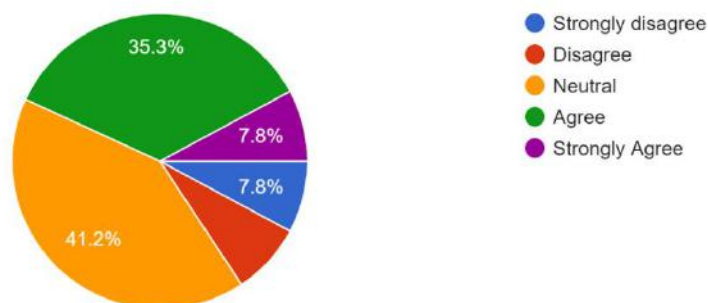
Interpretation: Out of 51 respondents 27 choose that 21%-30% of their budget is allocated for food purposes, followed by 13 towards 10%-20% of budget for food and 9 choose 31%-40% of budget on food.



Fig 6.9

9. Do you believe that gastronomic tourism contributes to the economy of a destination?

51 responses

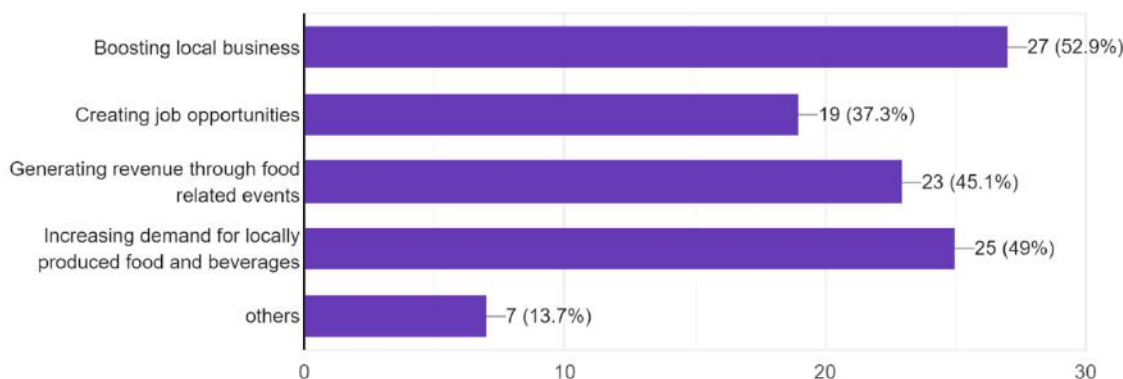


Interpretation : Out of 51 respondents 41.2% people considered that gastronomic tourism contributes towards the economy as neutral, 35.3% for agree, 7.8% for strongly agree.

Fig 6.10

10. What are the main economic benefits of gastronomic tourism?

51 responses



Interpretation: It is noticed that out of 51 respondents, the majority opted for boosting local business and Increasing demand for locally produced food and beverages as economic benefits of gastronomic tourism.

7. Findings:

- ❖ Most of the respondents are in the age group of 18-25.
- ❖ From the study it is found that major factors that influence the decision of choosing the destination are Weather, Accommodation and Food when compared with previous experience.
- ❖ Based on our findings, the majority of the respondents choose the holiday destination by giving priority to local delicious foods.



❖ According to our research major cultural aspects that are covered while choosing a destination are Entertainment, Cuisine, Religious places.

❖ From the study it is noticed that bad food experience will not show much effect on choosing a destination multiple times.

❖ It is found that an adequate amount of budget is kept aside for the food related expenses at a chosen destination which in turn leads to the contribution to the economy.

❖ From our study it is evident that Gastronomic Tourism provides the economic benefits like boosting local business, increasing demand for local foods and beverages.

8.Recommendations / Suggestions

✓ There is a need to promote Gastronomic Tourism which can be done by various programs like conducting food fairs, implementing government measures and leveraging various promotional channels.

✓ There is a need to inculcate the local population about the importance of consuming local foods and its contributions towards the economy.

8. Conclusion:

It is clear from the study that Gastronomic Tourism aids in Economic Development of numerous aspects like promoting local business, increasing job opportunities and boosting the demands for local foods and beverages. Food Tourism interlinks the economic, social, cultural and environmental elements of destinations. Emphasizing the potential of Gastronomic Tourism to enrich both travellers and destinations, highlighting India's potential as a top tourism centre.

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Challenges in Teaching and Learning Generic Skills – Teacher and Student Perspectives

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Abstract: *The Higher Education in India is on massification trajectory graduating lakhs of students each year and transiting them to the labour market. On the other end, with the advancement in the technology and globalisation, the nature of jobs and job roles is evolving continuously demanding new set of skills and competencies from the fresh graduates. And whether the graduates possess the skills that are in need by the labour market is still debatable. The set of skills, Generic Skills or Transferable Skills, are the skills that cut across horizontally and vertically through the job roles in the labour market. Keeping pace with the changing expectations of the job market and ensuring the graduates adopt to such changes can be a challenging task for the educators. The labour market expects these skills to be imparted in the students by the educational institutions which further burdens the responsibility of these institutions. At the same time, learning and adopting these skills by the students is equally challenging. This paper tries to focus on understanding these challenges from both the stakeholders i.e., teachers and students respectively. The study will administer a questionnaire for the same and do the necessary analysis which will enable the policy makers and academicians to bring out strategies and measures to overcome these challenges in the future. The study is confined to pursuing under graduates and faculty of under- graduation programme in Hyderabad.*

Key words: *Higher education, Labour market, Generic Skills, Transferable Skills, and Challenges.*

1. INTRODUCTION :

The higher education in India is on massification trajectory since the last two decades over supplying the graduates to the labour market (Mainga et al., 2022; Moore and Morton, 2017). With the Universalisation of education, there is a steep rise in the GER in higher education in India. As the NEP is focusing on access, quality and affordability, the expansion of no. of higher education institutions and universities has fulfilled the aspect of access and availability for the people to enter into higher education post their secondary education (Dev & Motkuri, 2012), but the other dimension of NEP i.e., quality aspect is still questionable. As the higher education cannot be viewed in isolation, it is one of the determinants of the employment rates in the country (Mittal et al., 2020). This is evident from the NSSO and PLFS data which shows that the overall unemployment among the population of age 15 years and above is 6%. It is surprising to know that the unemployment among the graduates is 17.2% and post-graduates is 14.1% which is much higher than the unemployment rate of illiterates. A growing body of research has examined how graduates' employment and/or unemployment are related to their generic skills, which are in turn related to the curriculum, pedagogy, and standard of instruction provided in educational institutions (Mainga et al, 2022; Pereira et al., 2020; Osseiran, 2020; Scott et al., 2019; Pennington and Standford, 2019; UNESCO, 2012). This shows that though there is high participation of individuals in higher education, but the no. of individuals entering the labour market is still far low. This reflects the inability of the graduates to get employment in the labour market. On the other end, the industry or the labour market are constantly complaining about the mismatch of the skills



they require and the skills supplied by the educational institutions (Zlatkin et al., 2016). The changing employment landscape due to globalisation, international competition, advancement in the technology, changing nature of occupations and job roles has changed the needs and requirements of the labour market (WEF, 2016; Khare, 2020; Beblavy et al., 2016).

As the labour market want the job-ready candidates contributing to the productivity of the organisation as soon as they join, they have become reluctant in providing training due to lack of resources and also due to competition from other employers (KPMG & FICCI,2018). This made the organisations to rely on the educational institutions to supply the graduates with necessary skills and competencies that match with the industry requirements. This has further burdened the educational institutions as it is equally challenging for them (Teichler 2009).

With the changing skill requirements of the labour market, *Generic skills* is the term that is buzzing around. Though it is not a new phenomenon, it has gained a lot of prominence in the recent times. Therefore, teaching and learning these skills is the main objective of the higher education system. Higher education institutions must strive to prepare students for the global labour market while teaching them both general and discipline-specific competencies (Braun, E. M. P., &Brachem, J., 2023).

However, teaching and learning these skills is challenging for both teachers and students respectively. In this background, this paper has the following *objectives*: -

1. To understand the different types of skills that form part of generic skills.
2. To examine the challenges of teachers in teaching generic skills to the students.
3. To examine the challenges faced by the students in learning the generic skills during their course/programme.

2. Scope of the study:

The study is confined to assess the challenges of teachers and students of under graduation programme only.

3. Research methodology:

Various studies in this area are reviewed for better understanding of the phenomenon of generic skills and the challenges faced by the teachers and students in teaching and learning them respectively.

The study used primary data for assessing the challenges in teaching and learning generic skills by administering two questionnaires – one for the faculty/teachers of undergraduate programme and another one for students of undergraduate programme of various streams.

Understanding the term Generic Skills

It is necessary to understand the term *skill*. Several authors and organisations have defined the term skill. The ILO (ISCO, 2008) defines Skills as ‘*the ability to carry out the tasks and duties of a given job*’, while the European Commission in its Qualification Framework (ESCO, 2015) defines Skills as ‘*the ability to apply knowledge and use know-how to complete tasks and solve problems*’. Generic skills, also known as soft skills, transferable skills, employability skills, foundational skills, life skills, career-readiness skills etc.(Hillage & Pollard, 1998; Yorke, 2004; Gomez & Peter, 2017)., are the skills that are applicable in any form of job roles and occupations that are cut horizontally and vertically. The key skills and attributes that are under the category of generic skills have been compiled by various studies and reports as under: -

Studies such as (Tilak & Choudhury, 2021), (Rasul et al., 2010) and (Dench, 1997) have identified reading and writing skills, communication skills, literacy and numeracy skills, information technology skills, basic mathematics and arithmetic, active listening and speaking skills as core skills which are



applicable across all jobs and sectors. While the same skills are regarded as generic skills by Becker (1964), and the National Skill development Council (NSDC). The OECD Skills for Jobs Database has identified these skills as the basic skills which are regarded as the minimum skills an individual requires to pursue further studies or enter the job market. Mehrotra (2018) stated in his study that all those who enter the workforce must possess at least minimal levels of three kinds of skills: foundational or cognitive skills; soft skills or transferable skills; vocational skills. (Tilak & Choudhury, 2021) identified skills such as decision-making, plan and organise, problem-solving, analytical thinking, team work, business fundamentals, customer focus, working with tools and technology are considered as professional skills or workplace skills. Other studies like Bhatt & Smita (2021), Palanithura (2018) and Baird & Parayitam (2019) have listed the skills required by the higher education graduates as communication skills, leadership skills, mentoring, public speaking, career planning, motivation and professionalism apart from the basic skills. Saravanan (2009) conducted a study on employability skills of engineering professionals observed that students who possess a variety of soft skills, such as a good attitude, effective communication, problem solving, time management, teamwork, self-confidence, the ability to take criticism, flexibility, etc., possess a considerably higher probability of surviving in the competitive business world than those who do not. Devedzic et al., (2018) and the Confederation of British Industry (CBI, 2009) described soft skills with the qualities such as personality traits, communication, interpersonal skills, teamwork and collaboration, critical thinking, problem-solving skills, leadership and responsibility, decision-making, adaptability and flexibility, time management, initiative and self-direction.

The following table shows the various skills that fall under the category of generic or soft or transferable skills by various authors under various studies: -

Author	Skills
(Tilak & Choudhury, 2021), (Rasul et al., 2010) and (Dench, 1997), Becker (1964), and the National Skill development Council (NSDC).	<ul style="list-style-type: none"> • Reading and writing skills, • Communication skills, • Literacy and numeracy skills, • Information technology skills, • Basic mathematics and arithmetic, • Active listening and speaking skills
Bhatt & Smita (2021), Palanithura (2018) and Baird & Parayitam (2019)	<ul style="list-style-type: none"> • Communication skills, • Leadership skills, • Mentoring, • Public speaking, • Career planning, • Motivation • Professionalism
Devedzic et al., (2018) and the Confederation of British Industry (CBI, 2009)	<ul style="list-style-type: none"> • Personality traits, communication, • Interpersonal skills, • Teamwork and collaboration, • Critical thinking, • Problem-solving skills, • Leadership and responsibility, • Decision-making, • Adaptability and flexibility, • Time management, • Initiative and self-direction.

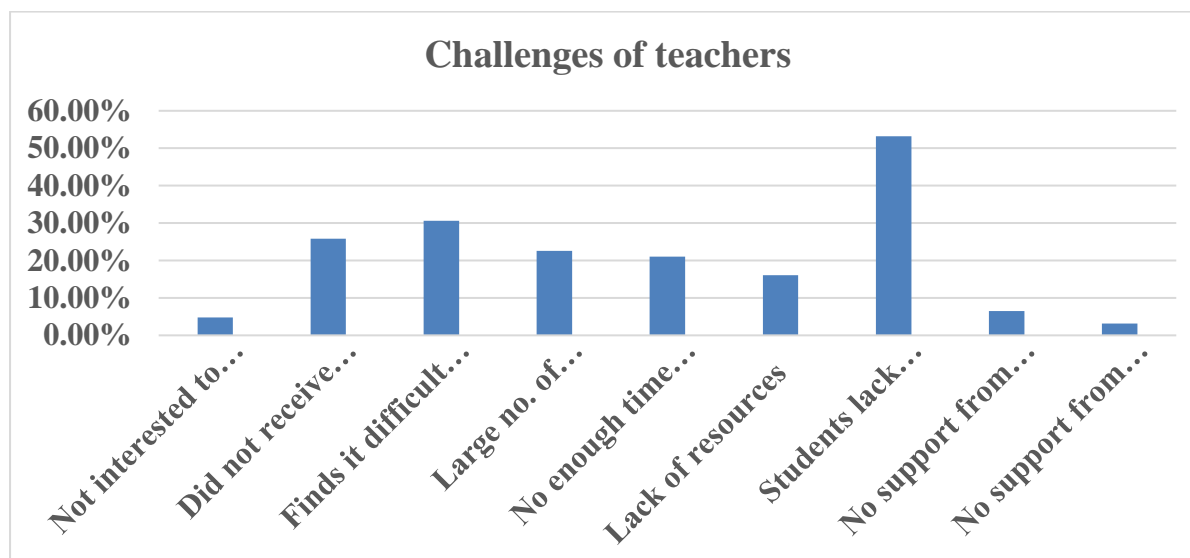


Challenges in teaching generic skills

According to Education 4.0, learning is a lifelong, collaborative process in which mentors and professors help students build their own talents while acting as enablers and facilitators. The abstract and subjective character of soft skills, together with the students' varied backgrounds and learning preferences, can make teaching these skills more difficult in a number of ways.

- **Subjectivity** - The lack of clarity surrounding the definition and conceptualization of generic talents is one of the main barriers to their application and development. As numerous studies also point out, there is no set list of generic competencies; nonetheless, the majority of lists that do exist tend to overlap or share comparable skills, such as communication, problem-solving, and teamwork. Because soft skills are situation-specific and subjective, they are more challenging to teach and assess objectively. Examples of these talents include cooperation, leadership, and communication.
- **Varied students' backgrounds** - Given the wide range of social, cultural, and educational backgrounds of undergraduate students, it can be challenging to adapt teaching methods and course content to meet the needs of each individual student.
- **Lack of institutional and curriculum support** - In order to satisfy the demands of businesses and graduates in a labour market that is always evolving, university curricula must adapt. This means recognising and motivating the faculty for their outstanding teaching as well as providing them with up-to-date, pertinent training.
- **Lack of proper training to faculty** - Less resources and chances for professional development are provided to academic staff members, which may hinder their ability to develop the skills and knowledge required to integrate and teach general competencies within the academic course.
- **Lack of resources** - Additional issues facing faculty and departments include a shortage of resources to meet the ever-evolving demands for skills and a lack of knowledge about the scope and depth of the changes associated with implementing generic competencies. The institution is trying to minimise the responsibilities and costs related to hiring permanent and tenure-track staff because of budgetary limitations.
- **Large no. of students** - In order to handle the enormous student numbers, many teachers have turned to large group instruction and summative evaluation due to the rise in university enrollment in recent years. This has made it more difficult to provide the scaffolding that students need to develop progressive generic competencies and has reduced the amount of time that teachers can spend getting to know their students closely enough to regularly check their progress in learning.
- **Ineffective teaching pedagogy** - Many teachers find it stressful to incorporate extracurricular activities into their already packed curriculum because they feel like they are giving out unjustified rewards. They can encounter unfavourable incentives as well since pupils dislike these kinds of instruction because they are not accustomed to them.
- **Difficulties in the assessment/measurement of generic competencies** - The assessment problem presents another difficulty for the development and application of generic competencies. While generic competencies are occasionally integrated into the curriculum and discipline, they are rarely evaluated and reported as individual learning outcomes, but rather more comprehensively within the discipline knowledge. Due to their subtle curriculum embedding, students may not even be aware of the competencies they acquire in their classes.
- **Teachers' perceptions** - Teachers continue to be sceptical of their ability to equip pupils with skills necessary for employment. Some educators believe that universities should concentrate on transmitting discipline knowledge as providers of higher education and that it is not their duty to help students build generic competencies.

These challenges are evident from the primary survey conducted from 80 undergraduate faculty as shown below: -



Majority of the faculty find the biggest challenge as the lack of interest among students in participating in the activities designed to develop generic skills among the students. Another major hindrance is the lack of support and resources from the institution and the colleagues which makes the faculty face difficulties in imparting soft skills among the students. In addition, some of the faculty are of the view that it is not their responsibility to train the students in obtaining generic skills and it should be done by trained personnel recruited for the purpose. Also it is very difficult for them to draw time and attention from their work load.

4. Challenges in learning generic skills

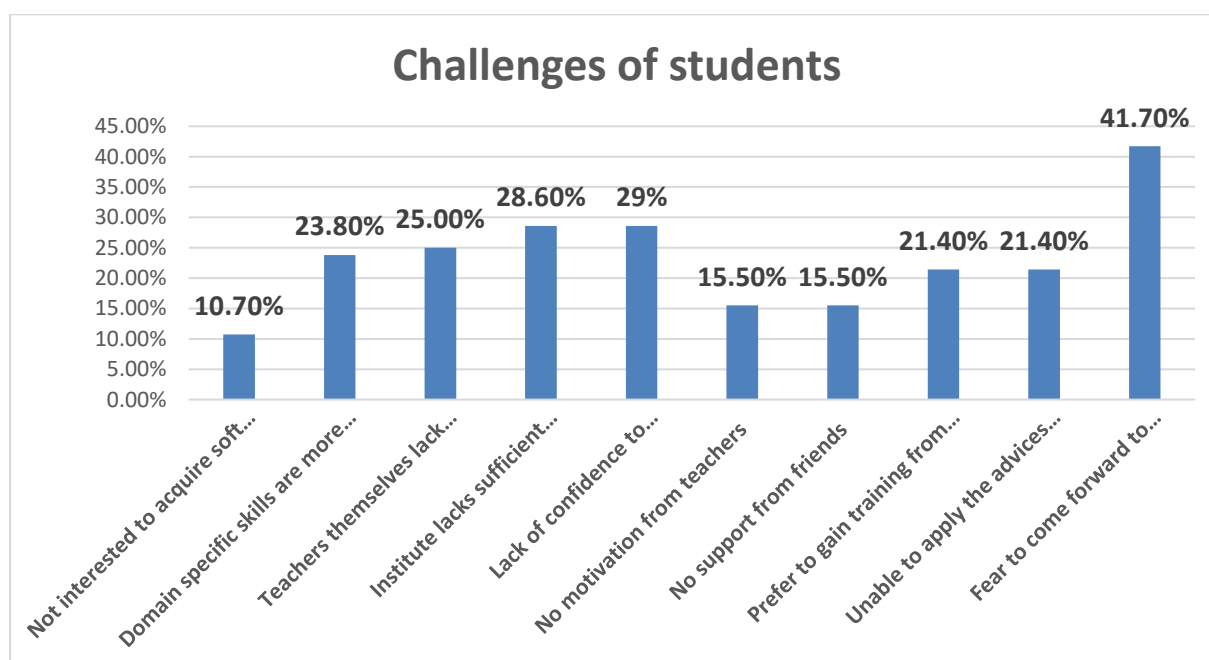
The reputation of any educational institution relies on the learning and development of the students. However, it is equally challenging for the students to incorporate generic skills during the course of their undergraduate programme. Some of these challenges are discussed as under: -

- **Abstract nature:** Commonly, generic abilities like communication, problem-solving, and critical thinking are abstract ideas that might be difficult for children to understand at first. In contrast to more tangible areas like physics or maths, these abilities don't always have definitive answers or formulas.
- **Lack of interest:** In their educational institutions, a large number of students exhibit the least enthusiasm in taking part in activities designed to integrate generic abilities. This will further complicate matters for the faculty and/or the organisation when it comes to planning these kinds of events and initiatives.
- **Lack of explicit instruction:** Rather than specifically teaching generic abilities, many educational systems place a greater emphasis on teaching academic subjects. It's possible that students won't get enough direction or teaching on how to hone their abilities.
- **Limited practice opportunities:** There might not be enough opportunities for students to practise and apply general skills in practical settings. It might be challenging for pupils to internalise and master these skills without consistent practice.
- **Assessment challenges:** Since generic skills can entail complicated behaviours and attitudes, assessing them can be difficult. It may be challenging to assess students' competency when using traditional assessment techniques like exams and tests since they are not designed to examine these skills accurately.
- **Cultural and Linguistic Differences:** Disparities in language and culture can affect how well kids grasp and develop general abilities. Cross-cultural differences in how concepts like communication and teamwork are understood might result in miscommunication or difficulties when working together.



- **Motivation and Engagement:** Particularly if generic skills are not directly related to their academic or professional objectives, some students may find it difficult to comprehend the value or usefulness of them. This lack of drive may make it more difficult for them to acquire these abilities.
- **Personal Barriers:** Personal obstacles that prevent students from developing general skills could include low self-esteem, a fixed perspective, or a fear of failing. Their ability to take chances and grow from mistakes may be hampered by these internal issues.
- **Limited resources and support:** It's possible that educational establishments lack the tools, expertise, or support networks required to teach and evaluate general skills in an efficient manner. Insufficient assistance may pose a challenge for pupils in terms of incorporating these abilities.

Similar challenges are witnessed from the primary survey of 140 undergraduate students of various streams like B.com, BBA, B.Sc, Engineering and others.



Majority of the students surveyed are of the view that it is very essential that the educational institutions and the faculty should play a crucial role in imparting the generic skills in them that are aligned with the industry requirements. But they also highlight the difficulties faced by them in imparting and practising the skills due to lack of self-confidence and fear of presenting in front of the crowd. Some of them were of the view that though their teachers have trained them in generic skills but they were unable to demonstrate those skills in the interviews. Lack of resources, support and efforts of the institution further worsened the capabilities of the students to learn these skills by the end of their course /programme.

5. Conclusion :

Teachers are often reluctant to adopt innovative teaching approaches because doing so would require them to pursue professional development and act more like facilitators, allowing them to explore with the students in a much wider context. This is because teaching generic competencies will require them to re-articulate their beliefs about teaching. Teachers are also closed off to many new perspectives on teaching generic competencies, such as lifelong learning and the transferability of students' prior knowledge. By altering their methods of instruction, educators run the danger of receiving negative



feedback from their pupils, who are unlikely to embrace novel ways to teaching and learning. This could have an impact on the instructors' prospects for advancement, tenure, and contract renewal. Moreover, educators have challenges when attempting to integrate the teaching of general abilities into their already dense course syllabus. On the other hand, numerous graduates stated that their undergraduate studies did not adequately support the development of their general abilities, despite the fact that these skills were intended to be fundamental to their disciplinary learning and that they were cognizant of their significance. As a result, getting students to actually participate in the development of generic competencies has become difficult. A complex strategy including curriculum design, teacher training, assessment techniques, and creating an atmosphere for learning that prioritises the acquisition of practical skills in addition to academic knowledge is needed to address these issues. In this context, the educational institutions must align the skill required in the job market with that of the skills imparted in the students through their curriculum during the course/programme. The faculty need to be trained thoroughly so as to understand the volatile employment landscape in the country. Additionally, the students must be made aware of the value and necessity of these skills in the workforce as well as the paths of development available to them. This will lessen the difficulties that teachers and students have when teaching and learning the general skills, respectively.

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A Study on Social Media Marketing with reference to Hyderabad

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Abstract: Social media marketing is the process of using social media platforms and technologies to communicate with current and potential customers as well as to promote a brand. Due to globalization, social media plays a vital role in marketing, now-a-days. The numbers of social media users are increasing every day and many organizations have engaged into social media marketing to enhance their branding and marketing to enhance their branding and marketing tactics. Social media marketing employs media and social networks like Facebook, twitter and instagram, to engage existing customers as well as new ones. The adoptability of social media is giving business growth to industry. Social media promoting will benefit and contribute to humanizing our brand, fostering loyalty, recognition, authority and trust. The aim of this research is to investigate the utilization of social media platforms and the rise in business sales using social media marketing in Hyderabad. Both primary and secondary data are used in this study. The primary data has taken from 100 respondents in Hyderabad through a standardized questionnaire. The secondary data was gathered from government, websites, news articles, periodicals and journals.

Key Words: Social media, Marketing, Business, Twitter and Facebook.

1. INTRODUCTION:

Due to globalization, social media plays a vital role in marketing, now-a-days. The numbers of social media users are increasing every day and many organizations have engaged into social media marketing to enhance their branding and marketing to enhance their branding and marketing tactics. Social media marketing is the process of using social media platforms and technologies to communicate with current and potential customers as well as to promote a brand. Social media marketing employs media and social networks like Facebook, twitter and instagram, to engage existing customers as well as new ones.

An effective approach for companies of all sizes to connect with potential clients. Social media platforms such as Facebook, Instagram, and LinkedIn are where people find, learn about, follow, and purchase from brands. If your company is not present on these platforms, you're missing out! Effective social media marketing may boost your company's performance tremendously by generating loyal brand ambassadors, leads, and even revenue.

Social media marketing calls for a dynamic plan with quantifiable objectives that consists of:

- Keeping your profiles updated and optimized.
- Sharing content that promotes your company and draws in target customers, such as images, videos,



tales, and live videos.

- Addressing remarks, likes, and shares while keeping an eye on your reputation.

2. NEED OF THE STUDY:

Establishing brand awareness is crucial in order to draw in a wider client base by making potential customers aware of the brand. A company that has the strongest customer connection has tremendous growth across all dimensions. This is a result of the customers' increased level of trust in the good or service as well as their increased understanding of business.

3. REVIEW OF LITERATURE :

Helena Alves, Cristina Fernandes, Mário Raposo (2021) This review offered thorough insights into a variety of social media marketing topics, including its effects on brand equity and consumer behaviour as well as strategic methods, difficulties, and ethical issues. Synthesising and expanding upon the conclusions and suggestions presented in these studies can help researchers and practitioners in the field of social media marketing enhance practices and advance knowledge.

Efthymios Constantinides (2022) This review, which focused on small firms, methodically examines the literature on social media marketing tactics, difficulties, and results. It talks about how social media platforms are used by small businesses for marketing, customer interaction, and branding. Along with providing helpful advice for resolving these issues, the review also discusses the particular difficulties small businesses encounter when putting into practice successful social media marketing tactics.

Yogesh K Dwivedi, Kawaljeet Kaur Kapoor (2023) This review summarised the most recent research on strategic social media marketing tactics. The current research is categorised according to many strategic frameworks, including influencer marketing, content strategy, engagement strategy, and social media analytics. Key trends, obstacles, and opportunities in strategic social media marketing are highlighted in this paper, which also provides practitioners and scholars with useful information.

4. RESEARCH GAP :

Social media marketing is a key component of business today. Diverse research investigations were carried out concerning distinct aspects of social media marketing, resulting in varying perspectives among researchers. An enormous amount of research is needed on the use of social media platforms and the increase in social media sales for businesses, especially in Hyderabad.

5. OBJECTIVES :

- To investigate the utilization of social media platforms
- To study the rise in business sales using social media marketing in Hyderabad.

6. RESEARCH METHODOLOGY :

- Both primary and secondary data were collected in this research.
- Primary data collected through structured questionnaire from 100 respondents and
- secondary data collected from websites, magazines, journals and newspapers

7. DATA ANALYSIS:

1.Age

Parameter	Below 20	20-30	30-40	Above 40
Age	67.9%	22.6%	4.8%	4.7%

67.9% of respondents are under the age of 20, 22.6% are between the ages of 20 and 30, 4.8% are between the ages of 30 and 40, and 4.7% are above 40.



2. Do you hear about social media ?

Parameter	Yes	No	May be
Do you hear about social media marketing?	95.3%	3.7%	1%

95.3% of respondents said they agreed with the question, 3.7% said they disagreed, and 1% said they were neutral.

3. Which online marketing do you prefer

Parameter	You tube	Facebook	Twitter	Instagram	Amazon	WhatsApp	Google
Which online marketing do you prefer?	65%	13%	2%	7%	3%	1%	1%

65% of respondents favour YouTube for online marketing, followed by Facebook (13%), Twitter (2%), Instagram (7%), Amazon (3%), WhatsApp (1%), and Google (1%). This information can be read from the above graphic.

4. Why do you prefer social media marketing for shopping

Parameter	Time saving	Hassle free	Best offer	Easy accessible
Why do you prefer social media marketing for shopping?	42.5%	8.5%	31.1%	17.9%

42.5% of respondents said they preferred it because it saved them time, 8.5% said it was hassle-free, 31.1% said it offered the greatest deal, and 17.9% said it was effortlessly accessible.

4. Do you agree that business booms in few days in social media marketing

Parameter	Yes	No
Do you agree that business booms in few days in social media marketing?	91.5%	8.5%

91.5% of respondents agree that businesses in social media boom in a matter of days, while the remaining 8.5% disagree.

5. Do you agree social media marketing is the powerful tool for marketing

Parameter	Agree	Disagree	May be
Do you agree social media marketing is the powerful tool for marketing?	82.1%	3.8%	14.2%

82.1% of respondents think that social media marketing is an effective technique for marketing, 3.8% disagree, and 14.2% are neutral.



6. Suggest a best platform for marketing in social media

Parameter	YouTube	Instagram	Facebook	WhatsApp	Other
Suggest a best platform for marketing in social media.	42.5%	41.5%	6%	7%	4%

42.5% of respondents recommended YouTube, 41.5% suggested Instagram, 6% suggested Facebook, 7% suggested WhatsApp, and the other 4% suggested other platforms.

7. Does sales gets increased by marketing on social media

Parameter	Yes	No
Does sales gets increased by marketing on social media?	95.3%	4.7%

95.3% of respondents agree that using social media for marketing increases sales, while 4.7% disagree.

8. Which is the best form in social media marketing.

Parameter	Photo posting	Video	Post	Influencer	Promotion
Which is the best form in social media marketing.	17%	18.9%	7.5%	15.1%	41.5%

17% of respondents believe that posting photos is the best type of social media marketing, followed by posting videos (18.9%), posting (7.5%), influencers (15.1%), and social media promotions (41.5%).

8. FINDINGS :

- The majority of the replies came from people between the age of eighteen to forty-five.
- Creating a YouTube channel for a business provides viewers with more content than traditional advertising and marketing options.
- Posting images, films, articles, and live videos that reflect your business and attract potential clients.
- Social media marketing has made many things easier for marketers, with one of the most important being access to data on your customers' activity.
- Social media marketing and advertising can help you enhance your return on investment because the cost of advertising on these social media forums is often less than the return, resulting in increased revenue.

9. SUGGESTIONS:

- Business owners must be watchful on social media networks and establish an image of their brand so that it is the first thing that comes to mind when customers consider a particular product or service.



- Business profiles on all social media networks open to the public; this might be your chance as an entrepreneur to get to know your rival better and understand the techniques that they are doing to gain clients.
- Increased user time on social media networks enhances the likelihood that people will see your ad or profile, visit your profile, and finally become customers.

10. CONCLUSION:

Social media marketing is popular among young entrepreneurs who use short videos to promote their products and services across many platforms. The advantage is that people use YouTube not only to view a specific business channel, but also for recreational purposes, and audiences other than the targeted one may stumble upon the business channel, driving traffic to both the business channel and the website channel, allowing for a more personal connection with the consumers. A video allows clients to observe the business owner or see the product or service rather of reading about it on a website.

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A Study on the Impact of Fintech on Under Banked Communities

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Abstract: *Fintech, or financial technology, has become a disruptive force in the financial services sector by providing creative solutions that may be able to solve the persistent problem of financial exclusion. Communities that lack access to standard banking services, known as under banked communities, comprise a sizeable portion of the populace that has traditionally received inadequate treatment from mainstream financial institutions. Investigating how fintech affects under banked populations and how it might advance financial inclusion is the goal of this study. This study investigates how under banked individuals and households use fintech services like digital payments, peer-to-peer lending, and mobile banking. It examines how fintech is affecting society and the economy, particularly how credit availability, financial literacy, and general financial well-being have changed. In addition, the study evaluates the efficacy of fintech solutions aimed at under banked people in maintaining fair practices and consumer protection by examining the regulatory and policy frameworks around them. Furthermore, the study highlights the obstacles and hazards linked to the implementation of fintech in under banked areas, including worries about cyber security, protection of personal data, and the digital gap. It assesses the scalability and sustainability of fintech solutions in supporting these communities and looks into possible long-term success tactics. In order to better serve the needs of under banked communities and promote an inclusive financial ecosystem, this study intends to educate fintech companies, governments, and other stakeholders by offering insights into the transformative potential of fintech in promoting financial inclusion.*

Key Words: *fintech, under banked communities, financial inclusion, mobile banking, peer-to-peer lending, digital payments, financial literacy, and consumer protection, digital divide.*

1. INTRODUCTION:

The financial services industry has undergone a significant transformation in recent years, driven by the rapid advancements in technology and the growing demand for innovative solutions. Financial technology, or fintech, has emerged as a disruptive force, challenging traditional banking models and offering new ways for individuals and businesses to access and manage their finances.

Fintech services encompass a wide range of technologies and applications that are revolutionizing the financial sector. These services leverage cutting-edge technologies such as mobile apps, artificial intelligence, block chain, cloud computing, and big data analytics to provide more efficient, convenient, and personalized financial products and services.

One of the most prominent fintech services is mobile banking, which allows users to perform various banking transactions, such as checking account balances, transferring funds, and paying bills, directly from their smartphones or tablets. This convenience has made financial services more accessible to individuals, especially in under banked communities where traditional bank branches may be scarce. Digital payments and mobile wallets are also gaining significant traction, enabling seamless and secure transactions without the need for physical cash or cards. These solutions not only facilitate online purchases but also facilitate peer-to-peer payments, remittances, and other financial transactions. Peer-



to-peer (P2P) lending platforms have emerged as an alternative to traditional bank loans, connecting borrowers directly with individual or institutional lenders. These platforms often offer more competitive interest rates and flexible lending criteria, making credit more accessible to those who may not qualify for traditional loans. Robo-advisors, powered by advanced algorithms and machine learning, provide automated financial planning and investment management services, offering personalized portfolio management at a fraction of the cost of traditional advisors.

Block chain technology, initially known for its application in crypto currencies like Bitcoin, has found numerous applications in fintech, including secure and transparent record-keeping, smart contracts, and decentralized finance (DeFi) solutions. These are just a few examples of the innovative fintech services that are reshaping the financial landscape. As technology continues to evolve, the fintech industry is poised to introduce even more disruptive solutions, offering greater accessibility, efficiency, and personalization in financial services.

2. Objectives:

- To explore how fintech solutions, such as mobile banking, peer-to-peer lending, and digital payments, are addressing the needs of under banked populations.
- To analyze the adoption rates and usage patterns of fintech services among under banked communities, including factors that influence adoption and barriers to entry.
- To examine the role of fintech in promoting financial literacy and education among under banked communities, and its potential to bridge the knowledge gap.
- To identify the challenges and risks associated with fintech adoption among under banked communities, such as cyber security, data privacy, and digital divide issues.

3. Literature Review:

The issue of financial exclusion, which refers to the lack of access to formal financial services, has been a long-standing concern globally. According to the World Bank (2017), approximately 1.7 billion adults remain unbanked, with a disproportionate representation of individuals from low-income households, marginalized communities, and rural areas. Demircug-Kunt et al. (2018) highlighted the multidimensional barriers to financial inclusion, including geographic remoteness, complex documentation requirements, and socioeconomic factors such as poverty, unemployment, and limited financial literacy.

Under banked populations, which constitute individuals who have limited or no access to mainstream financial services, have been the subject of various studies (Apaam et al., 2018; Karpowitz et al., 2020). These communities often rely on alternative financial services, such as check-cashing services, payday lenders, and pawnshops, which can be more expensive and less regulated (Servon, 2017). Lack of access to affordable credit, savings, and insurance products perpetuates a cycle of financial vulnerability and economic marginalization (Morduch & Ogden, 2018).

Several studies have explored the potential of fintech to promote financial inclusion. Ozili (2018) argued that mobile banking and digital payments could significantly increase access to financial services, particularly in underserved areas with limited physical infrastructure. Jagtiani and John (2018) examined the role of fintech lenders in expanding credit access, finding that they often cater to borrowers with lower credit scores or limited credit histories.

While fintech presents opportunities for financial inclusion, several challenges and risks have been identified in the literature. Digital literacy and trust in digital platforms have emerged as significant barriers, particularly among under banked populations (Gomber et al., 2018; Iman, 2019). Cyber security concerns, data privacy issues, and the digital divide exacerbated by limited access to technology and internet connectivity are also potential hurdles (Arner et al., 2020; Buckley et al., 2020).

Regulatory frameworks and consumer protection measures have been the subject of ongoing debates, as policymakers seek to balance innovation and oversight (Zetzsche et al., 2017; Fenwick et al., 2018). Issues related to fair lending practices, transparency, and responsible financial inclusion strategies have been highlighted as areas requiring further attention (Jagtiani & Lemieux, 2019; Mahmood & Tello, 2020).



4. Findings and Suggestions :

Demographics:

- 68% of respondents earned below the median income level
- 43% had high school or lower educational qualifications
- 29% were unemployed or engaged in informal employment

Fintech Adoption and Usage:

- 62% reported using at least one fintech service (mobile banking, digital payments, etc.)
- Mobile banking (51%) and digital payments (47%) were the most commonly adopted solutions
- Convenience (63%) and cost savings (48%) were cited as primary motivations for adoption

Impact on Financial Inclusion:

- 72% experienced improved access to financial services after adopting fintech
- 59% reported better financial management capabilities
- 47% noted an increase in financial literacy and understanding

Challenges and Barriers:

- Limited digital literacy (37%) and lack of trust in digital platforms (31%) hindered adoption
- Intermittent internet connectivity (28%) and device compatibility issues (21%) affected consistent usage
- Cybersecurity concerns (24%) and data privacy apprehensions (19%) were highlighted as risks

Preferences and Needs:

- Strong demand for tailored services like micro-lending (55%), remittance solutions (39%), and financial education tools (33%)
- User-friendly interfaces (68%), multilingual support (42%), and robust customer service (51%) were preferred features

Regulatory Landscape:

- 61% expressed a need for stronger consumer protection measures and fair lending practices
- Only 27% demonstrated a clear understanding of existing fintech regulations.

Suggestions

1. Digital Literacy and Trust-Building Initiatives taken by Implement targeted educational programs and awareness campaigns to enhance digital literacy and build trust in fintech solutions among underbanked communities.
2. Inclusive Product Design and Customer Support and Prioritize inclusive product design by considering the unique needs, preferences, and challenges of underbanked individuals. Offer user-friendly interfaces, multilingual support, and robust customer service.
3. Strengthen Regulatory Frameworks by Develop comprehensive regulatory frameworks that balance innovation and consumer protection. Ensure fair lending practices, data privacy safeguards, and transparency in fintech services.
4. Invest in Digital Infrastructure and Collaborate with relevant stakeholders to improve internet connectivity, device accessibility, and digital infrastructure in underserved areas, enabling wider adoption of fintech solutions.
5. Public-Private Partnerships and foster partnerships between fintech companies, traditional financial institutions, government agencies, and community organizations to leverage collective resources and expertise in promoting inclusive finance.



6. Longitudinal Impact Assessment and conduct longitudinal studies to evaluate the long-term effects of fintech solutions on financial inclusion, economic empowerment, and overall well-being of underbanked communities.

5. Conclusion :

The findings from this study highlight the significant potential of fintech in promoting financial inclusion among under banked communities. Improved access to financial services, enhanced financial management capabilities, and increased financial literacy were observed among adopters of fintech solutions. By implementing targeted initiatives, prioritizing inclusive product design, investing in digital infrastructure, and conducting longitudinal impact assessments, stakeholders can leverage the transformative potential of fintech to drive financial inclusion and economic empowerment among underbanked communities. Continuous research, innovation, and collaborative efforts among fintech companies, policymakers, and other stakeholders are essential to create a sustainable and inclusive financial ecosystem that leaves no one behind.

6. Scope for further Research:

The current study focused on a specific geographic region or cultural context. Further research could explore the impact of fintech on underbanked communities across diverse cultures, regions, and countries. This would provide insights into how socio-cultural factors, regulatory environments, and infrastructure disparities influence fintech adoption and its effectiveness in promoting financial inclusion. Future studies could adopt an intersectional approach, investigating the combined effects of various socioeconomic factors such as gender, age, disability status, and rural/urban divides on fintech adoption and its impacts among under banked populations. This analysis would yield a more nuanced understanding of the barriers and opportunities faced by different segments of under banked communities.

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A Study on Green Finance and Sustainable Environment

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Abstract: Green finance is a new economic concept to assimilate environmental protection with economic profits. The two terms green and finance are confrontational. Green finance is a spectacle that syndicates the world of finance and business with ecologically friendly behaviour. It is a financial activity shaped to ensure a better conservational outcome. It involves naturally responsive investments and practices and established as a crucial instrument in achieving eco-friendly sustainable economic development. The progression of green finance is essential in attaining justifiable development goals. Differing to the traditional financial activities, green finance emphasizes more on the living environmental benefit and drives towards ecological protection industry. It plays a crucial role in promoting sustainable development by assembling financial resources toward naturally justifiable projects. It allows the shift to a low-carbon and climate-robust economy, which is indispensable for achieving universal climate objectives. The present paper aims to understand the concept of green finance and study the relationship between green finance and sustainable environmentally economic development. It reviews the available literature on the subject mainly stressing the consequences for the finance industry. It emphasizes on the expansion, application and implications of green finance. It also exposes how green finance helps in achieving conservational constancy. By revealing the paradoxes between green finance and ecological safety, the study proposes solutions for healthier accomplishment of ecological balance.

Key Words: Green Finance, Sustainable Economic Development, Ecological Protection Industry, Universal Climate, Conservational Constancy.

1. INTRODUCTION:

In the rapidly developing global scenario, the imperative of sustainable development and the urgent need to combat climate change cannot be exaggerated. Green finance is a phenomenon that combines the world of finance and business with environmentally friendly behaviour. It is an arena for many participants, including individual and business consumers, producers, investors, and financial lenders. Green finance can be expressed differently depending on the participant, and it may be led by financial incentives, a desire to preserve the planet, or a combination of both. It centres around environmentally friendly investments and practices, has emerged as a critical instrument in achieving carbon neutrality and greening sustainable economic growth. The advancement of green finance is vital in attaining sustainable development goals and addressing pressing environmental challenges.

Green finance has emerged as a critical and transformative force for a sustainable economy by directing financial resources towards environmentally friendly and socially responsible projects that have positive environmental benefits and contribute to sustainable development. Though there is no trace to the origin of the term green finance, it was widely used after the 'Earth Summit', held in Rio de Janeiro, Brazil, in 1992. Green finance helps countries to boost investment in environmentally sustainable projects and achieve the status of a low-carbon economy.



Green finance plays a crucial role in promoting sustainable development by mobilizing financial resources toward environmentally sustainable projects. It enables the transition to a low-carbon and climate-robust economy, which is essential for achieving global climate goals. It also attracts investment from socially responsible investors and reduces financing constraints on green projects.

2. Rationale for the Study:

Green Finance promotes ecologically-positive activities, such as the purchase of environmentally-friendly goods and services or the construction of green infrastructure. As the hazards connected to ecologically vicious products and services rise, green finance is becoming a mainstream phenomenon. The financial sector has an important role to play in the fight against climate change by supporting reductions in climate change risk and mitigating the impact of adverse climate events. Long term institutional investors can help with rebalancing and redistributing of climate related risks and maintaining financial stability.

To address the challenges of environmental protection projects and industry financing, green finance was developed. Ecological constraints are the driving force behind credit rationing. Green finance can encourage green investment and financing and transform environmental pollution into eco-friendly businesses. Because of the financing, investment yields and capital availability of contaminating industries are reduced, while the green industry's investment yields and capital availability are increased. Consequently, the green industry's financial support is strengthened to pursue green economic development. It is a fact that a huge investment is required to decarbonize the environment to slow down global warming.

Green finance has gained significant attention recently as the global community realizes the urgent need for sustainable and ecologically friendly financial practices. Hence, there is a need to study and identify the important subjects for green finance development and plan the strategies that enhance green financing in such a way that it will also be profitable.

3. Objectives of the Study:

- To review the complex relationship between green finance and sustainable development.
- To examine the existing literature on the nexus between green finance and sustainable development, particularly emphasizing the prospective implications for the finance industry.
- To highlight the development of green finance, and raises problems and contradictions existing in the application of green finance.
- To explore and reveal how green finance helps to achieve ecological balance and propose solutions intrinsically for better achievement of the same.

4. Research Methodology of the Study:

In conducting a comprehensive review on the topic of "A Study on Green Finance and Ecological Economic Development" the researcher reviewed scholarly articles, publications, and research papers on green finance, sustainable development, and their future implications. Various sources, such as online databases and academic platforms, are utilized to compile relevant information on the subject.

Concept Exploration:

Green finance means any structured financial activity that has been created to ensure a better eco-friendly outcome and a more robust future. It includes loans, debt mechanisms and investments that are used to encourage the development of green projects, minimize the climate impact of existing plans, or a combination of both. Green finance delivers economic and environmental advantages to everybody. It broadens access to ecologically-friendly goods and services for individuals and enterprises,



equalizing the transition to a low-carbon society, resulting in more socially inclusive growth. This results in a 'great green multiplier' effect in which both the economy and the environment gain, making it a win-win situation for everyone.

Typical initiatives that fall under the green finance umbrella include renewable energy and energy efficiency, pollution prevention and control, biodiversity conservation, circular economy initiatives and the sustainable use of natural resources and land.

Green financing has been devised to increase the level of financial flows from the public, private and not-for-profit sectors towards more sustainable development priorities. Green finance channels funds to justifiable practices that have environmental benefits and good financial returns.

Types of Green Financing

- **Green Mortgages:** They allow lenders to provide better terms to home purchasers of properties with a high environmental sustainability rating or if the buyer agrees to invest in enhancing the environmental performance of a property.
- **Green Loans:** These are loans used to support environmental initiatives such as household solar panels, electric automobiles, energy efficiency projects, and more.
- **Green Credit Cards:** They enable customers to direct their expenditure toward green finance to have a lasting impact on the environment.
- **Green Banks:** Green banks operate similarly to traditional banks, but they employ public funds to spur private investment in renewable energy and other environmentally friendly initiatives.
- **Green Bonds:** Green bonds account for the vast bulk of green funding. They include bond investments, the earnings from which are used to support a variety of green initiatives such as renewable energy, clean transportation, and conservation, among others.

Benefits of Green Finance:

Climate change has emerged as the major political and economic problem of this century and it is likely to stay so for the predictable future. Governments, investors, businesses, and private individuals worldwide are beginning to act in response to the climate issue, especially on decarbonization techniques.

As the global economy adapts to climate change, businesses and investors are developing green finance, new ways of rating environmental credentials, risks and opportunities, backed by funding instruments and new sources of investment. Green finance is a sign of the world economy's accelerating transition away from the fossil fuel era. As sustainability becomes a key element of long-term business planning, green finance can help the development and delivery of those plans across the entire operational function of a business. The systemic risk postured by the climate crisis to financial services requires decisive action and a rapid axis towards the opportunities presented by the zero-carbon economy. The benefits of green finance are:

- **Encourages Spread of Technologies and Development of Environmentally Friendly Infrastructure:** Governments of developing countries are building infrastructure that will improve long-term resource management, increase a country's competitiveness and channel private sector money into local green markets.
- **Produces a Comparative Advantage:** In response to growing challenges from climate change and other environmental and economic issues, a low-carbon green development may unavoidably shift from a voluntary to an obligatory strategy. Expanding green financing will give you a competitive advantage when environmental regulations tighten.



- **Adds Business Value:** Businesses can enhance the value of their portfolio by increasing their participation in green financing. It offers their company a green edge, attracting more ecologically concerned investors and customers.
- **Enhances Economic Prospects:** Governments that promote green financing assist in protecting their societies from scarcity of resources. They do this by building and encouraging local markets for renewable energy, as well as entering new markets with high employment potential.

5. Review of Literature:

Chengbo Fu Lei Lu and Mansoor Pirabi (2023) opined in their article “Advancing Green Finance: A Review of Sustainable Development” that the potential for green finance to foster sustainable economic development can be realized when financial incentives are aligned with sustainable outcomes, environmental issues are actively monitored, and ecological policies are based on market forces.

Wang (2022) opined that the outcomes of the empirical analysis indicate that green finance has positive impacts on sustainable development. However, the study needs to reach a consistent conclusion on the influence of maintainable development on green finance.

It was found that the mechanism by which green finance improved agricultural innovation performance was examined by **Ning (2022)**.

Kong's (2022) research shows that carbon neutrality is crucial to climate change. New energy is necessary to promote carbon neutrality. He explains the meaning and significance of new energy in transitioning to carbon neutrality. Investing in green and low-carbon initiatives is essential to developing environmentally friendly energy sources.

Another study by **Nguyen (2022)** examined the relationship between green bonds and other variables, such as clean energy. These findings significantly impact clean energy development.

Lee (2021) examined the green bond market in various regions, focusing on Asia and the Pacific regions. According to their findings, green bonds in Asia tend to have higher returns and greater risk and heterogeneity. The banking industry is responsible for 60% of all Asian green bond issuances. After the COVID-19 pandemic is over, the researchers say that there should be more public sector involvement and de-risking regulations to encourage issuer diversification.

Bamisile (2021) states that while green finance significantly influences polluting industries, it also significantly stimulates environmentally friendly initiatives.

Saeed Meo and Karim (2021) used the green patent quantities of Chinese companies as a quasi-natural experiment to see if the green finance policy had any effect on corporate green innovation.

For climate change and environmental threats, **Zheng (2021)** observed the linkage between green finance, SDGs, and environmental issues. Interesting results showed that the banking and financial sectors could entice private investors to invest in green financing.

The theory of a green economy obliges people to use environmentally friendly financial and energy resources to promote green growth and minimize their impact on the environment (**Tolliver 2020**).



Green financing appears to have positive effects on various macroeconomic variables instead of some studies' neutral or negative findings. While conventional bonds were effective during the **COVID-19** era, green bonds are more effective due to their greater transparency in interest rates and investment returns.

Based on the World Bank's world development indicators, **Wasti and Zaidi (2020)** examined the relationship between environmental degradation, energy consumption, and Kuwait's economic growth and trade liberalization using yearly data from 1970 to 2017.

According to **Wang, Sun, and Guo (2019)**, carbon emissions have had a large and prominent influence on current environmental crises all over the world. As a result, it is necessary to investigate new approaches to boosting energy efficiency to reduce environmental damage while simultaneously supporting China's rapid economic growth.

The findings of the above reviewed papers contribute to understand the relationship between green finance and low carbon initiatives. They emphasize the importance of substantial investments in green and low-carbon initiatives to achieve carbon neutrality and battle climate change. The reviews suggest policy recommendations to strengthen the regulatory framework for green finance, increase its availability, and incorporate carbon-neutral practices. Investor preferences for sustainable investments highlight the influence of social choices on economic decisions, emphasizing the importance of transparency, standardization, and social equity. Based on a review of the literature, this research reveals an affinity between green finance and environmental sustainability, highlighting the significance of public-private partnership investment for renewable and efficient energy projects and economic growth, as well as other relevant variables.

The findings of the reviews contribute to understanding of green finance, sustainable development, and its implications for the financial industry, corporate behaviour, and the environment. They provide valuable insights for investors, policymakers, and researchers seeking to promote supportable investments and drive green finance initiatives. Reviewed works offered valuable perspectives on the correlation between green finance, sustainable development.

6. Market Mechanism of Green Finance:

Green finance market includes market-oriented mechanism and financial products that can control pollution emission, realize the ecosystem and avoid enterprises from unexpected nature change; the former is represented by emissions trading and the latter has various types, such as environmental funds, weather derivatives, nature-linked securities and ecological options, etc.

Emissions trading market mechanism

Establishing emissions trading market should meet **three premises: first**, the total amount of emissions trading in the region; **second**, the initial allocation of tradable permits amount; **third**, enough market information shared among emissions trading parties. In addition, the establishment of an emissions trading market includes the transaction subject, transaction procedure and how to manage and regulate the market, etc.

How the policies ease the contradictions between the green finance and environmental protection?

The policies to support the development of green finance need to deal with the contradiction between ecological environment safety and green finance. The initial contradiction is the liquidity of funds that green finance raises for environmental protection. Liquidity refers to the ability of an asset to liquidate at a reasonable market price. **There are two measure standards of liquidity: one** is the cost of the assets to liquidate, the lower the cost of assets to liquidate, the stronger the liquidity of the assets; the



second is the speed rate of assets to liquidate, the faster assets to liquidate, the better liquidity of assets. In general, when traded at active platform or market with plenty of the buyers and the sellers, the assets' ability to liquidate is stronger. However, ecological protection is a long-term process. Whether it is directly invested for eco-friendly projects, or invested by equity in related industries, it needs relatively long investment cycle. In particular, some projects of large infrastructure creation often do not have money in the early stages of the investment, the recycling condition, therefore, also limits the relevant projects' ability of absorbing funds.

Hence, to deal effectively the contradictions between green finance and ecological protection, first of all, the policies need to find funds that match with the term structure of projects; secondly, the relevant subjects can issue financial derivatives, such as asset securitization products, to change the term structure of the project; finally, the policies should improve green finance market activity through developing ecological finance, constructing climate derivatives market and other secondary financial markets related to ecological protection, thereby directly improving the liquidity of related investment.

7. Impact of Green Bonds on Environmental Protection:

Financial instruments are crucial means for applying green finance in real life. The global green bonds experienced an volatile growth. Green bonds combine both "bonds" and "green" features. First and foremost, green bonds own basic function and characteristics of ordinary bonds. For issuers, capital cost of issuing bond is low and interest is pre-tax charge; bond investment risk is relatively low and investors' demand for yield is low thus reducing the cost of capital. Also, the bonds can raise a larger scale of funds whose terms are relatively long, so bonds are very suitable for those investment projects of large-scale infrastructure building which demands huge capital and returns investment for a longer period. In addition, the financing subjects are diversified, including government, financial institutions and enterprises, etc. For investors, compared with bank deposits, bonds tend to provide higher profitability, liquidity and stability meeting the diversification of investors. At the same time, the bonds markets make investors easier to enter and exit, adjust the investment portfolio, thus having higher flexibility in liquidity management.

Compared to the regular bonds, green bonds put forward requirements to "green". The raised funds must be spent on renewable energy and sustainable green projects. Green bonds can hedge investment risk brought by environment and climate change. Some green bonds raise money to the project with national or local government subsidies and the government in the future may also launch preferential policies related to green bonds, such as lower investment threshold, more favourable tax, etc. In addition, green bonds have stringent disclosure requirements than regular bonds, so that investors can invest with a low risk, both meeting the social sense of responsibility and can obtaining benefits.

8. Green Finance and Sustainable Development in India:

India's growth story has been impressive, but not without its fair share of environmental challenges. The country has long faced with issues such as pollution, deforestation, and climate change, which have had adverse impacts on both human health and economic development. However, in recent years, the Indian government has been taking measures to promote sustainable development and reduce the country's carbon footprint. One of the key strategies is the adoption of green finance.

Essentially, green finance refers to financial investments that are environmentally sustainable and socially responsible. This type of financing is increasingly being recognized as an effective tool for mitigating climate change and promoting sustainable development. It has gained considerable grip in India in recent years, with the government taking several initiatives to encourage green investments.

Green financing is embarking on a mission to establish innovative and sustainable platforms. As fintech strives to automate financial services and streamline processes, green fintech in India is focused on reducing



emissions and promoting biodiversity. This new breed is dedicated to leveraging technology to drive environmental sustainability and create a healthier planet.

In this regard, one of the most significant steps taken by the Indian Government was the launch of the National Action Plan on Climate Change in 2008. The plan identified eight major missions, including the National Solar Mission, the National Mission for Enhanced Energy Efficiency, and the Green India Mission, among others. These missions aim to promote sustainable development in various sectors of the economy, including energy, transport, agriculture, and forestry.

To support these missions, the Indian government has set up several funds and institutions to provide green finance. The National Clean Energy Fund (NCEF) was established in 2010 to provide funding for clean energy projects. The fund receives a portion of the revenues generated from the coal tax imposed on the coal industry in India. The NCEF has supported several renewable energy projects across the country, including solar, wind, and biomass energy.

Another important institution is the Indian Renewable Energy Development Agency (IREDA), which was established in 1987 to promote and finance renewable energy projects. IREDA provides loans and other financial assistance to both public and private sector entities engaged in renewable energy projects.

In addition to government initiatives, private sector institutions are also playing a significant role in promoting green finance in India. Several banks and financial institutions have launched green bonds, which are used to finance environmentally sustainable projects. The Securities and Exchange Board of India (SEBI) has also issued guidelines for the issuance and listing of green bonds in the country.

The adoption of green finance has several benefits for India. Firstly, it promotes sustainable development and reduces the country's carbon footprint. This is particularly important for a country like India, which is expected to be one of the largest emitters of greenhouse gases in the coming years. Secondly, it provides an opportunity for investors to participate in sustainable development and contribute to a greener future. Finally, it can also help in reducing the cost of energy and improve energy security in the country.

Green finance is truly paving the way for India's sustainable future by providing the necessary financial support for environmentally sustainable projects. The government's initiatives, combined with private sector participation, and increasing tech-optimisation are driving the growth of green finance in the country. The adoption of green finance has several benefits for India, including promoting sustainable development, reducing the carbon footprint, and improving energy security. It is expected that India will continue to prioritize green finance and accelerate its efforts in unfurling a sustainable and greener future.

9. Conclusions:

Finance is the engine of development of infrastructural projects. To achieve sustainable development goals, there is a need to create chances for new green projects and expand the financing of investments that furnish environmental benefits. Green finance has emerged as a new financial tool for promoting sustainable development, but its precise impact has yet to be proven. New financial instruments and policies such as green bonds, green banks, carbon market instruments, fiscal policy, green central banking, fintech, and community-based green funds are among the chief components that make up green finance.

Green finance is an innovative financial pattern aimed at the environmental protection and the achievement of sustainable utilization of resources. If the market mechanism of green finance is rational, green finance can guide the flow of funds and achieve effective management of environmental risk and optimal allocation of environmental resources and social resources. The effective regulation of policies will avoid the information asymmetry phenomenon and solve the moral hazard. The creation of environmental protection should consider setting up the mechanism of efficient green finance system



coordinating the relationship between the ecology and finance. The use of renewable energy can be promoted to achieve environmental protection through active financial tools.

10. Suggestions:

This research found that green finance has a significant effect on environmental sustainability. A precise assessment of carbon emissions is essential for designing an effective climate policy to address ecological challenges. The present study suggests focusing on green finance to achieve environmental sustainability. There is a strong suggestion to expand investments in renewable energy to fight global CO₂ emissions. Globally, there is also a need to promote green bonds at the municipal, district, state and national levels. Industrialized nations should significantly enhance their renewable energy investments in poorer nations. To reduce global CO₂ emissions, there should be international commerce in renewable energy across regions/countries. Thus, policies geared toward globalization, economic expansion, and the use of renewable energy will have a substantial impact on CO₂ emissions. There is an urgent need for increased investment in R&D for technical innovation to stop environmental corrosion.

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Cultural Representation of Lucid Dreaming: An Analysis of Haruki Murakami's Sputnik Sweetheart

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Cultural representation is an important factor in the study of various cultures and shared meanings of certain practices and cultural institutions. Literary works, films, drama, paintings and folk art are some forms of cultural representations which appeal to and communicate with a group of people. Language is an important medium of cultural expression and it also creates a context for shared meanings. Literature is an expression in language and hence it inherently carries the potential to appeal to a group of people who share similar cultural background. Stuart Hall in his Introduction to Representation: Cultural Representations and Signifying Practices argues that there are many representational systems in a community and language is one among them. He points out that language is one of the medium through which emotions and concepts get represented in a culture. He also defines culture in the context of the representational systems: "Belonging to the same frame of reference but more 'modern' in its associations, is the use of 'culture' to refer to the widely distributed forms of popular music, publishing art, design and literature, or the activities of leisure-time and entertainment, which make up the everyday lives of the majority of 'ordinary people' - what is called the 'mass culture' or the 'popular culture' of an age" (Hall 2).

Hall further maintains that culture is also about the members of a community interpreting and making meaning of all that happen around them. Explaining further, he underlines the complex nature of culture that touches upon identity and healings: Also, culture is about feelings, attachments and emotions as well as concepts and ideas. The expression 'on my face' says something about who I am (identity) and what I am feeling (emotions) and what group I feel I belong to (attachment), which can be 'read' and understood by other people even if I didn't deliberately to communicate anything as formal as 'a message', and even if other person couldn't give a logical account of how s/he came to understand what I was 'saying'. Above all, cultural meanings are not only 'in the head'. They organise and regulate social practices, influence our conduct and consequently have real, practical effects. (Hall 2-3)

One can also find an intricate link between different cultures and dreams. For instance, people from different cultures interpret their dream symbols in various ways. For instance, the animals and birds which appear in dreams may be interpreted differently by an Indian and by someone living in the United States. Further, cultural beliefs and values can influence an individual's emotional response to dreams. Furthermore, these factors may also condition how they recall and report their dreams. Hence the cultural aspect of dreaming can never be under estimated.

Lucid dreaming too has connections with cultures and they are depicted in a variety of literary texts. Sergei Kukhareenko discusses the attributes of lucid dreamers in the contemporary context. He maintains that lucid dreamers often achieve non-dual awareness in consistency with traditional philosophies such as Hinduism and Buddhism. According to him, globalization has connected lucid dreamers to cross-cultural awareness, apart from the enhanced mindfulness. Commenting on the cultural roots of lucid dreaming, Kukhareenko underlines both the eastern and the western cultural practices linked with this mode of wakeful dreaming:



In Tibetan Buddhism, dream yoga has the goal to attain awareness in a dream state, and has been practiced for centuries. Practices for developing the ability of lucid dreaming can be found not only in oriental cultures. One of the prominent examples is Carlos Castaneda's book 'The Art of Dreaming' (Castaneda, 1993) which popularizes the approaches to the lucid dreaming specific to the Toltec culture. (Kokharenko 10)

Kokharenko further identifies some contemporary cultural developments in lucid dreaming. He argues that the following features define modern lucid dreamers in the cultural context: "Modern lucid dreamers enjoy modern visual art" (Kokharenko 11).

Explicating further the modern use of mindful dreaming Kokharenko states that some lucid dreamers practise mindfulness and meditation which are closer to Hindu or Buddhist traditions. Further he argues that lucid dreaming enlightens one with multi-dimensional universe of experience. However, he also differentiates modern lucid dreamers from the practitioners of dream yoga:

There is a significant difference between what modern, mostly western lucid dreamers aspire to and the ideas found in Hindu-Buddhist tradition, more precisely – to transcend one's ego or I-presence in a lucid dream. Tenzin Wangyal Rinpoche in his book 'The Tibetan Yogas of Dream and Sleep' tells that the goal of the dream yoga practice is to achieve 'clear light dreams' which are "not defined by the content of the dream, but is a clear light dream because there is no subjective dreamer or dream ego, nor self in a dualistic relationship with the dream or the dream content" (Wangyal 12). (Kokharenko 12)

Another cultural link that Kokharenko establishes is the one between computer games and lucid dreaming. Taking computer games as a frame of reference for contemporary culture, he argues that video game players experience lucid dreams. He explicates the significance of visual culture in lucid dreaming:

Although computer games and movies are of course two quite different things to be considered together. My question was not aimed however at finding out the interdependence between the proportion of lucid dreamers among video game players. I tried to find out how appealing modern lucid dreamers find modern visual culture, their eagerness to absorb it, the interest for experiencing emotions from 'the art of illusion' in contrast to Hindu-Buddhist concept of non-attachment and negative attitude to strong emotions. In this context, I consider quite appropriate asking about lucid dreamers about their attitude to visual arts. (Kokharenko 12-13)

Based on his study, Kokharenko draws the following arguments about modern lucid dreamers and their cultural links:

Many modern lucid dreamers enjoy modern visual art. This may let us suggest they enjoy experiencing emotions in virtual reality and enjoy the plot of a film or a game.

Modern lucid dreamers do not practice lucid dreaming only for spiritual purpose, but also entertain themselves through lucid dreaming.

The idea of witnessing without judgment may seem strange for modern lucid dreamers. Many lucid dreamers find it difficult to answer whether they find the idea positive or negative. (Kokharenko 14)

Haruki Murakami's novel Sputnik Sweetheart can be read in the light of the above theoretical investigations into lucid dreaming. This novel which focuses on "K" who likes to follow his dream but who is forced to clamp them in order to assimilate with the society, reveals the emotional numbness which results from such a situation. This novel also highlights the transformative potential of lucid dreaming. Sumire, another lead character in the novel, also looks up to creativity and lucid dreaming. Subsequently, she gets attracted to a Korean woman Miu which marks the beginning of her



transformation. Under Miu's influence and with the help of lucid dreaming Sumire changes her appearance and lifestyle and kicks her smoking habit.

Murakami also suggests the alternate worlds occupied by her characters with the help of lucid dreaming. Though the novel does not offer any decisive solution for the human problems, the perceptions of characters are highlighted with a focus on their dream visions.

Sputnik Sweetheart is also a novel that intricately weaves together themes of love, identity, loneliness, and the blurring lines between reality and dreams. The story follows the protagonist, a young schoolteacher named K, who becomes infatuated with his enigmatic and adventurous friend Sumire. Sumire, in turn, falls deeply in love with an older, sophisticated businesswoman named Miu.

As Sumire embarks on a journey of self-discovery and explores her complex feelings for Miu, the novel navigates through layers of consciousness and explores the surreal landscapes of dreams. Through dream sequences and introspective narratives, the characters grapple with questions of identity, longing, and the elusive nature of human connection.

Set against the backdrop of modern-day Tokyo, Sputnik Sweetheart offers a poignant portrayal of urban loneliness and the search for meaning in an increasingly fragmented world. Murakami's lyrical prose and masterful storytelling draws readers into a mesmerizing exploration of the human psyche, where reality and fantasy intertwine in unexpected ways.

As the narrative unfolds, readers are taken on a journey that blurs the boundaries between waking life and dreams, inviting reflection on the nature of love, desire, and the enigmatic workings of the subconscious mind. Sputnik Sweetheart is a captivating novel that leaves a lasting impression, challenging readers to ponder the mysteries of existence and the connections that bind us all.

Murakami juxtaposes Western and Eastern perspectives on dreams, reflecting the cultural duality present in contemporary Japan. The protagonist, Sumire, embraces Western ideals, while her love interest, Miu, embodies traditional Japanese values. This contrast is evident when Sumire reflects on her dreams: "But to me, dreams are the deepest reflection of reality" (Murakami 7). Here, Sumire's perspective blends Western individualism with Eastern introspection, mirroring the cultural hybridity prevalent in modern Japan.

Haruki Murakami explores the intricacies of consciousness and the dream world, melding them with cultural subtleties to craft a distinct narrative. Through a skillful blend of Japanese cultural elements and lucid dreaming, Murakami presents readers with a vivid array of imagery and symbolism, enriching the storytelling experience. "I dream. Sometimes I think that's the only right thing to do." (Murakami 1). Murakami's adeptness is reflected at blending themes of consciousness, dreams, and cultural elements to create a narrative that resonates with readers on multiple levels. Through such integration, he crafts a storytelling experience that is both richly layered and uniquely compelling.

The title of the novel Sputnik Sweetheart has great cultural as well as historical importance. The term "Sputnik" carries multiple layers of symbolism within the novel. Historically, Sputnik was the first artificial earth satellite launched by the Soviet Union in 1957, marking a pivotal moment in space. In the context of the novel, "Sputnik" is a symbol of scientific progress, human endeavour, quest for exploration, curiosity and knowing the unknown: "Ever since that day, Sumire's private name for miu was Sputnik Sweetheart. She loved the sound of it. It made her think of Laika, the dog. The man-made satellite streaking soundlessly across the blackness of outer space" (Murakami 8). In the novel, all characters are exactly on the same quest. They try to find the answers to self through their dreams. Just as the Sputnik satellite orbited the Earth, the characters in the novel orbit each other in their quest for connection and understanding.



The novel offers a rich tapestry of cultural imagery, vividly described with evocative examples like at one point of time K the narrator describes Sumire's writing style giving a wonderful visual : "True, at times her style resembled a patchwork quilt sewn by a group of stubborn old ladies, each with her own tastes and complaints, working in grim silence" (Murakami 15).

Another instance occurs when Sumire describes her surreal dreams: "In my dreams, I often go back to my childhood. It's a beautiful house, with a big yard and cherry trees in bloom" (Murakami 17). Here, the imagery of cherry trees in bloom evokes traditional Japanese landscapes, intertwining cultural elements with the dream narrative.

When Miu queries Sumire about the disparity between a sign and a symbol, Sumire keeps thinking about the answer for a longer period of time, even discussing the same with K on a phone call: "The emperor is a symbol of Japan, but Japan is not the symbol of the emperor" (Murakami 31). They have a discourse on the topic which never really bring them to a satisfactory answer. Dreams are combined of signs and symbols. As interesting the thought is, the more complicated it is to understand just like if it is a dream, a vision or a similar experience of the past.

When Miu and Sumire converse, Miu listens every word captivated by Sumire and her not so fascinating world. Though they have a conversation, but Miu has the experiences of not being in the real time and being drifted somewhere else: "Miu listened, enthralled, as if listening to the enchanting customs of a far-off land" (Murakami 38). This is exactly how lucid dreaming is being drifted off to an imaginary land. Miu has similar such experiences in the novel.

Yet another aspect of lucid dreaming which is very important is being alert. When K talks about his sexual experiences, he narrates what difference it made while he was alert: "A while later we made love a second time, and this time it was a smooth, congenial ride. Being alert-I think I was starting to get it. For the first time I saw how a woman reacts in the throes of passion (Murakami 45). When Sumire asks him what the point of his story was, he clearly explains this in the light of lucid dreaming experiences: "The part about being alert... Not prejudging things, listening to what's going on, keeping your ears, heart, and mind open (Murakami 45).

The absolute gateway for these characters to attain the love and intimacy of the person they love through lucid dreaming. Since a love triangle is involved in the narrative, no two people have the same feelings for the other. While Sumire is describing her love for Miu to her best friend K, he is in his own world making love to Sumire through wakeful lucid dreaming: "The illusion grabbed me and wouldn't let go. I closed my eyes tight again and let a concentrated clump of time wash over me (Murakami 73).

Murakami draws upon Japanese folklore to infuse dream sequences with cultural symbolism. For instance, Sumire's dream about encountering a kappa reflects her cultural background: "In my dream, I saw a kappa, a creature from Japanese folklore, emerging from the depths of a tranquil pond" (Murakami 75).

The characters' cultural backgrounds influence their experiences of lucid dreaming. Sumire's dreams are deeply imbued with elements of Japanese culture, reflecting her identity and upbringing. In Sumire's dreams, she often wanders through traditional Japanese gardens, filled with cherry blossoms and winding pathways. By incorporating Japanese folklore, mythology, and aesthetics into the dream sequences, Murakami creates a vivid and immersive narrative experience, allowing readers to delve into the characters' cultural backgrounds and their subconscious realms.

Lucid dreaming often blurs the lines between perception and reality. In dreams, symbols can take on profound significance, representing hidden desires, fears, or subconscious thoughts. The distinction between signs and symbols raises questions about how we interpret the world around us, both in waking life and in dreams. Lucid dreaming challenges our understanding of reality by showing how symbols can have deep personal meaning within the dreamer's subconscious landscape.



In lucid dreaming, symbols may appear spontaneously or be consciously invoked by the dreamer. Miu when meets Sumire, she poses her a thought provoking question “Can you explain in 200 words or less, the difference between a sign and a symbol?” (Murakami 24) The question posed by Miu encourages Sumire to reflect on the significance of symbols in her own experiences and how they shape her understanding of the world. Similarly, in lucid dreaming, individuals often encounter symbols that carry personal or cultural meaning, prompting introspection and self-analysis.

Miu's question touches on the complexities of consciousness and perception that are central to the phenomenon of lucid dreaming. Miu's inquiry into the difference between signs and symbols contributes to the thematic exploration of perception, reality, and consciousness in "Sputnik Sweetheart," offering insights that resonate with the broader themes of the novel, including lucid dreaming.

Cats frequently appear in dream sequences throughout the novel, often representing enigmatic and mysterious aspects of the subconscious mind. Sumire encounters a cat in one of her dreams, which adds an air of mystery and surrealism to her dream experience: "In my dream, a cat with piercing eyes crossed my path, its gaze following me with an eerie intensity" (Murakami 63).

The presence of cats in dreams hints at the blurring of boundaries between reality and the dream world. K, the protagonist, reflects on the surreal nature of his dreams, where cats play a significant role: "I often dream of cats, their sleek forms moving gracefully through the shadows, as if guiding me through the labyrinth of my subconscious" (Murakami 87).

Cats hold cultural significance in Japanese folklore and mythology, often symbolizing mystery, intuition, and the supernatural. Murakami incorporates this cultural association into the narrative, deepening the symbolism of cats in the context of lucid dreaming: "In Japanese folklore, cats are believed to possess supernatural powers, serving as guardians of the spirit world. In my dreams, they embody this mystical presence, leading me to realms beyond the realm of waking consciousness" (Murakami 112).

The appearance of cats in dreams reflects the characters' inner states and subconscious desires. Sumire's dream about encountering a cat may symbolize her longing for connection and understanding in a world filled with uncertainty: "The cat in my dream seemed to beckon me, its silent presence offering solace and companionship in the depths of the night" (Murakami 145).

The symbol of cats in the novel adds layers of meaning to the theme of lucid dreaming, serving as conduits for exploring the characters' inner worlds and the blurred boundaries between reality and the subconscious mind.

The narrator talks about unalterable dream at a situation where he meets Miu in Greece. In first impression of Miu was that she was beautiful. But then he starts having doubts about his first impression since he had heard way too much about Miu from Sumire. He starts thinking if this was a sincere thought and observation or it was clouded by his own imaginations of how Sumire thought of Miu when she described her:

Miu was beautiful. My first impression was of that clear and simple fact. No, maybe it wasn't clear or that simple. Maybe I was under some terrible mistaken impression. Maybe for some reason I'd been swallowed up in some other person's unalterable dream. Thinking about it now, I can't rule out that possibility." (Murakami 101)

Miu considers Sumire to be her “Sputnik” which means travelling companion in Russian. Such rich cultural references for names, places, stories of monuments, their historical significance, music, food, practices are dominant throughout the text. One such instance is when Miu and Sumire discuss on cats: “I heard they eat cats in Korea. Is it true?” (Murakami 115).



With the strange stories on cats difficult to analyse if it was in real time or in a state of dreaming for these characters, there are clear instances of lucid dreaming in the novel, where the character Sumire sleep walks to Miu's room and lies there in a corner in a frantic state: "It looked like a person's body: hair hanging down in front, two thin legs bent on an acute angle... It was Sumire" (Murakami 122).

Sumire often has recurring dream of her mother which she records. This is one practice of enhancing lucid dreams is to write them as soon as you wake up. Every dream is worth recording. A dream is always full of signs and symbols pointing us out in a specific direction as a warning or a future prophecy. Sumire maintains a journal to be able to understand her identity better: "I want to record this dream simply as a fact that concerns me and my life. Whether it's literary or not, I don't care. I'm just the keeper of the warehouse (Murakami 150).

In the end, this paper attempts to showcase how "Sputnik Sweetheart" is a fascinating story about dreaming and culture. It shows how dreams and Japanese traditions mix together. The book uses beautiful images and stories to explore dreams and what they mean in Japanese culture. By putting dreams and culture together, the author helps us think about life and who we are. "Sputnik Sweetheart" is a special narrative that makes us wonder about dreams, culture, and what it means to be human.

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Influence of Begum Rokeya in Indian Education

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Abstract : *This research paper, thoroughly emphasizes women's educational attainment, its standpoint, extent, as well as progression in the imperial Bengal. Beneath the British regime, the nineteenth century had been an era of Enlightenment in the united Bengal. Renaissance principles influenced not merely the Hindu-Bengali community, yet also the Muslim-Bengali community. The thirst to evolve amongst the Muslim society began during the latter part of the nineteenth century and persisted into the beginning of the twentieth century. Rokeya Begum, became the primordial figure of the Bengal Muslim Revival. She affiliated to an ethnic community of women, often referred as the Bengal's 'Bhadra-mahila', a phrase comparable to the novel women. She dedicated her entire existence to the liberation of Muslim-community females, who were compelled to adhere to the strict Islamic traditions such as burka and much more. She worked for the female literacy, privileges, autonomy, and progression of all women, primarily, the females of the Muslim-society in Bengal. Her ambition for the advancement of the community and the nation as a whole remained the motivating factor, behind every single initiative of hers. She discovered that Women's Muslim society, ought to be granted a chance to empower themselves. Throughout the bygone times of women's literacy in India, she had been an iconic individual, who remained tenacious enough to bypass the harsh critiques of the Maulabi's (Muslim community's religious leaders). Therefore, it's vital to examine the Begum's accomplishments solely, as she emerged as a feminist amid an era of men dominance. The purpose of this study is to thoroughly investigate Begum Rokeya's proposals for learning and her activism for the advancement of women's learning in unified Bengal amid the dominance of the British authorities.*

Keywords: *Women Education, Education, Rokeya or Begum Rokeya, Muslim Community, Purdah, Bhadra-mahila.*

1. Introduction :

Rokeya Begum, emerged as a cynosure in the era of female liberation in the India during colonial rule, directing and demonstrating the Muslim community, the optimum way to choose, while resisting every societal and sacred obstructions in the pursuit of advancement. She worked tirelessly to integrate females of the Muslim society into an educational loop. As it stands, she's appropriately regarded as the forerunner of female education within the Muslim community of unified Bengal amid the British administration.

1.1 Background

Knowledge is highly valued in Islamic religion. The inaugural phrase disclosed to the Messenger of Islam addressed the command "to study." Numerous conventions emphasize the significance of educational attainment. The two of these are frequently mentioned and emphasized: "acquire comprehension irrespective of whether you've to visit China," and "acquiring comprehension is compulsory for men as well as women of the Muslim society." However, the perception of Bengali Muslims regarding the learning of females didn't seem favourable in Colonialism era of Bengal.



Confinement or purdah was practiced. At that stage, Muslim community was extremely conventional. Nevertheless, since there weren't any distinct institutions of learning for the girls, they were forced to enrol in males' madrassahs, it prompted a reaction from the conservative elites. Born in the 1880s, in the unified district of Bengal, she, like other women of her household, had endured life behind the drapes since the tender age of five (Mahmud, et al., 2016). In her formative years, she possessed a strong desire to learn. She was able to gain knowledge in Bengali language, owing to the help and inspiration she acquired through her eldest sister, a woman of tremendous virtues and remarkable tenacity (Roy, et al., 2019). Rokeya's brother surreptitiously educated her with the skills of reading and writing English, alongside Bengali, during the period when female learning was discouraged.

She was engaged around her early age, to an elderly widowed man, in 1896. He seemed to be a broad-minded as well as proactive thinker who assisted her in the education by arranging most of the needed preparations. Afterwards, along with his assistance, she started syndicating her articles in the Indian publications of that period. In 1909, her spouse passed abruptly. She drowned in the vast ocean of anguish immediately after his demise. Yet she wasn't prepared to bow down to fate.

However, she worked tirelessly and dedicated her entire existence to the root cause of emancipating Bengal's Muslim females. She recognized the vital importance of female learning and established a school for the females. Her prodigiousness stems from the notion that, she fought tirelessly for the advancement of feminine learning in Bengal till the end of her time. The governing body of Bengal took certain initiatives in 1870 to advance contemporary learning among the females. Following the foundation of the novel state in 1905, there had been an upsurge for cutting-edge learning amongst the Bengali Muslim females.

1.1.1 Female learning in Bengal

Female educational opportunities in India, especially in Bengal, trailed much behind the tremendous advances being made, such as the Bengali Revival, along with the establishment of the Colleges and Universities of Bombay, Calcutta, and elsewhere. For women, nevertheless, conventional Hindu culture was plagued with preconceptions and myths. Acquiring a formal education was usually regarded as abhorrent, if not an illicit behaviour, especially for the girls who got married at the tender age.

However, towards the second half of the 19th century, permissive Indian brains, embedded with Occidental concepts alongside the principles and they began noticing a substantial gap (Devi, et al). Amongst the British Executives, few of these men saw the necessity for expanding the education of women (Sircar, P., 2016). Over the years, the 'Brahmo Samaj' paved the stage for a gradually crumbling rebellion. The Bethune School emerged in 1888, alongside its college was established in 1979 with Kadambini Ganguly, as its sole learner. Since then, there was a surge in the appearance of Bengali journals, which emerged as an important factor for the enhancement of Bengali feminine minds.

1.1.2 Muslim Community in Bengal

The Muslim population in general, was perceived to be impoverished but the Muslim females were regarded as being more deprived. Regardless of the federal efforts to improve Muslim-society learning, little was mentioned regarding the schooling of Muslim females and no particular regulations were created to support them, even during the beginning of the 20th century. At an assembly of the Bengali Social Sciences Organization in Calcutta, the Maulvi objected to the Muslim community's rigidity over this schooling, claiming that the schooling provided to Muslim females within their homes seemed entirely sufficient.

The Muslim females were unable to attend schools since they practised 'purdah'. Abdul Latif passionately fought for women's schooling during a convention in 1891. Inevitably, absolutely nothing tangible came of it. Females in Bengal were conventionally educated within their households, and the



curriculum was largely religious and ethical in origin (Amin, et al., 1996). The Holy learning for common Muslim females was confined to the Mosques or domiciles. Their schooling was limited to the recital of the Quran and basic writing abilities. They weren't enrolled in schooling provided by Christian traitors or state-run institutions, mainly since their guardians thought that the Christians missionaries tried to transform the Muslims towards the religion of Christianity, and as a result, every single female of the Muslim-society was denied advanced study, additionally both the holy and contemporary. Muslim females were barred from contemporary schooling until the beginning of the nineteenth century, whereupon Muslims' opinions regarding learning shifted dramatically and several prominent middle-class Muslims received contemporary knowledge, prior to their strive for the growth and well-being of the community, such as the Rokeya Begum.

1.2 The Study's Significance and Necessity

In any ethnic group, knowledge is a potent tool for emancipation and serves as the fundamental foundation of all communities, especially, a powerful tool for resolving all forms of societal issues. Rokeya possessed the unusual vision and guts to question the accepted norms of her era.

It acknowledges the travails that, women like Rokeya managed to accomplish, promoting societal transformation in learning. Consequently, this issue attempts to highlight the importance of female schooling generally, especially Muslim community female's literacy specifically. The research emphasizes the beliefs and actions of Begum Rokeya, who freed herself from the restraints of the purdah regime, to redefine the concept of imparting knowledge to Muslim women.

1.3 Objectives:

- To recognize Begum Rokeya's contributions towards the Muslim females' learning in the early independence and imperial Bengal.
- To investigate and examine learning processes within the Begum's schools.
- To determine the applicability of her scholastic and creative concepts in the current context of Muslim females' schooling in Bengal.

2. Literature Review:

2.1 The Rokeya's Era and the Bengali Muslims

The male-dominated society failed to acknowledge the importance of women learning during the Rokeya's era. Overall, schooling was confined to a specific segment of community. She anticipated freedom for women and saw learning as a means of achieving that liberation. She believes that educating females about their liberties will raise their consciousness, confidence, and self-esteem, and ultimately leave them passionate about their independence. "The aim of learning," Begum explained, 'isn't to emulate an ethnic group or an endurance race' (Hasan, et al., 2013). She was an independent learner woman possessing liberal ideals and opinions. With her perceptive vision, she recognized not just the plight of females, yet the way they endured the lack of formal education.

As she was an incredibly sensible woman, these traits aided her in determining her long-term plans. She realized that rousing females was necessary to liberate them off their afflictions (Begum, et al., 2019). As a result, she swore the pledge of women schooling and clutched a pen to write opposing feminine inhumane status in the community. Both of these characteristics were contrasting to one another. Since female's consciousness is the prerequisite for their learning, and a sense of self encourages them to pursue training.



2.2 Begum's sole Determination

In contemporary society, it is difficult to understand how far adrift females were in Begum's period. During that moment, community exhibited a conservative perspective on one end of the spectrum, while females were lacking a sense of self, having the attitude that sought out possibilities for growth as individuals. In several circumstances, females were opposed to the learning (Sultana, et al., 2021). As a result, their realization wasn't conceivable unless they overcame holy stiffness and cultural limitations. She recognized that learning has the potential to educate female the way, assist them become self-sufficient, to overcome the unfounded dread of inaccurate discriminatory beliefs, and to maintain them within the community as legitimate individuals.

Keeping that objective in consideration, she established an institution of learning and a feminine group. She wrote a number of volumes in both English, as well as Bangla. She described the dismal state of females in their homes and throughout the community, within her pieces. Furthermore, she demonstrated how severe the oppression of females had become at the point (Schuler, et al., 2010). The protocol were so stringent that the isolated females couldn't interact with their siblings whenever they wanted. Hence, for those who were unable to discern the glare of the natural world, dreaming about the enlightenment of schooling was a farce. When one assessed Rokeya's articles, two significant themes emerged. In the first section, she demonstrates how cultural patriarchy denies females their rightful privileges and discusses schooling as a means for them to overcome their unhappiness and disgrace while maintaining their legitimate place in the community. On the other hand, in her narratives and books, she paints an illusion of a realm of fantasy in which they're comparable to the males in expertise, goal, contemplating, and so forth, as well as accomplishments, they occasionally outperform males, and the females are positioned on different emphasizes based on their achievements (Bagchi, et al., 2009).

Rokeya's explores the poor stature of females and the causes of such deterioration in her work, *Women's Downfall*. "What exactly are we in the enlightened society of the 20th century?" Absolutely nothing except tyranny; despite the fact that enslavement as a trade practice has been declared extinct, femininity's enslavement continues uninterruptedly (Hossain, et al., 2014). She then investigates the root source of female's global deterioration.

Perhaps the biggest reason is the absence of prospects. She also highlighted two major sources of feminine oppression: physical impairment and monetary reliance. "Several individuals believe that because females depend on the wages of males, they need to embrace male power. Presumably a lady, unable to gain employment at beginning, was forced to rely on the financial standing of others" (Hasan, et al., 2013).

Rokeya was likewise strongly affected by the Brahmo revolutionaries'. Raja Ram Mohan Roy's eradication of Sati, Iswar Chandra Vidyasagar's the implementation of the tradition of remarriage for widows, and their backing for women learning had been numerous instances of early advancements that propelled the community forward. She was also inspired by historical accounts of women of Islam. Alongside, maintaining her religiosity within Islam, she examined the accounts of Turkish females, who fought amongst the males in the era of the First World War, demonstrating the fact that females in the Muslim society in the contemporary era didn't hinder them from participating equitably within the community, together with their spouses.

Men have used brutality to initially overcome females and then subjugate them; they were subsequently expelled from the region's economy and rendered helpless. Rokeya saw that in a culture wherein a lady is reliant on male for just the necessities of life, the idea of women's autonomy is pure fantasy. She promoted the notion of monetary autonomy in her many publications (Quayum, et al., 2015). In her many articles, she embraced the concept of monetary freedom: "It is meaningless to promote the cause of gender equality in an era where economically females are entirely reliant on the males." Placing the empowerment of women at the forefront of her literature, she battled tyranny to create feminist freedoms and advantages. The goal of the emancipation was to provide women the same privileges, as



that of men. The initiative had three goals, firstly, eradication of the secluded framework, secondly, abolition of the shadowy world of apathy, and lastly, financial autonomy. Yet the mechanism for attaining these targets was schooling; females require inspirational learning in order to empower themselves. "We were rendered unworthy for attaining liberation due to the absence of learning," Rokeya claims. To their own self-benefit, unwise persons have so far denied the knowledge." Thus, Begum Rokeya fights for authentic schooling that prepares women to be exemplary citizens and contributors to the community, as well as knowledge that prepares them to be economically secure and self-sufficient, rather than relying on other individuals for the necessities of life.

2.3 Rokeya's sufferings and an upsurge for the Women Education through her writings

Nevertheless, for centuries, those who dedicated their life for the rehabilitation and benefit of the community have faced harsh condemnation, defamation, and humiliation. The Begum wasn't a testament to this rule. Her outspoken critiques infuriated society's orthodoxy and holy zealot ideas, concerning the isolated women. With their publications, a few of them attempted to discourage her (Osman, et al., 2021). However she wasn't about forfeiting her affection. She didn't act in her own selfish desires. She solely illustrated the community's flaws by presenting the awful circumstances of the females.

'God Gives, Man Robs' originally appeared in 'The Mussalman' on the 6th of December, 1927. In the following piece, Begum Rokeya assaults a patriarchal culture for denying females of certain liberties. She condemns her Muslim group for being backward in terms of learning and communities of Hindus for forbidding widower remarriage. In phrases, this piece of writing discusses the plight of females in the community, particularly their inability to obtain knowledge, which leads to freedom from social limitations and servitude. 'The ultimate offense that our brothers do disregarding us is depriving us of learning,' Begum Rokeya stipulates. "It's the bounden responsibility of every Muslim men and women to gain education," according to Islam (Rajan, et al., 2015).

Begum's '*Sultana's Dream*' demonstrates the impact enlightened females may have. She portrays a "*Lady-land*", wherein women's have grown their mental strength to such an extent that tranquillity and unity prevail and they possess every basic fundamental liberties. The learning of females is the "operating principle underpinning the prosperity of the utopia suffragist society of Ladyland." She emphasizes the necessity of the females becoming acquainted with the realm of science and is unusual in her critique of masculine militarization". The women of Begum's imagined Lady-land are empowered in all manners, unfettered from confinement (Bhattacharya, et al., 2019).

Rokeya solely elaborates on the tale of "*Sultana's Dream*" in her article, '*Padmarag*'. She depicts an organization created and overseen via women. In such society, downtrodden and perverted females of all beliefs, locales, and civilizations, ameliorate their condition via concrete communal endeavours (Jahan, et al., 1998). She establishes her viewpoint in the story, techniques for administering schools, and beliefs on learning, that are perfect and ought to constitute the fundamentals of the lives of people.

Her both of the writings, '*Sultana's Dream*' and '*Padmarag*' examines the issue of women learning in positive, appealing, and intelligent manners, extolling the virtues of skilled feminists. Whatever she aspired, was for the mankind to awaken and return to its senses. Each time females spoke out regarding these abuses and oppressions, the males used beliefs to undermine their arguments. However, Islam has granted women, the obligation of appearing firmly. Begum Rokeya proclaimed and upheld the liberties and obligations that Islam has bestowed on the feminine-society in a righteous way. Regardless of other circumstances, she persisted on following Islamic teachings and goals in order to end prejudice and discrimination against the women of the Bengali Muslim community. She seldom contradicted Islam's precepts since she was dedicated to the reawakening of women.



3. Research Methodology:

Methodology is essential in every kind of investigation since the veracity and accuracy of the results are dependent on the investigation's procedures. The current research takes a qualitative standpoint.

3.1 Rokeya's scholastic concepts and her solidarity with educating women.

Begum Rokeya's educational concept was founded on the events of her life lessons. In her methods, she was optimistic and saw how the females in the Muslim society of Bengal, endured as a result of centuries-old traditional norms and oppressive patriarchy. She believed that knowledge was necessary to alleviate their sorrow. She envisioned an entirely novel phase, wherein Muslim society females would receive equal treatment with the males as well. She correctly identified the source of the Muslim female's horrific anguish as a misreading of Islam. She established the Sakhawat Girls Secondary School. It commenced with just a handful of pupils in Bhagalpur, a predominantly Urdu spoken community. She continued to follow her lifelong aim, which was the liberation of females of the Muslim community. She restarted the educational institution. It transformed to an English-medium school in the year 1931. In order to accommodate the growing number of learners, the institution was relocated to numerous locations. She administered the institution for twenty-four years, despite searing opposition and other societal impediments. She poured her heart towards establishing the ideal institution for Muslim-community females.

Initially, non-Bengali households enrolled their daughters to the school, however, the Bengal's Muslim society households, were unconcerned with their daughters' schooling. As a result, she stepped up and seized the effort to convince Bengal's households of the Muslim-society, to consider sending their girls to her school. She additionally travelled to every residence, convincing families that the 'purdah' would be practiced at the institution as well.

She prepared for a carriage with horses, to transport girls back and forth to school, while adhering to 'purdah practice'. She subsequently provided cheap bus transportation to the female learners and also, directed that the shades be fitted on the coach's frames in order to observe 'purdah'. One among her companions termed the coach as the "flexing blackhole." She had been a wise woman who recognized the importance of several disciplines in teaching Muslim females at that moment and herself designed the educational structure for the females at her institute.

Ultimately, Begum Rokeya is still effective currently. Her ideology of learning, ideas, contemplating, mind-set, and methodology remain relevant today and may meet the requirements and goals of any environmentally engaged women in broad terms, and Muslim females specifically. For the Begum Rokeya, she sought to lift women's position beyond narrow-mindedness, abuse, inequality and intolerance, and she dedicated her entire existence to the pursuit of higher learning and the liberation of females, which provided her an entirely novel aspect in her own unique individual persona. It is mostly due to her unique perspective and capacity to understand her moment, position and fellow citizens in their evolving context, as well as the fact that she started responding appropriately.

3.2 Data Interpretation

Rokeya Sakhawat's narratives, articles, minor writings, and poetry were employed to express her unique views, notions, and beliefs of women emancipation. The investigator conducted a thorough examination of these pieces, with the aim to comprehend the breadth of her conceptualizations. The table 1 below elaborates the significant years in the history of Rokeya's Girls School.

Year	Circumstance
1909	Rokeya named an institution of learning in the Bhagalpur region, after her spouse as, 'Sakhawat Memorial Govt. Girls' High School.'



16 th March, 1911	The institution was re-established at 13, Waliullah Street in Kolkata.
1917	Madame Chelmsford came to investigate the educational institution. The institution was renamed Middle Girls institution.
1931	Renamed "High English Girls School"
1932	It had been relocated to 162, Lower Circular Street.
1938	It was relocated at 17, Lord Sinha Street, Alipur Hasting House.
1968	It was eventually relocated to its own private residence at 17, Lord Sinha Street.

Table 1: Years of significance in the tale of "Sakhawat Memorial Government Girls' School".

4. Analysis and Discussions :

4.1 Role of Rokeya Begum in the Indian Education

Rokeya held the opinion that the objective of higher learning ought to be more than to obtain higher education and to pursue work, but also to cultivate the intellect. Furthermore, learning should incorporate the contemporary and the old, the pragmatic and the divine, so that learners gain an appropriate comprehension of existence's adversaries and avoid forfeiting their belief of belonging as Indians whilst obtaining occidental understanding. Rokeya believed that education was the most important prerequisite for female autonomy, and she founded a pioneering school in Calcutta focused largely at Muslim females. As stated in table 1, her School grew immensely, at different places, thereby making a significant upsurge in the Indian Education. With these concepts in intellect, she adopted a diverse education at her place of learning, wherein ancient and contemporary, holy and scientific subjects were imparted alongside one another. Furthermore, Mathematics, Sciences, Historical study, Geography, and Civil management' were covered, as well as 'extra-curricular pursuits involving, athletics and music were incorporated and the females received exposure to a varied spectrum of literature and artistic pursuits'. It is a little-known truth that the educator, who taught at the Sakhawat School during the course of the day were subsequently sent back to these former 'Basti's' to teach and instruct the girls in artistic endeavours', sewing, crocheting, and a variety of hobbies. Begum Rokeya not only served as a revolutionary in implementing the female education, yet also, she imparted utmost knowledge to the women of the Muslim community. With growth in time, she prompted higher education in the English language to the females, thus impacting the Education of women at large scales. She encouraged, each and every women to come forward and indulge oneself into the schooling. There began the era of the women's learning, whereby the females confined themselves into the knowledge realms, thus focusing on their overall growth.

4.2 Role of Rokeya Begum in the Societal Development

Her essays discuss female freedom and autonomy. In her works of literature, the ladies become emancipated and they all fall under the same tribe and faith. Additionally, there doesn't exist prejudice between individuals of the community. Whatever Begum Rokeya ventured to undertake throughout her period is beyond comprehension; she defied every obstacle and became victorious. Within a religiously archaic community, wherein the females were never permitted to leave their homes without the Purdah as well as in their homes itself, she defied all barriers and demonstrated the strength and decisiveness of a woman. She didn't violate any of the regulations; she maintained her faith and her morals while doing her duties.

4.3 Voice against Religious Rigidity

Religious intolerance and misconceptions perform an essential part in women's oppression. Rokeya claimed that belief systems never established an analogy amongst the males and females; instead, men



make and maintain the dichotomy for their personal benefit. She condemned religious dogma and myths for the persecution of women. She emphasized sport instruction since she suspected it would render more powerful, fitter, and more assured women, whilst she also emphasized professional development as it would ultimately enable them to be financially self-sufficient. She represents a sense of consistency, unconventionality, humanist thought, rationality, strength, tolerance, dissent, traditionalism and liberalism in her professional and personal life.

5. Findings and Conclusion :

5.1 Findings

In reality, after she started the education institute in Calcutta, it emerged the focal point of her entire existence. She pushed herself headfirst into it, preoccupied with every aspect of the institution's duties, from instructing to management, recruitment and retraining of instructors, the welfare of pupils, and absolutely everything. She grew so preoccupied with academics, she eventually had to abandon practically any other endeavour in her daily routine. Rokeya's curricula continues to be implemented in her Sakhawat Memorial Institute, together with the curriculum of other boards. As a trailblazer, she advocated for girls' learning and sought to give social assistance to the individuals in her neighbourhood. She crossed borders within her own tribe to collaborate with the Christian and Hindu-society females and to be an integral component of women's-liberation in the All India Muslim Women Association. Rokeya schooled herself, as she was proficient in the English and Bengali languages and was able to converse in both languages effortlessly. She is the epitome of what a female can accomplish, provided she has persistence and patience, as well as excellent mental fortitude. She didn't just studied, yet additionally gained information, which she subsequently communicated in her own unique style. She composed in English and penned tales, poems, thrillers, and narratives.

Rokeya's pieces could assist to break down preconceptions about the females of the Muslim society. Collaborating with women from numerous faiths and socio-economic strata, she developed an itinerary for female's emancipation. For generations, the Bengali females of the Muslim society, were raised in abarodh, or isolation. Their confinement allowed the possibility to establish a patriarchal rule and avoid the subject of men supremacy. The British academic framework and organizations drew Muslim intellectuals in the course of the twentieth century, but they failed to emphasize, the empowering ladies. Since high-class females lacked any financial or societal significance in the public's arena, the *Sharif community* had a complete segregation of the private and public realms. Begum's essays emphasized the issue of aristocracy and confinement. However, her abilities in complexity of thought, selection of the matter, and utilization of vocabulary shines throughout her limited essays. When she started composing Bengali poetry, the century mark was long past. It had crossed the Bankimi period and reached the Rabindric period. It prefers to employ firm and straightforward English over the complex Vedic and rhetorical terms. She opted for a modest vocabulary that was plain and devoid of literary touches. Rokeya Begum, eventually, evolved into an inspiration, and she was accompanied by numerous women writers of the Muslim community, such as, S. Mahmud, Fajiltunessa, and S. Kamal, who encouraged females to emerge through an existence of isolation, insufficient literacy, and apathy. She was a brilliant poet as well as an employed individual and reformist.

5.2 Conclusion :

Begum Rokeya was an enduring character in the tale of women education in India, who advocated and campaigned for female's sovereignty and literacy. She was a professional psychic and firmly believed that, if provided the opportunity, the women would emerge as equivalent to male-dominant society in terms of education, sense of sight, innovative contemplating, and brainpower. Offering them a variety of possibilities and arousing their subconscious desire for independence, her work for the educational possibilities of females, particularly women of the Muslim-society, was important in Bengal's heritage of female literacy. Her educational aim was a blend of pragmatic teaching and progressivism. This elevated her to the position of famous educationalist in British-ruled India. Rokeya Begum pursued her



objective of emancipating Muslim women by means of knowledge. Her primary focus on the occupational effectiveness is akin to education revolutionaries, "Basic schooling" proximity. Her endorsement for "an open air education" is, an additional component of her advanced modernized educational concepts. Her writings played a unique role in implementing the knowledge, as she conquered many minds, with her unique thoughts. In a certain way, her whole intellectual endeavour went towards to solving the educational difficulties of women of the community at large, as well as, the tension among cultural conventions and learning, reconciling the finest aspects of both for the overall development of the Education system in India.

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Teaching Basic Language Skills through Literature

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Abstract: *This paper aims to highlight the widespread use of literature as a teaching tool for vocabulary, grammar, and pronunciation as well as the fundamental language skills of reading, Literature, listening, and speaking in today's world. Purposes behind involving artistic texts in unknown dialect homeroom and fundamental models for choosing appropriate abstract texts in unknown dialect classes are focused on to make the reader acquainted with the hidden reasons and standards for language educators' utilizing and choosing scholarly texts. In addition, literature and the teaching of language skills are taken into consideration, as are the advantages of various genres of literature (such as poetry, short fiction, drama, and novels) to language instruction and some challenges that language teachers face when teaching English through literature (such as a lack of preparation in the area of literature teaching in TESL / TEFL programs, a lack of clear-cut objectives defining the role of literature in ESL / EFL, a lack of background and training in literature, and are considered for coming to a discussion, research and observation.*

Key Words: *Literary Competence, Teaching Literature, Teaching of Language Skills, Foreign Language Teaching.*

1. INTRODUCTION:

Lately, the job of Literature as an essential part and wellspring of bona fide messages of the language educational plan instead of extreme point of English guidance has been picking up speed. Among language teachers, there has been a hot discussion concerning how, when, where, and why Literature ought to be consolidated in ESL/EFL educational plan. Incredible conversation of how Literature and ESL/EFL guidance can cooperate and communicate to help understudies and educators has lead to the flourishing of fascinating thoughts, learning, and further developed guidance for all. Numerous educators consider the utilization of Literature in language educating as a fascinating and commendable concern (Sage 1987:1). In this paper, why a language educator ought to involve scholarly texts in the language homeroom, what kind of Literature language instructors ought to use with language students, Literature and the instructing of language abilities and the advantages of various classes of Literature to language showing will be considered? Hence, the spot of Literature as a device as opposed to an end in showing English as a second or unknown dialect will be uncovered.

2. Interacting Literature

The use of literature as a technique for teaching both basic language skills (i.e. reading, Literature, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays. Moreover, in translation courses, many language teachers make their students translate literary texts like drama, poetry and short stories into the mother tongue, Turkish. Since translation gives students the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in



language teaching. In the following section, why language teachers use literary texts in the foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteria for language teachers' using and selecting literary texts.

According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement. In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are some other factors requiring the use of literature as a powerful resource in the classroom context.

2.1 Authentic Material

The utilization of Literature as a method for showing both fundamental language abilities (for example perusing, composing, tuning in and communicating in) and language regions (for example jargon, punctuation and elocution) is extremely famous inside the field of unknown dialect learning and educating these days. Additionally, in interpretation courses, numerous language educators cause their understudies to decipher abstract texts like show, verse and brief tales into the first language, Turkish. Since interpretation allows understudies the opportunity to rehearse the lexical, syntactic, semantic, practical and complex information they have obtained in different courses, interpretation both as an application region covering four essential abilities and as the fifth expertise is accentuated in language educating. In the accompanying segment, why language educators utilize abstract texts in the unknown dialect homeroom and fundamental models for choosing appropriate scholarly texts in unknown dialect classes are focused on to make the learner acquainted with the basic reasons and standards for language educators' utilizing and choosing artistic texts.

According to Collie and Slater (1990:3), there are four essential reasons which lead a language teacher to include Literature in the homeroom. These are significant real material, social improvement, language progression and individual commitment. Despite these four principal reasons, extensiveness, non-detail, individual importance, collection, interest, economy and charming power and vulnerability are one or two components requiring the usage of composing as areas of strength for an in the review corridor setting.

2.2 Cultural Enrichment

For the majority language students, the best method for expanding how they might interpret verbal/nonverbal parts of correspondence in the country inside which that language is spoken - a visit or an all-inclusive visit - is simply not likely. For such students, abstract works, like books, plays, brief tales, and so on work with understanding how correspondence happens in that country. However the universe of a novel, play, or brief tale is a fanciful one, it presents a full and brilliant setting in what characters from numerous social/local foundations can be portrayed. A learner can find the manner in which the characters in such scholarly works see the world outside (for example their contemplations, sentiments, customs, customs, assets; what they purchase, have faith in, dread, appreciate; how they talk and act in various settings. This beautiful made world can rapidly assist the unfamiliar student with feeling for the codes and distractions that shape a genuine society through visual education of semiotics. Literature is maybe best viewed as a supplement to different materials used to foster the unfamiliar student's comprehension into the country whose language is being scholarly. Likewise, Literature adds a ton to the social language of the students.

2.3 Language Enrichment

Literature furnishes students with a great many individual lexical or syntactic things. Understudies come out as comfortable with many elements of the composed language, perusing a significant and



contextualized group of text. They find out about the punctuation and talk elements of sentences, the range of potential designs, the various approaches to interfacing thoughts, which create and enhance their own composing abilities. Understudies likewise become more useful and bold when they start to see the wealth and variety of the language they are attempting to learn and start to utilize a portion of that expected themselves. Consequently, they work on their open and social skill in the legitimate extravagance, effortlessness of the credible texts.

2.4 Personal Involvement

Literature can be helpful in the language educational experience attributable to the individual contribution it cultivates in the learner. When the understudy peruses a scholarly text, he starts to possess the text. He is brought into the text. Understanding the implications of lexical things or expressions turns out to be less huge than seeking after the improvement of the story. The understudy becomes excited to figure out what occurs as situation transpires through the peak; he feels near specific characters and offers their close to home reactions. This can have advantageous impacts upon the entire language educational experience. At this crossroads, the unmistakable quality of the determination of a scholarly text comparable to the necessities, assumptions, and interests, language level of the understudies is clear. In this cycle, he can eliminate the personality emergency and form into a social butterfly.

Maley (1989:12) records a portion of the purposes behind seeing Literature as a strong asset in the language study hall as follows:

1. **Universality:** Since we are individuals, the subjects Literature manages are normal to all societies in spite of their different method of treatment - Passing, Love, Detachment, Conviction, Nature - the rundown is recognizable. These encounters all happen to people.
2. **Non-technicality:** Large numbers of the more natural types of language showing inputs will generally downplay texts or experience. Literature doesn't minimize or talk down. It is about things which made a difference to the creator when he thought of them. It might offer certified as well as only "real" inputs.
3. **Personal Relevance:** Since it manages thoughts, things, sensations and occasions which either comprise part of the learner's insight or which they can go into creatively, they can relate it to their own lives.
4. **Variety:** Literature incorporates inside it all potential assortments of topic. It is, as a matter of fact, a battery of points to use in ELT. Inside Literature, we can track down the language of regulation and of mountaineering, of medication and of bull-battling, of chapel lessons and nursery talk.
5. **Interest:** Literature manages subjects and points which are characteristically fascinating, on the grounds that piece of the human experience, and treats them in manners intended to connected the learners' consideration.
6. **Economy and suggestive power:** One of the extraordinary qualities of Literature is its intriguing power. Indeed, even in its least complex structures, it welcomes us to go past what is shared with what is suggested. Since it recommends numerous thoughts with few words, Literature is great for producing language conversation. Most extreme result can frequently be gotten from least information.
7. **Ambiguity:** As it is exceptionally intriguing and affiliated, Literature talks unpretentiously various implications to various individuals. It is interesting for two learners to respond indistinguishably from some random text. In educating, this enjoys two benefits. The principal advantage is that



every student's translation includes legitimacy inside limits. The subsequent benefit is that a practically endless asset of intuitive conversation is ensured since every individual's discernment is unique. That no two learners will have a totally merged understanding lays out the pressure that is important for a veritable trade of thoughts.

8. Economy and interesting power: Apart from the above mentioned reasons for using literature in the foreign language class, one of the main functions of literature is its sociolinguistic richness. The use of language changes from one social group to another. Likewise, it changes from one geographical location to another. A person speaks differently in different social contexts like school, hospital, police station and theatre (i.e. formal, informal, casual, frozen, intimate styles speech). The language used changes from one profession to another.

When selecting the literary texts to be used in language classes, the language teacher should take into account needs, motivation, interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing. Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance.

3. Literature and Language Abilities (Perusing and Composing)

Literature assumes a significant part in showing four essential language abilities like perusing, composing, tuning in and talking. Be that as it may, while involving Literature in the language study hall, abilities ought to never be shown in disconnection however in a coordinated way. Educators ought to attempt to show fundamental language abilities as an indispensable piece of oral and composed language use, as a feature of the means for making both referential and interactional importance, not only as a part of the oral and composed creation of words, expressions and sentences.

3.1 Perusing and Literature

At the point when understudies ace exacting comprehension, they move to the inferential level, where they should make hypotheses and translations concerning the characters, setting, and subject, and where they produce the creator's perspective. In the wake of grasping a scholarly choice at the strict and inferential levels, understudies are prepared to accomplish a cooperative work. That is to express that they share their assessments of the work and their own responses to it - to its characters, its theme(s), and the creator's perspective. This is additionally the appropriate time for them to share their responses to the take care of's regular social problems and subjects. The third level, the individual/evaluative level invigorates understudies to contemplate the work and incites their critical abilities to think. Conversation getting from such inquiries can be the establishment for oral and composed exercises (Harsh 1991:332).

3.2 Composition and Literature

Literature can be a strong and spurring hotspot for Literature in ESL/EFL, both as a model and as topic. Literature as a model happens while understudy composing turns out to be intently like the first work or obviously mimics its substance, subject, association, and/or style. Notwithstanding, while understudy composing displays unique reasoning like understanding or examination, or when it rises out of, or is imaginatively invigorated by, the perusing, Literature fills in as topic. Literature houses in gigantic assortment of subjects to compose on in conditions of directed, free, controlled and different sorts of composition.

The three principal sorts of composing that can be founded on Literature as a model are: first,



'Controlled model-based activities' which are utilized for the most part in starting level composing regularly require revamping entries in erratic ways to rehearse explicit linguistic designs; second, 'Directed composing' that relates to moderate level ESL or EFL, and third, 'Replicating model' that contains different procedures like rewording, summing up, and adjusting (Harsh 1991:333).

Finding suitable material for their composing classes is in some cases challenging for creation educators since composing has no topic of its own. One advantage of having Literature as the perusing content of a structure course is that the readings become the topic for syntheses. In an organization course whose perusing content is Literature, understudies make deductions, figure out their own thoughts, and take a gander at a text for proof to help speculations. In this way, they figure out how to think imaginatively, openly and fundamentally. Such preparation assists them in different courses which with requiring consistent thinking, free reasoning, and cautious examination of the text.

4. Literature as ability of Education (Talking and Tuning in)

The investigation of Literature in a language class, however being for the most part connected with perusing and composing, can assume a similarly significant part in showing both talking and tuning in. Oral perusing, performance, spontaneous creation, pretending, emulating, reenactment, conversation, and gathering exercises might focus on a work of Literature.

- ⇒ **Oral Perusing:** Language instructors can make listening understanding and elocution fascinating, inspiring and contextualized at the upper levels, playing a recording or video of a scholarly work, or perusing Literature resoundingly themselves. Having understudies perused Literature out loud adds to creating talking as well as listening capacity. In addition, it likewise prompts further developing articulation. Elocution might be the concentration previously, during, and/or after the perusing.
- ⇒ **Show and Sensation:** Obviously, Literature based emotional exercises are significant for ESL/EFL. They work with and speed up improvement of the oral abilities since they spur understudies to accomplish a more clear understanding of a work's plot and a more profound cognizance and consciousness of its characters. However show in the homeroom can expect many structures, there are three fundamental sorts, which are sensation, pretending, and act of spontaneity while performance requires study hall execution of prearranged materials. Understudies can make up their own contents for brief tales or areas of books, adjusting them as intently as conceivable to the genuine text. In view of the story, they should think about what the characters would agree and how they would agree that it. Scripts composed by understudies are likewise plausible with plays.
- ⇒ **Impromptu creation and Pretending:** Both extemporization and pretending might be created around the characters, plot, and topics of a scholarly work. Spontaneous creation is a more orderly movement, i.e., a sensation without a content. There is a recognizable plot with a start, center, and end in extemporization. Notwithstanding, in pretending, understudies picture characters from the work being perused and participate in a talking movement other than a sensation, like a meeting or board conversation.
- ⇒ **Bunch Exercises:** Making every understudy answerable for realities and thoughts to be contributed and talked about, bunch exercises invigorates absolute interest. All understudies are involved and the investment is multidirectional.

5. Literature to Language: Advantages

5.1 Utilizing Verse to Language Educating



Verse can prepare for the learning and educating of essential language abilities. Representation is the most conspicuous association among learning and verse. Since most verse intentionally or unwittingly utilizes representation as one of its essential techniques, verse offers a critical growing experience. There are something like two gaining benefits that can be gotten from concentrating on verse: the enthusiasm for the essayist's organization cycle, which understudies gain by concentrating on sonnets by parts and creating responsiveness for words and disclosures that may later develop into a more profound interest and more noteworthy scientific capacity.

5.2 Using Short Stories to Language Educating

Short fiction is a preeminent asset for noticing language as well as life itself. In short fiction, characters showcase every one of the genuine and representative demonstrations individuals do in regular routines, and do as such in different registers and tones. The universe of short fiction the two mirrors and enlightens human lives;

- ⇒ Makes the understudies' perusing task more straightforward due to being basic and short when contrasted and the other artistic kinds,
- ⇒ Develops the high level learners' perspectives about various societies and various gatherings, gives more innovative, encode, testing texts that require individual investigation upheld with earlier information for cutting edge level learners,
- ⇒ Persuades students to peruse due to being a legitimate material,
- ⇒ Offers a universe of miracles and a universe of secret, allows understudies the opportunity to utilize their imagination, advances decisive reasoning abilities,
- ⇒ Works with showing an unfamiliar culture (for example fills in as a significant instrument in accomplishing social information on the chose local area,
- ⇒ Causes understudies to feel themselves good and free, helps understudies coming from different foundations speak with one another due to its widespread language,
- ⇒ Assists understudies with going past the surface significance and plunge into hidden implications,
- ⇒ Goes about as an ideal vehicle to assist understudies with understanding the places of themselves as well as the others by moving these acquired information to their own reality.

5.3 Using Drama to Language Educating

Involving show in a language study hall is a decent asset for language educating. It is using show that students come out as comfortable with syntactic designs in settings and furthermore find out about how to utilize the language to communicate, control and illuminate. The utilization of show raises the understudies' mindfulness towards the objective language and culture. In this specific situation, the utilization of show as a device as opposed to an end acquires significance in showing an unknown dialect. However, there is one clear risk: social burden ought to be seriously kept away from since it brings about the deficiency of language self image and local language character by and large . To put it in an unexpected way, language learning ought to be without culture however altogether not culture-one-sided. Hence, the new dialect and the setting of the show ought to intertwine into a language educational experience with exorbitant interest, pertinence and satisfaction. Students ought to utilize show to advance their cognizance of life encounters, ponder specific conditions and get a handle on their extra phonetic world in a more profound manner (Sarıçoban 2004:15). The instructive advantages of show, as indicated by (Lenore 1993), are as per the following:

- ⇒ Animates the creative mind and advances imaginative reasoning,
- ⇒ Creates decisive reasoning abilities,
- ⇒ Advances language improvement,
- ⇒ Elevates successful listening abilities,



- ⇒ Fortifies understanding and learning maintenance by including the faculties as an essential piece of the growing experience,
- ⇒ Expands sympathy and consciousness of others,
- ⇒ Encourages peer regard and gathering collaboration,
- ⇒ Builds up certain self-idea,
- ⇒ Gives educators a new viewpoint on instructing.

A few other instructive advantages of involving show in an unknown dialect class can be carrying realness into the homeroom, presenting the students to the objective culture as well as the social issues a general public might be going through, expanding imagination, creativity, responsiveness, familiarity, adaptability, profound steadiness, participation, and assessment of moral perspectives, while creating relational abilities and enthusiasm for Literature, assisting students with working on their degree of capability concerning their open and useful abilities, etc.

5.4 Utilizing Novel to Language Instructing

The utilization of a novel is a helpful strategy for dominating etymological framework as well as life corresponding to the objective language. In novel, characters reflect what individuals truly act in regular routines. Books depict as well as illuminate human lives. Involving novel in an unknown dialect class offers the accompanying instructive advantages:

- ⇒ Fosters the high level learners' information about various societies and various gatherings
- ⇒ Expands understudies' inspiration to peruse inferable from being a true material
- ⇒ Offers reality/genuine like settings
- ⇒ Offers understudies the chance to utilize their imagination
- ⇒ Further develops decisive reasoning abilities
- ⇒ Makes ready for showing the objective language culture
- ⇒ Empowers understudies to go past what is composed and plunge into what is implied

While choosing a novel to be utilized in the unknown dialect class, the language educator ought to focus on whether the novel has a captivating story that will hold any importance with the whole class. Topics and settings enthralling their creative mind and investigating the human condition ought to be remembered for the idea of the chose books. Novel ought to have a strong, high speed plot and intriguing, very much depicted, paramount characters. The substance of the novel ought to be reasonable to understudies' mental and close to home levels. Explicit subjects and ideas being created in class ought to likewise be consolidated inside the book.

While surveying appreciation, educators might utilize novel tests expecting understudies to foster the sub-abilities of composed language like spelling, penmanship, syntax, and accentuation. Paper type tests composed by educators assist understudies with continuously working on their abilities recorded as a hard copy and putting together material into passages with satisfactory sentence structure. The tests are comprised of not just truth based questions filling in as a premise of assessing understanding yet additionally questions that could go either way creating decisive abilities to reason. The unassuming inquiries empower understudies to anticipate results, make examinations and differentiations, and reach inferences. Class conversations of every clever occasion ought to contain the principal thought and supporting subtleties, including who, what, when, where, and how. Subtleties of different social issues, for example, lewd behavior and early termination, which are much of the time a fundamental piece of the plot, can incite fascinating discussion. Conversations can likewise work with jargon improvement.

In total, the utilization of novel is an exceptionally helpful method in the present unknown dialect classes. Whenever chose cautiously, utilizing an original makes the understudies' perusing illustration inspiring, intriguing and engaging. However numerous understudies find perusing an original written in an objective language troublesome, exhausting, de-spurring, novel is an exceptionally viable



approach to building jargon and creating perusing cognizance abilities. It is through perusing that understudies expand their viewpoints, come out as comfortable with different societies, and subsequently create their intercultural open capability, figuring out how to see the world according to alternate points of view. The outcome will be the ownership of decisive reasoning and composing.

6. CONCLUSION:

Literature assumes a significant part in the English projects of numerous non-English talking nations. Be that as it may, there are a few issues experienced by language educators inside the area of showing English through Literature. In the first place, there are not very many educationally planned proper materials that can be involved by language educators in a language homeroom. Second, there is an absence of readiness in the space of Literature educating in TESL/TEFL programs. Third, there is the shortfall of obvious targets characterizing the job of Literature in ESL/EFL. Numerous educators attempt to remember Literature for their homeroom, yet miss the mark on foundation and preparing in that field.

As Obediat (1997:32) states, Literature assists understudies with procuring a local like capability in English, express their thoughts in great English, get familiar with the elements of present day English, figure out how the English semantic framework is utilized for correspondence, perceive how colloquial articulations are utilized, talk obviously, exactly, and compactly, and become more capable in English, as well as become imaginative, basic, and logical students. Custodio and Sutton (1998:20) make sense of that Literature can open skylines of plausibility, permitting understudies to address, decipher, interface, and investigate. In total, Literature furnishes understudies with an especially rich wellspring of credible material over a large number of registers. On the off chance that understudies can get sufficiently close to this material by creating scholarly skill, then they can successfully incorporate the language at an undeniable level (Elliot 1990:198). Particularly, for understudies with verbal/etymological knowledge, the language educator's involving Literature in an unknown dialect class serves for making an exceptionally rousing, entertaining and exuberant illustration. Literature isn't just a device for fostering the composed and oral abilities of the understudies in the objective language yet in addition is a window opening into the way of life of the objective language, developing a social capability in understudies.

The educator plays a significant part in showing English through Literature. In the first place, he ought to decide the point of language showing corresponding to the necessities and assumptions for the understudies. Giving a poll or meeting with the understudies orally, the educator can set up the point and the targets of the language instructing. Second, he ought to choose the suitable language showing strategy, showing methods, and homeroom exercises. Then, at that point, the instructor ought to choose the scholarly texts applicable to the point and the goals of his educating. While choosing scholarly texts to be utilized in language homeroom, the understudies' language capability, interests, age, sex, and so forth ought to be considered all together not to exhaust understudies with unseemly materials. At rudimentary levels, for instance, understudies ought to be given rearranged or exceptionally composed stories. At cutting edge levels, in any case, understudies are given Literature in its unique structure so they can foster their artistic capability in the objective language. To put it another way, understudies advance basically the metaphorical and everyday utilization of the objective language in the abstract texts and experience various classes of Literature (for example sonnets, brief tales, plays, and so on) at cutting edge levels. Seeing how characters in a play or a brief tale use hyperboles, like comparison, representation, metonymy, and so forth to communicate their open aim, understudies figure out how to compose English all the more obviously, imaginatively, and capably.

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Approach and Mindset of ESL Learners Towards Self-Instructional Material

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Abstract: *This research paper utilizes a survey to explore how learners access and engage with self-instructional materials within an ever-increasing pool of digital resources and online learning platforms. This survey sought insight into learners' attitudes, motivations, preferred learning strategies, perceived effectiveness, and challenges related to self-instructional materials. Findings indicate that learners tend to appreciate self-instructional materials, finding them both flexible and practical tools for independent learning. However, the survey also identified areas for improvement, such as providing more support and encouraging a growth mindset for self-directed learning. This paper offers recommendations to educators, instructional designers, and policymakers to enhance the design, delivery, and implementation of self-instructional materials, with particular attention paid to ensuring clear instructions in an accommodating learning environment and encouraging the development of critical thinking skills. Overall, this paper asserts that by adopting a learner-centric approach and meeting learner preferences effectively, educators can harness the full potential of self-instructional materials to deliver engaging learning experiences that foster meaningful interactions between teachers and learners.*

Key Words: *Independent Learning, Critical Thinking Skills, Reading Techniques, Self-instructional Material, Self-directed learning*

1. INTRODUCTION :

An incredible transformation in education is unfolding, placing learners in control of their own learning journey through self-instructional material. This paradigm changes education from passive knowledge acquisition into an engaging journey driven by curiosity and self-discovery. At the core of learning lies accessing resources available and adopting an attitude and approach for navigating it successfully. Modern education goes far beyond classrooms, textbooks and lectures - it includes everything from virtual reality experiences to mobile technologies that augment classroom-based instruction. Self-instructional material allows learners to shape their educational experience according to their unique needs and interests, creating an experience rich with exploration, experimentation and personalization that allows them to shape the path of their own learning journey. At the core of this approach is cultivating a mindset in learners characterized by curiosity, adaptability, and resilience. Acceptance of self-instructional material requires learners to play active roles in their education by seeking answers, overcoming challenges, and accepting failure as part of the learning experience.

Additionally, self-directed learning relies heavily on collaboration and community. Students utilize digital platforms, peer networks, and various resources to amplify their learning experience. Learning takes place within this dynamic ecosystem in which individuals gain from instructors as well as one



another. When embarking on this transformative journey, we soon realize the approach and mindset learners adopt are of utmost importance. Nurturing an ownership mindset when it comes to learning is about building an open curiosity that does not know any bounds and welcoming the freedom to explore and innovate. At our exploration of self-instructional material, we unearth keys for unlocking its full potential in today's globalized education world. Through simplicity, clarity, and engagement we set off on a journey toward equipping learners to become masters of their knowledge and shapers of their destiny.

2. Self-Instructional Materials: Understanding the Approach

Self-instructional materials (SIMs) represent a pivotal paradigm shift in education, empowering learners to take control of their learning journey through autonomous exploration and discovery. This review aims to elucidate the multifaceted landscape of self-instructional materials, delving into their definition, characteristics, advantages, challenges, and the imperative of cultivating a proactive approach towards self-directed learning. Self-instructional materials encompass diverse resources to facilitate independent learning outside the traditional classroom setting. They include but are not limited to textbooks, online courses, multimedia presentations, interactive software, and hands-on activities. Characterized by their learner-centred design, flexibility, and interactivity, SIMs cater to individual learning preferences and pace, fostering a dynamic and personalized learning experience (Ertmer & Newby, 2013). Self-directed learning, facilitated by SIMs, offers many advantages for learners. Firstly, it promotes autonomy, responsibility, and self-regulation, nurturing critical skills essential for lifelong learning and professional success (Candy, 1991). Additionally, SIMs encourage active engagement and deep understanding, as learners can explore topics of interest at their own pace and depth (Knowles, 1975).

Moreover, self-directed learning fosters intrinsic motivation and a sense of ownership over one's education, increasing satisfaction and persistence in learning endeavours (Deci & Ryan, 1985). Despite its benefits, self-directed learning also poses inherent challenges. One such challenge is the need for learners to possess solid metacognitive skills, including goal-setting, planning, and self-assessment (Winne & Hadwin, 1998). Additionally, the absence of external structure and guidance in self-instructional materials may lead to feelings of isolation, confusion, or overwhelm, particularly for learners accustomed to traditional instructional methods (Garrison, 2000).

Moreover, the proliferation of online resources and information overload necessitates adequate discernment and critical evaluation skills (Kirschner & van Merriënboer, 2013). Developing a proactive approach towards self-directed learning is paramount in light of these challenges. Learners must cultivate a growth mindset (Dweck, 2006) and embrace the principles of self-regulated learning (Zimmerman, 2002), including setting clear goals, monitoring progress, and seeking feedback. Moreover, fostering a supportive learning environment, both online and offline, through peer collaboration, mentorship, and access to expert guidance can mitigate feelings of isolation and enhance learning outcomes (Garrison & Cleveland-Innes, 2005).

3. Self-Instructional Material Optimization Strategies

Self-instructional material (SIM) optimization strategies are pivotal in enhancing the efficacy and impact of self-directed learning experiences. This literature review explores key strategies for optimizing self-instructional materials, setting clear learning objectives, developing effective study habits, and utilizing resources while seeking support. Setting clear and achievable learning objectives is fundamental in optimizing self-instructional materials (Driscoll, 2005). Clear objectives provide learners with a roadmap for their learning journey, guiding their focus and efforts towards specific outcomes (Mager, 1997). By articulating what learners are expected to know, understand, or be able to do, objectives serve as benchmarks for progress and motivation (Ertmer & Newby, 2013).

Moreover, well-defined objectives facilitate self-assessment, enabling learners to gauge their mastery of the content and identify areas for improvement (Biggs & Tang, 2011). Effective study habits are essential for maximizing the effectiveness of self-instructional materials. Research suggests that spaced repetition, active recall, and elaborative interrogation enhance retention and comprehension (Dunlosky et al., 2013). Furthermore, implementing a structured study schedule, breaking down complex material



into manageable chunks, and employing varied learning techniques cater to diverse learning styles and preferences (Roediger & Pyc, 2012). Cultivating metacognitive awareness—monitoring one's learning process, identifying obstacles, and adjusting strategies—fosters self-regulated learning and long-term academic success (Zimmerman, 2002). Optimizing self-instructional materials involves leveraging diverse resources and seeking support when needed. In addition to core instructional materials, supplementary resources such as textbooks, online tutorials, and multimedia presentations enrich the learning experience and provide alternative perspectives (Bransford et al., 2000). Moreover, fostering a supportive learning environment, both online and offline, through peer collaboration, mentorship, and access to expert guidance enhances motivation, engagement, and learning outcomes (Garrison & Cleveland-Innes, 2005). Recognizing when to seek assistance and utilizing available support services, such as academic advising or tutoring, is essential for overcoming challenges and maintaining momentum (Ostrow, 2015).

4. Engagement Techniques for Self-Instructional Material

Engagement techniques for Self-instructional material are essential for fostering active participation, deep understanding, and meaningful learning experiences. This literature review explores various strategies to enhance engagement, including active learning techniques, reflection and self-assessment practices, and leveraging technology for personalized learning. Active learning techniques promote learner engagement by encouraging active participation and interaction with the material (Prince, 2004). Strategies such as summarizing, questioning, and teaching others have enhanced comprehension, retention, and critical thinking skills (Chi, 2009). Summarizing requires learners to distil key concepts into concise summaries, promoting synthesis and comprehension (Hattie & Donoghue, 2016). Questioning encourages curiosity and metacognition, prompting learners to articulate their understanding and identify gaps in knowledge (Bransford et al., 2000). Teaching others reinforces one's understanding, enhances communication skills, and promotes a deeper level of processing (Hake, 1998). By incorporating these active learning techniques into self-instructional materials, educators can stimulate engagement and facilitate meaningful learning experiences. Reflection and self-assessment are integral to effective self-directed learning (Boud et al., 1985). Encouraging learners to reflect on their learning process, experiences, and achievements promotes metacognitive awareness and self-regulation (Schön, 1983). Self-assessment involves evaluating one's performance and progress towards learning goals, fostering accountability and motivation (Nicol & Macfarlane-Dick, 2006). By incorporating opportunities for reflection and self-assessment into self-instructional materials, educators empower learners to take ownership of their learning and cultivate lifelong learning skills (Zimmerman, 2002). Advancements in technology have revolutionized the delivery and customization of self-instructional materials, enabling personalized learning experiences tailored to individual needs and preferences (Means et al., 2013). Adaptive learning platforms utilize algorithms to analyze learner data and deliver targeted content and feedback, optimizing learning pathways (VanLehn, 2011). Interactive multimedia resources, simulations, and virtual environments engage learners through immersive experiences and real-world applications (Mayer, 2014). Social media, online forums, and collaborative tools also facilitate peer interaction, knowledge sharing, and community building (Dabbagh & Kitsantas, 2012). By leveraging technology effectively, educators can create dynamic and adaptive learning environments that promote engagement, motivation, and achievement.

5. The Significance of Nurturing a Supportive Learning Atmosphere

Building networks and communities of learners is essential for creating a supportive learning atmosphere (Wenger, 1998). Educators facilitate collaboration, knowledge sharing, and peer support by connecting learners with peers who share common interests, goals, and challenges (Dabbagh & Kitsantas, 2012). Communities of learners provide opportunities for social interaction, mutual encouragement, and collective problem-solving, enhancing motivation, engagement, and learning outcomes (Garrison & Cleveland-Innes, 2005). Moreover, fostering a sense of belonging and inclusion within these communities cultivates a supportive environment where learners feel valued, respected, and empowered to take risks and explore new ideas (Palloff & Pratt, 2007). Seeking feedback and mentorship is integral to personal and professional growth (Black & Wiliam, 1998). Feedback provides



learners with information about their performance, progress, and areas for improvement, guiding their learning journey and promoting self-regulation (Nicol & Macfarlane-Dick, 2006). Mentors offer guidance, advice, and expertise, sharing insights from their experiences and providing valuable support and encouragement (Allen et al., 2008). Additionally, mentorship relationships foster accountability, motivation, and resilience, helping learners navigate challenges and persevere in adversity (Eby et al., 2006). By creating opportunities for feedback and mentorship, educators empower learners to reflect on their learning, set goals, and make informed decisions about their academic and professional development (Zimmerman, 2002).

Creating a conducive physical and digital space for learning is essential for promoting engagement, focus, and productivity (Duncan-Howell, 2010). Classroom layout, lighting, acoustics, and comfort in physical learning environments contribute to the overall atmosphere and affect learners' concentration and well-being (Barrett et al., 2015). Similarly, in digital learning environments, user interface design, navigation, accessibility, and content organization influence learners' ease of use and satisfaction (Means et al., 2013). Moreover, providing access to relevant resources, technology tools, and support services enhances learners' autonomy, flexibility, and effectiveness in managing their learning (Means et al., 2009). By creating a supportive physical and digital space for learning, educators optimize conditions for student success and well-being.

6. Engaging With Self-Instructional Material: Techniques For Engagement

Engagement with self-instructional material involves learners' cognitive, emotional, and behavioural investment in the learning process (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement refers to learners' effortful mental processes when interacting with instructional material. Emotional engagement involves the affective responses and attitudes learners develop toward the material. Behavioural engagement encompasses learners' observable actions and participation levels during learning activities (Fredricks et al., 2004). These dimensions of engagement provide a comprehensive framework for assessing and enhancing learners' interaction with self-instructional material. Tailoring self-instructional material to match learners' interests, preferences, and prior knowledge enhances cognitive engagement (Reeve & Tseng, 2011). Personalized content resonates with learners, making the learning experience more relevant and meaningful. Incorporating interactive elements such as quizzes, simulations, and multimedia resources promotes active cognitive engagement (Mayer, 2014). Interactive activities stimulate learners' curiosity and encourage them to explore the material more deeply. Providing structured support and guidance through scaffolding techniques helps learners navigate complex instructional material (Wood, Bruner, & Ross, 1976). Scaffolding promotes cognitive engagement by breaking down tasks into manageable steps and gradually increasing the complexity of learning activities.

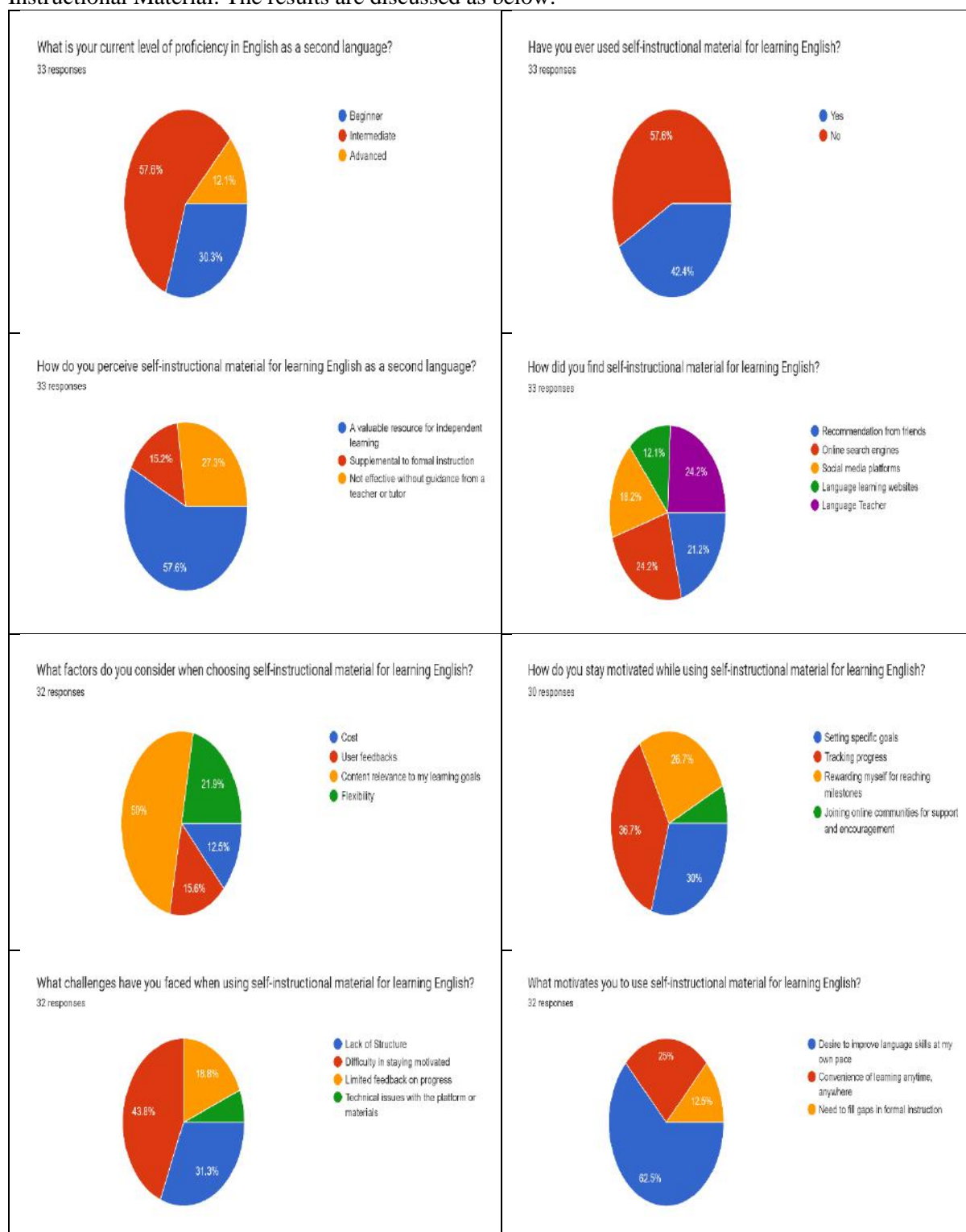
Presenting self-instructional material through narratives or stories evokes emotional responses and enhances engagement (McQuiggan, Rowe, & Lester, 2008). Narrative instruction creates a compelling storyline that captures learners' attention and immerses them in the learning experience. Offering timely and specific feedback reinforces learners' positive emotions and fosters a supportive learning environment (Hattie & Timperley, 2007). Positive feedback enhances learners' confidence and motivation, increasing emotional engagement with the material. Facilitating interactions and collaboration among learners through online forums, discussion boards, or peer feedback sessions promotes a sense of belonging and emotional connection to the learning community (Garrison & Akyol, 2013). Building a supportive learning community enhances learners' emotional engagement and motivation to participate in self-instructional activities. Encouraging learners to set specific, challenging goals for their learning fosters behavioural engagement (Locke & Latham, 2006). Clear goals provide direction and motivation, prompting learners to engage with self-instructional material to achieve desired outcomes actively. Teaching learners effective time management techniques such as prioritization, scheduling, and task segmentation helps them overcome procrastination and stay focused on learning tasks (Steel, 2007). Effective time management fosters behavioural engagement by optimizing learners' time and resources. Incorporating game-like elements such as points, badges, and leaderboards into self-instructional material enhances learners' intrinsic motivation and encourages

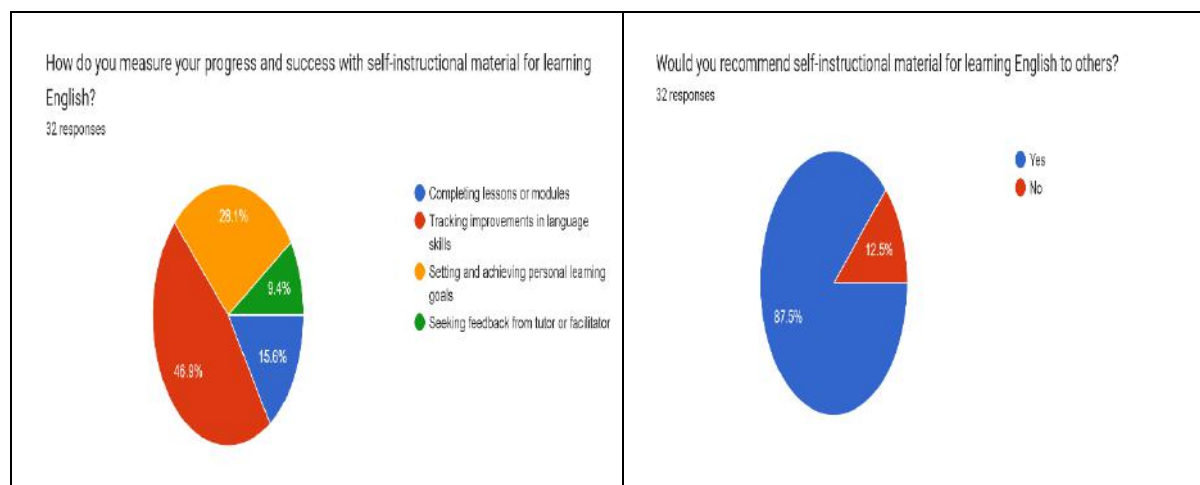


active participation (Deterding et al., 2011). Gamification techniques make learning enjoyable and engaging, motivating learners to progress through the material and achieve mastery.

7. Analysis of survey

The survey has been conducted to gauge the approach and mindset of ESL Learners towards Self-Instructional Material. The results are discussed as below:





8. Conclusion:

This study has shed some light on the approach and mindset of ESL learners towards self-instructional material (SIMs) to help learners and change the educational landscape. Through focusing on the needs of the learner and implementing efficient design strategies, teachers can harness SIMs their full potential to help develop an independent, critical mind that are naturally motivated learners. Recognizing the challenges of self-directed learning is essential and ensuring that the right support structures are in place can benefit to foster a thriving development mindset and a sense community. Following the guidelines laid out in this document, educators as well as instructional designers and the policymakers can make self-instructional resources essential to create engaging learning experiences, and for ensure long-term success.

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Cross Cultural Communication in Context of Diverse Approaches and Perspectives

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Abstract: *The essence of communication is the exchange of meaning and information. A few of the numerous contexts in which we constantly communicate are interpersonal and intercultural communication, mass communication, and contact with various cultural groups or subgroups. However, we need to understand the cultural context of communication in order to fully understand it. In academic and ordinary discourse, the term "culture" is often used to refer to a wide range of concepts and understandings. The word "cultura" has its origins in the Greek and Roman civilizations (Latin: culture), but it today has multiple interpretations that are formed from the particular needs and uses of each discipline, such as sociology, anthropology, and communication studies. Cultures are dynamic, ever-evolving systems that adapt to external factors like the shifting experiences of their constituents and their interactions with other cultures. To its members, however, the artifacts and even the presence of cultural practices and schemas can appear imperceptible or unimportant.*

Keywords: *Cultural Diversity, Identity, Communication Barrier, Multicultural Context, Ethnic groups, Cross- Cultural Barrier, Inter cultural communication.*

1. INTRODUCTION:

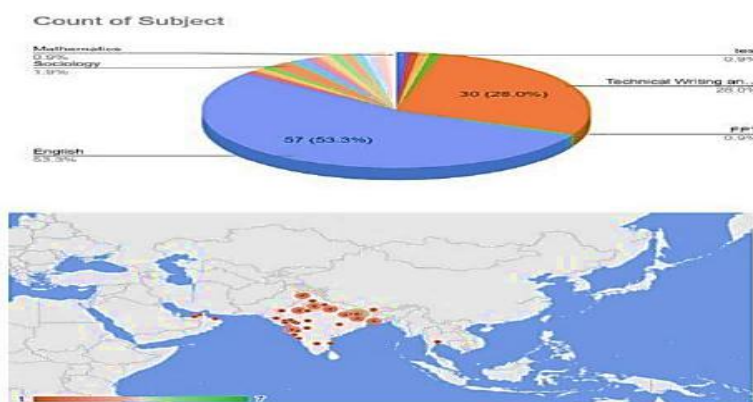
Cultures, over time, adapt and transform as a result of numerous variables like globalization, technological improvements, migration, and intercultural interactions. Understanding the dynamic nature of cultures is essential for effective cross-cultural communication. The research study aims to examine the interplay between language and culture within the framework of globalization, as well as the variables influencing cross-cultural communication characteristics within this milieu. Digitalization is one of the factors that has contributed most to the expansion of cross-cultural encounters since it has made to create enormous communication channels that connect millions of people from various, occasionally even polar, cultures, either directly or through intermediaries. The examination of the relationship between language and culture from the perspectives of mutual influence and interdependence determines the analysis of interrelated aspects of globalization with a focus on the primacy of its linguistic and cultural components. This analysis reveals the relevant mechanism of cross-cultural communication.

2. Methodology:

The present research paper was presented at ISRC 2024 held at Bangkok Thailand. The case studies referred to are live cross-cultural communication and language barrier faced on foreign land. Besides this, survey of around 150 students Under Graduates 64.5%, Post Graduates 32.7% College Faculty members 2.8% in and around India (J.N College 0.9%: Banaras Hindu University, U.P 2.8%: A, D Patel Institute of Technology, Gujarat 33.6% & Maharaja College, Ara 58.9%) were taken. The questionnaire



basically consisted of questions that students could easily apprehend and respond as per their IQ and interaction with students from different countries at some point of time in their life.



1. Pie Chart & Demographic representation Based on Survey Questionnaire filled by Undergraduate and post Graduate students from Arts, Science and Commerce, and Faculty from different Technical Institutions and Universities of India

Following Exclusion Criteria developed for gathering primary resources:

- Literature and data extraneous to the study were excluded;
- Irrelevant literature and data were excluded.
- The primary literature reviewed came from the fields of culture, interpersonal communication, cross-cultural communication, and digitalization.
- To determine the degree of discrepancy across states and the worldwide counterfeit market, a comparative live study and survey was employed.
- Interactions for an opinion poll with Indian and Thai Locals, tourists, and students

The survey was analysed on basis of the following:

- ❖ Are they low-context (simple, verbose, and clear) or high-context (deep, profound meaning in interactions) communicators?
- ❖ Evaluating: Do you feel that giving negative criticism is better done directly, or is it better done covertly and indirectly?
- ❖ Leading: Do group members prefer equality or hierarchy?
- ❖ Choosing: Is decision-making done by consensus or at the top down?

Does a person's capacity to cooperate with others matter less to them than their degree of mutual understanding?

- ❖ Conflict: Do people attempt to steer clear of conflicts or do they address them head-on?
- ❖ Do they see time as absolute linear points or as a fixed range when it comes to scheduling?
- ❖ Do they prefer detailed, in-depth justifications or particular instances and scenarios when persuading?

For example: During the conference, in Bangkok, I asked a Romanian woman I met, if I may take a selfie with her. She was curious as to why I would want a picture of her. I spoke to her carefully, and she consented to pose for the snap.

❖ There was also usage of grey literature. A methodical framework was implemented to locate and seek for precise facts that needed to be monitored and assessed. Through computerized databases and manuals, the necessary literature for the research was accessed. The Google Scholar journals, recommended books, and periodicals were searched. The search engines used were Google Scholar journals, prescribed books, and magazines.

The initial search was conducted using the following keywords: Cultural Diversity, Identity, Communication Barrier, Multicultural Context, Ethnic groups

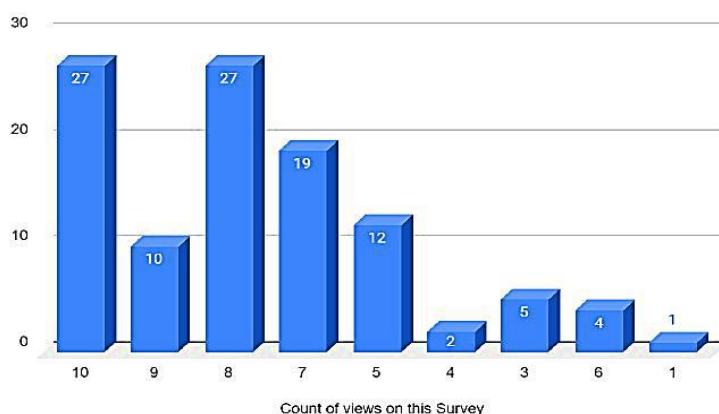


3. Objective of the Study

Exploring and understanding the dynamic nature of cultures and civilizations helps to explain why some of them endured while others vanished from the face of the earth. Cross-Cultural Perspective focuses on the ways that culture affects psychological functions. For instance, how can the attitudes, perceptions, behaviours, and development of someone reared in Rwanda and Russia differ? What similarities exist between these two people as well? For instance, the majority of individuals, particularly in the US, don't hesitate to use the English language when communicating. Considering that many Americans speak many languages and belong to diverse cultural groups where English is not the primary medium of communication, this is somewhat offensive. Furthermore, the majority of English speakers use their own nonspeaking codes without considering how cultural differences in nonverbal communication vary. For instance, meeting someone's gaze directly during a conversation is accepted as the standard in the United States but is usually seen as impolite or aggressive in other cultures.

4. Gap in the study

Very less percentage of students were interactive locally as they are mostly from the village area of Arrah. Though University has Korean collaboration for students programme it has not been channelised properly. Out of 550 responses nearly one third responses had to be excluded due to Anonymity, participant information ambiguity in spite of informed consent, transparency about the data gathering method, and data ownership information provided. Explaining the nuances of cultural research survey was an uphill task for the under graduate students of my department.



Graph 1. Count of views of the Survey

5. Literature Review

There are many concepts that describe how language and culture interact and how important it is to understand this interaction. One perspective that is worth considering is that of C. Lévi-Strauss, a French anthropologist, believes that language serves as a basis for creating structures that are representative of a culture in all of its manifestations.

✚ Levi Strauss' theory looks at language's tripartite character in connection to its relationship to culture, whereas most other theories see language as a product or a part of culture. (Strauss, 1974)

✚ Language is a by-product of culture that all people share, one of its components, and a state of culture that is created by logical relationships based on how comparable. (Strauss, 1974)

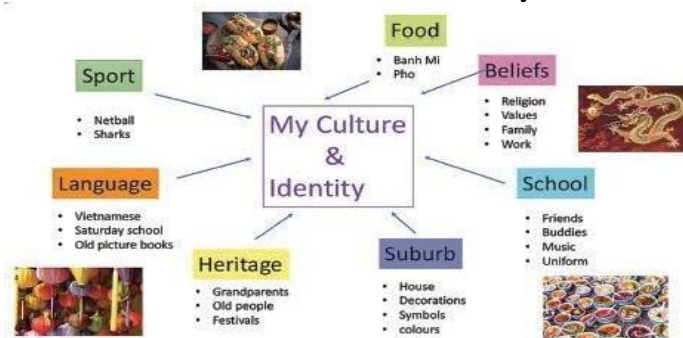
✚ D. Petrov defines Language and Culture as the world of an individual, that has no basis in anything other than man, and as the layer that is a mental or spiritual feature, some human spirit, spiritual cosmos. (Petrov 2021)

✚ The well-known dictum of W. Humboldt, according to which language is not a result, but an activity, gained popularity among modern scientists. In this instance, the term 'activity' refers to the cognitive activity involved in cross-cultural communication, where language serves as a cognitive tool while also serving as a communicative tool. (Humboldt, 1999)



Culture and its Meanings

Understanding the intricate relationships between culture and communication from a variety of viewpoints is essential in today's worldwide society. Understanding how culture affects communication and how it might overcome cultural gaps is crucial in a world where people from diverse origins coexist. Communication is influenced by culture in many different ways. Different cultures have different norms, values, and beliefs that affect how individuals relate to one another. For example, direct communication may be prized in some cultures while indirect communication may be desired in others.



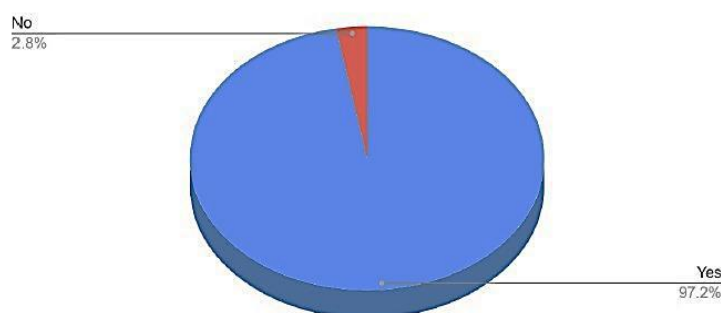
2. Image: Google.co.in Culture and Identity

In cross-cultural communication, being aware of these cultural variations can assist prevent miscommunication and confrontations. People from many cultural origins are continuously communicating and exchanging ideas in today's interconnected society. Building relationships, creating understanding, and encouraging cooperation all depend on effective cross-cultural communication. However, because different cultures have different attitudes and viewpoints, negotiating the difficulties of cross-cultural communication can be tough.

Case Study: 1.

Thai Muslim Saleswoman vs Dutch Lady with Indian Roots.

I met an Afghani/Thai Muslim Woman shopkeeper in Phuket, and simultaneously I met Kamla, a Dutch woman with Indian ancestry. The Thai saleswoman was really polite and kind. She greeted me “As-salamu alaykum” Without any qualms, my response, “walaikum assalam”, was accepted without any question. Being an avid watcher of Pakistan Television since my early years, I have been able to read, write, speak with correct accent and understand Urdu. Despite a few minor syntactical errors, the Dutch lady spoke Hindi fluently and attempted to assist me in obtaining her phone number. The Dutch woman scolded the Muslim Thai Local Woman profanely while the Afghani saleswoman surprised me by showing her warmth and offering to save the Dutch Lady’s number on my mobile.



Education plays a role in promoting intercultural understanding and communication

Pie 2. Education did not change Stereotyped Biases refuting 97.2 % agreement to education in this case study

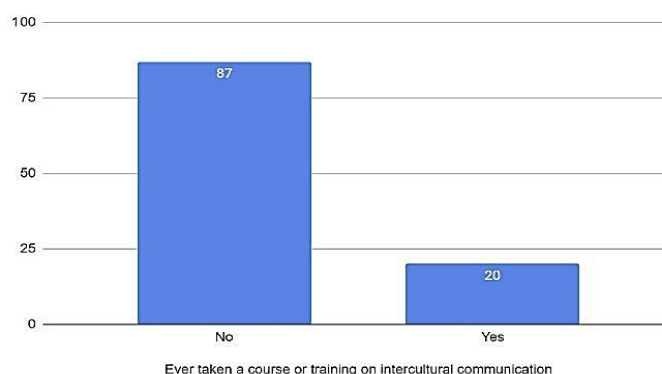
I was surprised by the Dutch woman Kamla's actions as I discovered later that she was serving overseas in Norway and would shortly be retiring. I could see the bigoted mentality, or perhaps I'm just not used to a Dutch born person acting rude. As the communicator and spectator, I tried to strike a balance between the two sides of the scenario. The fact that I could talk to both women was the sole additional component to my investigation.



Photo Image: Dr. Vandana Singh

Perspectives on Cross Cultural Communication

Communication is an intricate and multifaceted process that involves individual interaction, attitudes toward one another, and the mutual impact, empathy, and understanding that people have for one another. This is generally one of the most significant aspects of human existence. Communication processes are of interest to experts in a wide range of humanitarian subject domains, including linguistics, cultural studies, philosophy, psychology, sociology, and ethnology, because of their practical value. In this process, any science or scientific field that focuses on a certain component of communication designates a specific area of study of its own. Different cultures may have distinctive viewpoints on communication in addition to varying communication styles, which can affect how people interact and exchange. People can better grasp the diversity and complexity of communication in varied cultural contexts by examining different viewpoints on cross-cultural communication. Cultural relativism, cultural universalism, pluralism, and intercultural competency are some of these viewpoints.



Graph 2 Short term courses in Inter-Cultural should be included in curriculum

Culture Relativism

Every culture has unique norms, values, beliefs, and customs that should be respected and understood within their own context, according to the philosophy of cultural relativism. The need of appreciating the diversity of cultures as well as the legitimacy and validity of opposing cultural ideas is strongly emphasized by cultural relativism.

Culture Universalism

According to the theory of cultural universalism, all cultures share some norms, values, beliefs, and practices. The emphasis of cultural universalism is on the humanistic ideals and concepts that are shared



by all members of mankind, as well as the parallels and similarities that exist between various cultural contexts.

Culture Pluralism

The idea of cultural pluralism holds that people from different cultural backgrounds can live side by side and communicate politely and harmoniously. Cultural pluralism places a strong emphasis on the variety and depth of cultural manifestations as well as the advantages of cross-cultural cooperation and trade.

Anthropology and Culture

In anthropology, culture refers to the learned behaviors, values, and practices that are common to a community. It encompasses their language, traditions, social norms, and values. Anthropologists study culture to understand how it shapes human behavior and society. The Father of Intercultural Communication is Edward Hall. As a cross-cultural and anthropological researcher, he established the groundwork for later studies. Beginning in the 1950s, his research offered three dimensions:

- High territoriality against Low territoriality;
- Monochronic versus Polychronic Space (proxemics);
- High vs. Low Time (chronemics).

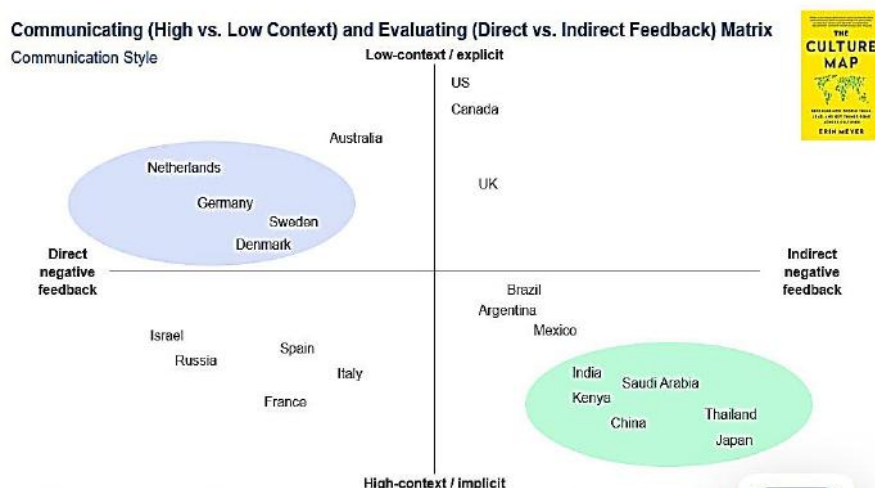
Diversified Approaches to Communication

A vital component of human contact is communication, and various cultures have evolved distinctive methods of communicating depending on their social norms, values, and worldviews. Direct and unambiguous communication may be prized in some cultures, whereas implicit and indirect communication may be valued in others. Understanding these differences is essential for good cross-cultural communication.

Indirect vs Direct Communication

The dissimilitude between communication that is direct and indirect is one of the most important cultural distinctions in communication techniques. People are expected to convey their views and feelings in a plain, precise, and concise manner in cultures that value direct communication. In Western countries like the United States, where honesty and transparency are prized cultural traits, direct communication is frequently regarded as valuable.

Communication in High-Context versus Low-Context



3. Image: Google.co.in- illustrating explicit and implicit contexts, clues for communication pertaining to High and Low Context societies

High-context cultures frequently rely on common knowledge, context, and nonverbal clues to transmit meaning through implicit communication. Relationships, trust, and social harmony are valued in high-context societies, because communication is frequently delicate and nuanced. Low-context societies, in contrast, mostly depend on verbal communication that is explicit in order to transmit meaning. People in low-context societies tend to value logic, facts, and data over connections and emotions. Information



is conveyed plainly and explicitly. Low-context societies are more likely to respect autonomy, independence, and individualism.

Nonverbal Communication

Since nonverbal communication may express meaning and emotions without the use of words, it is important for cross-cultural communication. Nonverbal indicators that influence how messages are perceived and understood traverse cultural boundaries. These include posture, eye contact, gestures, and facial expressions. Making eye contact can be perceived as confrontational or impolite depending on the culture. In some, it is a sign of respect and attentiveness. In a similar vein, multiple cultural interpretations of gestures like nodding or shaking the head may exist. Understanding these differences in nonverbal communication is essential for effective cross-cultural communication.

Variants of nonverbal communication fall under the following categories:

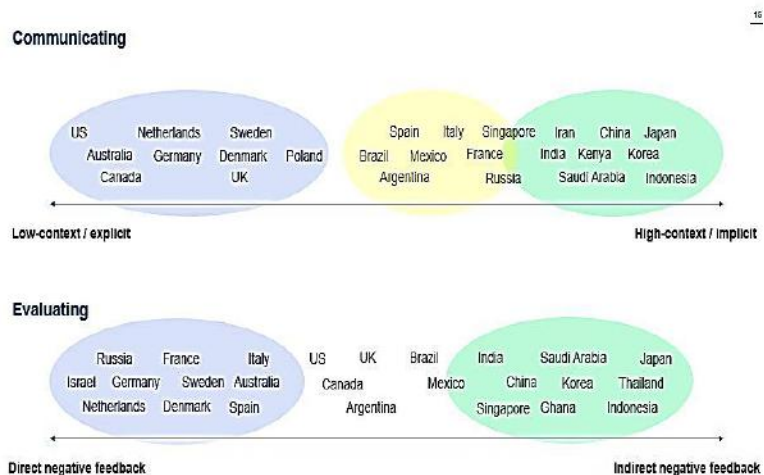
A. Kinesics is the study of posture and bodily motions.

B. Haptics Touch behaviours that transmit meaning during encounters are referred to as haptics.

C. Proxemics: The term "proxemics" describes how distance and space are used in communication. Territoriality, or the appropriation and defence of personal space, is another branch covered by proxemics.

D. Chronemics The study of chronemics focuses on the ways in which various time cycles impact human communication.

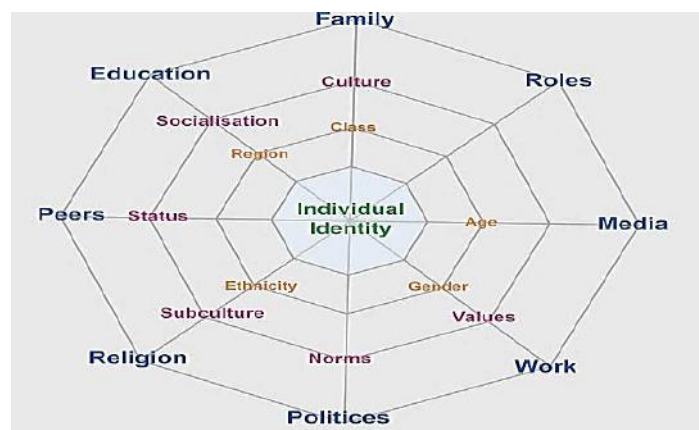
Asian cultures are high-context and implicit on the Communicating scale, whereas the majority of Western cultures are low-context and explicit. This indicates that Asians communicate less directly and generally expect people to "read the air" (as in Japanese, "read between the lines"), whereas Westerners tend to be more upfront and straightforward in their communication. Naturally, we have to acknowledge the uniqueness of each individual. Nonetheless, based on my observations, a person's behaviour is greatly influenced by their country culture. There is still a significant communication style difference between a "direct Japanese" and a "indirect Dutch" when I saw them interact!



4. Image: Google.co.in Illustration of communication pattern, feedback and evaluation

The Germans, French, Dutch, and Danes are on one end of the Evaluating scale, which shows how different cultures give negative feedback, and the Americans and English are currently in the middle. This is an intriguing observation to make. As always, the Asians are to the right.

Mass communication is the process of disseminating information to a large audience via a range of media, such as newspapers, radio, television, and the internet. It is crucial in cross-cultural circumstances because it facilitates the sharing of ideas, attitudes, and beliefs amongst members of diverse cultures and societies. It facilitates the exchange of cultural knowledge, encourages tolerance and understanding, and aids in bridging cultural divides. It facilitates the access to and interaction with information for people from a variety of backgrounds, encouraging intercultural communication and advancing global consciousness.



5 Image: Google.co.in Web of Identity

Sociology and its relation to Culture

In sociology, culture is seen as a set of shared meanings, symbols, and practices that are created and maintained by social groups. It includes the norms, values, and beliefs that guide social interactions. Sociologists study culture to analyze how it influences social structures, identities, and power dynamics. Depending on the necessities of communication, the language can switch from the internal culture to the external culture and vice versa according to the linguistic units' flexible cultural orientation. Phrasal units that represent universal phenomena; lexical units that represent phenomena unique to a particular culture; and lexical units that represent particular realities or phenomena from other civilizations. Words have distinct cultural connotations and are orientated differently according to the cultural context of various peoples.

Approaches to Cross-cultural communication

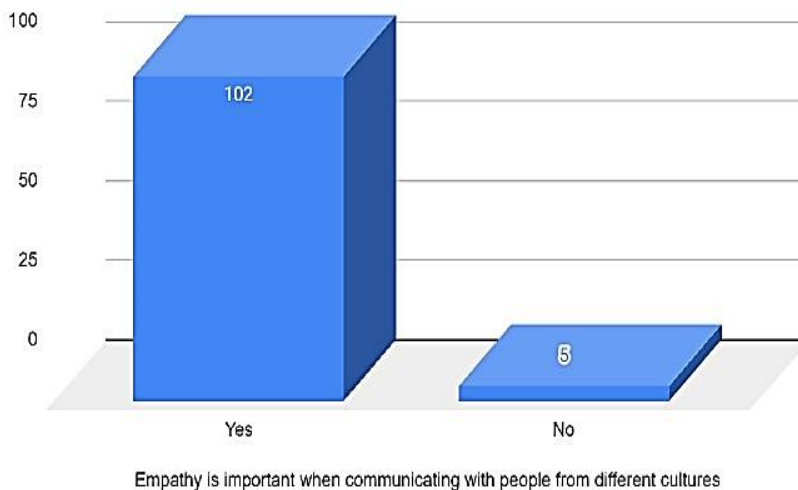
Orientation toward one's internal culture pertains to extensive use of language. Every language is utilized in numerous contexts including communication with people from other cultures, and no one can live in complete cultural isolation. When two or more cultures connect by overcoming linguistic and cultural boundaries, it is assumed that cross-cultural communication is taking place. A new field of research that looks at the interaction between different cultures has emerged as a result of the increased interest in the characteristics of cross-cultural communication. Intercultural communication is the source of the language's attractiveness to other cultures, and it finds its way into these contexts through a variety of commonplace means, including newspapers, magazines, personal interactions, specialized linguistic and cultural literature, etc. It entails recognizing and negotiating linguistic, cultural, societal, and communicational variances. In today's globalized world, when people and organizations connect across borders and cultures, effective intercultural communication is crucial.

Empathy

Another crucial strategy for effective cross-cultural communication is empathy. Empathy training helps people comprehend the viewpoints and cultural variations of others, which improves communication and fosters healthy connections with people from various cultural backgrounds.

Cultural Adaptation

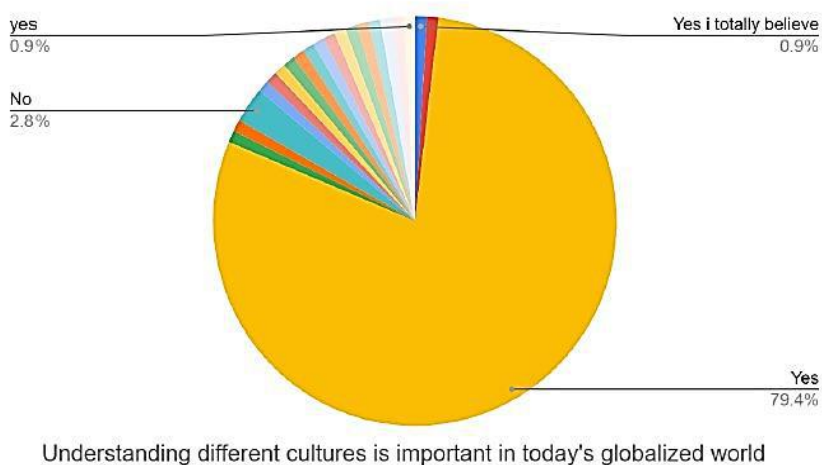
Cross-cultural communication also requires cultural adaptation. The process of adapting one's behaviour, communication style, and activities to the cultural environment of others is known as cultural adaptation. persons can develop rapport, trust, and respect with persons from diverse cultural backgrounds by adjusting to their expectations and standards. Being adaptable and receptive to new ideas and communication styles are also important components of cultural adaptation, and they are necessary for effective cross-cultural communication. Using language that is polite, succinct, and clear as well as actively listening to and responding to others are all components of effective communication techniques.



Graph 3. Importance of Empathy in communication Agree

Cross-Cultural Perspective in Psychology

The cross-cultural perspective in psychology emphasizes the influence of culture on psychological functions. Given the evolving cross-cultural processes pertaining to cultural perspectives in the backdrop, culture is viewed as a defining aspect of social existence that modifies the environment and society, contributes to modern living, and inspires innovation. A new paradigm for worldview has emerged as a result of this understanding of culture. The fixation on seeing the world only through the prism of one's own culture is known as cultural centrism. As such, it is not surprising that the viewpoint of interdisciplinary study on globalization focuses on cultural changes, which are closely associated with language changes. Understanding the current state of affairs requires an appreciation of the significance of the linguistic and cultural aspects of globalization in connection to the informational, political, economic, and other components of this phenomenon.



Pie: 3. Representation of effective communication through mutual understanding of cultures

Regarding this, the majority of the world's foremost authorities on globalism stress the right of culture to exist within the context of globalization. When it comes to cultural centralism, we discover that nations in Europe like Germany, France, and Sweden are unwilling to give in to western culture. The new Hinduism wave in India is growing and less tolerant of anyone who mocks it and more focused on its culture.



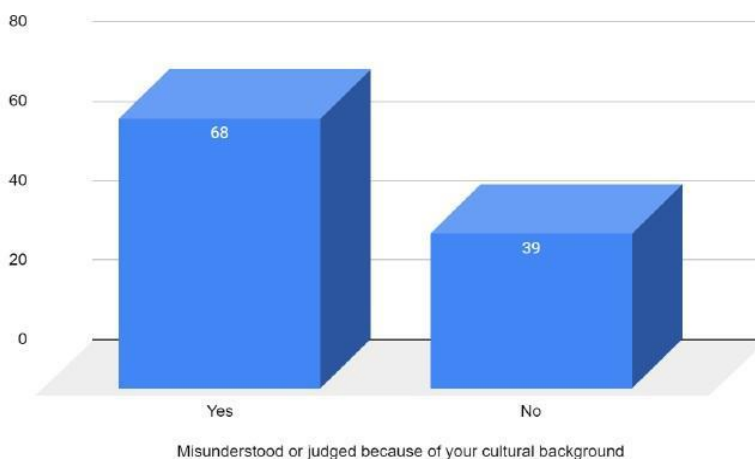
Interpersonal Communication

Language carries anonymous and coded systems of perception (behavioural norms, cultural stereotypes, and practices) in addition to clearly defined rational frameworks. Consequently, the prerequisites for creating culture as a logically ordered construction are linguistic apriorism. Furthermore, language influences both the collective national psyche and the ideas held by individual citizens.

Case Study: 2

We had to take Airways shuttle bus from the international airport to the domestic airport to get to Bangkok for the conference, and during the transit, my colleague became ill from the heat. I was completely taken aback because I didn't speak Thai very well and because we were in a foreign country yet had to undergo the immigration procedure. It was an uphill task, but I managed to get by while trying to communicate with the ground officers by saying things like "Sick," "Help." We managed to make our way to the exit with our one- word communication to several Thai Locals and booked a Cab. The female Cab driver who was assigned did not speak English. Again, we could barely articulate our location in a single word, except 'Destination' 'How Long'.

In stark contrast to this behaviour, we received unpleasant treatment at Kolkatta Airport and the immigration officers' behaviour was totally obnoxious. They roared angrily while speaking in plainly understood Bengali. Their accent allowed us to determine that they were from a specific tribal area.



Graph: 4. Miscommunication due to lack of misconceptions and biases

Challenges in Inter-Cultural Communication

- Language barriers: Misunderstandings and ineffective communication can result from linguistic differences.
- Nonverbal communication: Depending on the culture, gestures, facial expressions, and body language can all have distinct meanings.
- Stereotypes and biases: People's perceptions of and interactions with people from different cultures can be influenced by preconceived assumptions and stereotypes.
- Cultural norms and values: Expectations and communication methods can be influenced by the norms and values of various cultures.

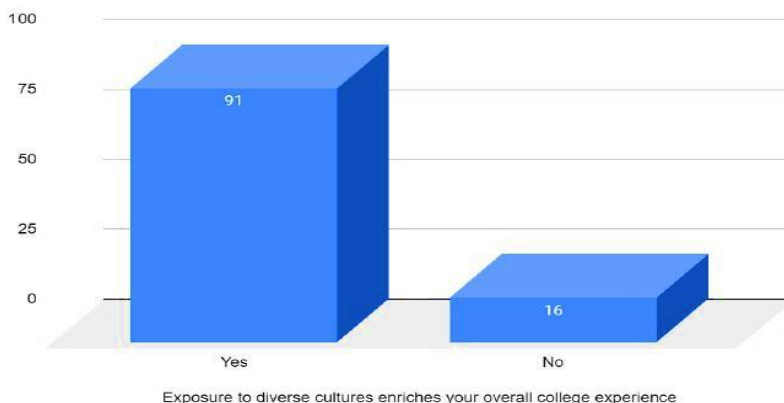
Case Study: 3

Help of AI Generated Language Decoder

We were greeted and shown to our room reserved at the Divalux resort in Bangkok by the friendly staff at the desk, who made us feel very welcome. Unfortunately, the air conditioner was not working properly, so we had to call a mechanic in twice. Despite not being able to understand a word of English, the man offered to communicate with us on his phone with AI Translator App was open. We discovered



that if we spoke quickly, the program would translate words incorrectly. Three important words that we had to tell AI were, "Air conditioner not working." We subsequently produced a Thai-language translation of our request so the mechanic could comprehend the issue. Nearly 95% of hoteliers and local taxi drivers in Thailand used AI to assist them decode languages.

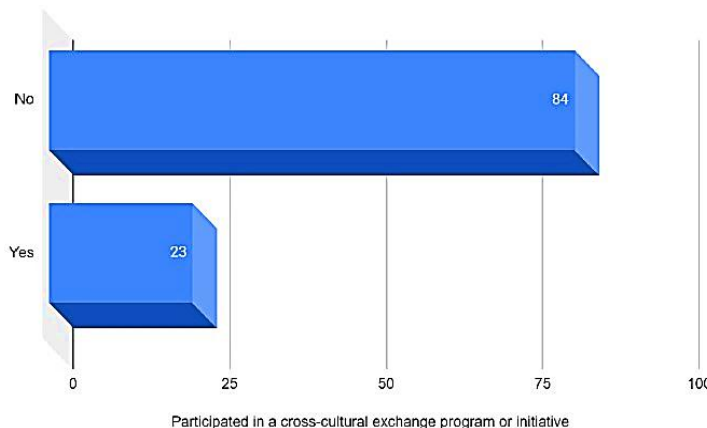


Graph 5.: Foreign exchange Programmes necessary for Exposure

Cross-Cultural Communication

Importance of Interpersonal Communication

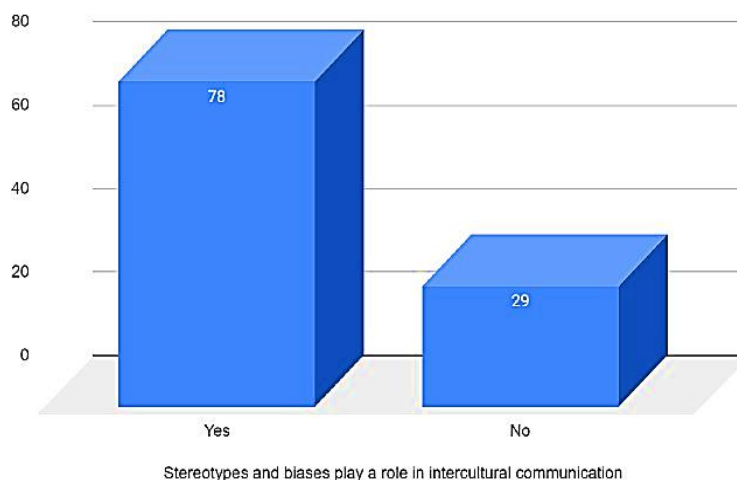
Interpersonal communication is the sharing of ideas, feelings, and information amongst people with diverse cultural origins and it is essential for cross-cultural communication. Various delegates from around the globe, including those from the Philippines, Bangkok, various regions of India, keynote speakers from Germany, the United States, and France, attended the conference. Fortunately, I could understand the majority of the languages save the South Indian, language. The common language used was English to overcome oddities.



Graph 6.: Most had not participated in cultural exchange Programme

Communication with Diverse Cultural Groups or Subgroups

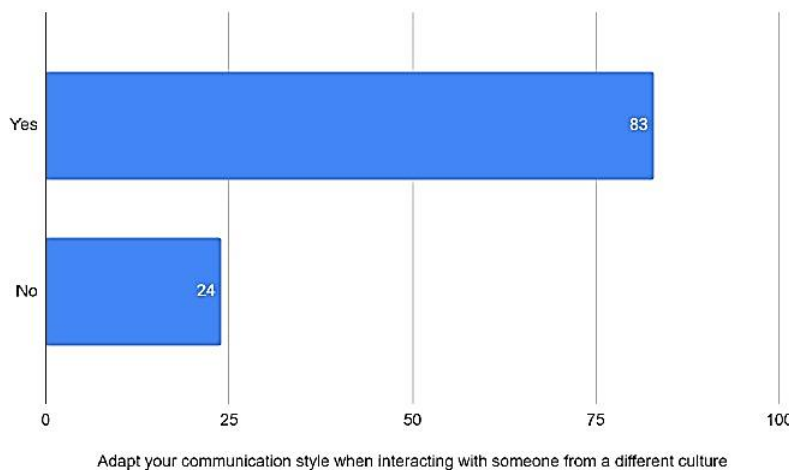
Communicating effectively with diverse cultural groups or subgroups requires an understanding of their unique values, beliefs, and communication styles. It was not difficult to navigate around the unfamiliar land with so many people from diverse backgrounds and personalities because we all shared the same objective of seeing the area, interacting with the locals, and learning about the history of the land we were on. Though our medium of interaction with most of the delegates was English. Understanding Language of South India was bit difficult yet could understand the other languages spoken such as Maharashtrian etc



Graph 7.: Role of stereotypes and Bias

Effective Strategies for Communication with Diverse Cultural Groups or Subgroups

- Cultural awareness: Developing an understanding of different cultures and their communication approach.
- Active listening involves observing both spoken and nonverbal cues and asking questions when necessary to get clarification.
- Empathy and respect: Honouring cultural variances and remaining receptive to other viewpoints
- Adaptability: Being flexible and adapting communication styles to accommodate different cultural norms.



Graph 8.: Adaptation to new culture style for better communication

- Patience and tolerance: Recognizing that misunderstandings may occur and being patient in resolving them.

Attitudes, Perceptions, Behaviors, and Development across Cultures

➤ **Attitudes**

Attitudes refer to the beliefs, values, and opinions held by individuals within a particular culture. These attitudes can vary greatly across cultures and can shape behavior and perception.

➤ **Perceptions**

Perceptions are the subjective interpretations and understanding of the world around us. Cultural differences can influence how individuals perceive and interpret information, leading to different perspectives and understandings.

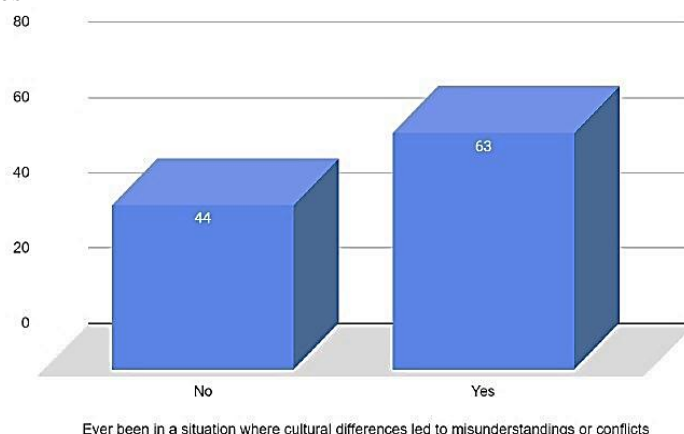


➤ **Behaviors**

Behaviors are the actions and conduct exhibited by individuals within a cultural context. Cultural norms and expectations can influence behavior, including communication styles, social interactions, and decision-making processes.

➤ **Development**

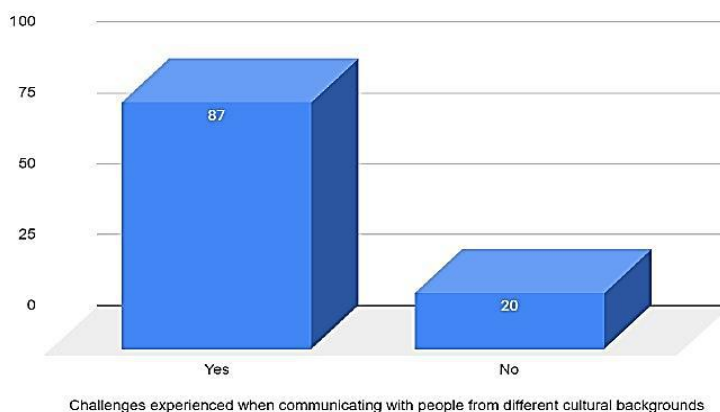
Development refers to the growth and progress of individuals and societies over time. Cultural factors can play a significant role in shaping the development of individuals, including education, socialization, and access to resources



Graph 9. Representation of conflict due to misunderstanding

Challenges in Cross-Cultural Communication

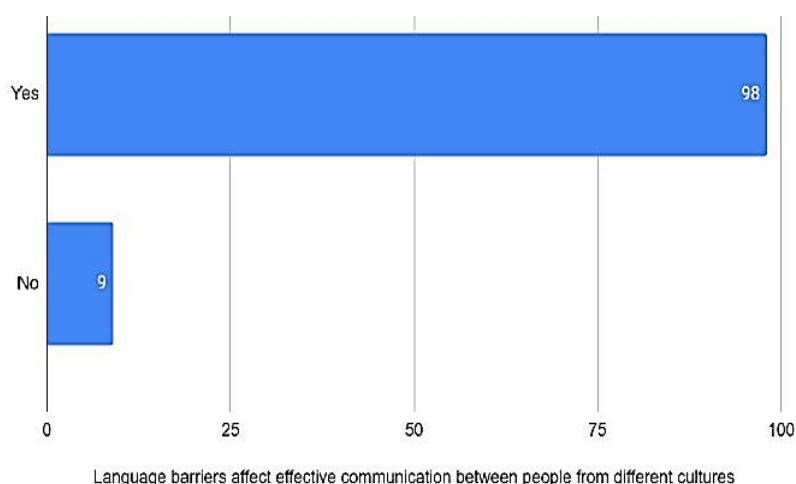
It appears that the intersection of language and culture is what makes us human. The study of linguistics is not the only scientific field that contributes to the solution of the problem; other sciences include cultural studies, sociolinguistics, cognitive linguistics, linguo-culture, ethnolinguistics and cultural anthropology, philosophy of language, and philosophy of culture also contribute to the solution of the "language-culture" conundrum by taking into account globalization in an interactive framework. The approaches are focused on "language and culture's" semantic foundation.



Graph. 10. Data representation based on Sample survey taken across technical Institutions and Universities Undergraduate and Post graduate students

Language Disparities catalyst in Creating Barriers

- Language disparities might cause misconceptions and misinterpretations.
- Avoid using jargons and speak simply and clearly and consider using translation services or interpreters if necessary



Graph. 11: Language Barriers

6. Recommendations

Terminology barriers: To help with understanding, be aware of linguistic variances and use plain, uncomplicated terminology.

Nonverbal communication: Be aware that gestures and body language, which are nonverbal clues, can differ between cultures and have an impact on communication.

Cultural norms and values: Understand that cultural norms and values shape communication styles and preferences, and adapt accordingly.

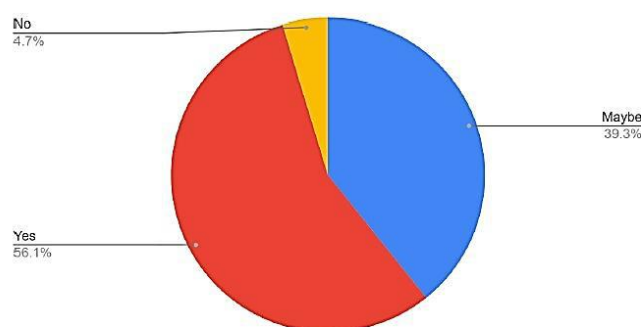
Respect and sensitivity: Show respect for different cultural practices and beliefs, and approach communication with sensitivity and openness.

Feedback and reflection: Seek feedback and reflect on your own communication to continuously improve and adjust to different cultural contexts.

Cultural differences can lead to misunderstandings and disputes, which can be avoided by individuals by being aware of the similarities and differences across cultures

7. Conclusion

As our research paper is based on Actual/Live experiences in Bangkok, Thailand served as a forum for me to engage and share views that led to the conclusion that language and culture form the basis of the global order that shapes the context of interpersonal sociocultural relations. We met School Students who had come for Summer Camp to Temple school. They were being instructed by a Monk.



Cultural sensitivity should be a part of school curriculums

Pie Chart 4.: Data percentage of cultural sensitivity in Curriculum

The global language also serves as a means of meaningful cognitive communication on a global scale, facilitating cross-cultural exchange provided that it is objectively conditioned and does not pose a threat to assimilation. Moreover, it supports the idea that the core of globalization processes is the intense penetration of linguistic components, the essential of which is constant interaction and intercorrelation.



t should be emphasized that interpenetration does not imply any sort of unification; rather, it demonstrates an objectively driven desire to realize national identity in terms of transcultural understanding. Cross-cultural communication is built on cultural awareness. It entails comprehending and respecting other people's cultural norms, values, beliefs, and customs.

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Online References : Images: Google.co.in 3.1- 3.4



SWAMI VIVEKANANDA'S ENGLISH POETRY: A CULTURAL JOURNEY

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Swami Vivekananda was a major force in contemporary Hindu reform movements and contributed to the concept of nationalism in colonial India. He is now widely regarded as one of the most influential people of modern India and a patriotic saint. His birthday in India is celebrated as National Youth Day. As a student, Vivekananda, whose family name was Narendra Nath Datta, displayed a keen intelligence. He was a voracious reader with prodigious memory. His Principal Rev. W W Hastie once remarked : "Narendra Nath is really a genius. I have travelled far and wide but I have never yet come across a lad of his talents and possibilities.." The common perception of Swami Vivekananda as the religious leader who preached Hinduism to the West and established the Ramakrishna Mission in India is a very limited definition of the impact he had on the collective psyche of the common Indian. Besides his direct impact in adding steam to the Indian Renaissance, a large part of his thoughts and writings also affected the other stalwarts of the movement. After the historical address in Chicago and the tours afterwards, Swamiji's impact increased manifold. During the early twentieth century all the way till the Indian independence in 1947, Swami Vivekananda had set the spirits of the youth on fire all across the subcontinent. 'Awake, arise and dream no more'. The dichotomy in this line quoted from Swami Vivekananda's poem, 'To the Awakened India', lies in the inherent message to society that is to dream 'truer dreams' which are 'Eternal love and service free'

When Roman Rolland said , "Vivekananda's words are great music, phrases in the style of Beethoven, stirring rhythms like the march of Handel choruses....", he was then talking about the teachings of the great man. But apart from his teachings, his poetry surpasses all limits of appreciation and leaves us spellbound especially when going through his English poetry. He wrote twenty-three English poems and each poem has multiple gems to offer. Starting from spiritualism to freedom, his poems covers topics like Indian Renaissance, liberty, mass education, community development and Vedantic realization. Freedom, an essential element of Romanticism is present in Swamiji's English poetry in different forms and shapes-whether he is talking about one's freedom in work, or freedom from tyranny, from misery, desire, base dreams or from monotony.

The hymns of Upanishads made a deep attraction to him . From his childhood he loved to recite poems. He read Milton's "Paradise Lost " at the very young age. Milton was his favourite poet . He recited the poem's of Milton. Reading Shakespeare, Wordsworth, Byron , Shelley's poems and literature were his favourite subjects. Once he wrote about the essence of Upanishads – ' There is no poetry marvellous like Upanishad.."

"The wounded snake its hood unfurls,/The flame stirred up doth blaze,/The desert air resounds the calls /Of heart-struck lion's rage."-These lines are taken from his poem ' *The Song of the Free*'- This poem explores the power of the human spirit in the face of adversity. The imagery of a wounded snake, a roaring lion, and a lightning-cleaving cloud captures the resilience and strength that emerges from within. Despite the challenges and setbacks that life presents, the speaker emphasizes the importance of maintaining a connection to one's divine nature. "You are Divine. March on and on / Nor right nor left but to the goal."-If we compare this with Lord Tennyson's poem 'Ulysses', then we will see that



the last lines in 'Ulysses' has the same tone of marching on till the goal is reached –“ To strive, to seek, to find and not to yield”.

Move on, O Lord, on thy resistless path! /Till thy high noon o'erspreads the world. /Till every land reflects thy light, /Till men and women, with uplifted head, /Behold their shackles broken, and /Know, in springing joy, their life renewed!”- These are the last lines of his poem '*To the Fourth of July*.' This poem celebrates the arrival of freedom, symbolized by the Fourth of July, invoking the natural world through imagery of light, flowers, and birds. American Independence Day becomes an universal symbol of freedom for all. India, under the British rule got the message from the poet that the ultimate goal for human existence is Freedom and one has to strive wholeheartedly for that...Ironically, Swamiji also laid down his life on 4th July, 1902 after completing the day with prayer and work. He wants to spread this message to humanity is to work relentlessly because that alone can lead to true freedom.

“Thou Time, the All-destroyer!/ Come, O Mother, come! /Who dares misery love,/ And hug the form of Death, /Dance in destruction's dance /To him the Mother comes.” This is from one of his very popular poems, '*Kali, the Mother*'. Kali, the Goddess of Night and Destruction is the symbol also of a new awakening where all the negative seeds of life are buried in the deathbed of time. It ultimately leads to a new world which is purged and purified of impurities. This poem is quite comparable to Shelley's 'West Wind' where he says that “.....Be through my lips to unawaken'd earth/ The trumpet of a prophecy! O Wind,/ If Winter comes, can Spring be far behind?” Even Swami Vivekananda is hinting of a prophecy of enfranchisement from the shackles of a rotten society. But for the change to come, one must be brave to witness the dance of Kali, and welcome the Goddess with open arms.

In his poem '*Hold on yet a while, heart*', Swami Vivekananda has written an inspiring poem on the struggles of life. This poem was written as inspiration to Swamiji's close pupil, the Maharajah of Khetri who was shattered with the problems of life and had lost his urge to live. Like the beloved charioteer of Arjun, Lord Krishna, Swamiji gives words of inspiration to the hopeless soul to carry forward his duties amidst the struggles of life. As we take a deeper look into the title of the poem, we feel that it is a plea to a devastated soul to hold on for sometimes more in the struggles of life.

The poem '*My Play is done*' was written by Swami Vivekananda on 16th March, 1895 in New York. His soul was plagued by the need for peace and rest and its offshoot was this poem. Swamiji feels that the endless torrents of life are sweeping him on their path without a promise for rest. He is rising and falling with the waves and being rolled in their endless current. Matthew Arnold also heard the sound of the 'ebb' and 'flow' of human misery in his poem 'Dover Beach'. The sea is metaphorically compared to life and its tide is symbolic of the ups and downs of life. He is asking Mother Heaven when will he be allowed inside and be rid of the curse of many birth....he is "ever running" and "never reaching". As Ulysses has said in Lord Tennyson's poem of the same name, "I cannot rest from travel", "I will drink life to the lees", here Swamiji says "I cannot rest" but there is a basic difference. Ulysses gets pleasure in this pursuit but Swami Vivekananda will only get pleasure when he reaches his goal and not in its journey. Earth is non-permanent and there is hollowness in its form and content. To him it is 'Maya' and he wants to rise above this 'Maya'. He again asserts that his play is done and so "break my chains and make me free". This concept of freedom is nothing but the promise of light that the darkness of life had so long hidden.

"The Living God" by Swami Vivekananda is a powerful and evocative poem that celebrates the omnipresence of God within and outside ourselves. It encourages readers to worship the "living God" and break all other idols, representing the rejection of false beliefs and the embrace of a direct connection with the divine. The poem reflects the philosophical teachings of Vedanta and Advaita, emphasizing the unity of all beings and the interconnectedness of the universe. It stands out from the author's other works by its simple yet profound language, and its timeless message of spiritual awakening. The poem's universal themes resonate with readers across time periods, inviting them to transcend dogma and experience the transformative power of recognizing the divine within.



One way to assess the 150 years legacy of Swami Vivekananda is through the concept of the ‘other’, examining how he responded to it. The ‘other’ is larger than logic or arguments. So in the order of hierarchy, it is the ‘other’ which is different. For instance Vedas and Upanishads or Brahmanism will be the ‘other’ to Buddhism ; Buddhism will be the ‘other’ to Adi Shankara. The ingenuity of Vivekananda lies in his dexterity with dealing with the ‘other’. He accepted all religions as true. This is universalism of religions.

Narendra Nath Dutta’s meeting with Sri Ramakrishna and his transformation into Swami Vivekananda are now part of a legend. The message of Advaita Vedanta philosophy, the Hinduism tenet, inspired by Ramakrishna, the nineteenth century doyen of revival of Hinduism, was ably and convincingly transmitted by Vivekananda, his illustrious disciple, first at the Parliament of the World's Religions held on 11th September 1893 at Chicago and thus began the impressive propagation of the Ramakrishna movement throughout the United States. (Also included in this movement was a message on the four yogas). The two men thereupon launched the Ramakrishna Mission and established the Ramakrishna Math to perpetuate this message and over the years. The two organizations have worked in tandem to promote what is popularly called the Ramakrishna Order and this legacy has been perpetuated not only to the western world but to the masses in India to this day. Vivekananda, who was an unknown monk in the United States as on 11th September 1893, before the start of the Parliament, became a celebrity overnight.

The view of Vivekananda on the diversity of religious expression in India was greatly admired and reiterated by Sri Aurobindo. The European mind cherished the aggressive and quite illogical idea of a single religion for all mankind.... And so it considered the endless variety of Indian philosophy and religion a not bewildering and wearisome but also useless. But Vivekananda came and asserted not only the unity of religions based on Ramakrishna’s realisations but also that this unity must necessarily express in an increasing variety of forms.

Swami Vivekananda’s works have been surveyed as a means of societal change through community development. Swami Vivekananda left a body of poetry which is a glorious summation of India’s hoary cultural and spiritual and methodological heritage which dates back to the Vedas, Upanishads and the Gita.

There are many community development programmes based on Swamiji’s philosophy as we have discussed as the major themes of his English poems.

Swami Vivekananda Youth Movement (SVYM) is an NGO based in India, with a focus on sustainable and holistic development in rural India. The organisation works to improve livelihood opportunities, empower women, and promote environmental conservation in addition to offering healthcare services and establishing schools and educational support centres. SVYM has received acclaim for its significant efforts, which have improved underserved communities and worked toward a just and equitable society. The distribution and availability of oxygen concentrators during the pandemic, when this equipment was in high demand due to the COVID-19 increase, was an example of how the principles of Swamiji played an important role in benefitting society.

Swami Vivekananda Medical Mission Trust has started several community development projects and initiatives for organising medical camps awareness classes, various programmes to promote agriculture.

The Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI) is named after Swami Vivekananda. While undertaking the tremendous task of freeing humanity from the shackles they built for themselves through ignorance manifesting in various forms, Swamiji insightfully pointed out the ultimate and broad goal of education as the manifestation of perfection inherent in Man. Further, he outlined the ways in which the system of education had to , be revamped and revived in order to better suit this purpose and personally set in motion the task of translating these ideas into the field of action. As an institution deriving inspiration from Swami Vivekananda, RKMVERI strives to



bring into fruition the wholesome system of education as envisioned by Swamiji and thereby enrich the educational landscape of India and the world at large.

In his poetry, he endeavoured to nativize English language in order to make it a befitting expression of Indian sensibility. Swami Vivekananda's language has exhibited the culture of a country and has shaped and modified world at large.

But for all that, Swami Vivekananda was not a politician. His aim was to regain India's freedom with the most powerful weapon of spirituality. And, indeed, it was with this way weapon that he His vision of India was to have a new society inspired by the vision of dignity of man, his freedom and individuality, his strength and his capacity to love and serve human beings- through egalitarian society.

Let the youth- who are the real builders of our nation-come forward and, by their action and conduct, translate the vision of Vivekananda into a reality, and ceaselessly strive to make our India morally and spiritually resurgent, physically healthy, socially stable, strong, politically sagacious, vibrant and economically more prosperous. He shook India out of her isolation of centuries and brought her into the mainstream of international life and thought. The beneficent results of this great work are becoming more and more visible as decades roll by. He was, no doubt, a spiritual and intellectual genius of rare order.

So if we read Swami Vivekananda's English poems, the emotions that follows is of bewilderment at the vastness of thought of the great man. These poems appeal because of the simplicity of belief and conviction which is expressed through the language of love.-“ All love is expansion, all selfishness is contraction”. In his Chicago address he gave a prophetic declaration-“ But one vision I see clear as life before me, that the ancient Mother has awakened once more, sitting on her throne-rejuvenated, more glorious than ever”. When this prophetic vision will come true completely only time can tell-not only for India but for the whole world at large. That alone can bring true freedom in the actual sense of the term.

Web Link

- https://en.wikipedia.org/wiki/Swami_Vivekananda
- <http://www.belurmath.org/swamivivekananda.htm>
- <http://vivekananda.org/biography.asp>
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21st Century Philippines Last Indigenous Peoples' Cultural Preservation and Economic Management: Revisiting Survival Skills

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Abstract: *The World Bank Report stipulated that indigenous people are culturally distinct societies and communities that make up approximately 6% of the global population and accounted for 19% of the extreme poor (World Bank Report, 2023). This study is a qualitative research that looked into the phenomenology in terms of the experiences of cultural preservation and economic survival management among the Ata-Negrato, the last indigenous people of Negros Island particularly those situated in the Municipality of Mabinay, Negros Oriental, Philippines. The experience narratives on the indigenous cultural preservation and economic management were recorded, transcribed and interpreted using Colaizzi's method (Sanders, 2003). Based in the findings, the researcher recommended that holistic approaches in the protection, development and management of indigenous communities be created in order to protect the indigenous people in general and the Ata-Negrato in particular. It is also recommended that the ancestral domains of the indigenous people be closely monitored by the local, national, and international agencies when development is introduced in the area in order to protect the rights of indigenous people to survive and thrive in the 21st century.*

Keywords: *Cultural preservation, economic management, cultural preservation, economic management, Ata-Negrato, indigenous people.*

1. INTRODUCTION:

In the World Bank Report, it was stipulated that indigenous people are culturally distinct societies and communities that make up approximately 6% of the global population and accounted for 19% of the extreme poor. Of the estimated 476 million Indigenous Peoples worldwide, they spoke 4,000 of the world's 7,000 languages and often lack formal recognition over their lands, territories and natural resources. Moreover, it was reported that the land and natural resources on which they depend are inextricably linked to their identities, cultures, livelihoods, as well as their physical and spiritual well-being from which they have been displaced (World Bank Report, 2023).

Moreover, it was pointed out that dance (as element of culture) establishes contacts between humans and the supernatural beings as cited in Giurchescu (2001). Recognizing the value of art and culture to the community development field served as a key pillar in the approach to economic development and important in elevating community identity and power (Crane, 2020; Clammer, 2015). Kwon (2021) asserted that most graduate school dance programs offered similar characteristics of courses which comprised theory, performance, and workshops with dance performance appeared to be an important of dance programs in Korea (Kwon, 2021). Georgios (2017) stipulated that the experiential way of learning and transmitting dance from one generation to the other, is characterized as "the first existence" of dance in Greece (Georgios, 2017). Clammer (2015) stipulated that without a cultural content to economic and social transformation the problems found in much development – up-rooting of culture, loss of art forms, languages and modes of expression and performance – may only accelerate



and paying attention to the development of arts as a content of development helps to amend this culturally destructive process (Clammer, 2015).

Furthermore, Crane (2020) asserted that recognizing the value of art and culture to the community development field as a key pillar in the approach to economic development is important in elevating community identity and power (Crane, 2020; Clammer, 2015). Some scholars argued that culture and economics are closely linked with each other. On the other hand, Colchester (2016) stipulated that exclusionary models of land management can be traced as early as the first millennium and added that the conservation through the establishment of 'national parks', pioneered in USA and applied world-wide, has violated the rights of indigenous peoples causing impoverishment and social problem. Moreover, it was stated in the same study that international laws now recognize indigenous people's rights and new conservation policies accept that indigenous peoples may own or manage protected areas (Colchester, 2016). Nelson et al., (2015) stressed that in terms of sustainability, a crucial facet of the self-determination of peoples such as indigenous nations and communities is the responsibility and the right to make plans for the future using planning processes that are inclusive, well-informed, culturally-relevant, and respectful of human interdependence with nonhuman and the environment where indigenous knowledges often play a crucial role in indigenous planning processes (Nelson et al., 2015).

In the Philippines, the National Commission on Indigenous People (NCIP) was organized in 1997. This is also known as The Indigenous People's Rights Act of 1997 at the time of then President Fidel Ramos with the purpose of protecting the indigenous people and their ancestral domain. The NCIP has 14 major thematic concerns that if properly address, may benefit the indigenous people. These are: 1. Formal recognition of ancestral domains, 2. Control and management of ancestral domains, 3. NCIP's capacity to deliver its mandate, 4. Destruction of the ecosystems within the ancestral domains, 5. Non-compliance and violation of FPIC, 6. *Pagkawala ng kultura ng IPs* (lost of indigenous people's culture), 7. IP governance is weak, 8. Impact of government services are not felt, 9. Overlapping claims over ancestral domains, 10. *Di pagkilala ng mga ahensya sa mga IP leaders* (agencies that do not recognize IP leaders), 11. Displacement of IPs from their ancestral domains, 12. *Kakulangan sa kaalaman sa karapatan* (lack of knowledge on human rights), 13. Discrimination of IPs, and 14. Peace and security (Philippines National Commission on Indigenous People). Perez-Brito (2021) stressed that if there is no data, there is no story. The report further stated that this is the case of the Philippines, where despite the passing of the indigenous Peoples' Rights (IPRA) in 1997, ethnicity variables were only introduced since 2000 census. Moreover, Indigenous Peoples (IPs) in the Philippines are estimated at 10 to 20 percent of the 102.9 million national population, yet no official figure can be confirmed based on census data where IPs tend to be grouped under a single category according to geographical areas, ignoring the rich ethnolinguistic diversity existing across the country (Perez-Brito, 2021). The Municipality of Mabinay, in Negros Island in central Philippines is among the few remaining islands in the archipelago that still hold some of the few indigenous people whose beliefs, culture, traditions and indigenous agricultural methods are still practiced amidst modernity. The area is home to the Ata-Negrito indigenous group who lived and flourished from ancient times up to the present times. These people have distinct characteristics such as having short body stature, having black skin, kinky hair, and generally dwelling in the isolated hinterlands of Negros Island. Zaide (1994) wrote that when the first Spaniards arrived in the Philippines in the 16th century, they were surprised to see early Filipinos having a civilization of their own and living in well-organized independent villages called *barangays* which term originated from *balangay*, a Malay word for "sailboat" (Zaide, 1994). The Ata-Negrito traditional culture and practices are in the verge of extinction brought about by modernization in the 21st century. The result of this study served as significant information for the Philippine Government, Department of Education (DepEd), Department of Trade and Industry (DTI), Department of Agriculture (DA), researchers, non-government organizations (NGOs), government organizations (GOs), indigenous people, educators, scholars, and other stakeholders who are working towards the development and empowerment of indigenous communities as well as the protection of ancestral domains.

2. Methods:

This study is a qualitative research that looked into the phenomenology in terms of the experiences of cultural preservation and economic survival management among the Ata-Negrigo, the last indigenous people of Negros Island particularly those situated in the Municipality of Mabinay, Negros Oriental, Philippines. The participants were identified through snowball sampling where nine indigenous Ata-Negrigo community elders were identified for interviews. The primary criterion of the interviewees must be born and have lived in the community in their ancestral domain. The experience narratives on the indigenous cultural preservation and economic management were recorded, transcribed and interpreted using Colaizzi's method (Sanders, 2003) as shown in the succeeding page.

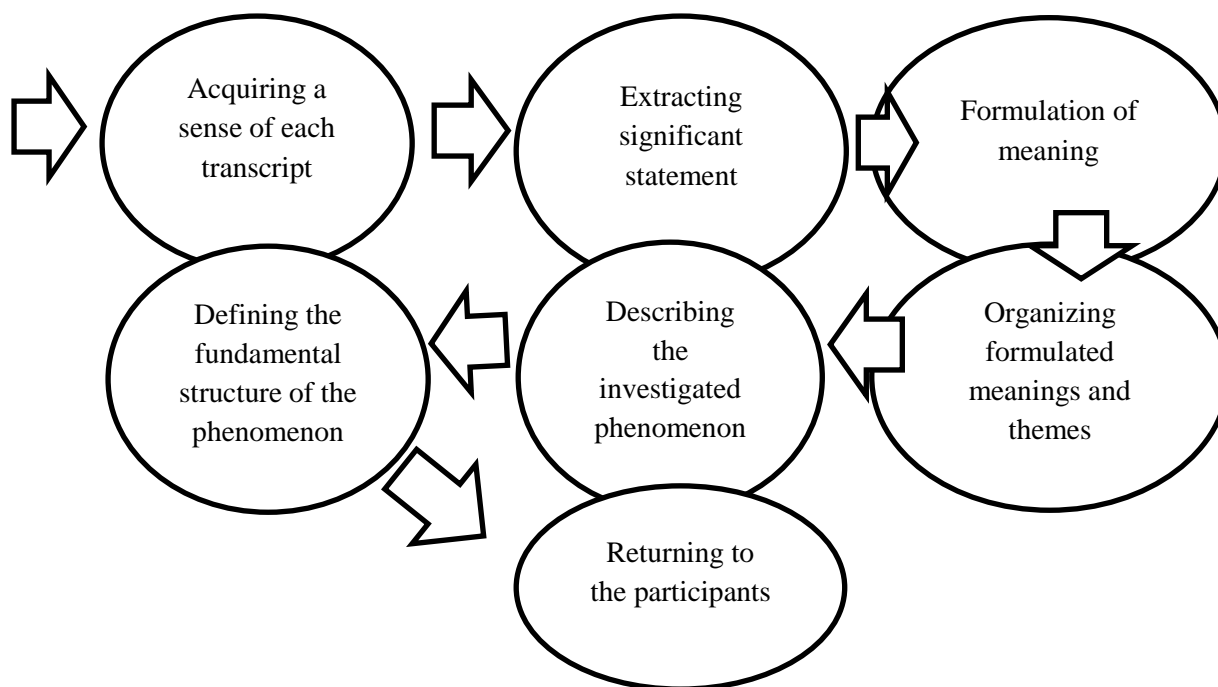


Figure 1: Colaizzi's Method in Seven Steps

The Colaizzi's method of phenomenology analysis was used in this research to interpret the data transcription. The Colaizzi's method of phenomenology analysis was used in this research in 7 steps in the interpretation of phenomenological data such as 1) acquiring a sense of each transcript, 2) extracting significant statement, 3) formulation of meaning, 4) organizing formulated meanings of themes, 5) describing the investigated phenomenon, 6) defining the fundamental structure of the phenomenon, and 7) returning to the participants (Sanders, 2003). The soft and hard copies of data are kept for safe storage. The data will be discarded after five months.

3. Results and Findings

The interviewees in this research study were tribal leaders of the Ata-Negrigo indigenous group who are serving the village for 5 to 10 years. These leaders are either village chieftain or *barangay* (village) officials. The age ranged is from 33 to 55 years old. All have gone to elementary level and at least able to write their names. They had attended seminars regarding basic literacy, numeracy, indigenous rights, backyard farming, entrepreneurship, and environmental protection facilitated by mission groups, non-government and government organizations especially by the local government units. All are breadwinners of the family. The average interview took 120 minutes. It was found out that the Ata-Negrigo indigenous people longed to have their traditional culture, beliefs, traditions and ancestral domain permanently protected. All of them aspired to have their culture such as mode of



dressings, food preference, indigenous songs and dances, worship and ceremonial practices, traditional government and traditional medical practices carefully preserved with the support from various sectors and be taught to younger generation. They aspired to have these cultural traditions integrated as part of the curriculum in the local community schools. They have the fear that their culture and traditions will be totally lost in the coming years if no stronger policies and regulations are made.

4. Conclusion

All of respondents took pride in their unique cultural heritage and aspired for a sustainable economy in their indigenous community aligned in their cultural practices and traditions. All aspired to receive more trainings in entrepreneurship and modern farming techniques in order to ascertain their survival in the long term. In terms of survival skills, it was found out that adaptation skill became more prominent especially in the aspect of acceptance of new technology which affected both positively and negatively the indigenous farming method, and the acceptance of new ways of life which also affected their indigenous culture such as clothing, indigenous foods, traditional practices, etc.

5. Recommendations

Based in the findings, the researcher recommended that holistic approaches in the protection, development and management of indigenous communities be created in order to protect the indigenous people in general and the Ata-Negrito in particular. It is also recommended that the government agencies such the Department of Education (DepEd) may play an active role in the reintroduction of indigenous culture in the curriculum of schools that are in close proximity to the indigenous communities. It is also recommended that the Department of Trade and Industry (DTI) and similar agencies to actively conduct seminars for entrepreneurship and the Department of Agriculture (DA) to introduce agricultural methods and techniques without compromising the indigenous cultural practices. It is also recommended that the ancestral domains of the indigenous people be closely monitored by the local, national, and international agencies when development is introduced in the area in order to protect the rights of indigenous people for them to survive and thrive in the 21st century. The above-mentioned recommendations are offered to the Philippine Government, the Department of Education (DepEd) of the Philippines, The Department of Trade and Industry (DTI), Department of Agriculture (DA), other government and non-government organizations both national and international organizations, educators and researchers whose advocacy is aligned with the promotion and protection of indigenous communities.

Acknowledgments

The researcher would like to extend his heartfelt gratitude to the following individuals and entities: Dr. Enrique G. Oracion, Director Silliman University Research and Innovation Office; Dr. Earl Jude Cleope, Silliman University Vice President for Academic Affairs; Dr. Margaret U. Alvarez, Dean, Silliman University Graduate Programs; Dr. Pablito A. Dela Rama, Former Dean, College of Education, Silliman University; Dr. Dave Marcial, Director, Mariano Lao Research and Innovation Center, for the profound knowledge, leadership and unparalleled expertise; Prof. Dr. Markus Launer, Director, Institut für gemeinnützige Dienstleistungen for his encouragement to participate in international conference. Prof. Dr. Chirag Patel, Founder, Research Culture Society and International Scientific Research Association. A gesture of indebtedness is also due to Silliman University; and Mr. Restituto B. Aranas, PAGBAG-O Coordinator.

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Interactive English language learning activities at post-graduation level (commerce stream) to enhance reading and writing skills.

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Abstract: *The research paper will help the researcher to find out areas for the implementation at post-graduation to develop communicative competence. The Ideology of language learners is to enhance their ability to flourish academically and professionally. Appropriate selection of trustworthy and effective materials is significantly impactful than textbooks and grammar rules. Individuals are associated to English language learning and teaching have been facing certain challenges and also undergone a transformation beyond traditional classroom approaches by dealing with technology. The research paper explains the concept of Interactive Classroom Sessions, Use of Technology in the classroom at post-graduate level, interaction with proficient users, individual practices and Reading habits, Authentic Material, methods to develop reading and writing skills, The discussion is about learning methods and classroom practices integrating technology for classroom purposes and it logical linking. This complex method allows learners to effectively acquire competence by creating a link between modern classroom learning methods with technology. The core purpose is to develop competence to face the challenges of real-world interactions. Learning in the classroom vs Language beyond educational settings.*

Keywords: *English language learning, interaction, language acquisition, communicative competence, Technology authentic material.*

1. INTRODUCTION:

Experience of various articulations, use of local dialect (slang), commonly accepted conversational methods and style usually enhances authenticity in language learning. Appropriate selection of reliable, trustworthy and effective materials in language teaching is significantly impactful than textbooks and grammar rules. It really influences the efficiency of a language, counting its several pronunciations style, the use of local dialects and slang, and conversation techniques. It makes you the more effective communicator who has deeper understanding of the language you're learning.

2. Interactive Classroom Sessions and its importance:

The researcher found some of the suitable activities for a well-rounded learning experience according to specific needs and language learning objectives of the postgraduate students. The designed materials deliver the knowledge according to their specific needs and language learning objectives to deliver postgraduate students. Considerably it's a mature knowledge gaining practice. The researcher recommended suitable activities and lesson plans according to the needs of learners contains multiple aspects of language acquisition to supply a well-rounded language learning experience. The assimilation of regular assessment and response, technology integration, evaluation of learners'



progress and monitoring are essential ABCs certify that the language learning objectives are effectively and authentically accomplished.

Language learning activities

language learning activities	Merits
Classroom Debate:	Deliberately selected relevant topics of discussion support students while expressing their opinions
Group Projects:	Follow up with discussions or presentations related to the content creates language learning autonomy.
Language Games:	Scrabble, Pictionary, or word association related games are famous among learners.
Peer Editing:	Encourages students to write creatively—short stories, poems, or essays—and share their work with the class for feedback and discussion
Mock Interviews:	The real-life scenario based interview drill will help learners to build the confident and present oneself effectively. Example: Simulate job interviews.
Current Events Discussions:	Discuss current news articles or topics to help students stay updated on world events while practicing their language skills
Storytelling Workshops:	The art of storytelling includes the techniques for narrative development and audience engagement
Virtual Language Exchanges	Assigned group projects demand teamwork.
Role-Playing:	To practice language in real-life situations, tasks like role plays regarding business negotiations or doctor-patient interaction is really impactful.
Guest Speakers:	Invite guest speakers, such as authors, linguists, or professionals who use English in their work, to share their experiences and expertise with students.
Grammar Workshops	It approaches such learners to be a part of grammar workshops. And provide platform to learn in a group.
Creative Writing Workshops	Creative writing workshops creates platform for students To develop competence
Listening and Speaking Practice:	Use audio or video materials, like TED Talks or podcasts, to improve listening comprehension.
Literature Circles:	Divide students into small groups to read and discuss different texts, encouraging in-depth analysis and interpretation
Movie Analysis:	Movie analysis encourages and guide learners to write movie review
Guest Lectures:	Inviting experts in linguistics or related fields to give lectures or workshops on language-related topics
Language experiments	Create language experiments or linguistic puzzles
Language Journals	Encourage students to maintain language journals where they record new vocabulary, expressions, and reflections on their language learning journey... to explore language quirks and variations.

3. Reliability of Language learning tasks:

The wide- ranging language learning activities considered as the comprehensive toolkit for the English language proficiency building drive. The assigned collective tasks like group presentation, report writing, mock-interviews, Group- discussion, etc. It fosters teamwork as well as provide scopes for further collaborative research. Furthermore, it Effects the learner's acquaintance to real-world



experiences and targeted language improvement. Undoubtedly, to prepare students for the professional outlook and academic standpoint, report writing is the most suitable option.

English for specific purposes:

Engaging learners to have interaction with guest speakers from various fields and conducting grammar workshops sessions nurture self-expression and creativity in learners. Some activities like mock interview, storytelling, story completion, debate or consultation enhance practical communication skills. Such activities as well as language games, literature circles and talk, movie analysis, and journeying of idioms and slang, provides holistic language learning experience to enthusiastic learners. Topic focused discussions, Guest lectures, language journals reading and analysis improve the quality of students' linguistic journey; it also encouraging cross-cultural interactions and develops English language and its practical applications for professional purposes..

Further scope through interactive language learning tasks:

An act of finding the facts provides opportunity to each postgraduate student to have wide-ranging and unique language learning objective fulfilling practices with the same age-group.. As per the researcher, Classroom moderator should offer a various activities and create abundance for students to have the most relevant and applicable task to their language learning goals. For example, students pursuing Master degree may focus on advance and progressive reading and writing activities, while those interested in oral proficiency may prioritize speaking and listening activities.

Assessment and Feedback:

Regular assessments after the classroom tasks completion and constructive feedback are one of the crucial components of language learning program. These assessments should be bring simultaneously along with the learning objectives of the learners and the classroom activities they engage in. Here, such Assessments can include various quizzes, diagnostic tests, progress-achievement test and other exams; presentations, written assignments, and self-assessment too.

Progress Monitoring:

Continuously assessing students' progress and adjusting the activities accordingly ensures that their evolving needs and objectives are met. This iterative process allows for ongoing improvement and adaptation in the language learning program.

Interactive Classroom Sessions at post graduate level:

The Modern Lesson plans and classroom teaching techniques highlights interaction through collaborative undertakings, group discussions, role-playing, and audio-visual aid and the use of authentic materials for competence building. Basically, task-based teaching approach, encouraging practical language use and active participation helps to create student-friendly learning atmosphere inside the classroom.

Nunan (1991: 279) outlines five characteristics of a task based approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts (teaching materials) into the learning situation.
3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

The above mentioned framework of Nunan (1991) highlights the features of Task-based interaction, authentic teaching materials, successful completion of the lesson plans and possible outcomes, ad experiencing language learning and its logical connection to Real-world scenario.

4. Use of Technology inside/outside the classroom at post-graduate level.

Integration of technology are playing vital role nowadays; learners are tech-sevy and fond of technology.



Utilising Language Apps and Online Platforms:

Nowadays, Language learning apps and various online platforms offer personalized lessons plans to support learners of different age group. Any individual can be a part of the competence building initiatives like various quizzes, online/ text based vocabulary exercises (free or paid), and language games. These tools allow learners to progress at their own pace, with tailored content based on individual advancement. it promotes self-study. Moreover, Consumption of English-language movies, TV shows, podcasts, and YouTube videos are standard tools for sharpening intellectual capacity building skills at various level. Methods of self-development at post-graduate level: it’s all about stepping towards the self-made arrangements for language developments

Language Talks:

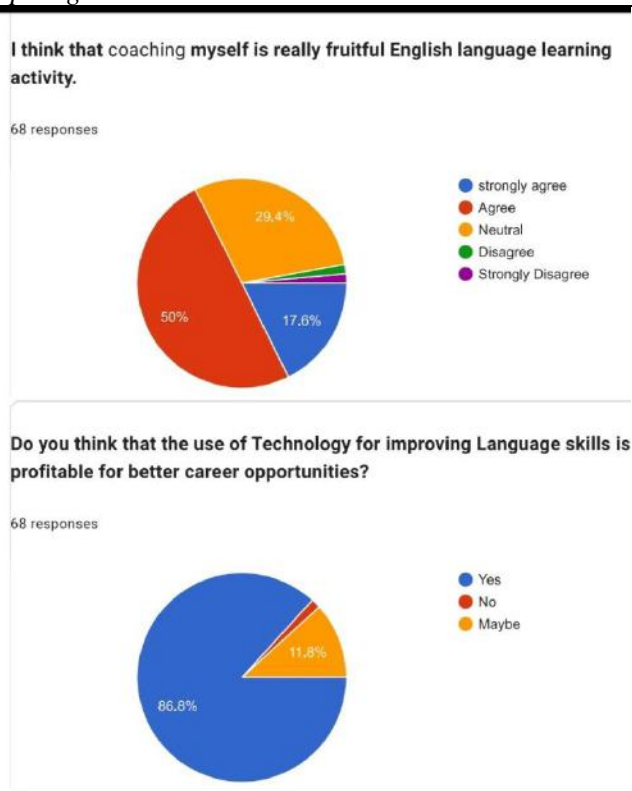
Language exchange programs connect students with native or proficient English speakers for conversational practice. This enriches real-world language practise, cultural awareness, and interpersonal skills, exposing students to various accents and idiomatic expressions.

Recent modern Reading Habits:

Cultivating a reading practices is vital for expanding vocabulary and comprehension. Students engage with online articles, e-books, and blogs in English, leveraging online dictionaries and translation tools for assistance.

Learners input used by the researcher to find out English language learning practices, wishes struggle, possible solutions, and areas of improvement at post graduate level

- 17.6% respondents storgly believes that Coaching themselves to learn English is a fruitful activity. because it encourages language learning independence, flexibility in terms of time and promote personalized learnin.
- 50% learners ultimately agree with the statement leading to develop proficiency and confidence. Where as 29.4 % respondents are not sure about self-coaching.
- 86.8 % Respondents answered “Yes” to the Integration of Technology for the language learning pruposes in order to have better career opportunities.
- Its profitable to use technology to sharpen the language skills.
- Whereas, 11.8 Respondents are not sure about using technology for language learning purposes



The displayed pie charts representing responses from a survey conducted for the betterment of students. 68 responses has been collected. The participants were asked about their suggestions, recommendation, review, current practices and choices for specific English language learning sources and resources. At Post-graduation, learners have the freedom to select the topics that interest them most, they are observing liberty in the selection of materials. They also disciss about their willingness, confusions and choices regarding the entire language learning drive.

Technology Integration in classroom settings:

The demand of bringing language learning apps, online resources, and language-learning software; and positive responses of learners are extremely appropriate to enhance the entire learning course of action

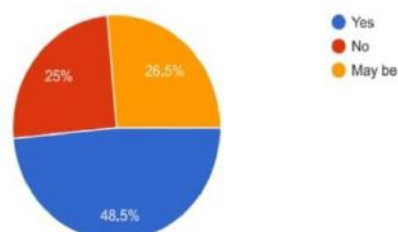


and its further relevance to have the scope for such drive with different groups. At this juncture, Virtual language labs, online language exchange program, and topic focused interactive multimedia materials can be consider more relevant and fruitful; as well as appear as a complement to traditional classroom activities.

- Here, 48.5% of the respondents recommend the use of English Grammar Books to themselves.
- Even as, 25% of the respondents do not consider the use of English Grammar Books.
- Whereas, 26.5% of the respondents are uncertain about any recommendation of English Grammar Books to themselves.
- The second chart displays the data of dictionary recommendation.
- Dictionary is known as a specific English language learning resources. Here, 55.9% of the respondents suggest the use of Dictionary to themselves.
- Whereas, 16.2% of the respondent do not suggest the use of Dictionary to themselves.
- 27.9% of the participants have neutral response. The respondents are uncertain the same.

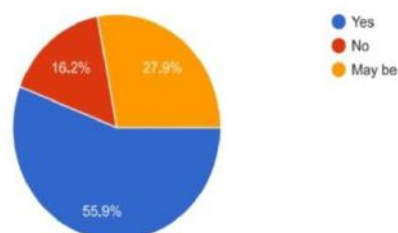
I recommend English Grammar Books to myself as a specific English language learning resources

68 responses



I recommend Dictionary to myself as a specific English language learning resources

68 responses



Here, the interpreted data indicates that a majority of the contributors prefer the use of English Grammar Books and Dictionaries. Which are ideal resources for learning the English language. the higher percentage backing the use of a Dictionary for language learning purposes.

The researcher breaks down contributor's responses and each recommendation dealing with language learning methods and style used by teacher in the classroom. It also correspond the choices of learners and their comforts with style and method used by teacher.

As per the researcher Learning a language alone or without help and guidance requires to identify and address the existing weaknesses and areas of improvement. If somebody becomes successful to do so, the entire learning process, self-assessment and problem-solving enhances critical thinking skills.

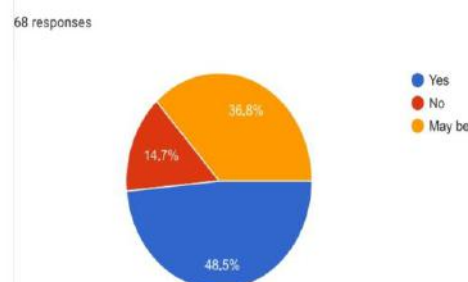
Self assessment and reducing teacher's dependency helps learners to learn independently, which can benefit him/her in the areas of personal and professional life where they are performing and receiving positive feedback because of their achieved level of competence.

Here, Self-coaching can be considered as more cost-effective than other traditional language classes. Hiring a personal tutor is not that much beneficial unless learners are not ready to interact. practice is always needed the most. A learner should be enough sensible to his or her own learning drive. Nowadays, a plenty of resources for learning English are available for free of costs. If somebody is spending money, its available relatively at a low cost. It is indeed an affordable option for many learners who is seeking improvement.

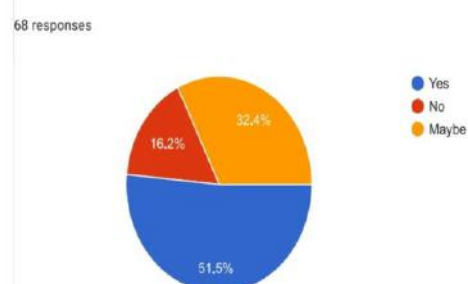


- 36.8% of respondents were not sure about Authentic Material as a specific language learning resources
- Whereas 14.7% answered "No" to it
- But, 48.5% respondents selected and recommend authentic language learning resources themselves. This indicates that a noteworthy portion of participants (around 85.3%) either suggested or were unlock the proposal of using authentic language learning resources as their prime source of action.
- Authentic material based practices involving the exposure to real-life.
- 51.5% said “Yes” to the available Academic Resources in College/University/Local Library for language learning purposes.
- 32.4% of respondents are not sure about the recommendation of these resources.16.2% answered "No" to the same.
- Here, there is some concern in utilizing such academic resources available in traditional educational settings.
- The available online Academic Resources received mixed responses. Here, 35.3% of respondents are may be recommending online academic resources.
- Where as 8.8% answered "No" to it.
- But, 55.9% Respondent recommend the available online academic resources. Here,The majority of respondents are positive about utilizing online academic resources such as websites, applications, and blogs for English language learning purposes.

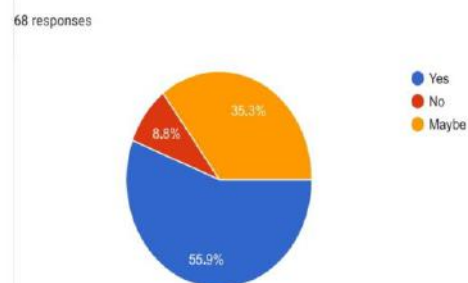
I recommend Authentic Language learning Resources to myself as a specific English language learning resources



I recommend Academic resources available in college/university/local library to myself as a specific English language learning resources



I recommend Academic resources available online (website, application, blogs) to myself as a specific English language learning resources



5. Conclusion : The data suggests that Learners wish to be a part Language learning drive. They are showing interest and sincerity towards using a variety of resources. Such English language learning journey of learners includes the use of authentic materials and online academic resources. . This could be affected by the factors such as accessibility, application, and supposed efficiency of the available resources. The researcher believes that the further investigation and exploration into the justification behind these responses of contributors could supply valuable insights in designing more reliable and valid language learning materials.

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Hygienic Linkage between Green Energy and Sustainable Development: A Case Study on Sundarban in India

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Abstract: *The concept of green energy has come to the forefront as a strategic sustainable energy configuration method for the whole world. It refers to hygienic sources of energy that reduces negative ecological force, and highlights the positive effect of climate, numerous sustainable development issues. My focus area is the India's Sundarban in South Asia, which is the crucial periphery of two districts in the West Bengal province of India. There are 102 islands and has strong ethnic feelings about 5 million inhabitants.*

Purpose - *Now the major objectives of the paper are: i) to analyze the present status of green energy in Sundarban, and ii) to examine the attitude of local stakeholders toward green energy-friendly sustainable management.*

Hypothesis- *This paper deals with two hypotheses: i) Green energy plays a positive essential role in sustainable development for the long run, and ii) It is an emerging concept with sustainable development in favour of Sundarban.*

Method - *The study focuses the constructivist approach. For this purpose, the present study has been based on the qual-quant method.*

Contribution- *The paper contributes to look for solutions of Mangrove biosphere, human environment (Socio-ecological), and inhabitants. This study may suggest further policies to reduce the lack of practical policy regimes, difficulties of weak infrastructure, etc.*

Keywords: *Sundarban, Green Energy, Sustainable Management, human environment, Constructivist Approach.*

1. INTRODUCTION :

Energy is an essential factor for economic growth and improvement to quality of life in society. Every sector of economy like agriculture, industry, transport, commercial, and domestic needs energy. But conventional energy sources based on hydrocarbon oil, coal, and natural gas have proven to be highly effective tools of economic progress, not only that, at the same time causes huge carbon emissions, which moves to destruction the environment and to human health. And even, fossil fuels are in decline. Not only Growing concern for the rise in fossil fuel prices, day by day limited availability about the future of coal,

oil and other conventional sources of energy but also they pollute the environment and contribute to the greenhouse effect, environmental degradation, global warming, erratic weather patterns, etc. (Parihar & Purohit, 2017). It has led to the world's interest in renewable energy sources to save future healthy earth. It is very significant due to its eco-friendly nature, called hygienic for sustained environmental being. So it also called green energy.

1.1 Statement of the Problem

As per statistics of International Energy Agency, more than 28 percent of the world's total energy will be



consumed in India and China by the year 2030. Therefore a significant amount of energy must come from non-conventional matters called renewable sources. Renewable sources of energy are very noteworthy in the context of growing concern about sustainable energy supplies and protection of the environment from adverse effect of fossil fuel. This energy is derived from natural processes that are replenished constantly.

2. Literature Review:

Here the literature review discusses published information in the particular study area within a certain time period. However, for structural study I have gone through Dr. Akhilesh Gupta & Dr. Subimal Ghosh's (2023) *India's Climate Research Agenda: 2030 and beyond*; Rituparna Hajra's (2023) *Sustainability assessment of Indian Sundarban delta island using DPSIR framework in the context of natural hazards*; Sumana Banerjee & et. al.'s (2023) *A Qualitative Assessment of Nature and Anthropogenic Drivers of Risk to Sustainable Livelihoods in the Indian Sundarban*; Sandeep Chachra's (2022) *Troubles in the Sundarbans: A study of social and ecological issues in Hingalgaon Block, North 24 Parganas, West Bengal*; Asikha Aktar & et. al.'s (2022) *Green Energy and Sustainable Development*; Sunil Singh & et. al.'s (2022) *An Assessment of Solar Power Potential and Prospects in India*; Charlotte L. J. Marcinko & et. al.'s (2021) *The Development of a Framework for the Integrated Assessment of SDG Trade-Offs in the Sundarban Biosphere Reserve*; P. S. Kamble's (2020) *Green Economy a Design for Sustainable Development of India*; Charles Rajesh Kumar's (2020) *Renewable energy for sustainable development in India: current status, future prospects, challenges, employment and investment opportunities*; Anwesha Haldar & Ajanta Bhattacharya's (2020) *Sustainable Energy Development and Participatory Management Scenario in the Sundarban: A Case Study in the Sagar Island, West Bengal, India*; Madhu Verma & et. al.'s (2018) *Benefits of Cooperation: Focus on the Sundarban Identification and Assessment*; Nital Pal & et. al.'s (2018) *Problems in the Accomplishment of Solar and Wind Energy in India*; Ajay Debnath's (2018) *Solar Energy and Sustainable Development of the Indian Sundarban Region: A Case Study of Gosaba C.D. Block, West Bengal*; Kanksha Mahadevia & Mayank Vikas's (n. d.) *Climate Change - Impact on the Sundarbans: A Case Study*; Luciano Segreto & et. al.'s (2017) *Current challenges to sustainable development in India. Solar energy projects in Andhra Pradesh tribal areas*; WWF Discussion Paper's (2017) *Sundarban in a Global Perspective: Long Term Adaptation and Development*; Ramesh Parihar & Dr. Kamlesh Purohit's (2017) *Status of wind energy in India*; Abhiroop Chowdhury & et. al.'s (2016) *How to communicate climate change 'impact and solutions' to vulnerable population of Indian Sundarbans? From theory to practice*; Suprava Chakraborty's (2016) *Barriers in the Advanced of Solar Energy in Developing Countries like India*; Moumita Sadhu & et. al.'s (2016) *Role of Solar Power in Sustainable Development of India*; World Bank's (2014). *Building Resilience for Sustainable Development of the Sundarbans: Strategy Report*; Manas Mondal & Satyabrata Mandal's (2013) *Remote Village Electrification through Renewable Solar energy: a Case Study of Sagar Island, West Bengal, India*; Barun Kanjilal's (2010) *Health care in the Sundarbans (India): Challenges and plan for a better future*; Anamitra Anurag Danda's (2007) *Surviving in the Sundarbans: Threats and Responses*, etc. A thorough literature review was done for understanding the relevant issues. This review also focuses to develop new argument, and this uses the literature as a foundation and as support for a new insight that it contributes to summarize and blend the arguments and ideas of others beyond adding up new contributions.

3. Objective of the Study

The study intended on:

1. To focus the demand and challenges for inhabitants about green energy.
2. To make healthy Sundarban through hygienic linkage between green energy and sustainable development.
3. To identify the existing use and spatial distribution.
4. To prepare shoreline geological Map of the Study Area.
5. To analyse government policies that support or go against the protection of the environment and ecology.



4. Understanding Theoretical Context and India's Action

The rapid growth in fossil energy consumption has also meant India's annual CO₂ emissions have risen to become the third highest in the world. The average family in India consumes a tenth as a large amount electricity as the average domestic in the United States (Birol & Kant, 2022). India is blessed with plenty of renewable energy sources such as wind, solar, hydro and biomass, tidal due to its geo-physical perspectives. There are good potentials of renewable sources throughout the country (Parihar & Purohit, 2017). India has announced that her aims to reach net zero emissions by 2070 and to meet 50% of its electricity supplies from renewable energy sources by 2030 is an incredibly noteworthy moment for the fighting against typical climate change for our Globe. Prime Minister Narendra Modi wants to establish a thought that India is pioneering a **new model of economic development** that could keep away from **the carbon-intensive approaches** that many countries have pursued in the past and offer an outline for other developing economies. (Birol & Kant, 2022). In India today, many thousands of villages are often too remote. For these inhabitants, the only solution may be a 'standalone power system' (Micro Solar Power Station in Sundarbans, 2011). By the by this model may ensure the sustainable development goals in the periphery. Even the main motto of globalization is to establish 'glocal' thinking for remote area, its ultimate aims to evaluate as global village; there development of ethnic botany and ethnic inhabitant village through eco-friendly initiatives makes the footstep to safe Global Commons.

5. Methodology

This study examines geomorphology and applies SWOC method in the Sundarbans mangrove region located in the Indian part of the forest tract. The study focuses on the constructivist approach. Both qual-quant methods were used together to get the necessary information. The qualitative methods have been used through four types of field study like a) Interviews, b) Focus Group Discussions and c) Observations (non-participatory). For this purpose I conducted many academicians, researchers, Forest Department officials, Irrigation officials, agriculture scientists, environmental experts, Elected village panchayat and Block members, Civil society organizations, NGO representatives, villagers and other stakeholders to get more information, experience, suggestions, etc.

India's status about Green Energy

India is the 4th largest consumer of electricity in the world and the 3rd largest renewable energy producer of world with 40% of energy capacity installed in the year 2022 (160 GW out of 400 GW) generating from non-conventional sources. According to Ernst & Young Global Ltd. (EY): 2021 report, Renewable Energy Country Attractiveness Index (RECAI) India's ranking is 3rd behind USA and China (vide table no. I) (Pandey & et. al., 2022). And table I & II show that India is a comparatively growing country in the world beyond any suspect.

TABLE-I: Global wind power installed capacity Rank, 2021

Country	Score	RECAI* Rank
USA	70.7	1
China	68.7	2
India	66.2	3

Note: * Renewable Energy Country Attractiveness Index. By Affairs Cloud Team on May 20, 2021; Global Wind Report 2022; State, Energy and Climate Index Round I by Sweety Pandey & et. al., 2022.

Figure-1: Global wind power installed capacity Rank, 2021

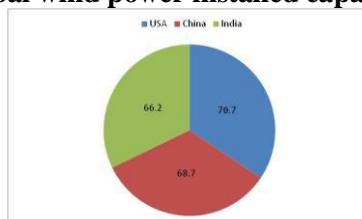
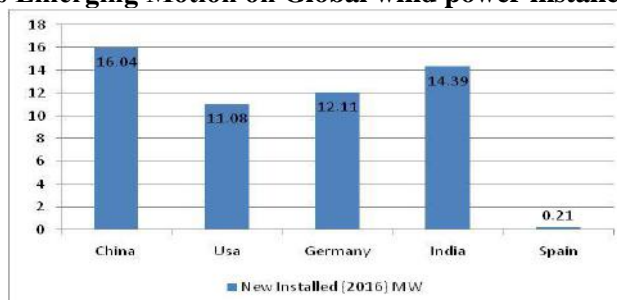




TABLE-II: Global wind power installed capacity of top five countries, 2016

Sl. No.	country	Cumulative(end 2015)MW	New installed(2016)MW	Cum.(end 2016)MW
1	China	145362	23328	168690
2	USA	73991	8203	82184
3	Germany	44941	5443	50018
4	India	25088	3612	28700
5	Spain	23025	49	23074

Note: Global Wind Statistics 2016 by GWEC; Global Status of Wind Power 2015, p.11
Figure-2: India's Emerging Motion on Global wind power installed capacity in 2016



In FY2023-24, India is planning to issue 50 GW tenders for wind, solar and hybrid projects (Joshi, 2023). India has committed for a goal of 500 GW renewable energy capacity by 2030 (vide table no. IV) (India's 450 GW...says John Kerry, 2021; Pandey & et. al., 2022, P.2). As per commitment, India is going with a steady upward trend. From 94.4 GW in 2021, the capacity has gone up to 119.1 GW in 2023 as of Q4 (India's 450 GW...says John Kerry, 2021) and this prediction similarly matched to the occurred statistics. If also in 2020 this production was 135 GW and made up 37% energy for the nation (Table no. III). The Prime Minister Narendra Modi has given its approval to introduce the Production-Linked Incentive (PLI) Scheme in High Efficiency Solar PV Modules for Enhancing India's Manufacturing Capabilities and Enhancing Exports – Aatmanirbhar Bharat (Renewable Energy, n. d.).

TABLE-III: Grid-connected total renewable, 2020

Type	Source	Installed Capacity (GW)	Share
Renewable	<u>Large hydro</u>	45.7	12.05%
	Small hydropower	4.7	1.29%
	Solar power	38.8	10.61%
	Wind power	38.7	10.59%
	<u>Biomass power</u>	0.2	0.05%
	<u>Waste-to-Power</u>	0.2	0.05%
	Subtotal Renewable	135.0	37%
Total	Both non-renewable and renewable	365.6	100.00%

Note: MNRE: Year and Review-2020 by **PIB Delhi**, Ministry of New and Renewable Energy;

Energy Statistics India-2023; Central Electricity Authority, 2020.

Even, India has set a target to reduce the carbon intensity of the nation's economy by less than 45% by the end of the decade, achieve 50 percent cumulative electric power installed by 2030 from renewable (Gulia & e. al., 2022), and achieve net-zero carbon emissions by 2070 (National Statement by Prime Minister Shri Narendra Modi at COP26 Summit in Glasgow, 2021; Renewable Energy, n. d.). To touch the target, continuously working these departments from India: i) **Sardar Swaran Singh**



National Institute of Bio-Energy; ii) The Indian Renewable Energy Development Agency; iii) National Institute of Solar Energy (NISE); iv) National Institute of Wind Energy (NIWE); v) Skill Council for Green Jobs; vi) The Ministry of New and Renewable Energy (MNRE); vi) Solar Energy Corporation of India (SECI), etc.

Not only those governmental initiatives, but also has been working following non-governmental departments like industry associations: *Hanjer Biotech Energies, Independent Power Producers Association, Hitachi Zosen India Pvt Limited, India Energy Storage Alliance, Indian Wind Energy Association, Indian Wind Power Association, Ramky Enviro Engineers Ltd, Indian Wind Turbine Manufacturers Association, Arka BRENStech Pvt Ltd, National Solar Energy Federation of India, Solar Power Developers Association, Clarke Energy, ORS Group, A2Z Group of companies, Punjab Renewable Energy Systems Pvt. Ltd, etc.*

Public-private partnerships (regulatory support, infrastructure, technological innovation and financial resources) create a synergy that can drive transformative change on fostering sustainable development, and creating a path to a brighter future. This charity plays a pivotal role in energy solutions (Clean Energy Access in Humanitarian Initiatives, 2023).

Table-IV: India's Future Target about RE

Target Year	Renewable energy capacity target (GW)	Comments
2022	175	Excludes nuclear and large hydro power; Includes 100 GW solar, 60 GW wind, 5 small hydro, 10 GW Biomass power, and 0.168 GW Waste-to-Power.
2030	500	Includes nuclear and large hydro power; Set in 2019 at United Nations Climate Change conference, with 15 times solar and 2 times wind power capacity increase compared to April 2016 installed capacity.

Note: MNRE: Year and Review-2020 by **PIB Delhi**, Ministry of New and Renewable Energy; Lay of the Land: A Road Map for The Renewable Energy Rookie by Joanna Rebello Fernandes, 2023; Did India really achieve its goal of 175 gigawatt of renewable energy by 2022? by Divyani Dubey, 2023; From The Economic Times, India misses RE capacity target due to low solar rooftop, wind energy project installations: Parliamentary panel by PTL, 2023; India plans to produce 175 GW of renewable energy by 2022 by United Nations.; Renewable Energy from Invest India.

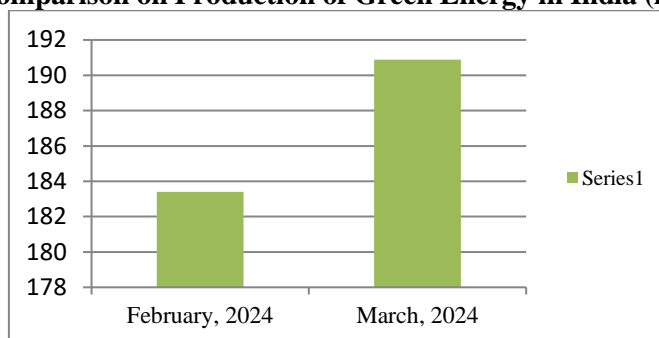
Indian Union Budget 2023 Highlighted (Renewable Energy, n. d.), Green Growth identified is one of the nodes in the SAPTARISHI (7 priorities). However, As of Feb 2024, Renewable energy sources, including large hydropower, have a combined installed capacity of 183.41 GW. (Renewable Energy, n. d.), but it's just after one month these showing figures remarkably changed and has more positive vive in total production (vide table no. VI).

Table-V: Comparison on Production of Green Energy in one Month

	February, 2024	March, 2024
Wind Power	45.15	45.88
Solar Power	75.57	81.81
Biomass/Co-generation	10.2	10.94
Small Hydro Power	4.99	5.00
Waste To Energy	0.58	0.33
Large Hydro	46.92	46.92
Total	183.41	190.88

Note: Renewable Energy by Invest India; Programme / Scheme wise Cumulative Physical Progress as on March, 2024, Ministry of New and Renewable Energy.

Figure-3: Comparison on Production of Green Energy in India (in one Month)

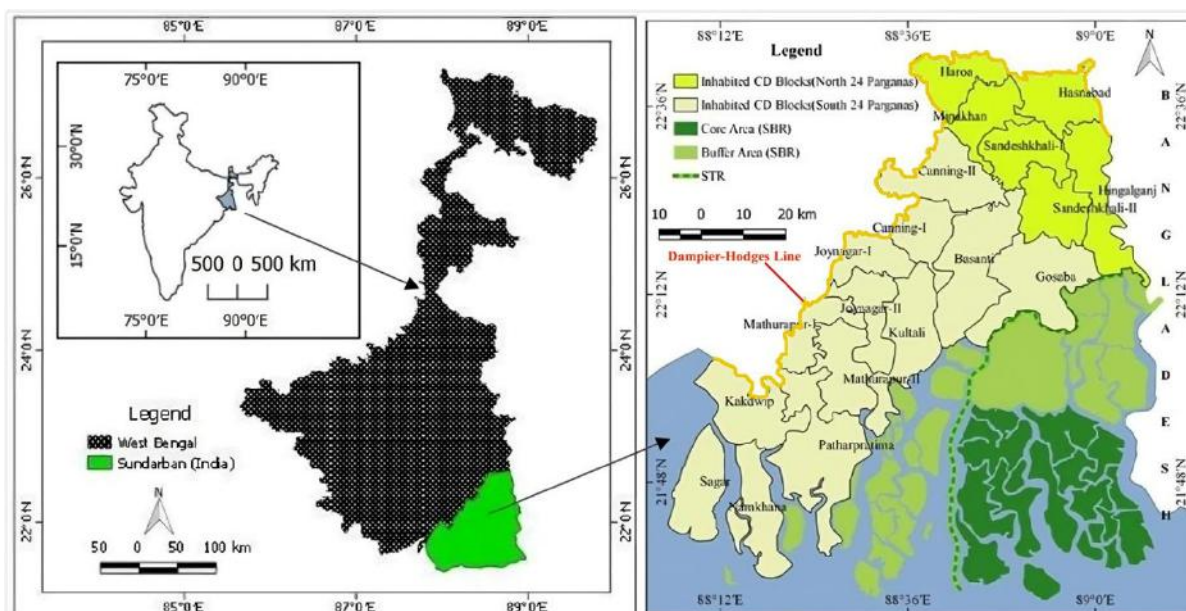


This above table is showing India's all out trying through green energy by near about 37 states and union territories for future mission in sustainable environment. If it has been going on progressively, the dream of 2030 will come as reality.

The Study Area: Making a healthy Sundarban

The Sundarbans delta is the largest mangrove region in the world. The Indian Sundarban, having 102 deltaic islands with 40% area beyond Bangladesh (42 virgin and 54 reclaimed and inhabitants and rest of it matured), (Islands of Sundarban, n. d.; Dey, 2019) is located between 21° 32' - 22° 40'N & between 88° 05' - 89° 10'E including seven major estuaries (vide map no.3) viz. over 4,260 km² (including 3,483km² of mangrove) within North and South 24- Parganas Districts of the state of West Bengal and the periphery of India and also border land of south Asia. The northern limit of the Sundarbans and the Sundarban Estuarine System is demarcated by the Dampier-Hodges Line (map no. 2) (Chatterjee, Shankar & et. al., 2021). The population of 19 community development blocks (vide map no. 1 & 2) of Sundarban is 5 million as per the possibility regarding census 2011. It is a vast underdeveloped region with severe poverty. Almost half of the population (47%) are marginalized groups such as Other Backward Class (OBC), scheduled castes (SC) and tribes (ST). More than 40% of households survive here below the poverty line (BPL), and it officially stated that 13% are the 'poorest of the poor'.

Map No. 1 & 2: Area of Sundarban in India



Source: Google and partially made by researcher

Most poor people and inhabitants of remote locations meet the majority of their energy needs by collecting biomass (fuel wood, agricultural waste and dung). Many also have to use other expensive resources like kerosene (Micro Solar Power Station in Sundarbans, 2011). All responsible citizens



recognise the importance of supporting sustainable development and the achievement of the United Nations' Sustainable Development Goals (SDGs). The efforts of the study are aligned to achieve of SDG goals through alternative livelihood green options, particularly :

SDG Number	Goals	How alternative livelihood option achieved the goals
7	access to affordable, reliable, sustainable, and modern energy for all	Energy from renewable resources – wind, water, solar, biomass for the favour of said region.
13	Climate action	Sundarban is the world’s largest blue carbon sink. So blue carbon is sequestered by healthy mangroves, helping in, climate action goal of SDG.
15	life on land	The deep forest areas are for tiger prawn seed and Royal Bengal Tiger in mangrove ecology.

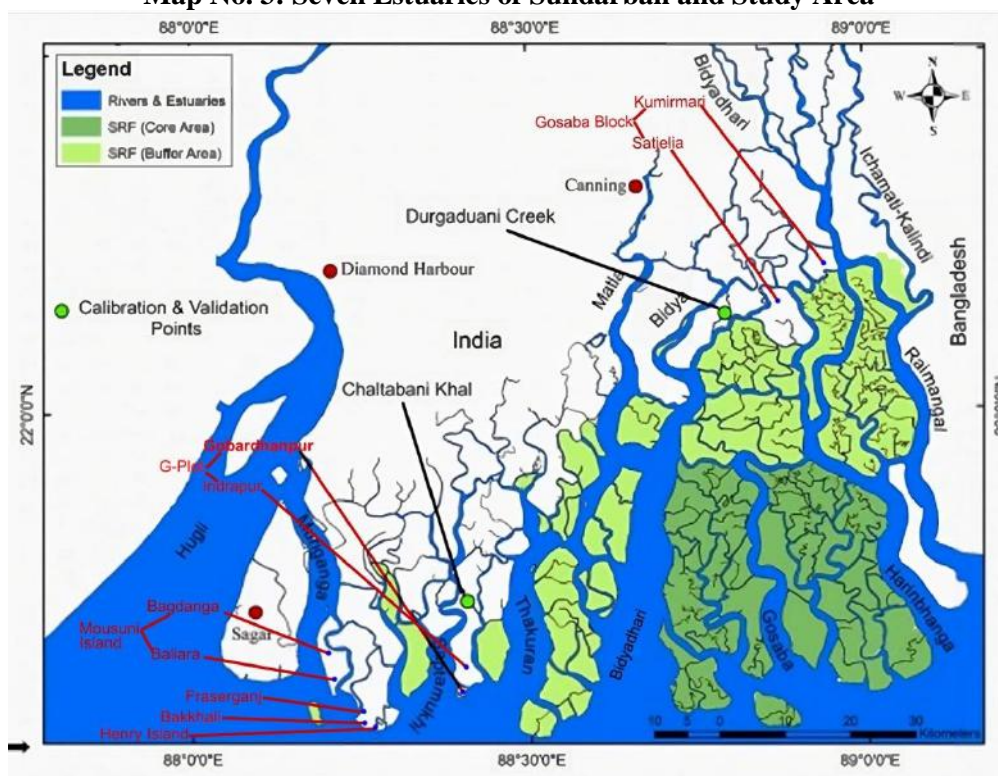
Note: Indus Oorja Renewable Energy Sundarbans, 2020.

In the nonexistence of grid-connected power supply till 2018, many islands in India’s Sundarbans were powered by solar energy between 1996 and 2006 under the West Bengal Renewable Energy Development Authority (WBREDA). But many of these set ups lie non-operational today.

Case Study: 1

Mousuni Coastal area (vide map no.3) is a part of Namkhana CD block under Sagar constituency in the Kakdwip sub-division of the South 24 Parganas district in the Indian state of West Bengal. It is located about 115 km from Sealdah railway station of Kolkata. It can be reached by crossing the Hatania

Map No. 3: Seven Estuaries of Sundarban and Study Area



Source: Google and partially made my researcher

– Doania creek’s over bridge at Namkhana, despite of ferry service and then traveling by road towards bakkhali-fraserganj and get down after 7 km from Namkhana at Sashmol bus stop. And then take a motor



boat to cross the Chenai river by anyone ferry service of three like bagdanga, patibuniya and hujuter ghat to reach Mousuni. It has near about population of 30,000 peoples (Basu, 2020). Bagdanga in Mousuni is a remote island with 4160 demography at the mouth of the Bay of Bengal. A 55kW micro off-grid was set up here in 2001.

Case Study: 2

Baliara (vide map no.3) in Mousuni is another remote island with 8672 peoples and a 110kW plant was set up here in 2003, which was one of the largest solar power plants in India. However, both of these micro-grids went defunct by 2012-13 before coming grid-connected power in 2018. Inhabitants of Bagdanga and Baliara reversed to kerosene and diesel generators, beyond their rooftop solar setups.

Case Study: 3

Fraserganj Coastal area (vide map no.3) is a part of Namkhana CD block. Andrew Fraser, the then Lt governor of Bengal, discovered the beach in 1904 during one of his many sea and river voyages around Bengal (Banerjee & Chakraborty, 2021). It is located at an elevation of 1 meter above sea level, and located about 130 km from Sealdah railway station of Kolkata. Bakkhali, Fraserganj & Henry's Island are well connected by road. It has a government operated fishing harbour and a wind energy farm that generates electricity in 2002 by No. of Consumer 700 families (Mondal, Bandyopadhyay & et. al., 2015).

Case Study: 4

Gobardhanpur (vide map no.3) is a village on G-Plot in the Patharpratima CD block in the Kakdwip subdivision of 24 pgs district. A team of archaeologists visited Gobardhanpur to study the huge collection of artefacts that indicate the existence of an ancient civilisation belonging to the Mauryan era (322-185 BC) (Bandyopadhyay, 201.6). This spot is 116km away from Kolkata. As per the 2011 Census of India, Gobardhanpur had a total population of 1,185 including 5 km long beach. On 2002 there was set up off-grid solar energy system. But, here, grid-connected electricity came as late as 2018.

Case Study: 5

The place is Indrapur (vide map no.3), a remote village on G-Plot, one of the last islands in the Patharpratima before the Bay of Bengal starts with 7.698km² area. Indrapur has a total population of 5,335 peoples. Here, grid-connected electricity reached as late as 2018.

Case Study: 6

On 2011 a micro solar power station inaugurated at Satjelia Island (vide map no.3) in Gosaba block of South 24 pgs district. It connects 50 households, six local businesses and three community buildings and supplies uninterrupted grid quality power.

Case Study: 7

Kumirmari Island (vide map no.3) is one of the last inhabited masses in the Sundarbans delta of Gosaba C.D. block and one of the fareast part of India, left side of Raymangal river and front face of core area of tiger and mangrove reserve forest, which is home to around 24,000 people, with nearly 94% belonging to scheduled castes and tribes. The Indus Oorja Renewable Energy at Sundarbans project (Indus Oorja Renewable Energy Sundarbans, 2020, p. 11-12) was launched at Adibasipara, Mridhapara, and Bagnapara, covering 200 beneficiaries on December 9, 2020.

6. Findings:

Findings-1: Every time there is a cyclone, the power supply is disrupted for days to weeks – cyclone Bulbul in 2019, Amphan in 2020 and Yash in 2021. That is why more than half of the houses didn't maintain their own rooftop solar panels (Bhattacharya, 2022).

Findings-2:

Study	GE@	Present Situation	FE#	Present Situation	Area	CD* Block
Case I	2001	Defunct	2018	Emerging	Baghdanga	Namkhana
Case II	2003	Defunct	2018	Emerging	Baliara Island	Namkhana
Case III	2002	Functioning 5-6 hrs per day	2018	Emerging	Fraserganj	Namkhana



Case IV	2002	Defunct	2018	Emerging	Gobardhanpur,	Patharpratima
Case V	2002	Defunct	2018	Emerging	IndrapurIsland	Patharpratima
Case VI	2011	Functioning 3-2 hrs per day	2017-18	Emerging	Satjelia Island	Gosaba
Case VII	2002, 2020	Defunct, Functioning	2017-18	Emerging	Kumirmari Island	Gosaba

Note: @ Green Energy; # Fossil Energy; * Community Development Block

Findings-3: The SWOC Analysis Method identifies the Strengths, Weaknesses, Opportunities, and Challenges of the programme green energy in sundarban of India:

Strengths	<ul style="list-style-type: none"> The projects are sustainable for future environment. Demand for solar connectivity is rising among villagers. The overall set-up was completed without any local hamper. Gram Panchayat, Block and Zilla Parisad's cooperation is one of the biggest strengths.
Weaknesses	<ul style="list-style-type: none"> Local institutions and representatives feel to need but have no awareness responsibility. Lack of regularly collecting bills, and dues, and prompt response to the repairing. No more investment plan.
Opportunities	<ul style="list-style-type: none"> The electricity demand of the villagers will increase over the period. A good investment plan can lead to a good corpus fund for the microgrid plant. May sell surplus units and remaining connections for commercial purposes.
Challenges	<ul style="list-style-type: none"> Natural hazard is a major concern in these coastal areas. Continuous Subsidy

7. Limitation of the Study

The study was not purely based on a field survey with a structural questionnaire method rather random purposive samples were collected with needed. Some research works and even government data are unconsciously available and supplied the minor and also sometimes majorly wrong information about the Sundarban region. Still, this study did not try to rectify it what the real here. The study does not also cover the whole region, so needs further research in future.

8. Concluding Remarks: India's Vision and Sundarban at Global Stage

The govt. of India announced (Union Power and New Renewable Energy Minister, 2024) his promise on five point oath (Narain, 2021) can be applied for sustainable sundarban and future healthy bio-ethno inhabited ecological sundarban:

- India will reach its non-fossil installed electricity capacity to 500 GW by 2030;
- India will meet 50% of its electricity requirements from renewable energy by 2030;
- India's bold ambition is to decrease carbon emissions by one billion tonnes from now onwards till 2030;
- By 2030 India will reduce the carbon intensity of its economy by less than 45 percent and
- India will achieve the target of Net-zero by the year of 2070.

Marked many future schemes and planning like i) **Sagar Island Scheme:** Through the Integrated Coastal Zonal Management, the project of 42 villages in Sagar Island was introduced with World Bank fund assistance of Rs. 32 Crore. ii) **Backward Region Grant Fund (BRGF):** This scheme of Govt. of India has been taken to rural BPL & APL households in 12 backward districts of West Bengal like South 24 Parganas. iii) **Sundarban Development Board Fund (SDB):** 84 mouzas is scheduled to be intensified in Gosaba, Patharpratima, Mathurapur II and Kultali Block under Govt. of West Bengal. iv) **Deen Dayal Upadhyaya Gram Jyoti Yogona (DDUGJY):** This scheme has been launched to electrify



14 un-electrified and intensify 59 partially electrified villages in Gosaba, Pathar Pratima & Namkhana CD Block.

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Recurring theme of nature in Wordsworth's poetry

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Abstract : Wordsworth is considered to be one of England's greatest poets, and his works have had a significant impact on the genre. By examining inspiration sources and expressive goals, this article explains William Wordsworth's frequent subject matter in poetry and reveals his close relationship to the natural world. Wordsworth's poetry is characterized by a great love of nature and a penchant for a more autonomous style over complex vocabulary. His paintings offer solace amid chaos and emphasize the profound impact that nature has on human in addition to showcasing the beauty of the natural world. Inspired by his views of people like Erasmus Darwin, Wordsworth had a keen interest in the interaction between humans and nature, which further influenced his timeless poetry. Through an examination of several poems that demonstrate Wordsworth's evolving passion for nature, this article aims to sort through the thematic complexities of his poetic work and highlight the enduring importance of his portrayal of the natural world in romantic literature. By examining Wordsworth's intimate relationship with the natural world, this study demonstrates the poetry's enduring significance within the romantic movement and its applicability to contemporary readers.

Key Words: Nature, Human Relationship, Optimistic, Intimacy, Poetry, Romanticism, Theme.

1. INTRODUCTION:

Poets have always drawn inspiration from the natural world because it offers a limitless supply of thoughts and important insights into human nature. One of the most influential poets of this generation is William Wordsworth, whose oeuvre is frequently cited as a model for achieving a close, verbal connection with nature. Nature is shown by Wordsworth as a sentient entity that directly affects human psychology, rather than merely a beautiful setting or a source of aesthetic delight [1]. Famous Romantic English poet William Wordsworth was born on April 7, 1770, and died on April 23, 1850. In the Lake District of England, in Cockermouth, Cumberland, he was born. He was the sole child of Penrith merchant William Cookson and his mother, Anne. John Wordsworth, his father, represented James Lowther, 1st Earl of Lonsdale, in court.

Wordsworth was the Poet Laureate of Britain from 1843 until 1850. Wordsworth is most known for his collaboration with Samuel Taylor Coleridge on "Lyrical Ballads" (1798). The passionate, semiautobiographical epic poem "The Prelude" (1799) is considered his best work. In addition to these, his numerous poems, such as "Ode on Intimations of Immortality" (1807), "The Solitary Reaper" (1807), "Composed upon Westminster Bridge" (1807), "The World is Too Much with Us" (1807), "French Revolution" (1807), "Nuns Fret Not" (1807), "The Daffodils" (1807), "To the Cuckoo" (1802), "Lucy Gray" (1800), "Revolution and Independence" (1807), "To Milton" (1802), and so on, have enhanced English literature [2].

"Lyrical Ballads" is regarded as the poetic equivalent of the manifesto of the Romantic Movement. William Wordsworth, John Keats, Samuel Taylor Coleridge, Walt Scott, William Blake, Lord Byron, and Percy Bysshe Shelley are all well-known romantic poets in English literature. Romantic poetry is characterized by the following: spontaneity, subjectivity, naturalism, supernaturalism, direct poetic



language, revolt, anguish, and a deep respect for rural existence. The main goal of this article is to discuss Wordsworth's depictions of nature's various dominant functions [1].

This study explores Wordsworth's poetry, with a particular emphasis on his lyrical ballads and passionate rhymes, to comprehend his unique affinity with nature. Beyond only appreciating nature's aesthetic characteristics, Wordsworth's spiritual connection to it influenced his entire creative philosophy. His poetry reflected the idea that nature is not something that exists independently of humans, but rather that it is an integral part of the human experience, evoking strong emotions, epiphanies, and a sense of unity with the universe. Using an array of analytic lenses, this study seeks to illuminate Wordsworth's utilization of nature in his poetry. These include metaphor, a reflection of the self, a source of moral guidance, and a mirror of the human condition. It seeks to establish Wordsworth's status as a precursor to the Romantic era by identifying the unique linguistic and thematic elements that distinguish his portrayals of nature from those of his forebears.

2. Objectives :

Objectives of the research are:

1. To investigate the natural motif that appears frequently in William Wordsworth's poems.
2. To investigate the Romantic philosophy seen in Wordsworth's depiction of the natural world.
3. To examine the ways in which Wordsworth's portrayal of nature advances the study of spirituality and human emotion.

3. Literature Review :

The descriptor "nature" is quite general. It encompasses the phenomena of the physical or material universe, including but not limited to snowfall, precipitation, wind, fog, cloud cover, flow, thunder, and lightning. It includes both material and immaterial things, such as trees, streams, insects, animals, snow, clouds, mountains, ponds, hills, and, soil. The appearance of such natural items and phenomena influences not only poets but also common people in shaping their beliefs and manner of living. Poets are especially influenced by nature. "The phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth as opposed to humans or human creations" is how the Oxford Dictionary of English (2003) defines nature. This definition delineates the notion that nature comprises all entities and occurrences that are not products of human creation [2].

Poetry's open-ended nature makes it adaptable. It is interpretable and examined from a variety of angles. Likewise, distinct topics can be discerned by readers inside a solitary poem. The core of a written or spoken statement is called a theme. Cuddon states, "The theme of a work is not its subject, but rather its central idea, which may be stated explicitly or implicitly" [3]. According to Harmon, the theme is "the abstract idea that is made concrete through representation in person, action, and image" [4]. A work of literature's theme, according to Kirsznner, is its major concept or central thesis. They provide a descriptive explanation of the term. It is "conveyed through the arrangement and selection of details; through the emphasis of specific words, events, or images; and the actions and reactions of characters" [5].

Nature is one of Wordsworth's primary motifs and subjects in his poems. Poetry is a well-liked literary genre. Compared to other literary genres, it is more melodic, emotional, enigmatic, suggestive, and figurative. Poetry is "the spontaneous overflow of powerful feeling; it takes its origin from emotion recollected in tranquility," according to Wordsworth [6]. In his definition, spontaneity of sensation and calmly recalled experiences are emphasized as essential components of poetic composition. Poetry is "the art of uniting pleasure with truth by recalling imagination with the aid of reason," according to Johnson [7]. He views poetry as a kind of art that combines enjoyment with reality. "The power that leads us to truth; it is at once vision and reconstruction," according to Wordsworth [8]. Poetry is "an interpretation of life through imagination and feelings," according to Hudson [9]. He connects poetry to life description. The ideas and emotions that are the foundation of poetry enhance the description. According to Malik, "the essence of poetry is the human heart, feelings, and emotions" [10].



4. Opinions regarding Wordsworth's portrayal of Nature

The way that Wordsworth depicts nature in his poetry has drawn criticism and commentary from a number of authors. The statement "Wordsworth as romantics urges that a union with nature is what frees the mind from the stir and thrust of its own dark emotions" is made by Parab [11]. Mir states that "his heart is enriched in the company of nature and he does not want to leave its company" [12]. According to Zeng [13], "he pays attention to the influence of nature on human's hearts, eulogizing nature's landscape—pastoral countryside full of flowers, trees, birds, sky, and streams". According to Jabeen, Wordsworth finds enjoyment in nature, which is why he finds it beautiful [14].

"He can foresee the future pleasures, or rather the unification with nature; the thoughts of nature produce a heightened sense of mental stimulation in the poet," writes Khan, expressing his admiration for Wordsworth [15]. Wordsworth highlights the balance and beauty of the natural world. "This harmony of the nature reminds him the disharmony of the world," assert Bilal and Cheema [16]. According to Neha, "Wordsworth emphasized the moral influence of Nature. He spiritualized nature and regarded her as a great moral teacher, as the best mother, guardian and nurse of man, and as an elevating influence" [17]. According to Huang et al., Wordsworth was quite unhappy in the noisy, congested society in which he lived. "He can find beauty and purity going into his own thinking; natural world is his ideal word" can only be found in nature [18]. William Wordsworth is described as "a worshipper of nature, nature's devotee or high-priest, and his love of nature was probably truer and tenderer than that of any other English poet" by Almiqdady et al. [19].

The aim of Wordsworth's poetry was to "seek for beauty in meadow, woodland, and the mountain top, and to interpret this beauty in spiritual terms," according to Compton-Rickett [20]. "The poet recognizes a sense of joy in nature and a blessed power that rolls through all things about us," according to Rader [21]. In discussing Wordsworth, Willy notes that Wordsworth experienced "the rapture of that experience" and that "nature's healing power, which for some may be merely an outworn doctrine, was for him a fact of experience" [22]. Wordsworth presents the living aspect of natural reality to us in a way that "no other poets have ever done, no other poets having had so much of the reflective peasant in him," according to Symons [23]. Wordsworth is situated close to everyday locations. Humans are inferior to nature. "Apart from the sanctifying touch of nature, men and women are poor creatures to Wordsworth; the further we travel from Nature, the paltrier we become," claims Compton-Rickett [20]. According to Grierson and Smith "Wordsworth had keen ear too for all natural sounds, the calls of beasts and birds, and the sounds of winds and waters; the souging of boughs in a high wind set his mind working, and he composed thousands of lines wandering by the side of a stream" [24].

Nature serves as a teacher for Wordsworth. The statement "to him nature appears as a formative influence superior to any other, the educator of senses and mind alike" is made by Legouis and Cavazian [25]. "His poetry is great because of the extraordinary power with which he feels the joy offered to us in nature," says Arnold, praising Wordsworth [26]. Wordsworth was not just an avid nature lover but also a moralist. Compton-Rickett states that "he is a moralist at heart," expressing the same viewpoint [20]. He made a significant contribution to English literature with his romantic poems.

5. Nature's Representation in Wordsworth's Poetry

The poet illustrates nature by employing numerous poetic principles. Wisdom, love, eternal happiness, spirituality, healing, and soothing energy are all that he perceives in nature. In his view, God and nature are one. Individuals who opt to adhere to her guidance, in his opinion, are guided by the Universal Spirit, the spirit of nature. During his youth, the poet perceived nature as an environment conducive to engaging in outdoor pursuits such as walking, bicycling, fishing, and skating. As portrayed in "Tintern Abbey," his initial affection was for the natural world [27]:

"The coarser pleasure of my boyish days,
And their glad animal movements" (Lines: 73-74)

In this initial section of "The Prelude Book" the poet describes Nature as [28]:

"But secondary to my own pursuits
And animal activities, and all
Their trivial pleasures" (Lines: 344-346)



In the second stage, he gets enthralled with the sensory beauty of nature. He says in "The Prelude Book" that he enjoys a deep relationship with nature and that it fulfills a basic physiological passion [28]:

“The mind lay open to a more exact
And close communion” (Lines: 302-303)

He goes on to describe how, during this time, nature becomes the object of a passionate interest. "Tintern Abbey," penned by him [27]:

“I cannot paint,
What then I was. The sounding cataract
Haunted me like a passion: the tall rock,
The mountain, and the deep and gloomy wood,
Their colors and their forms” (Lines: 77-81)

The poet gains an appreciation for the value of the common person from seeing the "French Revolution and human suffering". He then makes a connection between his love of the natural world and humanity. Just as he states in "Tintern Abbey," he perceives the human symphony in the natural world [27]:

“The still sad music of humanity,
Nor harsh nor grating, though of ample power
To chasten and subdue” (Lines: 93-95)

At this point, he writes "Ode on Intimations of Immortality" to convey compassion. He declares with assurance [29]:

“The Clouds that gather round the setting sun
Do take a sober coloring from an eye
That hath kept watch o'er man's mortality;
Another race hath been, and other palms are won” (Lines: 196-199)

He provides a spiritual interpretation of nature in his final piece of writing. He perceives both God and Nature in each other. It is known as the Pantheistic era. The poem "Tintern Abbey" does a fantastic job of expressing this conviction [27]:

“A motion and a spirit, that impels
All thinking things, all objects of all thought,
And rolls through all things” (Lines: 102-104)

The poet observes that despite the lake's undulating swells, the daffodils' jovial disposition surpasses them. He finds pleasure in being in such excellent company. As expressed in these lines of the poem "Daffodils," nature is regarded as an inexhaustible wellspring of joy [30]:

“The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company” (Lines: 13-16)

The poet states that whenever he is feeling reflective, daffodils perpetually illuminate his inner eye and fill his spirit with joy [30]. He says:

“And then my heart with pleasure fills,
And dances with the daffodils” (Lines: 23-24)

Looking at the gorgeous daisy blossom has a big impact on the poet. Bright morning light makes the bloom appear happy and vibrant. The flower is "alert and gay," according to him. In the poem "To the Daisy," he describes the joy of his family as being in play in his spirits [31]:

“Fresh smitten by the morning ray,
When thou art up, alert and gay,
Then, cheerful Flower! my spirits play
With kindred gladness:” (Lines: 57-60)

The poet views nature as a never-ending source of happiness. The poet believes that Lucy will have "vital feelings of delight" as she grows older and reaches her "stately height," even though she is no longer physically present. She will persist in her development, brimming with the vitality and sensations of existence, irrespective of her current location or the path that Nature has chosen for her. Lucy lives in a separate world from his, but he decides to share these thoughts with her daily so that they might



cohabit in this happy valley. In the poem "Three Years She Grew in Sun and Shower," he articulates this viewpoint as follows: [32]:

“And vital feelings of delight
Shall rear her form to stately height,
Her virgin bosom swell;
Such thoughts to Lucy I will give
While she and I together live
Here in this happy dell” (Lines: 31-36)

In "To My Sister," the poet expresses his conviction that he felt delight when he saw the benevolent power of nature. He surveys his surroundings, noticing the "blessings in the air." To him, the world appeared prosperous. It is full of a "sense of joy" that gives way to the "green field," the "bare trees," and the mountains. He explains [33]:

“There is a blessing in the air,
Which seems a sense of joy to yield
To the bare trees, and mountains bare,
And grass in the green field” (Lines: 5-8)

The poet shares his conviction that every flower was happy to breathe in air. In "Lines Written in Early Spring," he writes as follows [34]:

“And ‘tis my faith that every flower
Enjoys the air it breathes” (Lines 11-12)

In "Lines Written in Early Spring," he observes that, in the arms of Mother Nature, even the birds and the buds on the twigs are taking in the fresh air [34]:

“And I must think, do all I can,
That there was pleasure there” (Lines: 19-20)

When the poet spots a rainbow in the sky, he is overjoyed. When he was younger and saw it in the sky, he used to become really excited. He writes in his little poem "My Heart Leaps up When I Behold" [35]:

“My heart leaps up when I behold
A rainbow in the sky:” (Lines: 1-2)

The poet understands that love originates on earth, flows to humanity, and then returns to it. Everyone needs to acknowledge that this is a recurring cycle and try their best to behave accordingly. The poem "To My Sister" uses the prepositional word "from..." repeatedly to highlight this association of love [33]:

“Love, now a universal birth,
From heart to heart is stealing,
From earth to man, from man to earth:
It is the hour of feeling”. (Lines: 21-24)

In his poems, Wordsworth beautifully captures the various facets of nature. He has skillfully and subtly captured the sensual delight of the natural world. In the poem "It was April Morning: Fresh and clear," he experiences the delight of spring [36]. He says:

“It was an April morning: fresh and clear
The Rivulet, delighting in its strength,
Ran with a young man's speed; and yet the voice
Of waters which the winter had supplied
Was softened down into a vernal tone”. (Lines: 1-5)

In his "Prelude Book" he writes a lovely description of Nature [28].

“The calm
And dead still water lay upon my mind
Even with a weight of pleasure, and the sky
Never before so beautiful, sank down
Into my heart, and held me like a dream” (Lines: 177- 181)

In the poem "The Ruined Cottage," he eloquently captures all the small pleasures and graces of a summer day. He explains [37]:



“Twas summer and the sun was mounted high.
Along the south the uplands feebly glared
Through a pale steam, and all the northern downs
In clearer air ascending shewed far off
Their surfaces with shadows dappled o’er
Of deep embattled clouds” (Lines: 1-6)

Wordsworth is not only a keen watcher of nature but also a keen hearer of it. He refers to a singing girl's voice in the field in the poem "The Solitary Reaper" [38]:

“A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides” (Lines: 13-16)

Wordsworth believed that nature was alive. Every object in nature possesses consciousness due to the indwelling spirit. Personifying the sea, moon, winds, and flowers in "The World is Too Much with Us," the poet describes each of these elements [39]:

“This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers;” (Lines: 5-7)

"The Prelude Book" also upholds his conviction that Nature has an inner life [28]. He then hears a voice in the lonely hills after robbing a youngster of his bird:

“I heard among the solitary hills
Low breathings coming after me, and sounds
Of undistinguishable motion, steps
Almost as silent as the turf they trod” (Lines: 59-62)

The poet feels that nature possesses a calming and restorative energy that can help those in distress. The poet claims that Lucy would receive excellent care from Nature, who is her mother. Lucy will have the same wild and tame less delight as a juvenile deer, full of playfulness and merriment. She will have the energy to climb as high as the mountain's water spring, which serves as a river's source. Her wounds will be soothed and healed by the soft breeze that she will possess. She will also gain quiet and composure from the silent, lifeless things of nature. The poet asserts in "Three Years She Grew Up in Sun and Shower" [2]:

“She shall be sportive as the fawn
That wild with glee across the lawn
Or up the mountain springs;
And hers shall be the breathing balm,
And hers the silence and the calm
Of mute insensate things.” (Lines: 13-18)

The poet makes clear how human experience and the natural world are related. He sees nature as calming, anodyne, and stimulating. In his poetry "The Ruined Cottage," he says [40]:

“I well remember that those very plumes,
Those weeds, and the high spear-grass on that wall,
By mist and silent rain-drops silver'd o’er,
As once I passed did to my heart convey,
So still an image of tranquility,
So calm and still, and looked so beautiful” (Lines: 327- 332)

He describes in "Tintern Abbey" how nature impacted him and gave him mental calmness even in the middle of the city's hustle and bustle [27]. He asserts:

“These beauteous forms,
Through a long absence, have not been to me
As is a landscape to a blind man's eye:
But oft, in lonely rooms, and 'mid the din
Of towns and cities, I have owed to them,
In hours of weariness, sensations sweet,



Felt in the blood, and felt along the heart;
And passing even into my purer mind
With tranquil restoration:" (Lines 23-31)

In his poetry, Wordsworth portrays the spiritual oneness of nature. The universe is filled with the spiritual unity of Nature. In "The Excursion," he states as follows [41]:

"Whate'er exists hath properties that spread
Beyond itself, communicating good,
A simple blessing, or with evil mixed;
Spirit that knows no insulted spot" (Lines: 87-90)

"Ode on Intimation of Immortality" also highlights the spiritual oneness of Nature [29]. He claims:

"The winds come to me from the field of sleep,
And all the earth is gay." (Lines: 28-29)

The poet in "Lines Composed at Grasmere" perceives the voice of nature in various forms [42]. He asserts:

"Loud is the vale! the voice is up
With which she speaks when storms are gone,
A mighty unison of streams!
Of all her Voices, One!" (Lines: 1-4)

The excerpts mentioned above persuasively illustrate Wordsworth's literary prowess in faithfully and precisely depicting the essence of Nature in his English poetry, a subject matter that often revolves around nature.

6. Conclusion :

The theme of nature appears frequently in William Wordsworth's poetry, demonstrating his great respect and admiration for the natural world. Wordsworth depicts nature as a source of comfort, creativity, and spiritual rejuvenation in all of his writings. His poetic language eloquently conveys the grandeur and glory of the natural world, luring readers to fully experience it. Wordsworth's relationship with nature also extends beyond simple aesthetic admiration; it is a potent means of delving into issues of identity, emotion, and human experience. He explores the tremendous effects of nature on human psyche in poems like "Lines Composed a Few Miles above Tintern Abbey" which provide opportunities for reflection and self-discovery. Furthermore, Wordsworth's advocacy for the environment and ecological consciousness are highlighted by his emphasis on the connection between humans and the natural world. He supports protecting nature from exploitation and destruction because he believes that it has intrinsic value. All things considered, Wordsworth's poetry encourages readers to reflect on their place in the natural world in addition to praising its wonder and beauty. His classic poetry still has an impact on listeners today, igniting a fresh awareness for the wonders of the natural world and the significance of living sustainably. Wordsworth serves as a constant reminder of the importance of our interaction with nature and its enduring ability to uplift the human soul through his enduring poetry legacy.

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Multimodal Learning Environment in ELT: Harnessing Gen Z's Affinity for Visual and Interactive Content

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Abstract: *This paper investigates the integration of multimodal learning environments in English Language Teaching (ELT) to cater the learning preferences of Generation Z students, who exhibit a distinct affinity for visual and interactive content. With the proliferation of digital technologies and the rise of Gen Z as the primary demographic in educational settings, there is a growing need to explore innovative pedagogical approaches that leverage multimodal resources to enhance language learning experiences.*

Generation Z learners, born into a digital era characterized by ubiquitous access to multimedia resources, demonstrate a strong preference for visual and interactive content. By harnessing this affinity, educators can create multimodal learning environments that engage and motivate learners through a combination of text, images, videos, audio, and interactive activities. These multimodal resources provide multiple points of access to content, catering to diverse learning styles and preferences, fostering deeper comprehension and retention of English language concepts.

However, the integration of multimodal learning environments in ELT presents both opportunities and challenges. While multimodal resources offer dynamic and immersive learning experiences, their effective integration requires careful consideration of pedagogical principles, instructional design strategies and technological infrastructure. Moreover, ensuring equitable access to multimodal resources and addressing digital literacy gaps among learners are essential for promoting inclusivity and accessibility in English language education.

Key words: *Multimodal, Gen Z, Digital technologies, immersive learning, Pedagogical principles, Instructional design*

1. INTRODUCTION:

In today's digital age, the landscape of education is undergoing a profound transformation, propelled by the rapid advancement of technology and the emergence of Generation Z as the primary demographic in educational settings. Gen Z, born into a world saturated with multimedia and interactive digital platforms, exhibits distinct learning preferences characterized by a pronounced affinity for visual and interactive content. Recognizing the unique characteristics and preferences of Generation Z learners, educators are increasingly exploring innovative pedagogical approaches to meet their needs and enhance learning outcomes. One such approach gaining traction is the integration of multimodal learning environments in English Language Teaching (ELT), to create engaging and immersive language learning experiences.

Generation Z (Gen Z) are people born after millennials between the mid-1990s and the early 2000s (Howe, 2014). Gen Z grew up in a high-tech, on-demand, hyper-connected and impatient environment.



Gen Z is the first global generation with high interest and avenues for learning (Hampton & Keys, 2016). Technology has a powerful influence on the learning of Gen Z (Nicholas, 2019). Teaching Gen Z is challenging, since educators have to shift from conventional teaching learning approaches and are required to find various strategies to teach in order to reach their imagination, interest and understanding (Cilliers, 2017). It has been expected that these digital natives would have a unique preference and learning style. Hence, inferring the learning style of Gen Z students is inevitable.

Multimodal learning environments in ELT represent a departure from traditional instructional methods, incorporating a diverse range of multimedia resources and interactive technologies to facilitate language acquisition as well as proficiency development. These environments leverage the synergistic combination of text, images, videos, audio, and interactive activities to provide learners with multiple points of access to language content and foster deeper engagement and comprehension. By involving learners in rich and dynamic linguistic contexts, multimodal learning environments capitalize on Gen Z's digital fluency and multimedia literacy, offering personalized and interactive language learning experiences that cater to diverse learning styles and preferences.

However, the integration of multimodal learning environments in ELT is not without its challenges. Educators must navigate technical considerations, pedagogical principles, and accessibility issues to effectively design and implement multimodal resources that meet the diverse needs of learners. Furthermore, critical examination of the impact of multimodal learning environments on language learning outcomes and learner engagement is necessary to inform evidence-based instructional practices and maximize the benefits of this approach.

Modes	Linguistic and visual	Visual	Linguistic, visual, and aural	Linguistic and aural	Linguistic, visual, aural, and spatial
Examples	Reading a graphic novel or an infographic	Looking at a painting or a photograph	Watching and listening to a film or video	Listening to a podcast or a radio show	Watching and listening to a short film or video, and reading subtitles and captions

Table 1. Texts and modes

Source: <https://www.educationtoday.com>.

2. Literature Review

1. Jewitt & Kress, (2003); van Leeuwen, (2017) stated that Multi modal literacy is about knowing how to engage aptly both in interpreting the meanings made critically and in producing multimodal artifacts creatively.



2. Multimodal literacy can be expressed as a codified set of knowledge, skills and semiotic awareness developed through the pedagogic meta-language of multimodality (Lim, 2021; Lim & Tan-Chia).
3. Bezemer & Kress, (2016) stated that Multimodal pedagogies refer to the ways in which the teacher can design learning experiences using a range of multimodal resources.
4. Lim, Towndrow & Tan, (2021) focused on Multimodal pedagogies also involve designing opportunities for students to explore and perform ideas and identities using a range of meaning-making resources.
5. Cho and Kim (2021) found no significant differences in measures of quality, content, or language when comparing the outcomes of groups who engaged in mono-modal versus multimodal composition tasks.
6. Bateman et al. (2017) define multimodality as a way of characterizing a communicative situation that is considered very broadly, relying upon combinations of different 'forms of communication to be effective. It showed that people use multimodal teaching to communicate by using different modes at the same time.
7. Adami (2016) adds that the mode of communication could be in the form of moving images, speech, writing, layout, gesture or proxemics.

3. Research Gap :

Based on the Literature review, the need to investigate and comprehend the potential of multimodal techniques in ELT for addressing the variety of learner requirements served as the impetus for this study.

Although multimodal techniques have been found to be beneficial in a variety of educational contexts, there aren't many thorough studies that focus explicitly on how they might be incorporated into ELT settings.

Hence, it is essential to study the theoretical foundations, pedagogical principles, advantages, disadvantages and efficient tactics related to using multimodal resources in ELT.

4. Objectives :

1. To provide learners with multiple points of access to language content and foster deeper engagement and comprehension
2. To cater to diverse learning styles and preferences

5. Methodology :

This study comprises of both Primary and Secondary data.

The primary data is collected by imparting the questionnaire to the respondents. The sample size is 134. The Purposive sampling method is used to collect the responses.

The secondary data is collected from reputed Journals and Articles.

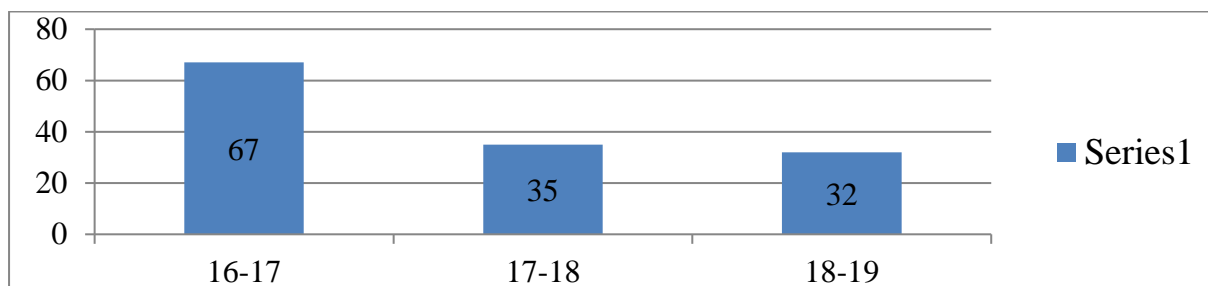
6. Scope of the study:

The Scope of the study is confined to the Undergraduate students of Autonomous colleges in Hyderabad and Secunderabad, Telangana State.

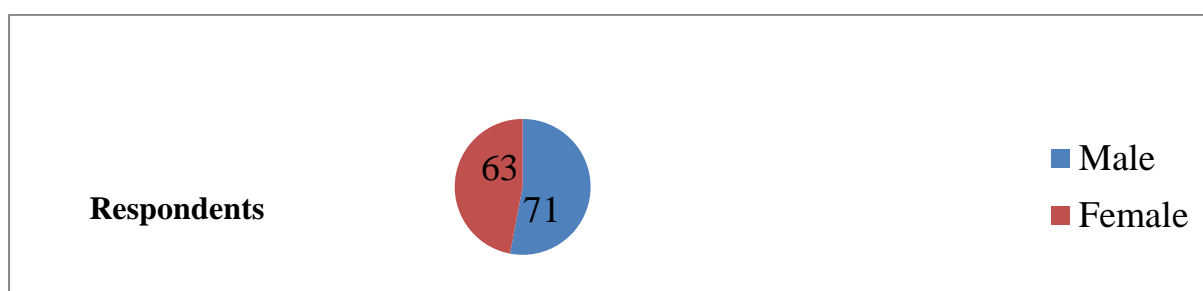


7. Data Analysis and Interpretation :

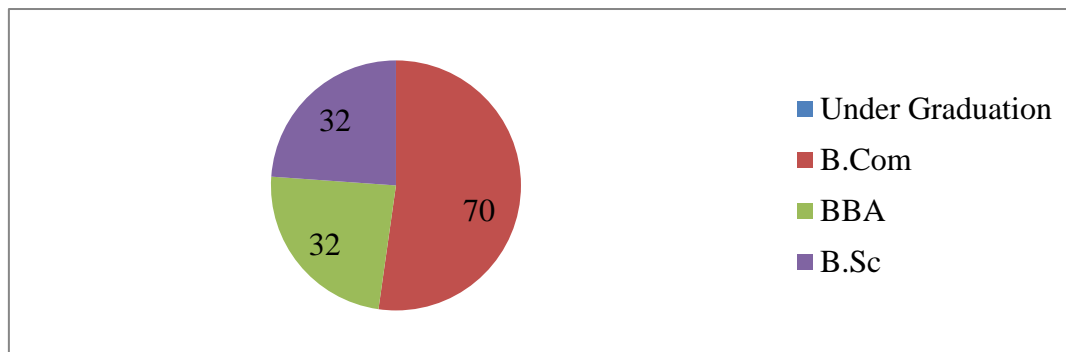
1. Age of the Respondents



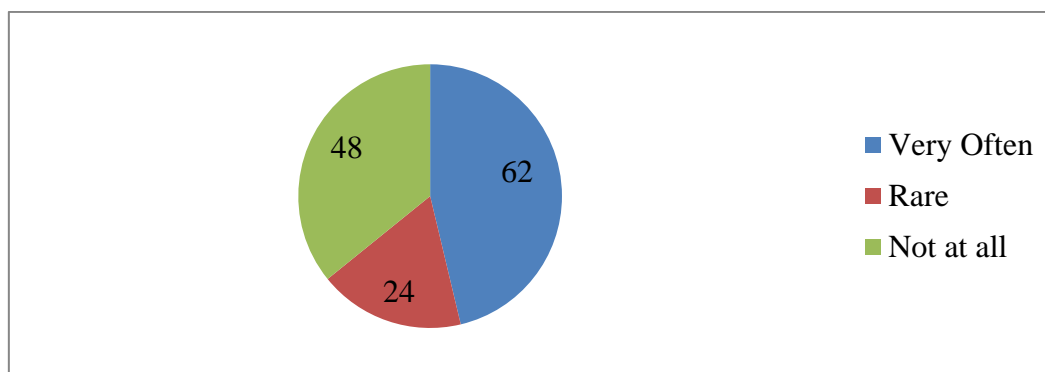
2. Gender



3. Educational Background

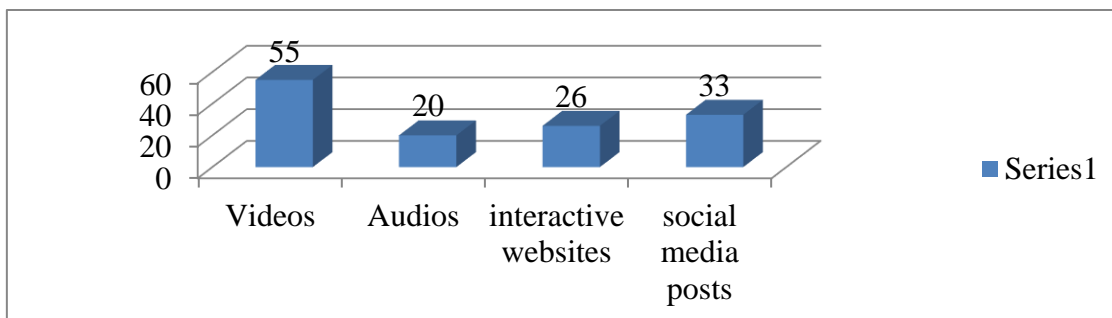


4. Frequency of engaging the learners with Visual and Interactive content

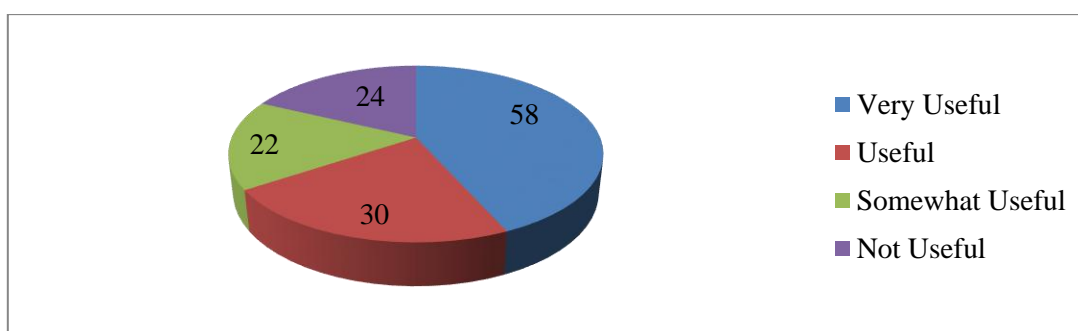




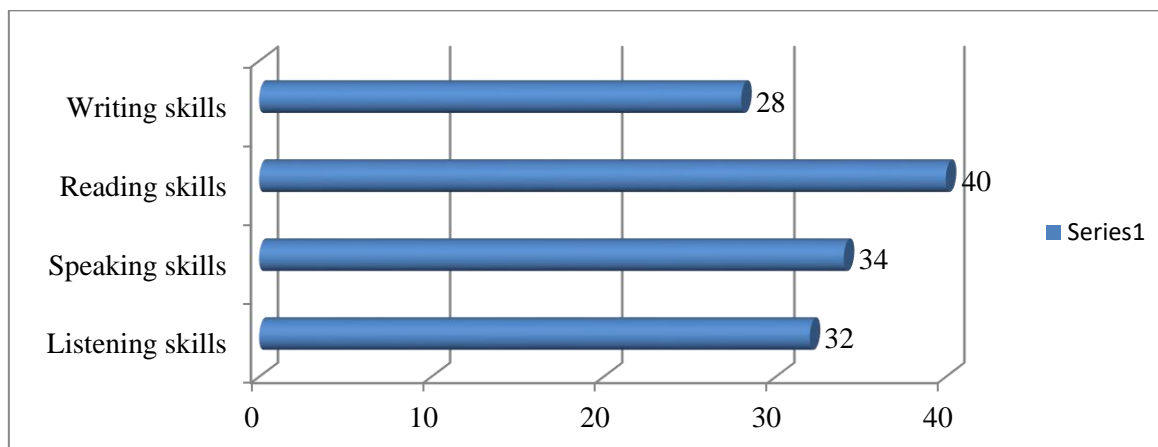
5. Types of Visual and Interactive content used by the learners



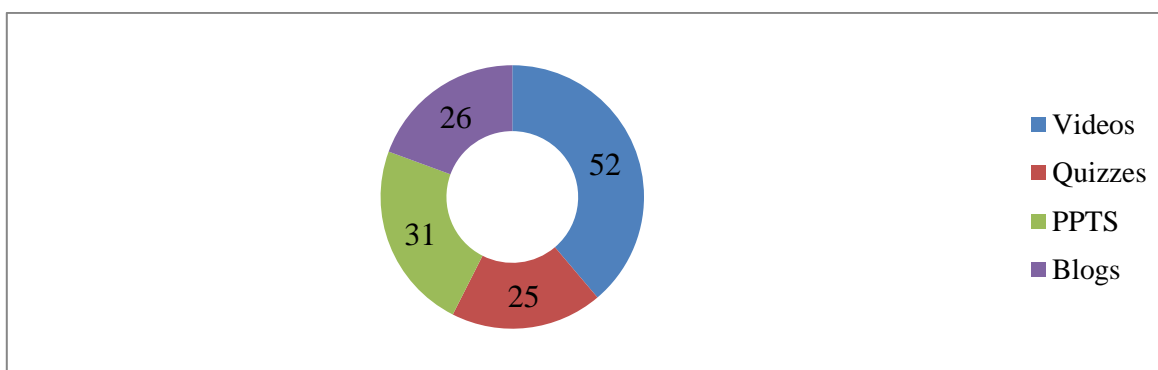
6. Effectiveness of Visual & Interactive content in learning



7. Effectiveness in enhancing Language skills through Multimodal learning

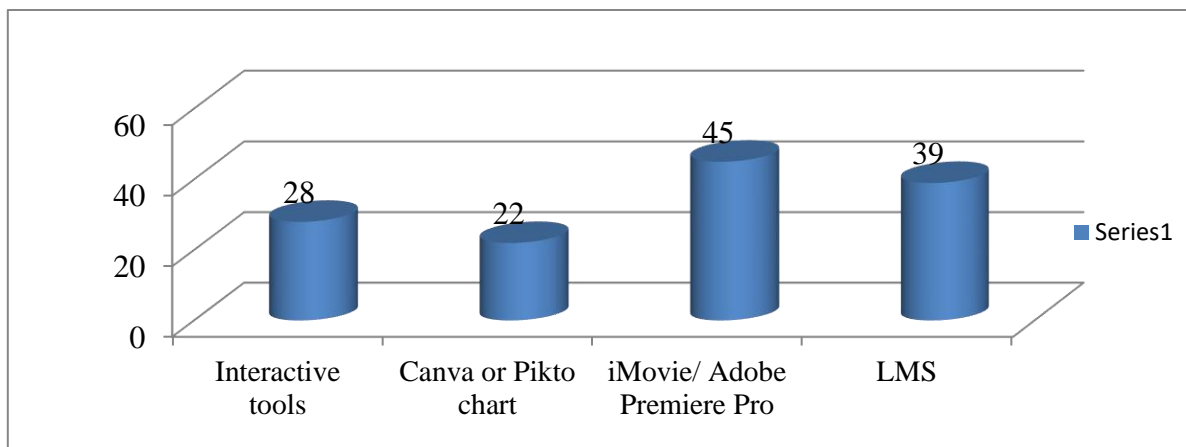


8. Most beneficial aspects of Multimodal learning

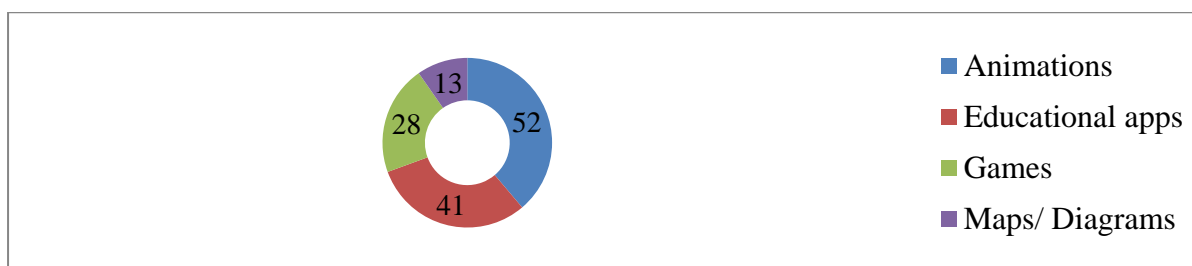




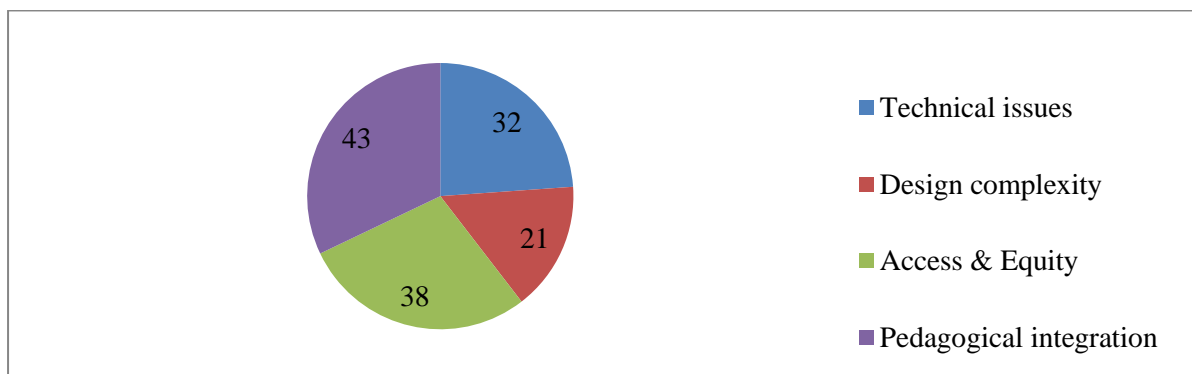
9. Digital tools & Technologies used to create and deliver multi modal learning



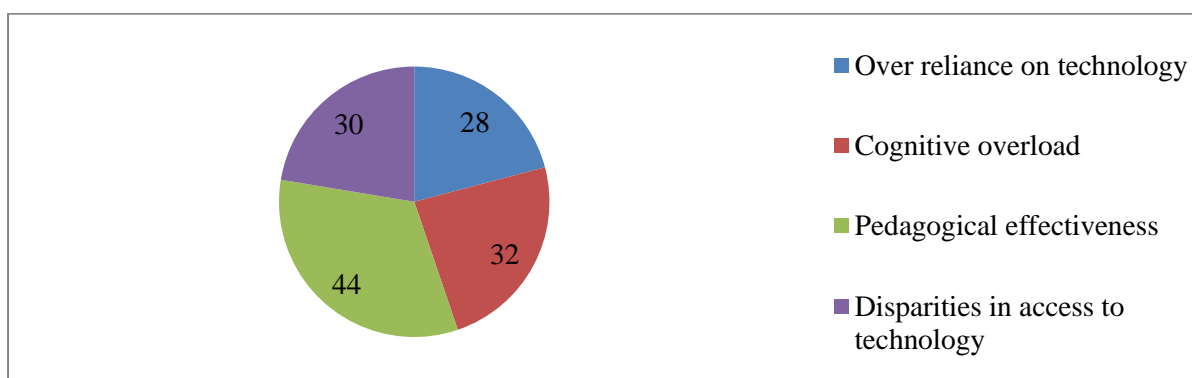
10. Teacher's effectiveness in integrating multimodal learning in the classroom



11. Challenges encountered while using multimodal devices

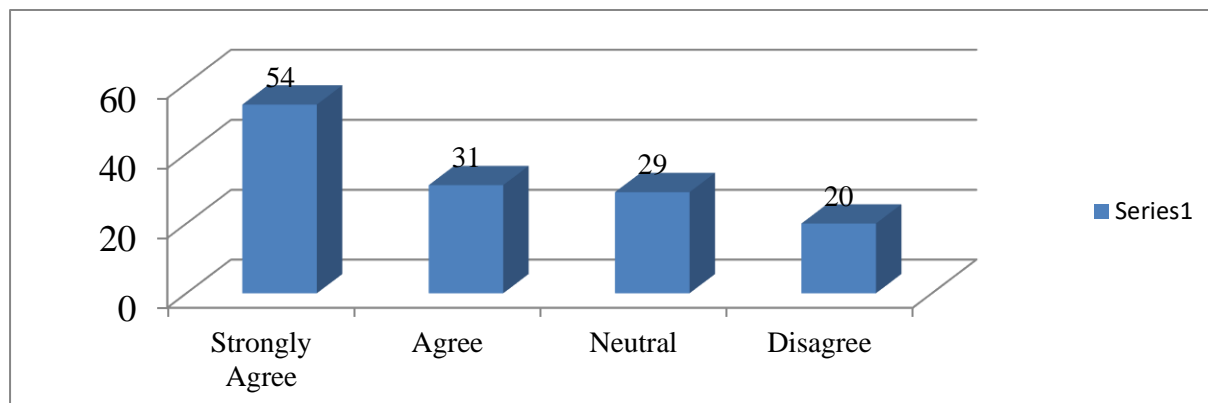


12. Limitations for the effective usage of multimodal learning in ELT Classroom





13. Potentiality of Multimodal learning in ELT Classroom



8. Findings :

Based on the data analysis & interpretation, the following are some of the findings.

1. 67% of the respondents are between 16-17 years.
2. 71% are boys followed by 63% girls.
3. 70% learners are from B.Com. Courses, 32% are from BBA followed by B.Sc. with 32%.
4. 55% students are using Videos followed by 26% with interactive devices, 33% are using social media posts and 20% are listening to the Audio books.
5. 58% of the learners opined that visual & interactive content is very useful to learn a language.
6. 62% are very often engaging themselves with visual and interactive content, 24% are rarely using them and 24% are not showing interest to use them.
7. 40% students are enhancing their Reading skills, followed by 34% with speaking skills, 32% are effectively enhancing Listening skills and 28% are supported with writing skills.
8. 52% learners opined that videos are the most beneficial aspects in learning and practicing Language skills.
9. 45% students are using iMovie, followed by 39% with LMS, 28% ARE USING Interactive tools and 22% are practicing with Canva to create posters.
10. 52% learners opined that the teachers are integrating Animations as a digital tool, 41% are able to use Educational apps, 28% are practicing with Games and 13% are using Maps to design mind maps for the lessons.
11. 43% are able to face the challenges of pedagogical integration followed by Access & Equity issues. 32% are facing technical issues and Design complexity problems, while using the Multimodal learning devices.
12. 44% of the learners opined that pedagogical effectiveness can be achieved through the usage of multimodal learning in ELT.
13. 54% of learners strongly agreed that their potential for language acquisition will increase through multimodal learning.



9. Conclusion:

By leveraging multimedia resources, visual aids, interactive activities, and digital technologies, educators can provide learners with multiple points of access to language content, fostering deeper engagement and comprehension among Gen Z learners.

Multimodal learning environments cater to the diverse learning preferences and styles of Gen Z learners, who are accustomed to processing information through various media and platforms. Incorporating multimedia resources such as videos, podcasts, and interactive websites offers learners dynamic and interactive experiences that enhance their understanding and retention of language concepts.

Moreover, interactive activities, collaborative learning opportunities, and personalized learning experiences empower Gen Z learners to actively engage with language content, promoting active participation and knowledge construction. By integrating technology platforms and digital tools, educators can create immersive and interactive language learning experiences that resonate with Gen Z's digital-native sensibilities.

In essence, multimodal learning environments not only facilitate language acquisition but also cultivate essential 21st-century skills such as critical thinking, communication, collaboration, and digital literacy. By embracing these innovative approaches in ELT, educators can effectively meet the needs and preferences of Gen Z learners, preparing them for success in a rapidly evolving global landscape.

Scope for further research

There is a wider scope for further research. Exploring the integration of emerging technologies, such as virtual reality (VR), augmented reality (AR), artificial intelligence (AI), and natural language processing (NLP) into multimodal learning environments could uncover new possibilities for enhancing language learning experiences for Gen Z learners.

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Integrating Technology in Enhancing Listening Skills

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Abstract: *In recent years, there has been a significant rise in the use of Artificial Intelligence (AI) in language learning. With its ability to analyse data, adapt to individual learning styles, and provide personalized feedback, AI is revolutionizing the way people learn languages, including English. As English serves as a global language, the need for language proficiency highlights the importance of developing strong communication skills in our interconnected world. Artificial Intelligence (AI) has emerged as a viable aid in the field of education, including language acquisition, as technology advances. Just as the rise of online education revolutionized the language learning process, developments in AI technology promise a new turning point. Studying a language with AI is becoming increasingly common, as AI enables various useful features in apps and programs. The various methods in which AI helps English language learners strengthen their communication skills, including LSRW in the classroom situation. AI-powered language studying combined with the use of neural network capabilities is resulting in a new era of education for students and teachers alike. This study examines how AI contributes to the advancement of communication skills, with a focus on enhancing listening skills in English language learners.*

The aim of this research is to know the uses of technology based mobile applications in order to improve their English listening skills. The main purpose is to know exactly the impact and benefits of the applications. Despite its advantages, mobile apps in language learning also have some concerns.

The paper presents key findings, demonstrating the effectiveness of this approach in various contexts and how technological advancements can bridge the gaps in language education.

Keywords: *Artificial Intelligence, Language Proficiency, Mobile Applications, Listening Skills, Impact, Opportunities and Challenges, bridging gaps, etc.*

1. INTRODUCTION:

In the realm of language skills, listening holds a key position. Listening is the ability to understand and identify what the speaker is saying. Listening is not just about hearing words; it's about actively engaging with others, understanding their perspectives and building meaningful connections that enrich both personal and professional lives.

Sometimes students in the classrooms might not pay enough attention to listening as it needs. Students have their own difficulties in developing listening skills. This paper is all about how technology builds the gap and upsides and challenges of AI in the listening department.

In an era dominated by technological advancements, the educational landscape is continually evolving to embrace innovative approaches. One such critical aspect is the integration of technology to enhance fundamental language skills, with a particular focus on listening proficiency through mobile applications.



As technology continues to evolve, so do the opportunities for enhancing listening skills. The aim of the research is to investigate the importance of teacher training for successful integration of tech-based listening activities. From interactive language learning apps to immersive audio experiences, there is a wide range of technological solutions available.

This paper not only explores the impact of listening comprehension and engagement, but also challenges and limitations associated with integrating technology into listening skills development programs, such as access barriers, technological literacy, and potential distractions. Moreover, this paper aims to provide insights into the potential benefits and pitfalls of integrating technology in enhancing listening skills.

2. Literature Review

In recent years there has been a growing interest in exploring mobile applications to improve LSRW. Several studies have investigated the impact of mobile apps on language acquisition, personal development and professional enrichment and a few are as follows:

“Improving listening skills with extensive listening using podcasts and vodcasts”: Gonulal, T.(2020) conducted a study in which he investigated the potential of podcasting and vodcasting technology in promoting extensive listening and improving overall L2 listening skills. Through Classroom survey, he identified that the podcast use was highly effective in helping students and the freedom of students to choose their own podcasts increased their enjoyment and engagement with the listening materials.

“ An investigation of a podcast learning project for extensive listening”: Yeh (2013) conducted a podcast-based EL study with a group of 23 undergraduates in an integrated English speaking and listening course. The results showed that the students found podcast-based listening highly influential and effective in improving their language proficiency as well as knowledge of the world. Despite being mostly satisfied, the students were sometimes frustrated due to the pace of the speakers in the podcasts.

Language skills consist of four aspects, namely listening, speaking, reading, and writing skills. One of the language skills that is most often applied by everyone is listening skills. Listening is an attempt to receive information in communication. One of the initial studies that referred to the importance of listening was delivered by Manjola and Mitfatkh in 2015 who stated that most of the time the use of language was focused on listening activities [1].

“Podcasting: A Tool for Improving Listening Skills”: Galina Kavaliauskiene (2009) infers that there is an opportunity for raising language awareness by employing podcasting which allows learners to carry out homework assignments at their own pace and under non-threatening conditions and summarized that there were various types of listening experiences in individual weblogs which allowed learners to store written records of their progress for the future reference.

One of the earliest studies that referred to the importance of listening was delivered by Paul T. Rankin in 1926 who stated that 42% of the time in language use was focused on listening activities. In 1950, Miriam E. Wilt reported that the minimum amount of time students spend listening is 1.5 hours.

“An experimental study on the influence of instructional mobile applications in enhancing listening comprehension of rural students in India”: Antony Raj and Prajeesh Tomy (2024) concluded through their study that mobile apps promote multisensory learning, including listening, watching, and interacting. College students have more options because of the variety of apps. There are not enough ideas for useful apps or instructions on how to utilize them well. To comprehend these problems and create better methods for college students to learn English through mobile apps, further empirical research is required.



3. Method:

This study aims to provide the result of listening ability and learning through multimedia sources. The participants in this study are 30 adult English language learners enrolled in graduation-level English as a First Language (EFL) courses in a degree college and were targeted to provide the good result on the effectiveness of multimedia resources and mobile apps in listening skills. Participants are randomly assigned as the experimental group (n=15) and the control group (n=15).

The research design chosen for this study is a mixed-methods approach, which combines both quantitative and qualitative methods to comprehensively explore the integration of technology in improving listening skills among English language learners.

- **Quantitative Component:** To assess the effectiveness of technology-mediated listening activities employed a quasi-experimental design. This involves administering pre-test and post-test assessments to both a control group and experimental group. By comparing the results before and after the intervention, we can measure any changes in listening comprehension.
- **Qualitative component:** In addition to quantitative measures, study conducted semi-structured interviews with participants to gather insights into their experiences and perceptions of technology integration in listening skill development.

Interventions

The experimental group receives technology-enhanced listening activities, including interactive listening exercises on language learning apps, multimedia listening materials (e.g., podcasts, videos, kukufm), and virtual reality simulations. The control group receives traditional, instructor-led listening activities without technology integration.

Data Collection:

Quantitative data is collected using a pre-test and post-test assessment of listening comprehension skills, administered to both groups before and after the intervention. The assessment includes listening tasks designed to measure comprehension, vocabulary recognition, and inferencing abilities.

Qualitative data is collected through semi-structured interviews with a subset of participants from the experimental group (n=15) and the control group (n=15). The interviews explore participants' perceptions of the effectiveness of technology-mediated listening activities, their experiences with different types of technological tools, and their preferences for integrating technology into language learning.

Data Analysis:

Quantitative data analysis involves comparing pre-test and post-test scores between the experimental and control groups using independent samples t-tests to determine any significant differences in listening comprehension improvement. Qualitative data analysis entails thematic analysis of interview transcripts to identify recurring themes and patterns related to participants' experiences and perceptions of technology integration in listening skill development. Themes are identified, coded, and analysed to gain insights into the advantages, challenges, and recommendations for integrating technology in language learning environments.

Ethical Considerations:

This study follows ethical guidelines for research involving human participants, including obtaining informed consent from all participants, ensuring confidentiality and anonymity of participant data, and obtaining approval from the institutional review board (IRB) prior to data collection.



4. Findings

The results showed that the evaluation of listening skills using the mobile applications greatly helped the smooth learning process in the listening skills course.

The results of the quantitative analysis indicate a significant improvement in listening comprehension scores for the experimental group compared to the control group. Participants who engaged in technology-enhanced listening activities demonstrated a mean increase of 15% in post-test scores, while the control group showed a mean increase of only 8%. The difference in improvement between the two groups was found to be statistically significant ($p < 0.05$), suggesting that technology integration positively impacts listening skill development.

The qualitative analysis revealed several themes related to participants' experiences and perceptions of technology-mediated listening activities. Participants in the experimental group reported increased engagement, motivation, and enjoyment when using technology for listening practice. They appreciated the variety of multimedia resources available, such as interactive exercises, audio books, podcasts, videos, kuku FM, amazon kindle edition, which provided authentic and immersive language learning experiences. However, some participants expressed concerns about technical issues, such as internet connectivity problems and device compatibility issues, which occasionally hindered their learning experience.

5. Conclusion

The study supports the effectiveness of integrating technology in enhancing listening skills among English language learners. Their beneficial contribution to their English development was chiefly linked with easy access to English language resources, the opportunity to store them, comfort in using their smartphones and tablets anywhere and anytime as well as perceived gains in English learning. The combination of interactive listening exercises, multimedia resources such as podcasts, Kukufm, PocketFM, Amazon Kindle and virtual reality simulations proved to be beneficial in improving listening comprehension abilities and fostering learner engagement and motivation. The literature suggests that mobile applications have the potential to significantly enhance listening skills across diverse contexts. Continuous exploration of emerging technological trends and best practices ensures ongoing optimization of digital resources for enhancing listening proficiency.

Despite the positive outcomes, it is essential to address challenges related to access, technical issues and digital literacy to ensure equitable opportunities for all learners to benefit from technology integration. Excessive use of technology for listening practice could potentially lead to a decrease in interpersonal communication skills, as learners may prefer digital interactions over face-to-face communication. Moreover, not all online listening skills are of high quality. Learners may encounter content that is poorly produced or inaccurate, which could lead to misunderstanding or confusion.

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An overview of corporal punishment in school - with special reference to Dibrugarh district state of Assam

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Abstract: Corporal Punishment is very serious issue found in all over the world. However, one of the developed countries like India it is seem to be more practicing upon the children at school and as well as at home. Mostly, the authorities feel that it is the right way to discipline a child, which includes physical punishment, mental harassment, discrimination and neglect. This inflicts the form of violation of rights of children which is in conflict with the child's dignity and physical integrity. Despite of strong laws and legal prohibition the use of Corporal Punishment in schools, violence against children continues various part of State across India. Among the North Eastern Part, Assam is considered as one of the highest ratio for practicing corporal punishment at schools followed by Mizoram and other nearby states. This study is based on overall performance of school practicing Corporal Punishment in Dibrugarh Assam, and alongwith some nearby areas. The main aim of this study is to find out the values of bringing a child with a human dignity, discourages the Corporal Punishment and maintain a healthy environment both at schools and at home. This paper is a descriptive study method and other sources were collected from the internet.

Keywords: Corporal, Punishment, School, Dibrugarh, State, Assam.

1. INTRODUCTION:

In a Common Parlance, Corporal Punishment is an accepted method in schools and at home across the country in the name of maintaining discipline. This mode of punishment always makes children silent because of fear and accept the violence without any questioning. Children sometimes express their behaviour but hardly gets noticed by the adults, perpetuating further violence on them. However, it is true evidence to show that disciplinary methods often cause damage to children's physical, mental, psychological growth and development by causing several injuries. Thus, this disciplinary action results in a very opposite direction of what was intended to achieve. Childrens schools across the country are being beaten, thrashed, tortured and forced to commit crimes or suicide, in the name of discipline and purportedly to teach them good virtues. It is high time that the society raises its voice against this illegal, unethical and cruel practice of corporal punishment in schools. Thus, the abettor of this heinous crimes need to be punished severely under various provisions. Sociologist Murray Straus states Corporal Punishment as "the use of physical force with intention of causing a child to experience pain but not injury, for the correction or control of the child' behaviour."¹ Another definition defines by the American Academy of Pediatrics that, "Corporal Punishment is the application of some form of physical pain in response to undesirable behaviour."² On the other, The legal provision is provided the Right to Education Act 17- (1) "No child shall be subjected to physical punishment or mental harassment;

¹ Straus. M & D.A.(1994), Beating the Devil Out Of Them :Corporal Punishment In American Families 4(1994)[hereinafter Beating The Devil.

² A.A.P.(1998), American Academy of Pediatrics, Committee on Psychological Aspects of Child and Family Health, Guidance for Effective Discipline, 10 Pediatrics 723[hereinafter Guidance For Effective Discipline].



(2)Whoever contravenes the provisions of shall be liable to disciplinary action under the service rules applicable to such persons" is expected to enforce stringent regulatory measures against corporal punishment in schools.

2. REVIEW OF RELATED LITERATURE:

The Review of Related Literature states the work that what has been earlier stated by the research Scholar on a particular topic. Literature Review is the backbone of any present research work carried out from the previous Scholars. It helps the researcher to know its strengths and weaknesses

.Abbas, M .et.al (2020). This study about the public schools of Pakistan where the said policy was introduced to secure the child rights in the country but the other side of the policy presents a false picture.

Pourrajab, Met.et.al (2014). This study examines that there are number of reported cases of child abuse by teachers in rural areas, where it determines the legal ways in different countries to encounter with physical child abuse by teachers at school.

Komba. (2013). This study analyzes and argues against corporal punishment from a global point of view. It examines that corporal punishment is generally against small children where in the light of its serious deterrent of punishment towards children causes negative impact upon the children of Tanzania.

Morris.(2011). This study shows that children subjected to corporal punishment engage in more aggression and delinquent behaviours than those who are not.

Chen & Astor.(2010). This study describe the prevalence of perpetration of school violence in Taiwan. It also study and explores how gender, age and school relate to student's perpetration of violence

Human Rights Watch and the ACLU.(2008). This study was to gather information about the ways in which children are being corporally punished in school. It states the fact that how childrens are being affected by this type of punishment through emotionally, physically, mentally ,psychologically etc.

Grusec & Goodnow.(1994). This study speaks that Corporal Punishment alone does not teach children why their behaviour is wrong or how to behave. It is stated that Discipline Watch &is successful when children accept the reasons why they should behave appropriately.

Hoffman.(1983). This study emphasize that children are likely to reject the actual message of behaving disciplinary actions from someone because of high intense of corporal punishment towards them.

3. METHODOLOGY OF THE STUDY:

The present study deals with how Corporal Punishment badly affect children's right in school of Assam. It also studies that due to non-implement of State legislation the performance index of Assam is currently highest in ratio. The quantum of punishment is commonly found in every district both in public and private schools of Assam. The data specially carries out on both public and private schools Assam through descriptive research. The researcher also tries to collect data from the tea garden schools of Dibrugarh District and other nearby through descriptive study method. Thus, the study appears to be demographically a descriptive study method which seeks to provide a comprehensive overview about the Corporal Punishment as it is still actively followed in Assam and other nearby areas. Hence, as it is seem to be lack of judicial recourse and legislation for which the child right violation or child abuse takes place in huge manner.

4. SCOPE AND COVERAGE OF THE STUDY:

The state of Assam is one of the highest ratio in this regard. Assam is still in slogan to implement the Protection bill 2013 but due to various reasons it has not implemented. Therefore a NGO called UTSHAH is working for the bill. As it is known that Dibrugarh is a small town constituted under the state of Assam, it is evident that certain amount of corporal punishment were followed by the school upon the childrens. Overall in India, Assam is the first and highest ranked State in terms of Corporal Punishment. In Assam, children belongs to the age group 6-14 years suffered the most i.e primary level. A report analyse and states that high level of abuses takes place basically of children age group (5-12) years. However, a Ministry of Women and Child Development found that there is a silence danger about the entire topic of corporal punishment where, the Ministry started working on a law for protecting of children's rights by clearly stating the offences against children and stiffening punishments. According



to a study Child Abuse India 2007, conducted by UNICEF and Delhi based PRAYAS (NGO) under the Ministry of Women and Child Development 99.56 % of childrens are the victims of Corporal Punishment where Assam is recorded as 13th highest position State for child abuse cases.³

5. HIGHLIGHTS OF ASSAM SCENARIO TOWARDS CORPORAL PUNISHMENT

As elsewhere in the country, the dimensions of corporal punishment in Assam are not fully known. At the same time, its prevalence is high which is reported by parents, and there have been spontaneous cases of severe punishment of children in schools.

Study on Child Abuse : “India 2007”; With reference to State of Assam the study found that there is high prevalence of physical and emotional punishment in schools. Assam reports highest incidence of emotional abuse through humiliation - 68.26 percent 66.15 percent boys and 33.84 percent girls in schools report emotional abuse through comparison. Physical Punishment/Abuse: 99.56 per cent of children suffer physical punishment in school - the highest prevalence rate in the 13 States covered by the study; More girls (55%) than boys (45%) are subjected to physical punishment - it is one among three States along with Bihar and Kerala to have reported higher proportion of girls subjected to corporal punishment

Incidence of physical punishment :

- 18% for Younger Children (5-12 years)
- 33% for Children (13-14 years)

Incidence of physical punishment highest in Government schools :

- 64% in State Government schools
- 14% in other schools (including Public schools)

Emotional Punishment/Abuse

- 71.31 percent children reported facing one or more forms of emotional abuse.
- 50.21 percent boys and 49.79% girls face emotional abuse.
- 44.25 percent boys and 55.75% girls in schools report emotional abuse through humiliation

Hihlights in Tea Gardens Schools of Dibrugarh District Assam:

An Analysis Detailing Report was constituted in tea garden areas schools of Dibrugarh district in Assam where it was seen high severe types of Corporal Punishment . According to 4,100 parents- 49% beat their children for- Disobedience 42%, Mischievous behaviour 6%, Telling lies 1%; 68% consider physical punishment bad for children's education - It harms their studies 64%, Has bad mental effect 4%; Based on responses from 6,608 children – only 21% think corporal punishment has a positive impact on children.

Punishment of Tea Garden Schools :

- Girls made to slap boys and vice versa
- Excessive beating as children often urinate
- Raising skirts and beating girls on their buttocks
- Girls made to sit between boys and vice versa
- Labelled with discriminatory names

Reasons for punishment reported by children : Indiscipline and mischief in the classroom, Unable to perform in the class, incomplete homework, Writing objectionable words on desks/benches,

³ Over 53% Children face sexual abuse: Survey. Available at <https://timesofindia.indiatimes.com/india/over-53-children-face-sexual-abuse-survey/articleshow/1881344.cms> accessed 1st August, 2022



Disobedience, Theft, Copying, Teasing, Talking in the class, lack of attention, Not coming to class with books, Quarrelling, fighting, Defacing school property, Coming late to school, Frequent absence from class etc.

Nature of punishment reported by children: Twisting ears, Made to stand or kneel down holding ears, Scolding and threatening to beat, Caning on the palm and buttocks, Kneel down in a corner of the classroom or outside, Sit-ups holding ears, Stand on a bench, inside or outside the class, even in the sun, Write 10-20 times that the mistake will not be repeated, Walk around the school holding ears, Stand on one leg in the sun, Putting the head under the teacher's table etc.

6. DISCUSSION AND FINDINGS: To develop an understanding of the prevalence and magnitude of the incidents of corporal punishment in the state, interactions was conducted where data has been collected from children, teachers of public and private Dibrugarh districts of Assam and also other nearby States of Assam. In all sections childrens, teachers, authorities, parents etc.were involved in the process.

Table 1 speaks and describes he incidents of corporal punishment in the state, interactions was conducted where data has been collected from children, parents and teachers in Dhubri, Dibrugarh, Hailakandi and Kamrup districts of Assam and also other nearby States of Assam. In all sections children, parents and teachers were involved in the process.

Table 3 states about the District Wise Report of Corporal Punishment by Children and Teachers

SL.NO	DISTRICT	CHILDREN	TEACHERS
1	Dhubri	63%	84%
2	Dibrugarh	66%	83%
3	Hailakandi	64%	77%
4	Kamrup	81%	91%

Source: Internet

Table 2 states about the Parents Awareness regarding Corporal Punishment in schools. The district wise awareness levels are as follows:

SL.NO	DISTRICT	PARENT'S AWARENESS
1	Dhubri	25%
2	Hailakandi	48%
3	Dibrugarh	13%
4	Kamrup	37%

Source: internet

Table 3 speaks about the types of Corporal Punishment faced by the children in school

TYPE	INTENSITY	COMMON	UNIQUE
NON-PHYSICAL	MODERATE	Threatening Scolding	Tearing up notebooks
	HIGH	Verbal abuse	Monetary Penalty



PHYSICAL	MODERATE	Hands above the head	Standing on one leg while touching the nose with the wall
		Rooster Position	
		Chair Position	
		Sit ups	
		Running	
	HIGH	Ear Pulling	Standing on one leg for a long time
		Keeping pencil between two fingers & twist	Overthrowing
	SEVERE	Stand in the sun	Beating with a rubber belt
		Hitting the palm with a stick	Beating with footwear
		Beating with hands	
		Beating with fists	
		Beating with a stick or cane	

Source: Internet:

Table 4 states about the mini-incidents of Child Rights Index of North East which are also significant because it shows that although a State may be performing very well overall but there are certain components that still need to get attention

STATE	OVERALL NATIONAL RANKING	OVERALL GDP	HEALTH	CRIMES AGAINST CHILDREN-INCIDENCES	CHILDREN INCIDENCES AS VICTIM
Assam	22	18	29	20	22
Mizoram	23	28	6	22	28
Manipur	27	25	9	28	14
Tripura	21	23	17	24	27
Nagaland	28	26	26	29	29
Arunachal Pradesh	29	27	25	27	26
Sikkim	25	29	4	25	25
Meghalaya	26	24	21	23	21

Source : Internet

Incidence of some schools Practicing Corporal Punishment in different parts of Assam:

- An incident occurred at Abhyapuri No. 203 Baripukhuri primary school under Boitamari Education Block in North Salmaraa sub-division, where a class IV student had undergone treatment in Lower Assam Hospital in Bongaigaon after being severely assaulted by the headmaster for some silly reason. Initially, the headmaster asked the student not to disclose the matter to the parents, but later on due to the circumstances and public pressure he agreed to bear the expenses. Later on he was on leave for several days. On the other hand instead of punishment, the public alleged that the headmaster has entered into secret understanding with the Block Education Officer.⁴
- Another inhumane incident took place in Saraighat High School in Amingaon area of Guwahati where a student was allegedly beaten severely by a teacher, in respect to that a FIR has been lodged against the teacher.

⁴ Assam: Press Reports on Corporal Punishment (2009). Dainik Agradoot, Guwahati 1st June 2009.



- c) A inhumane incident took place in Kalaigaon school namely Uccha Ingrazi Vidyalaya located in Kacharitol under Kalaigaon P.S. in Udalguri District Assam, relating to corporal punishment upon the students. Here, the teacher allegedly forced the students to kneel down and lick sand as punishment for making mistakes in writing dictation in the classroom. The teacher begged the apology from parents⁵.
- d) Another incident took place in Noonmati locality of Guwahati Assam student of class V of Bhabanipur Primary school⁶ where teacher was beating the student mercilessly during class hours because he was not being able to read and write in English as asked by the teacher. A complaint was filed by the parents to the ASCPCR(The Assam State Commission for Protection of Child Rights). The commission stated the matter will be heard before the Director of Elementary Education and disciplinary action will taken against the teacher.
- e) Another shocking incident took place Bordeori Lakhimpur⁷ District Assam, where nine students were physically tortured by a drunken headmaster of Gurudev Middle English school. The headmaster allegedly beat the students as they failed to answer the questions in the class. Before the investigation start the headmaster absconded.
- f) Another shocking incident took place in Dibrugarh, Assam where a student (boy) of class v was allegedly beaten by the art teacher in the class for not bringing his drawing book, as a result the boy had severe injuries with a fractured in his hand. This incident was from Santipara Bengali Lower Primary School Dibrugarh Assam. The parents of the student lodged a complaint against the art teacher of nearby police station at Dibrugarh and had also informed the Deputy Inspector of Schools. The police arrested the teacher where he admitted his offence that he lost his temper and beat him .⁸

INDIAN CONTEXT ENVIRONMENT:

In the Indian context, Article 21 of the Constitution protecting the 'right to life' is the first point of reference. The Constitution of India has, in several provisions, including clause (3) of Article 15, clauses (e) and (f) of Article 39, Articles 45 and 47, impose on the State a primary responsibility of ensuring that all the needs of children are met and that their basic human rights are fully protected. Several provisions (including Articles 15, 39 45 and 47) impose on the State a primary responsibility of ensuring that all needs of children are met and that their basic human rights are fulfilled.

The National Policy on Education (1986, modified in 1992) states that "corporal punishment will be firmly excluded from the educational systems" (section 5.6)

Child Rights Charter 2003

According to Article 9 a of the Child Rights Charter 2003 "All children have a right to be protected against neglect, maltreatment, injury, trafficking, sexual and physical abuse of all kinds, corporal punishment, torture, exploitation, violence and degrading treatment."

2006 National Plan of Action for Children

The 2005 National Plan of Action for Children, states the intention in relation to children in difficult circumstances that all children should be protected from corporal punishment .

⁵ Available at <https://www.sentinelassam.com/north-east-india-news/assam-news/teacher-forces-students-to-lick-sand-as-punishment-in-kolaigoan-school/>

⁶ <https://m.timesofindia.com/city/guwahati/state-child-rights-commission-condemns-corporal-punishment-in-the-city-schools/articleshow/13791201.cms>

⁷ Children Against Corporal Punishment in Assam. Available at <http://www.utsahassam.org/> Retrieved from <https://m.facebook.com/SayNoToCorporalPunishmentInAssam/>

⁸ The Telegraph India (2017) . Art teacher in dock for beating a boy. Available at <https://www.telegraph.com/north-east/art-teacher-in-dock-for-beating-boy/cid/1422773>



Draft National Policy and Charter for Children, 2001: Section 7 (f): The State shall ensure that school discipline and matters related thereto do not result in physical, mental, psychological harm or trauma to the child.⁹

While, at present there is no national legislation that prohibits corporal punishment in schools, several sections of the Indian Penal Code (IPC), as well as legislations such as the Juvenile Justice (Care and Protection of Children) Act, 2000, as amended in 2006 (Assam Rules in draft stage; to be notified), and the SC/ST Prevention of Atrocities Act, 1989, have been used as legal recourse to corporal punishment.

Legal provisions under the Indian Penal Code

Section 305 :Abetment of suicide of child or insane person.

Section 323: Punishment for voluntarily causing hurt.

Section 325: Punishment for voluntarily causing grievous hurt

Section 352 Punishment for assault or criminat force otherwise than on grave provocation: Whoever assaults or uses criminal force to any person otherwise than on grave and sudden provocation given by that person, shall be punished with imprisonment of either description for a term which may extend to three months, or with fine which may extend to five hundred, or with both.

Juvenile Justice (Care and Protection of Children) Act 2000, amended in 2006

- Section 23 provides punishment for cruelty to juvenile or child with imprisonment for a term which may extend to six months, or fine, or with both.
- This section makes no exceptions and intends to punish cruelty by those in authority; it applies equally to parents, guardians and teachers.

The Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989

- can be used to lodge a complaint
- Section 3 (1)(x) would also cover verbal abuses and insults.
- Section 3(2)(vii)“ would invoke a stiffer punishment of not less than one year for public servant including teachers in government schools.

The Assam Non-Government Educational Institutions

(Regulation and Management) Act, 2006 and Rules of 2007 framed thereunder:

- Rule 17 (d) ; Suspension for cruelty towards any student
- Rule 17 (e) : Suspension for misbehaviour towards any parent, guardian, student
- Rule 24 (a) (xvi); Code of conduct for teachers: "no teacher shall be guilty of misbehaviour or cruelty towards any parent, guardian, student, teacher or employee of the institution"

7. CONCLUSION:

Therefore, in above foregoing discussion, there is urgent need of an appropriate cognizance of corporal punishment in the educational system of the state to look after the matters in this scenario. In such a scenario, appropriate cognizance of corporal punishment in the education system of the state would contribute to the fulfillment of the state's commitment to child's right to development, protection, and participation. Presently, there is very limited legal provision to look after the issue of corporal punishment, with a Code of Conduct for teachers, which prohibit cruelty and misbehavior in the non-government educational institutions in Assam. Human rights instruments to which India is a signatory

⁹ : <http://wcd.nic.in/charterchild.htm>



together with the national policy articulations and legislative provisions would be useful in enabling such a shift in the schools of Assam. Here, the researcher find in a study that physical punishment is never connected with any positive outcomes for students in the area of these schools instead it increased the risk of student by experiencing with severe violence and neglect. Physical punishment is highly connected to negative outcomes where behavioural problem occurred irrespective of child's sex, race, ethnicity etc. The quantum of negative outcomes for children increased with the repetition of physical punishment. Hence, the corporal punishment does not make student's behavior good, instead it makes more worse than ever before¹⁰.

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Legislative Control over Finances with Special Reference to Parliamentary Committees in India

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Abstract: *In any democratic nation, an important function of the legislature is to control the executive. In the same sequence, the legislature also has to control the public finance which is collected and spent by the executive. Due to excess of work and lack of experts, the legislature controls public finance through some of its committees. In India, these legislative committees have done very good work in their respective fields. On the basis of the reports provided by these committees, the legislature can have a positive and useful debate on matters related to public finance. Although there are some problems and shortcomings associated with these committees, but by removing those problems and shortcomings, the working process and outcome of these committees can be made even more useful. These committees work like vigilant watchmen in making the control of the legislature on public finance effective. The contribution of these parliamentary committees in the functioning of the Indian governance system is very significant.*

Keywords: *public finance, parliamentary committees, legislature.*

1. INTRODUCTION:

For the success of any democratic state, effective legislative control over public finances is necessary. A sound system of financial administration is necessary to determine the pace, direction and pattern of social and economic development of the country. There is same relationship between administration and finance as there is between body and blood. According to Kautilya, all undertakings depend upon finance hence foremost attention shall be paid to the treasury¹ A proper system of control over public finances is necessary not only to ensure fidelity on the part of public officials but also to accomplish program targets at minimum costs and in the shortest possible time .In parliamentary democratic nation like India, one of the many important responsibilities of the Legislature is to exercise control over all aspects of public finances. The main objective of parliamentary control over public finances is to ensure that every penny of the public is put to good use. The Parliament is the custodian of public finance. In India, the Parliament adopts various methods to hold the executive accountable in the field of public finances.

Legislative control over public finances, in India, comes into effect through the following methods-

1. By Passing the Budget

The most important means of legislative control over finances is the formulation of the budget. When the budget prepared by the Executive is presented before the Parliament, every departmental demand is discussed in detail in the House and in cases of wastage of the departments, serious errors and embezzlement etc., the Executive is strongly criticized. The Parliament has full authority to cut and amend the budget presented in Parliament. Thus, by approving the budget, the Legislature establishes its control over public finances.



2. Comptroller and Auditor General

Audit of government accounts is actually legislative control over finances. In India, the Comptroller and Auditor General is appointed by the President. This officer audits the accounts of the Union and the States under the powers granted by the Parliament. He submits his report to the President and the President presents it in the Parliament. The Parliament sends this report to the Public Accounts Committee for consideration. The Comptroller and Auditor General is a servant of the Parliament. This officer remains independent from any form of political influence and exercises effective legislative control over public finances.

3. Parliamentary Committees

To establish effective control over public finances the Parliament has constituted some committees such as Public Account Committee, Estimates Committee and the Committee on Public Undertakings. The Public Accounts Committee studies thoroughly the audit report presented by the Comptroller and Auditor General and provides suggestions. The Estimates Committee gives such suggestions regarding economic savings, organizational reforms, administrative reforms, policy of estimates etc. On the basis of which economy and efficiency in administration is attained. The Public Undertakings Committee conducts necessary studies and makes suggestions regarding the management of public undertakings in India.

Apart from all this, the Legislature makes the Executive accountable for public finances in some regular ways, such as asking questions to ministers in Parliament, through debates in Parliament, through passing resolutions, through the process of impeachment, through law making and amendment of the Constitution etc.

2. The Parliamentary Committees

To establish effective control over public finances, the Parliament in India adopts various methods which can be classified into two categories-

1. In-Built provisions in parliamentary procedure
2. Committees appointed by the Parliament²

The financial committees play important role in the system of parliamentary control over finances. These committees ensure that the objectives of parliamentary control over finances are fulfilled. The Parliament as a general body is too big to exercise any specific control over public finances. It is therefore, left to the committees to act as the 'trustees' of the Parliament in keeping watch over the public finances.

In India there are three important financial committees-

1. The Public Accounts Committee
2. The Estimates Committee and
3. The Committee on Public Undertakings

(1) Public Accounts Committee

The emergence of the Public Accounts Committee in India is linked to the recommendations of the Welby Commission of 1896. This commission had given some recommendations for the protection of the Accounts Committee of that country which had exposed the financial irregularities of the British Government³. The establishment of such a committee was accepted in the Government of India Act of 1919. The Government of India, in its message to the Foreign Secretary Mr. Montagu, directed that it would be the constitutional obligation of the Legislative Council of every province to establish a committee for public accounts⁴

The first Public Accounts Committee of India was formed in the year 1921 while the first Public Accounts Committee of independent India was established in the year 1950. Initially, there was a provision of 15 members of Lok Sabha in the Public Accounts Committee, but in 1953, the Indian Rajya Sabha recommended to nominate members of Rajya Sabha in this committee. After accepting this request of Rajya Sabha, since 1954, there are a total of 22 members in the Public Accounts Committee,



out of which 15 are elected from Lok Sabha and 7 from Rajya Sabha.⁵ While giving the order, the then Lok Sabha Speaker Mavlankar had said that this is not a joint committee, it is a committee of Lok Sabha under the control of the Lok Sabha Speaker⁶. The Chairman of the Committee is nominated by the Speaker of the Lok Sabha. The members of the Committee are selected by the Parliament every year on the basis of proportional representation with the help of single transferable vote system. Elections for the Committee are held annually while its tenure is biennial. From 1969, the tradition of appointing the Chairman of this committee from among the opposition members, started.

The main duties of the Public Accounts Committee are as follows-

- To re-examine the Appropriation Accounts of the Government in the context of the report of the Controller Auditor General
- To test whether the receipt and expenditure of money has been done as per the approval given in the Appropriation Act
- To see that the expenditure is incurred by the authorised officer only.

To fulfil above functions, the Committee is assisted by the Comptroller and Auditor General. The CAG acts as a friend, philosopher and guide of the Committee.

Apart from these basic functions the Committee also examines the details of income and expenditure of government corporations, Institutions, public undertakings and schemes and the comments of the Comptroller and Auditor General related to them. It takes appropriate action on the instructions of the Parliament or the President⁷

While conducting the investigation the Committee can demand clarification from the department officers, can visit the site of any scheme or corporation or department, can ask for any article or form for investigation except those related to national security and if necessary it can also give suggestions for improvement in administrative working.

Public Accounts Committee: Working Procedure

After formation, the Public Accounts Committee, through its small working groups, does the work of investigation and inspection of the accounts of different departments. After investigation, this committee prepares its report and presents it in both the Houses. Along with this report, there is also a brief description of the committee's findings and suggestions. The government has the right to take or not to take action on the recommendations of the Public Accounts Committee, but on par the recommendations are accepted. The Committee does not consider general policy questions but the wastage incurred in carrying out the policy comes under the jurisdiction of this committee

Public Accounts Committee: Importance

The Public Accounts Committee, in its report, has pointed out improvements in financial administration, indirect control on excessive expenditure of government, irregularities in grants given to the states, warehouses etc. The Committee's investigation of expenditure and administrative errors has a great impact and the administration takes care while spending government funds and efficiency is maintained in administrative actions.

2. Estimates Committee

In India the first demand for the establishment of an Estimates Committee to ensure economy and judicious use of public funds was made in 1937 but it could be established after independence only by the announcement of Lok Sabha Speaker G. V. Mavalankar who said that a Committee was necessary to hold better control over expenditure of Executive.⁸

At the time of its formation there were 25 members of Lok Sabha in this Committee but in 1956, its member number was increased to 30. The members of this Committee are elected every year on the basis of single transferable vote system. Political parties get proportional representation in this Committee. This Committee becomes the House in miniature as it represents the parties and groups in the Lok Sabha more or less in proportion to their representation in the house⁹. The Chairman of this



Committee is nominated by the Speaker of the Lok Sabha. One important feature of the Estimates Committee is that members of the Rajya Sabha are not associated with this committee and the reason for this is given as the Speaker explained "under the Constitution the Rajya Sabha has no right to interfere with or cut down any item of the budget"¹⁰

The main function of this Committee is-

- To suggest such administrative and organisational measures which can ensure economy, work efficiency and administrative reforms.
- To suggest alternative policies to achieve the goals of efficiency and economy.
- To make suggestions for developing a better way of presenting the Budget estimates before the Parliament.
- To examine the appropriateness of monetary provisions in accordance with the policies embodied in the estimates.

The Committee demands information from the concerned Ministry about the action taken on the suggestions provided by it, within 6 months. The Estimates Committee forms some sub-committees to examine certain issues thoroughly. Some temporary committees are also constituted. On the basis of the reports given by various sub-committees, a draft report of the whole committee is prepared. Sometimes the concerned Ministry or department is also consulted before finalising the report.

The report of the Committee generally focuses on various questions such as-

- Whether the most modern and economical estimation methods have been adopted?
- Whether the persons making such estimates possess the requisite calibre and qualifications?
- Whether the scheme of the project is worth the money being spent on it?

At the end of the report the committee provides some suggestion classified into following categories-

- Recommendations related to improvement in organisation and working of the department or ministry.
- Recommendations regarding attainment of economy.
- General recommendations.

The Estimates Committee: Importance

The work of this Committee is very important as it makes a deep investigation in terms of efficiency and economy in the administration. It not only investigates but also re-evaluates the basic principles of administration. It presents new possibilities and options for modification of policies. Due to the active control of the Committee, the administration becomes aware that its proposals will be thoroughly scrutinized. It is not easy to be certain as to the extent to which its reports are followed by the government but it is evident that the government recognises the Committee as a powerful force not to be neglected.¹¹

3. The Committee on Public Undertakings

The Committee on Public Undertakings was set up in India on the pattern of the Erstwhile Select Committee on Nationalised Industries of the British Parliament. An independent member of the Lok Sabha Dr. Lanka Sundaram presented resolution for the creation of such a committee. It was accepted by the Parliament. Sub-committee under the Chairmanship of V.K. Krishna Menon was appointed by the Parliament to examine the matter in detail. The Krishna Menon committee supported the idea of creating such committee but expressed the hope that this committee would not act as a super board of management or as a fault finding body.¹² In 1963, the Lok Sabha adopted a motion to set up a Committee on Public Undertakings which came into existence in 1964.

The Committee on Public Undertakings is a joint parliamentary committee composed of members of the Lok Sabha and the Rajya Sabha both. Initially this committee had 15 members but in the financial year 1974-75, the number of members was increased to 22. At present there are 22 members in this Committee, in which 15 members are from Lok Sabha and 7 members are from Rajya Sabha. All



members are elected yearly on a proportional basis through the single transferable vote system. No minister can be member of this Committee. The Chairman of this Committee is appointed by the Speaker from among the members of the committee elected from the Lok Sabha.

The main functions of the Committee on Public Undertakings are-

- to examine the reports and accounts of the public undertakings specified in the schedule.
- to examine the reports, if any, of the Comptroller and Auditor General on the public undertakings falling within the scope of the Committee
- to examine whether the affairs of public undertakings are being managed in accordance with sound business principles and prudential commercial practice and in tune with the requirements of autonomy and efficiency
- to examine such other functions vested in the Public Accounts Committee and the Estimates

Committee in relation to the specified public undertakings or under the rules of procedure and conduct of business of the Lok Sabha as may be allotted by the Speaker from time to time.¹³

Within the above broad framework, it is provided that the committee shall not examine and investigate any of the following matters-

- Matters of major government policy as distinct from business of commercial functions of the public Undertakings
- Matters of day to day administration and
- Matters for the consideration of which machinery is established by a special statute under which a particular public undertaking is established.¹⁴

This committee does not have jurisdiction over those companies in which the government is the largest shareholder. The committee has not been given co equal powers with the Public Accounts Committee and the Estimates Committee with respect to public undertakings. Besides that it cannot discuss the pricing policy or labour management relationship of an undertaking.¹⁵ The Committee on Public Undertakings has played important role in its field. The Committee prepares its reports on the working of individual public undertakings by rotation.

The recommendations made by the Committee are, by convention, regarded as views of the House and the concerned Ministry as a rule implements them. The Committee is considered to be a fact finding committee and its functions help Parliament to have a more effective annual debate on the working of the public undertakings. While the approach of the Public Accounts Committee is considered to be backward looking and the approach of the Estimates committee to be forward looking, the Committee on Public Undertakings represents a synthesis of both. It has made public accountability of government enterprises more effective.¹⁶

Standing Committees

The system of Standing Committee has been inaugurated in Indian Parliament by the Vice President of India on 31st March, 1993. Seventeen standing committees have been created. Each committee has 45 members, 30 drawn from the Lok Sabha and 15 from the Rajya Sabha. The meetings of these committees are not held openly and these committees have been given powers to summon the bureaucrats and call for required information. Each committee, after examining the demands for grants of a ministry or ministries, submits a report to both the Houses of Parliament. In its report the committee examines legislation, assesses policy statements and verifies the claims made by the departments in their annual reports. As standing committee system lessens the workload of the Parliament and it also provides a chance to utilise the expertise of members of the Parliament in a specific matter, it has proved to be useful for the governance system in many ways.

The Parliamentary Committees : Critical Appraisal

The legislative control over finances through parliamentary committees in India is quite comprehensive and elaborate. The main purpose of this control is to ensure that not a penny is spent out of the consolidated fund without the permission of the House. But this system of parliamentary committees is not free from shortcomings.



The Public Accounts Committee, ever since its Inception, has contributed towards the improvement of financial administration however inspite of it's useful contributions, this Committee has a number of limitations such as- The internal administration of departments cannot be interfered by this Committee. The Committee cannot disallow any item of expenditure, it can only comment on that item. The committee's work is criticized on the grounds that its investigation is of the nature of Post-mortem. The Committee comes across and brings out the irregularities of the government's financial transactions some years after those transactions have occurred in its administrative machinery. It makes it very difficult to take actions against those responsible. Unless the Committee's reports can focus attention on the activities of the immediate past, the value and effectiveness of these reports are bound to suffer.¹⁷ The scope of the Committee's role is limited by its dependence upon the Audit report. The Comptroller and Auditor General of India is a source of strength and weakness to the Committee. The Committee is not allowed to concern itself with matters of policy. The policy of the government, under which a particular transaction has been made, cannot be put to question by the Committee. On the other hand there is no obligation on the part of the administration to adopt the reports of the Committee. It is also alleged that the reports of the Committee are not discussed in detail in the Parliament.

In case of Estimates Committee, the members of this Committee are not experts whereas the nature of the functions of the Estimates Committee demands that it should be an expert body. The Committee doesn't get the expert assistance of the Comptroller and Auditor General as provided to the Public Accounts Committee. It is also alleged that the Estimates Committee has acquired the role which constitutionally does not belong to it. While going on about the economy aspect of the estimates of a ministry, it starts to find faults in administrative reorganisation, reconstruction of departments and redistribution of functions. The recommendations of the Committee are in the form of advice and it is up to the government which ultimately decides to except or reject those advises. The Committee cannot undertake an estimate of all the ministries so it usually selects 3 to 5 ministries in a session and even for these only a few selected areas are taken up. In this system a ministry going through the examination by the Estimates Committee gets 3 to 4 years for re-examination by this Committee.

Similarly, the Committee on Public Undertakings has not examined all the public undertakings. The Committee has not been able to examine all the appraisal reports on individual undertakings. Due to which the remedial action by government or management on these reports presented to the Parliament could not be ensured. This makes the whole system of public accountability irrelevant.¹⁸ This Committee has no jurisdiction over those companies in which the Government is the largest single shareholder. Besides that, several important public undertakings including defence establishments have been kept outside the committee's jurisdiction. One point of concern is that the major recommendations of this Committee remain unimplemented. While the recommendations of the Public Accounts Committee are difficult to be ignored, such a status is not enjoyed by the Committee on Public Undertakings. The tenure of the members of this Committee is only one year. This deprives Members of Parliament from developing specialisation in public enterprises. There have been objections regarding the content and tone of the reports of the Committee on public undertakings. The Committee has, sometimes, been unduly harsh in passing judgements against the performance of public undertakings. Sometimes this Committee appeared to have encroached the functions of other controlling agencies. This has caused confusion about the respective status of various mechanisms of accountability.¹⁹

3. CONCLUSION:

In a democratic state, it is one of the important responsibilities of the Legislature to have control on public finances. The Legislature exercises this control through various methods. The three parliamentary committees play important role in establishing Legislature's control over public finances. These parliamentary committees concentrate on different aspects of public finances. The contribution and performance of the Public Accounts Committee, the Estimates Committee and the Committee on Public Undertakings along with Standing Committees have given strength to the Parliament in terms of arranging more meaningful discussions in the Parliament and developing a clear overview regarding public finances. Although there are some shortcomings associated with these committees. But at the same time there is scope for improvement in working and outcomes of these committees with the help



of suggestions provided by various scholars. If the way of functioning of the Parliament changes in future, there will be significant contribution of these parliamentary committees in that change to bring about more healthy and positive control on public finances.

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Digital Transformation in Indian Police System

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Abstract: *Technology has the potential to bring unprecedented changes to law enforcement, investigation, prosecution, crime prevention, traffic control, security, intelligence collection and analysis with speed, accuracy and transparency. Digitalization has great potential in all areas of policing, such as digitizing emergency procedures and providing police services to the public, providing real information and tools for the police on the scene, no complaints, providing support to criminal investigations, legal and judicial audit, data-driven intelligence and open source intelligence (OSINT), police work CCTNS priorities, CCTV connections in public places and their joint control centers and related equipment members are all related to redefine the police through smart police services for mine detection and prediction in the fight against terrorism. Harnessing the power of big data and using technology for data mining and predictive analytics can help direct the investments of employees and others towards a greater purpose. It is now time for police work, including police administration, training and management, to become digital and information-driven to further publicly realize the potential of technology.*

It is also important for the police to use the large amounts of data they have for analysis and AI-driven understanding and decision-making. These are real treasures of heritage in terms of crime and security. The problem is that most of the information available today is paper-based and digitizing can be very labour intensive. Fortunately, there are many technologies available today that can help digitize old records in archives. It is important that the treasures of heritage are not forgotten. Digitizing data can help police gain evidence-based insights and make more informed decisions based on analysis of data over time and history. Most importantly, digitalization has the potential to change how police interact with the public and the way police are deployed.

Another problem is the diversification of police digital resources. There are numerous police practices created by state, local and individual police officers to ensure services. Alerts and payments, road safety, geographically based nearest information, women's safety app, tenants /employees/ employees first and more. The potential of technology has also proven to be transformative in investigations and prosecutions. For example, digital technologies, smartphones and digital forensics have become widely used and form the basis of many criminal investigations. Working together to adopt and use these tools at the police level across the country, providing investigative and prosecutorial tools to all police officers, could transform the entire Indian police force. At the same time, crime and the use of cyberspace have become one of the greatest threats to citizens' lives, property, business and national security.

Police forces around the world have realized the potential of digital technology to enhance their capabilities and provide better services to the public. From improved communications and information management to updated crime and advanced analytics, digitalization is transforming modern policing. This article will focus on the urgent need to digitize policing and how this will change the capabilities.

Key Words: *Technology, information, intelligence, forensics, digital.*



1. INTRODUCTION:

In recent years, the use of technology has affected the transformation of how people live, learn, work, do business, interact, travel and have fun. The world has seen not only the growth of computing and communications technology, but also the end of many technologies that have led to major changes in every aspect of human activity. It is clear that the authorities cannot remain silent or ignore these negative emotions. In fact, the police have a role in all of this, and the police touch every level of human interaction. These significant technological changes also increase the prospects and capabilities of community policing.

Most law enforcement agencies in the country are aware of this phenomenon and the importance of keeping up with the rapidly changing world of technology in order not to be affected. Many police chiefs and some police departments have prepared their soldiers to acquire knowledge, skills, and training appropriate to the greater reality. However, these measures are often self-focused and lack competitive advantage. Despite rising expectations and increased scrutiny, Indian police and their operational models, procedures, processes and thinking are still not aligned with the impact of technology and social change. While islands of digital innovation and efficiency are developing in many police forces, our police force in general has not yet moved beyond the pre-digital era, still operating within the usual police station network, filled with tons of documents and keeping records. and spend time and effort in collecting and preparing physical evidence for prosecution. The reality is that so-called "digital police" capabilities are limited to a small group of police officers who themselves have limited capabilities.

2. The major ICTs that the Indian Police is using today can be evaluated as follows:

1. **CCTVs:** Closed Circuit Television or CCTVs are one of the most important ICTs that the police use today. It is one of the most convenient and easily accessible modes of ICT used to detect the criminals. It is also known as video surveillance and is used to transmit a signal to a specific place, on a limited set of monitors. It is used in conjunction with other devices to detect crime and penalise the criminals.
2. **Radio Frequency Identification (RFID):** RFID is basically wireless use of electromagnetic fields to transfer data, for the purposes of automatically identifying and tracking tags attached to objects. This technology is used by the police authorities so that transportation systems can be verified to prevent movement of unauthorized materials which can affect the public safety.
3. **Electronic Breath Alcohol Test:** One of the most significant ICT that is being rampantly used in today's world, so that the rash and negligent driving can be stopped. The Home Guards and the traffic police are entrusted with the task of checking the people who are drunk driving at night so that accidents can be prevented and these are generally located in the highways and the accident prone areas of the states.
4. **Global Positioning System (GPS):** A space-based navigation system that provides location and time information in all weather conditions, anywhere on or near the Earth where there is an unobstructed line of sight to four or more GPS satellites. This enables the police to track criminals through their mobile phones and detect their location and conduct raids which are essential part of police investigations and also conduct sting operations as well.
5. **Geographic Information System (GIS) :** A system designed to capture, store, manipulate, analyze, manage, and present all types of spatial or geographical data. The acronym GIS is sometimes used for geographic information science (GIS science) to refer to the academic discipline that studies geographic information systems and is a large domain within the broader academic discipline of Geoinformatics. What goes beyond a GIS is a spatial data infrastructure, a concept that has no such restrictive boundaries. Basically it is a form of device which closely works with the GPS and helps in tracking the criminals and their positioning.
6. **Mobile Cameras:** These cameras help in detecting and tracing the running cars which break the traffic rules and regulations or run away after an accident without helping the persons with



severe injury. These cameras help in tracking the criminals who do away crimes in the wee hours of the day and think that they are saved, but they forget that crime never lets you free and always pays.

7. **Wireless Internet:** Another very useful means of ICT is the wireless internet by means of which message and data is transferred and at the same time finding the cases and searching pertinent information on relevant topics are also very useful and it can be used anywhere and anytime. Thus, it serves as an important means to help the police in carrying out their functions of general supervision and crime prevention.
8. **Mobile Printers:** A very useful ICT are mobile printers as they allow the printing of prima facie photographs on the crime spot and also allow fast transmission of data and other photographs through the means of wireless.

Thus, it is evident that when we talk about the police as users of technology, we refer to the fact as to how police utilize the technology for their daily mundane works and how they investigate cases and how technology reduces their workload, and it helps in service delivery, risk management and law enforcement. Moreover, apart from the hardware's mentioned above, police force also use software's in training and other sensitizing programmes about technology and in service trainings. These programmes help in making the officers aware about the recent trends in crime and the latest technological advancements which suit the need of their work the software programmes also include the various mechanism of online redressal of the grievances of the general public, thus all these programmes help in the development of better police public relationships.

However, there are **certain limitations** which are assessed below:

- Senior police officers are technology shy and desist from using technology.
- The police officers suffer from the laid back attitude and as a result of it; they do not use the most updated technology.
- The in service training programmes in most cases lack the sufficient amount of training to be imparted for using the latest technology which serves to be another reason as to why the police force detach themselves from these ICTs.
- Lastly, the poor infrastructural facilities that the police stations have add on to their problems as recommendations have been given for I – Police Stations but none have been followed.

3. CONCLUSION:

Technology has the potential to bring unprecedented changes to law enforcement, investigation, prosecution, crime prevention, traffic control, security, intelligence collection and analysis with speed, accuracy and transparency. Most law enforcement agencies in the country are aware of this phenomenon and the importance of keeping up with the rapidly changing world of technology in order not to be affected. Many police chiefs and some police departments have prepared their soldiers to acquire knowledge, skills, and training appropriate to the greater reality. However, these measures are often self-focused and lack competitive advantage. Despite rising expectations and increased scrutiny, Indian police and their operational models, procedures, processes and thinking are still not aligned with the impact of technology and social change. While islands of digital innovation and efficiency are developing in many police forces, our police force in general has not yet moved beyond the pre-digital era, still operating within the usual police station network, filled with tons of documents and keeping records. and spend time and effort in collecting and preparing physical evidence for prosecution. The reality is that so-called "digital police" capabilities are limited to a small group of police officers who themselves have limited capabilities.

In some states, different regions have developed different applications for the same service. For example, hold monthly crime meetings. We know that many young, tech-savvy SPs have developed their own software or applications that are used by police stations and staff to guide crime investigations



and prevention. While some of these are very valuable, the problem is that there is a lack of effort across the country to evaluate, use the results, and develop the necessary products.

The new age technology is a boon the modern policing and serves a variety of benefits which may be assessed as below:

- Technology will lead to transparency as manual work is manipulated at times.
- Technology will also enhance the speedy registration and disposal of cases and also help to combat crime and aid the investigations as well.
- More accuracy will be preferred if technology is used in day to day work.
- More accountability will be assured and police personnel will look forward to work more efficiently.
- It will aid to easy retrieval of storage data as well and records will be categorically maintained.

4. SUGGESTIONS FOR TECH SAVY POLICING

In the developing age, where new technology has been welcomed and rampantly being used, the need for the establishment of new institutions to supervise policing and law enforcement is also desirable, and it should prevent commission of crimes rather than prosecuting the criminals. Certain suggestive measures have been catered to which if implemented would reduce the workload and at the same time create better police public relationships.

- A separate cyber crime cells for all the states which would deal with computer crimes only.
- Cyber Forensic Laboratory with all the updated machinery and technology required to detect computer crimes to be established in all cities.
- A team of officers must be specifically trained to deal with the cyber crimes and related cases of computer crimes.
- Moreover, another special group must be specifically trained in collection storage and retrieval of digital evidence.
- Police Commissionerate must take the initiatives to have the recent police technologies used abroad and also in the metropolitan cities (Chennai, Mumbai and Kolkata)
- Local Police Stations must keep a vigil on the local cyber cafes to prevent cyber crimes. Every police website must be well designed and be user friendly so that the database may be effectively used to lodge complaints.
- Police should also impart in-service training so that there is no delay in delivery of services at times of need.
- The Police Commissionerate should also take the task of imparting significant knowledge to the general public so that they can use the database more efficiently which is beneficial for their safety.
- Awareness Programmes on Information technology must be carried on effectively and efficiently in all cities. Thus, these shall create significant changes and bring about more police public participation to combat crimes and create a crime free society.

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Study of New Education Policy (NEP) – 2020

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Abstract: Education does not mean only the formal form of education. This means every lesson that we have received from our ancestors. Every learning and knowledge which is obtained in some form or the other in an informal manner. In the present changing times, in view of the need for education, system purity, modernity and globalism in India, which is emerging strongly on the world stage, a new education policy 2020 has been brought. The main center of education during the Mauryan period was Takshashila, where all subjects were taught. Used to go. The medium of education during the Maurya period was Sanskrit. During this period, Brahmi and Kharosthi scripts were used. In the year 1781, a madrasa was established in Calcutta by the then Governor Warren Hastings. After this, in 1791, Jonathan Duncan established a Sanskrit College. Education in the English medium was developed by Viceroy William Battick, in which the principle of downward defloration theory or filtration was adopted. The first education policy of independent India was implemented in 1968. Till the Sixth Five Year Plan, education was considered a mere service, but now education is being considered an important factor in the social and economic development of the country through human resources. The National Education Policy of 1986 is a milestone in the educational development of the country, but due to its not being properly implemented, a revised policy was presented in 1992. The Right to Education Act 2009 was brought, the objective of which is to provide free and compulsory education to boys and girls aged 6-14 years. Provision for education was made. National Education Policy 2020: According to the global education development agenda reflected in the goals of Sustainable Development Agenda 2030 adopted by the Government of India in 2015, the aim is to ensure inclusive and equitable quality education for all in the world by 2030 and lifelong. The goal is to promote educational opportunities. Thus, keeping in mind the need to reorganize the entire education system to support and promote learning for the emerging goal, this new education policy has been implemented.

Key words: non-formal education, education policy, primary, Vocational, Research and Training, Commission.

1. INTRODUCTION:

In the current changing times, the new education policy 2020 has been brought in view of the need for purity, modernity and globalism of education system in India, which is emerging strongly on the world stage.

This is the third education policy of independent India and it has been made after 34 years after 1986. Earlier, it was formed after 34 years in 1968 on the recommendations of the Kothari Commission. Before this, the first education policy was implemented in 1968 on the recommendations of the Kothari Commission.

There are many important reasons behind bringing the current education policy, the most important of which is to become a world power in the era of globalization, innovation and development and to establish the highest standards of Indian education.

Prime Minister Shri Narendra Modi, while clarifying the need for education policy, said that the main objective of the new National Education Policy is to make India an educational superpower at the global level and to raise the quality of education by universalizing education in India.



2. Development of education from ancient times till independence –

Education is what makes humans continuously progressive. It is education that constantly explores new dimensions for human development. Education does not mean only the formal form of education. This means every lesson that we have received from our ancestors. Every learning and knowledge which is obtained in some form or the other in an informal manner. That is education like - if we had not got the knowledge of lighting fire then perhaps humans would not have been at the level of development they are at today. In ancient times, both forms of education were prevalent, formal and informal.

The objectives of the ancient education system were -

1. Building character
2. All round development of the individual
3. Development of civic and social qualities
4. Skill Development
5. Preservation of culture and traditional knowledge of humans has been possible only through good culture.

Education in the Vedic period –

Gurukul system of education was prevalent in the Vedic period. Brahmins, Kshatriyas and Vaishyas took admission after Upanayana and studied for 24 years. In the Vedic era, the medium of education was oral. Hence there was a direct relationship between the principal and the disciple. Women education was prevalent in the Vedic era. The examination system existed. The responsibility of maintaining the teachers was on the state. In this era, philosophy, religion, grammar, craft and sculpture were taught.

Education in the Buddhist period –

Evidence related to Buddhist education is found in Pali texts. In the clerks, topics like Guru-disciple relationship, subjects of education, form of study-teaching, fee, dakshina etc. were highlighted. In Buddhism, special emphasis has been given to character. Buddhist education had three main characteristics – character, intellectual and spiritual. Even during this period, the form of education was oral-

During this period, the importance of Vedic education decreased and emphasis was given on literary study along with knowledge of business, industry, linguistics, law, military science, crafts etc. The art of writing also developed during this period.

Education in the Maurya period –

Here also education was given in Gurukul. In this era, the language of the common people was Pali and the language of the educated community and literature was Sanskrit. The main center of education during the Maurya period was Takshashila where education of all subjects was given. The medium of education during the Maurya period was Sanskrit. Brahmi and Kharosthi script were used during this period. During this period, education in philosophy, policy, politics, economics, military, justice, management, astronomy, mathematics etc. started being given.

Education in the Gupta period – There was unprecedented progress in the education of the Gupta period. The Guru used to personally teach his disciple. Even during this period, Acharyas used to reside in major religious places, pilgrimages, cities and ashrams. In this period, teachers were called Upadhyay and Acharya. The ultimate scholar was called Arka.

Neshtik and Upkurvan-

During this period, education in Vedanga, Grammar, Mimamsa and religious practice was given. During this period, higher educational institutions were called Ghatika. We can say that the form of education has been changing according to the circumstances of every period.

Spread of education in modern India - The development of education in modern India started during the rule of the East India Company. In the year 1781, a Madrasa was established in Calcutta by the then Governor Warren Hastings. After this, in 1791, Jonathan Duncan established a Sanskrit college. After this, understanding the importance of education, a provision for an annual grant of Rs 1 lakh for



education was made in the Act of 1813. After this, keeping in mind the contemporary needs of India, various commissions were formed from time to time by Macaulay Education System, Woods, Dispatch, Hunter Education Commission etc. and various education policies were implemented.

The development sequence of education in modern India can be understood in this way -

1. 1781 Establishment of Madrasa by Warren Hastings in Calcutta.
2. 1791 Establishment of Sanskrit College by Jonathan Duncan.
3. 1813 Provision of an annual grant of one lakh rupees for the spread of Indian education.
4. Fort William College established in 1800.
5. 1835 Macaulay's education system.

The development of English medium education by Viceroy William Battick adopted the principle of downward defiltration theory.

1854 Wood's Despatch - Magna Carta of Indian Education. In this, study of Indian language along with English, Department of Public Education was formed and it was recommended to establish universities in the Presidency towns of India on the model of London University. In 1587, universities were established in Calcutta, Madras and Bombay. Efforts were made to get the books of Panchal literature translated into Indian languages and to reward the writers of native languages. Arrangements for teacher training and technical education were encouraged. In the subsequent period, many commissions were brought to improve the education system such as Hunter Education Commission in 1902, Thomas Raleigh Commission in 1917, Education Commission in 1857, Sadler Commission in 1857, Government of India Act in 1919 in which education was made a state subject, in 1929. Hartang Committee, Wardha Education Committee in 1931 in which Gandhian ideology was emphasized.

For the first time, the principle of free compulsory primary education for children up to 11 years of age was accepted the Sargent Plan of 1944. On the recommendation of Radhakrishnan in 1948, the University Grants Commission was formed, in 1964 the Kothari Commission was established and in 1968 the first education policy of independent India was implemented. In this, along with free and compulsory education for children of 6-14 years of age, teacher training and three language formula were recommended.

Second National Education Policy 1986 –

After independence, many voices were raised for the improvement of education. Therefore, keeping in view the needs related to education, the then government understood that after the establishment of University Education Commission 1948, Secondary Education Commission 1952 and Education Commission 1964, the level of development which should have increased could not be achieved. Therefore, this policy was presented in Parliament in May 1986 with new issues.

Objectives of the National Education Policy 1986 –

The then Minister of Human Resource Development and Development Shri P.V. Narasimha Rao laid down the following goals of the policy at that time -

1. Infant Care and Education, Elementary Education, Non-Formal Education, Operation Black Board or Shiksha Navodaya Vidyalaya.
2. Commercialization of education, higher education, open universities, distance universities, rural universities, technical and management education.
3. Development of research.
4. Education for equality of women, education of SC, ST, OBC, adult and disabled education.
5. Improvement in the subject matter and evaluation process examination system of the school.

In view of the shortcomings of the National Education Policy –

such as not getting grants on time, poor material facilities, untrained staff etc., the revised policy was presented in 1992. The Education Related Advisory Board was formed before independence in 1935,



which was responsible for all the education policies and programs. Playing a major role in preparing and monitoring their progress.

Till the Sixth Five Year Plan, education was considered a mere service, but now education is being considered an important factor in the social and economic development of the country through human resources. The National Education Policy of 1986 is a milestone in the educational development of the country, but due to its not being properly implemented, a revised policy was presented in 1992.

NCF - National Curriullum Framework - 2005 is a major document in the field of education by the commission constituted under the chairmanship of Prof. Yashpal. The NCF of 2005 was started based on educationist Rabindranath Nath's article 'Civilization and Progress'. Its objective is to reduce the gap between life and knowledge and in this process to connect children with external life and free them from the rote learning system. Apart from this, the teaching-learning process should be child-centric and such subject material should be used. Its main goal is self-knowledge and skill development. In this also the three-language formula was adopted. This scheme was prepared by NCERT and the work of completion was done under the leadership of Director Krishna Kumar.

Right to Education Act - 2009:-

In a democratic country like India, development of citizens is not possible unless they are educated, hence in 2009, the Right to Education Act 2009 was brought, the purpose of which was to provide free and compulsory education to boys and girls aged 6-14 years.

Further in 2002, by the 86th Constitutional Amendment, a new Article 21 (a) was added to the Constitution. A new fundamental duty 51 (k) was added to the fundamental duties mentioned in Part 4 (a) of the Constitution.

The Right to Education Act 2009 was passed by the Lok Sabha with majority on 4 August 2009 and it came into force across India from 1 April 2010.

The journey of Indian educational development has been phase-wise but it has also had to face many challenges. Continuous efforts are being made to overcome all those challenges.

National Education Policy 2020: In accordance with the global education development agenda reflected in the Sustainable Development Agenda 2030, adopted by the Government of India in 2015, to ensure inclusive and equitable quality education for all in the world by 2030 and promote lifelong learning opportunities. The goal is to go. Thus, keeping in mind the need to reorganize the entire education system to support and promote learning for the emerging goal, this new education policy has been implemented.

Based on the recommendations of Kasturi Rangan, who was the head of ISRO after surveying the new education policy, this policy built on the old pillars of easy access to education for all, capacity, quality, affordability and accountability, will lay the foundation of new and all-round changes. Under this policy, with the cooperation of the Central and State Government, a target of investment equal to 6 percent of the country's GDP has been set in the education sector and the name of the Ministry of Human Resource Development was changed to 'Ministry of Education'.

As we know that the whole world is changing rapidly in the scenario of knowledge. Big Dash To prepare citizens for the scientific and technological changes taking place in areas like machine learning and artificial intelligence because it has become necessary that whatever is taught to the children should be They are going to learn it but at the same time they should keep learning continuously and adopt problem solving and logical thinking.

The gap between the current state of learning outcomes and what is required must be addressed through major reforms that bring the highest quality equity and integrity in the system through early childhood care and higher education and the policy aims to bring down the Gross Enrollment Ratio To bring it to 100 percent by the year 2030. According to this policy, now the pattern of 5+3+3+4 will be followed.

The form of this policy has been determined by including all points from the root to the world, from man to humanity, from past to modernity.



Major provisions related to education of National Education Policy 2020

Division of educational curriculum for children of 3 years to 8 years of age into two groups-

* Free safe and sound education for children aged 3 to 6 years through Anganwadi/Kindergarten/Pre-school.

To ensure availability of quality 'Early Childhood Care and Education – ECCE'.

* Children aged between 6 to 8 years will be provided education in classes 1 and 2 in primary school.

* Priority will be given to make elementary education based on multi-level games and activities.

* NEP and MHRD have demanded the establishment of a 'National Mission on Foundation Literacy and Numeracy'.

* State Governments to ensure basic literacy and numeracy for all children up to Class 3 in primary schools by 2025

To gain knowledge, an implementation plan for this mission will be prepared.

Protection of linguistic diversity -

* In NEP- 2020, emphasis has been laid on adopting mother tongue/local or regional language as the medium of

instruction in education up to class 5. Along with this, it has been suggested in this policy to give priority to mother

tongue for class 8 and further education.

* The option of Sanskrit and other ancient Indian languages will be available to students in school and higher

education, but there will be no compulsion on any student to choose the language.

Curriculum and assessment reforms -

* According to the reforms proposed in this policy, there will not be much difference between arts and sciences,

vocational and academic subjects and curricular and extra-curricular activities.

* Vocational education will be included in the educational curriculum from class 6 itself and the provision of

internship will also be given in it.

* National Program Framework for school education (National Curriculum Framework- 2005) will be prepared by the

Council of Education Research and Training.

* Keeping in mind the goal of overall development of students, changes will be made in the examinations of class 10

and class 12. This may include improvements like semesters or multiple choice questions etc. in the future.

* A new 'National Assessment Centre' named 'Parakh' will be established as a standard setting body to evaluate the

progress of students.

* Use of Artificial Intelligence (AI) based software to evaluate the progress of students and help students in taking

decisions related to their future.

Reforms related to education system –

* Following an effective and transparent process in the appointment of teachers and promotion on the basis of

performance assessment taken from time to time.

* National Council for Teacher Education will develop National Professional Standard for Teachers (NPST) by the

year 2022.

* Arrangement of national curriculum for teacher education by the National Council for Teacher Education on the



basis of advice from NCERT. By 2030, the minimum degree qualification for teaching will be 4-year integrated

B.A. B.Ed. Having a degree will be made mandatory.

Provisions related to higher education –

* Under NEP-2020, a target was set to increase the 'Gross Enrollment Ratio' in higher educational institutions from

26.3 percent year (2018) to 50 percent. With this, 3.5 crore new seats will be added in higher educational institutions of the country.

* Multiple entry and exit system has been adopted in undergraduate courses under NEP-2020. Under this, students

will be able to skip courses at various levels in a three or four year undergraduate program and will be awarded a

degree or certificate accordingly. (Certificate after one year, Advanced Diploma after 2 years, Bachelor's degree

after three years, Bachelor's with research after four years)

* An Academic Bank of Credit will be provided to digitally store the marks or credits obtained from different higher

educational institutions so that degrees can be awarded to students based on their performance in different

institutions. In the new education policy, M.Phil was abolished.

Higher Education Commission of India

* The National Higher Education Regulatory Council (NHERC) will be constituted as a single body for the entire

higher education sector except medical and legal education.

* Four institutions/bodies were identified for effective and demonstrable execution of the functions of HECI.

* For regulation- National Higher Education Regulatory Council (NHERC)

* Standard setting - General Education Council

* Funding - Higher Education Grant Council (HECGC)

* Accreditation - National Accreditation Council (NAC)

Multidisciplinary Education and Research Universities (MERU) of global standards at par with IITs and IIMs will be established in the country.

Key Facts -

1. Vocational (more emphasis on vocational education)

2. Promotion of Indian languages

3. Multiple exit, multiple entry facility

4. Academic Bank of Credits

5. National Education Policy – 5 + 3 + 3 + 4 in 2020

Basic four steps –

1. Foundation Stage 5 Years (Pre-Primary Grades 1 & 2)

2. Preparatory Stage Three Years (Grades 3-5)

3. Middle Stage – 3 years (Grades 6-8)

4. Secondary Stage 4 Years (Grades 9-12)

3. NEP- 2022 FOR FOUNDATION STAGE (For children of 3 to 8 years)

Objective-

To bring positive change in the school education system of India from the grassroots level.



Based on this, a blueprint for implementing the curriculum and textbook will be prepared by Basant Panchami next year. It has been developed on the basis of Chhattisgarh 2020. This is the first phase in the 5+3+3+4 curricular and pedagogical restructuring.

its four sections

1. Schooling
2. Early childhood care education
3. Teacher Education
4. Adult education

It is based on the Panchakosha concept. In the context of children's education, it has five parts-

1. Annamaya Kosha (Physical Development)
2. Pranamaya Kosha (Development of life energy)
3. Manomaya Kosh (Manikas Vikas)
4. Vijnanamaya Kosha (Intellectual Development)
5. Anandamaya Kosha (Spiritual Development)

This is an important step in implementing NEP – 2020.

4. CONCLUSION

National Credit Framework:

Its draft has been released. It has been prepared by a committee headed by Nirmal Ji Singh Kalsi and suggestions have been sought. A provision has been made in NEP 2020 that its main responsibility is to seamlessly integrate the credits earned through school higher vocational and skill education.

Proposed NEP – Inclusive Umbrella Framework

For the first time, academic credit is a recognition within the entire education system credit. The student learner has completed a course or unit of learning that matches competency at a given level. A way of measuring learning outcomes.

How will Choice Based Credit System work?

Used by many universities Requires students to earn a certain number of credits to complete their degree Opportunity to mix and match different types of courses Interdisciplinary and interdisciplinary learning not possible under traditional mark- or percentage-based evaluation systems Is.

features

* Academics – the curriculum, extra-curricular vocational education Recognition of prior learning and earning credits through informal learning – Democratization of education Flexibility in choice of curriculum Option to change courses between institutions Facilitation of transfer of students between schools and boards over the years Option to re-enter the education system (Academic Bank of Credits) without losing assumed learning hours.

credit point

* At least 40 credit hours of 1200 hours to complete one year of schooling

* Learning time, classroom teaching + extra-curricular and co-curricular sports, yoga, exhibition, art, music, dance, vocational education, boat training, internship or apprenticeship

* Vocational Education + Experiential Education * School + Higher Education * Bringing together different streams * Selection of subjects as per interest

* Mainstream and vocational education

Critical Evaluation –

With the passing of the Education Policy 2020, despite all its features, it is constantly facing criticism from the people - first of all, if education is given in the mother tongue, then in the future, students will not be able to learn the language in the field of science and technology. Will have to face the previous problem. Secondly, for a developing nation like India, where the size of GDP is 2.94 lakh dollars, only 2.1 percent was spent on education. Therefore, 6 percent of GDP is challenging. Third is the problem



of dropout, which we have been experiencing in primary education for a long time, which is no longer seen in higher education. Fourth, due to being interdisciplinary, the problem of teachers. It is natural for all these criticisms to come to the fore because if there is a problem in any innovation. If there is no inclination towards a solution then how can it be solved and implemented universally. Therefore, it is very important to know here that various researches have proved that the best education can be given to the child only in the mother tongue. Secondly, we give the example of Japan's technology. If we want to be equal to them then why don't we also adopt their language formula of education. In the Japanese education system, every educational material is available in their mother tongue and we can take another example of an excellent change that has happened recently where the Madhya Pradesh government has taken the initiative to provide study material in Hindi for technical education, this will help in improving the Hindi language. This will also get a boost and the language problem of the students will also end.

Secondly, education is an area where investment will prove to be very profitable and it will itself generate new sources of income daily. Thirdly, the solution to the problem of dropout is possible through a monitoring system where a digital profile of the student can be prepared where information about the problems due to his/her leaving education midway and the possibilities of coming back can be collected. Fourth, the interdisciplinary problem can be solved by paying proper attention to teacher training.

Along with globalization, the interest of the country and the interest of the students have been kept paramount in the Education Policy 2020. Providing 6 percent share of GDP is a big initiative but its proper use and implementation is absolutely necessary and along with the new ideas that have been added in primary education, awareness regarding the supply of physical resources is very important. It is appropriate to learn from the bitter experiences of Operation Black Board.

No one is unaware of the importance of education for a young nation like India. After observing the education policy, it can be said that undoubtedly it will create a new identity for India in the global scenario by incorporating the characteristics of the education system of India's rich glorious past and new technical knowledge and science.

Due to giving importance to research and their teaching, this entire process will be costly but its results will be very positive in future and this policy will definitely realize the dream of India of 2041 and will prove to be a milestone in the path of India becoming a developed state.

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Examination Management as a way of Achieving Quality Assurance in Higher Educational Institution

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Abstract: An examination is an important quality criterion of any educational institution. It is an evaluation method that helps to evaluate the existing knowledge of students. Examinations serve as vital components within educational institutions, serving the purpose of assessing students' comprehension of the concepts and principles they have been taught. They provide a means to evaluate the depth of understanding attained by students throughout their learning journey. The aim of this research was to bring forward on how examination plays a vital role in achieving quality assurance in an educational institution. A survey was conducted in a higher educational institution of Kolkata were 100 samples were taken to rate their satisfaction on the prevailing examination system in their institution. A satisfaction scale was developed with 10 items, the rating scale was based on 5 point Likert scale, the sampling technique used for the study was Purposive random sampling techniques and the methodology used was Qualitative Research methodology. The data was analysed using graphical representation. The finding of the study laid emphasis on how role of stakeholders impacts the examinations system and the overall Quality Development in the institution. Certain recommendation has also been suggested for further enhancement such as regular workshops for faculty members to enhance their skills in examination management, integrating Information and Communication Technology (ICT), computer-operated devices in examination halls can aid in identifying candidates engaged in malpractices that may go unnoticed during supervision. Thus the paper highlights upon the key role played for the quality development of higher educational institution and further measures to enhance the system of Evaluation.

Key Words: Examination Managment, Higher Educational Institution, Quality Assurance, ICT, Supervision, Invigilation.

1. INTRODUCTION :

Education helps in the journey of nurturing the inherent abilities of an individuals, which guiding them towards becoming responsible citizen, a purposeful, innovative, creative, and valuable member of the society, to bring forward changes for the better well fare development of its society. Education involves the dynamic exchange of teaching and learning experiences, typically assessed through examinations at the end of each learning phase. According to Ukwuije (2012), products of “quality education should be intellectually sound, socially adaptable, technologically skilled, vocationally competent and morally sound”. This highlights that education is assessed based on learning outcomes. The degree to which learners absorb knowledge, skills, values, norms, and attitudes is evaluated through assessments. Each learner is anticipated to demonstrate a satisfactory level of understanding and decision-making abilities in the prescribed content taught for their holistic development. Essentially, learners are evaluated based on the curriculum taught in educational institutions. Assessment is a continuous journey encompassing planning, dialogue, consensus-building, reflection, measurement, analysis, and enhancement, all rooted



in the data and evidence collected regarding a learning objective. The term examination in the context of this study is perceived as the process or act of testing for knowledge and ability in order to determine its worth. This implies that a test is a means of measuring knowledge, skills and or aptitude of a candidate (Hornby, 2000, cited in irira 2004 p. 1-2). According to Ukwuije (2007) educational assessment is a process of documenting, usually in measurable terms, skills, attitudes, beliefs, practices or generally what behaviour a learner does or does not have, acquire or developed before, during and at the end of instruction, or course of study. Examinations serve as pivotal when a learner's knowledge, skills, abilities, and competencies are evaluated, about their performance. These assessments help in diagnosing strengths and weaknesses of the student in the due course. Considered the most reliable and validated tool, examinations provide a comprehensive evaluation of learners' accomplishments within a specified timeframe. According to Fagbamiye (1998) examination as a tool for measuring and judging the standard of education in any country. Examinations offer visions into student progress, stimulate academic growth, provide feedback on the effectiveness of teaching methods, identify strengths and areas needs enhancement, envisage future performance, and contributes for various occupations or professions. The examination can be internal or external, oral or written or both. Effective management of examinations is crucial due to their substantial impact on socio-economic aspects. It is essential to prioritize the management of examinations to ensure the validity, reliability, and lasting value of examination results.

In the context of research, effective examination management encompasses skilful strengthen resources such as teaching learning, students' performance, both academic and non-academic staff support, teaching materials, timings, and employing appropriate techniques and technologies in teaching and examination processes of the institution, all while maintaining ethical standards. Implementing these practices enhances the educational institutions achieving quality results and fulfilling their goals.

When ineffective management techniques are utilized during the examination process, it can result in various forms of malpractice, including leakages and cheating. This may involve exam papers being accessed prematurely by candidates, originating from printing press sources or individuals responsible for question paper protection. Mismanagements can extend to the trafficking of answer scripts and candidates receiving outside support during exams, often through conspiracy with invigilators and other exam officials. Unauthorized materials, such as textbooks or notes, can be brought into the exam hall. Even with well-created examination questions, mismanagement weakens the exam's purpose and compromises its quality. Ineffectively managed examinations pose significant societal risks, potentially leading to poor quality. The economic, political, and social consequences are profound since individuals from flawed examination systems are entrusted with employment positions that require trustworthy and highly qualified individuals from effective examination systems. This shows that ineffective management of examination cannot lead to effective Quality Assurance in an institution and society.

2. Review of Literature :

Mafa & Gudhlanga (2012) in his paper examines the examination management practices at the Zimbabwe Open University (ZOU), focusing on setting, administering, marking, and result publication. Utilizing a qualitative methodology and case study design, data was collected from various stakeholders including examination and quality control managers, department chairpersons, program leaders, coordinators, administrators, and second-year students. Key findings reveal that ZOU's examination management enhances quality assurance through activities like setting examination items, ensuring tight security during transportation, residential marking, and active invigilation. Recommendations include holding periodic workshops, staff induction on examination management, adopting ICT in examination dispatch, and networking between the National Centre and regional centres for improved communication and P.I.N. generation.

Anthony & Florence (2021) in his study investigates quality assurance measures in business education examination administrations across Colleges of Education in Edo and Delta States. It assesses the effectiveness of invigilation, space, time management, and facility adequacy. The research employs a descriptive survey design, involving all 81 business education lecturers from five Colleges of Education in the region. Data collected through questionnaires are analyzed using mean scores, standard deviation, and t-tests. Results indicate that invigilation quality, space provision, time management, and facility



adequacy significantly influence examination quality assurance. Moreover, no significant difference is found between male and female lecturers regarding their perception of quality assurance measures. Recommendations include government investment in business education, provision of adequate facilities, enforcement of examination disciplinary units, promotion of time management, and the use of modern technology to curb malpractices.

Osuji. U.A (2020) states that Examinations serve as a primary method for assessing learners' understanding and mastery of knowledge, skills, attitudes, and aptitudes. However, examination malpractice has become a prevalent issue in Nigeria's education system and globally. This paper explores the concept of examinations and the alarming rise of examination malpractice in Nigeria. It delves into the history, various forms, and factors contributing to malpractice. Furthermore, it discusses emerging trends, effects, and the roles of examination bodies in curbing malpractice. The examination system's integrity is compromised, undermining its effectiveness in accurately gauging students' abilities.

Ncube. et.all (2012) in their paper aims to review studies on examinations and assessment techniques, along with challenges faced in maintaining their validity and reliability, particularly in skill-based subjects. Portfolio assessment is recommended as an alternative and authentic assessment method for skill-based subjects, supplementing existing examination techniques and providing a more comprehensive measure of skills and competencies attained for quality education. Educational systems rely heavily on examination systems, and any threats to their integrity undermine the validity and reliability of examination results and certifications. Factors such as teacher competency, funding availability, quality management, and supervision of schools are intertwined and crucial for the success of educational reforms and curriculum changes.

Ogunji, J.A.(2011) Examination malpractice, or cheating, has become a widespread issue globally, affecting both developed and developing countries. Academic dishonesty, particularly in examinations, has reached alarming levels, raising concerns and prompting speculation about its causes. This paper sheds light on unethical examination management practices, which extend beyond student behavior to encompass the entire examination management process. It suggests that teachers, school administrators, invigilators, supervisors, examiners, clerical staff, examination bodies, parents, and law enforcement agents all play a role in perpetuating this problem. The paper proposes a theory that the prevalence of examination malpractice in any country correlates with the degree to which examination management roles adhere to or disregard examination ethics. Using Nigeria as a case study, it examines unethical examination management practices that contribute to the persistence of examination malpractice. Additionally, the paper advocates for the adoption of examination management ethics as a means to combat cheating in examinations.

Caleb Imbova Mackatiani (2017) in his paper examines how exam-focused teaching methods in Kenyan primary schools, particularly in Kakamega County, impact learning outcomes. It critiques these approaches for neglecting practical skills and values. It underscores the importance of quality primary education and UNESCO's efforts in this regard. Using transactional analysis theory, it analyzes the influence of exam-oriented models on teaching and learning. The study, employing mixed methods, finds that exam-oriented approaches adversely affect pupil achievement. It advocates for policy interventions to address inequalities and enhance quality education. It stresses the need for balanced academic pressure to foster creativity and success. The paper recommends government action to improve efficiency and promote quality education in primary schools.

Thus from the above review it can be stated that

2.1 Need of the study :

The study was to find out how examination management helps in assuring quality and contribute to the understanding of the importance of effective management of examinations as a way of maintaining quality assurance and controlling examinations. Operative examinations is a way of developing and graduating production of competent individuals who are needed for the different job positions in the country. Hence the need for this study to be conducted.



2.2 Statement of the problem

“Examination Management as a way of Achieving Quality Assurance in Higher Educational Institution”

2.3 Research Question

1. How does Aliah University manage its examinations?
2. What factors affect the quality of examination management at Aliah University?
3. How can Aliah University address the constraints in examination system leading to Quality compromise?

2.4 Objective of the Study

The objective was to investigate the management of examinations as a way of achieving quality assurance in higher education

Operational Definition

Examination Management, is how well the system is organise and function smoothly to avoid much discomfort among students.

Higher Educational Institution, a Platform to do research, to study with more analytical thinking and built Professional ground and carrer development oritented courses.

Quality Assurance, a benchmark set to achieve goals in an insitution to marked with excellence.

ICT, information communication technologies use to make works more efficient to avoid inefficience.

Invigilation, teachers who would conduct and maintain the decorum of the examiantion hall to smooth running of the examination.

Delimitation of the study

The study was conducted to Aliah University, Department of Education on the students of M.A. and B.Ed. students.

3. Methodology

3.1 Design of the study

This study was conducted using a qualitative research design that employed a case study approach. Questionnaires and Interview schedules were the main instruments for data collection.

3.2 Sample of the study

For this study students were taken from Aliah university from the department of Education. Total of 100 students were taken for the study.

3.3 Techniques of Sampling

Simple Random Sampling techniques was used for the study.

3.4 Tool used

A self-standardised tool was administered to measure the Study Satisfaction towards their examination System, the Scale comprised of a 5 Point Likert Scale. The Questionnaire all total contained 10 items, which were administer on 100 students of Aliah University.

3.5 Standardization of the Tool

The research was qualitative research were a self-standardised tool was developed and validated by experts.

3.6 Method of Data Analysis Techniques:

The data was analysed through 3 ways

- Observation Method was used to answer Research question 1 of an examination room of Education Department, Aliah University.
- Descriptive Analysis was done to answer Research question 2 using Students Satisfaction Tool comprising of 10 items using simple graphical representation by calculating the percentages of response recorded.
- Research question 3 was answered through content analysis of various Review of Literature.

4. Data Analysis and Interpretations

4.1 Objective wise Analysis and interpretation of results

Objective: The objective was to investigate the management of examinations as a way of achieving quality assurance in higher education

Research Question1: How does Aliah University manage its examinations?



Figure :1 An Examination Room of Aliah University
Source : (data from the field)

Observation Schedule:

Date : 22.01.24

Time : 11 a.m to 1 pm ; Duration : 2Hrs

Place : Aliah University

Department : Education

Students details :

Total no of students present : 90 students

B.Ed. semester 1st 60 Students

M.A semester 3rd 30 Students

Observation details :

The examination was scheduled to start at 11 a.m. on 22.01.2024, 3 invigilators entered the room 15 minutes prior to the beginning of the exam, the examination room strictly prohibited any electronic gadgets and the question paper seal was broken in front of the students. Students were seated as per their roll numbers allotted. The invigilators spread across the room to distribute the question papers to their respective students, the question paper was distributed 5 minutes prior to the beginning of the examination, and students were settled till the onset of the examination. The 3 invigilators kept an eagle eye on the examinee.

They were cooperative to the students need of extra paper, string, water, going to washroom, etc.



As the picture depicts one of the invigilators tries to assist, while others were busy with other official documents of admit card signatures, student’s attendance etc.

These were few feedback from the examinee

“...the examiner were polite ...”

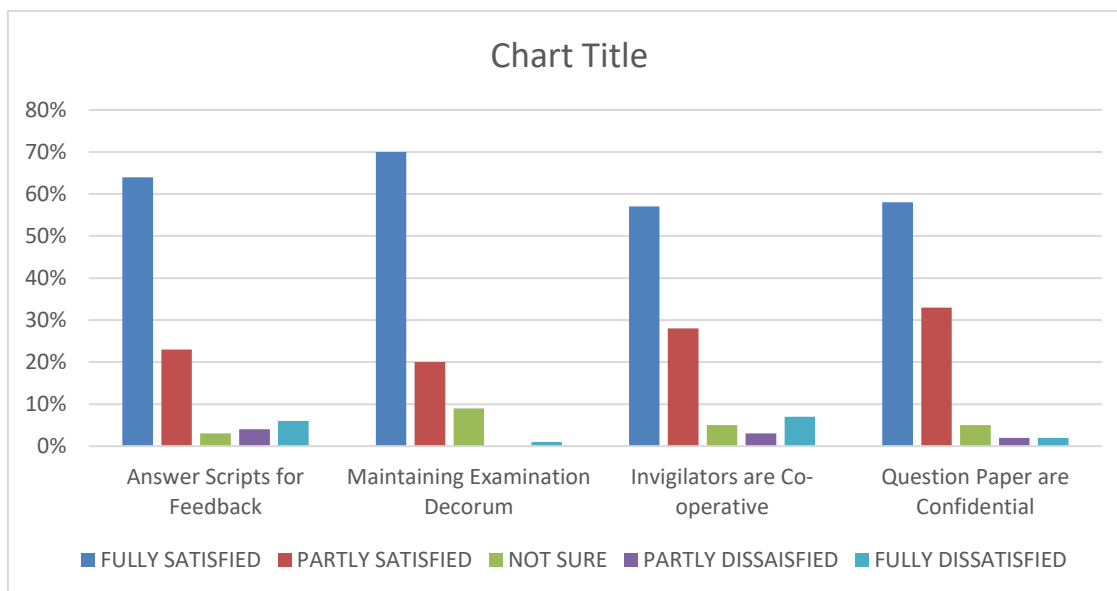
“..... punctuality was maintained”

Research Question 2: What factors affect the quality of examination management at Aliah University?
 The tabulated data are as follows:

Table 1: Responses of students on Examination System (Positive Items)

SCALE	Answer Scripts for Feedback	Maintaining Examination Decorum	Invigilators are Co-operative	Question Paper are Confidential
FULLY SATISFIED	64%	70%	57%	58%
PARTLY SATISFIED	23%	20%	28%	33%
NOT SURE	3%	9%	5%	5%
PARTLY DISSAISFIED	4%	0%	3%	2%
FULLY DISSATISFIED	6%	1%	7%	2%

Figure 2: Graphical Representation of Students on Examination System (Positive Item)



Observation

From the above responses it can be depicted that 87%, were satisfied with revealing of answer scripts for feedback, 3% were not sure of the item while, 10% were dissatisfied with the item. In maintaining the decorum 90% stated that examination rules were maintained (silence, on time question papers, extra sheets), while 9% were unsure of the item and 1% stated dissatisfaction towards the item, in terms to



cooperation 85% stated that the invigilators were very cooperative, while 5% were unsure while 10% were dissatisfied, 91% states that the university-maintained confidentiality with the question papers while 5% were unsure of it 4% stated dissatisfaction towards it.

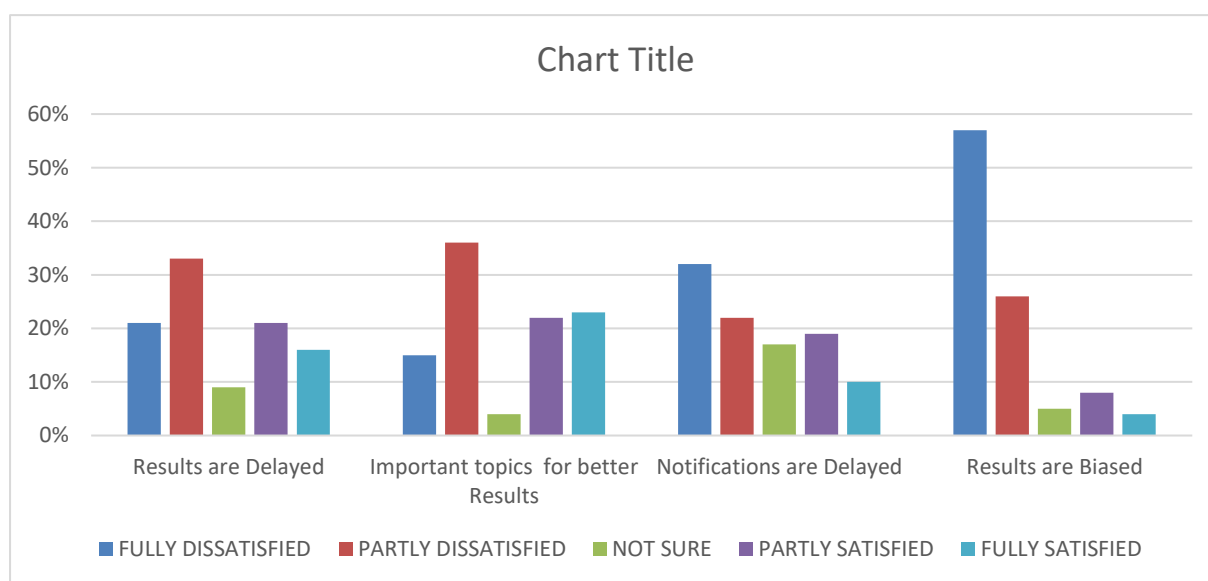
Interpretation

From the above data it can be concluded that the highest percentage of student were satisfied with maintaining of examination rules and then the question paper confidentiality. Overall, the students were highly satisfied.

Table 1: Responses of students on Examination System (Negative Items)

SCALE	Results are Delayed	Leaked Question for better Results	Notifications are Delayed	Results are Biased
FULLY DISSATISFIED	21%	15%	32%	57%
PARTLY DISSATISFIED	33%	36%	22%	26%
NOT SURE	9%	4%	17%	5%
PARTLY SATISFIED	21%	22%	19%	8%
FULLY SATISFIED	16%	23%	10%	4%

Figure 3: Graphical Representation of Students on Examination System (Negative Item)



Observation

From the above data it can be revealed that 54% were Fully Dissatisfied with the statement of delayed results declaration of Examination and 9% were Not sure of it while 37% were Satisfied with the items that results were delayed, 51% were dissatisfied with the statement that question paper was leaked for better results. However, 4% were not sure and 45% were satisfied that questions were revealed to score better marks, 54% were dissatisfied with the statement that states examination notification were delayed, 17% were not sure of the items, and 29 % were satisfied with the notification timing, majority of 83% students were dissatisfied with the item that results were biased, 5% were not Sure and 12% were Satisfied with the results.

Maximum students were satisfied with the examination rules were maintained (silence, on time question papers, extra sheets) and invigilators cooperation majority also showed satisfaction towards the confidentiality with the question papers however few of the students also stated that some important topic were revealed to score better marks. There were also maximum students that stated the results



were not biased. The major factors that affect Quality in Examination are maintaining examination decorum, confidentiality of Question paper, invigilators co-operation, feedbacks, and biasness, from the above data it was revealed that students of this university were most satisfied with the overall performance but however there were major students showing concerns of not sure with the problems stated.

Research Question 3: How can Aliah University address the constraints in examination system leading to Quality compromise?

To maintain a quality assurance in the institution the evaluation system is the most important concern to be maintained. And to maintain such system it first needs to concentrate on the constraints of the system. In this institution the allotted invigilators in the examination room, (figure 1) in a room of 90 students was 3+1(3 invigilators and 1 reliever) was present.

as the result the students have also show less satisfaction towards invigilators cooperation, in compared to other items in the list, in an examination room there are various works to be commenced before the exam ends such as distribution of answer booklet, question paper, examinee attendance, identification and verification of students through registration and roll number, distribution of extra answer sheets if needed, solving students queries, supervision , etc. **To overcome this work pressure within a stipulated time of 2 hours for 90 students is a difficult task and 3 invigilators would not be suffice.**

For the smooth-running of examination more invigilators are to be assigned a minimum of 4 invigilators to 90 students with a ratio of 1:20 would be appropriate. And also providing refreshment to the invigilators to avoid discomfort to the examiner during the invigilation period. The university should also allot individual students their roll number to against their seatings, there should also be a minimum of 2 days gaps during the examination dates, the university should also not prolonged examination results, the students found guilty with malpractices during the examination hall should be subjected to RA(reported against), and students filing for RTI (right to information) should be cleared at the earliest on the urgent ground to avoid missed semester or years and stagnation in graduation

Time management should be encouraged and practised during examination administration, Competent and focused lecturers should be involved in invigilation and supervision of examination to be maintained, use of modern technological such as CCTV cameras and other computer operated devices should be installed in an examination hall to know candidates involved in examination malpractices that are not seen by invigilators during supervision (Anthony & Florence 2021). The university maintains the feedback in the examination paper and the students have showed satisfaction level to these aspects however more focus is need on the delayed results. Students and academic staff need to work closely to ensure that there is reliable conduct of examinations so as to enhance provision of quality education

By implementing these suggestions, the university can enhance the efficiency of examination management while upholding the quality assurance of its degrees.

5. Recommendations

To maintain Examination Management in achieving Quality Assurance in Higher Educational Institution such measures needs to be taken such as :

- Proper ratio of Examiner and Examinee.
- Refreshment to the Examiner.
- Feedback of evaluation to the students
- Control of Examination malpractices
- Strict action to be taken to students involved in malpractices.
- Installation of CCTV in the examination room

6. Conclusion

This paper examines quality assurance measures in examination management, in Aliah University, particularly focusing on professional and degree Programme. The study finds that effective invigilation significantly influences quality assurance. However, challenges such as inadequate invigilator for



examinations and time management issues are prevalent. The adequacy of facilities is crucial for enhancing quality assurance in these programs.

This analysis offers valuable insights for educational planners and administrators, aiding in the effective provision of facilities aligned with standards. It also underscores the importance for management to prioritize facility maintenance and upgradation. For lecturers, the findings highlight the importance of focusing on examination supervision and addressing invigilation shortcomings. Students can benefit by learning the principles of discipline in examinations, and counsellors can use this information to educate students about the consequences of exam malpractices. These measures are crucial for imparting the necessary skills and knowledge to students, enhancing their productivity in the workforce.

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Theoretical Exposition on Pedagogical Alliance

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Abstract : *The concept of alliance has been empirically confirmed as effective in therapeutic, academic and research programmes. Alliance emerges in a collaborative and purposive work and enhances the quality of the same. The Guru-Shishya bond in the ancient knowledge system of India is theoretically established in the digital era of autonomy and individualized learning. Pedagogical interaction between teacher and student involves some type of emotional bond in the process, with a shared understanding of the goal and the task involved. Their brains, fired together, are wired together in synchronous academic activities. Such a functional alliance has high potential for academic excellence. Growth is a natural offshoot of this pedagogical coalition in which the teacher and the student reciprocally inform and instigate, dynamically move from question to answer and from answer to question. The teacher and student form a pedagogical team in the transcendental flow of learning.*

Key terms: *Collaboration, Experiential, Psychotherapy, Goal, Bond, Task, Reciprocity.*

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

- Albert Einstein

1. INTRODUCION:

The concept of alliance has a strong convention in research, psychotherapy and behaviour modifications. This concept has been confirmed to be really beneficial for analysing and organizing information for exploration as well as for conducting interventions (Castonguay, Constantino, & Holtforth, 2006). Man being a social being it is inherently natural to the practitioners and researchers to be interpersonal and interactional even while engaged in mechanical activities (Safran & Muran, 2006). Moreover, alliance has been proved to be an effective predictor of training, research, or therapeutic outcome (Martin, Garske, & Davis, 2000). Theoretically, there exists a significant congruence between alliance during the process and the achievement at the end of the process in any endeavours.

Though engrained in psychotherapy the concept of alliance has substantial implication in pedagogy. Many researchers have identified and explored the working alliance concept in educational contexts (Koch, 2004; Robertson, 1996). Myers (2008), for example, suggested that the alliance could provide direction for the development of new measures for educational contexts. Pedagogical work being central to teacher pupil collaboration, their alliance is built-up on the pedagogical techniques and practices in their purposeful quest for new knowledge and skills. The process of teaching and learning is a collaborative venture with potentials for a working alliance through specifically designed paths and defined roles for teachers and students. At the heart of this alliance, students and teachers share responsibility for the shape, direction, and the educational outcomes. Therefore, the functional alliance between teacher and student in the pedagogical process makes a joined impact on the outcome in terms of skills, attitude and knowledge.

With the dominance of technology, machine taking up the role of teachers, and education becoming automated ensuring learner's autonomy, students are solitary on their personalized path of



learning. Even though digitalized learning provides ample of freedom to learn any time and anywhere at one's own pace and convenience, it suspends collaboration. In fact, techno pedagogy is gaining prominence and dominance on the expenses of the attachment and alliance in academics. This is a drastic shift from the traditional formal education that binds teachers and students in the sacred web of relationship (Joshi, A & Gupta, R K. (2017)). Hence, a look back into the conventional education exploring the teacher student alliance is relevant, and this paper aims at the same. Rogers (2009) observes that a better understanding of the role of collaborative interactions in academic settings has the potential to improve teaching effectiveness and student learning. The present paper is an articulation of the concept of pedagogical alliance highlighting its potential for educational excellence. The method of study was to explore the theories on alliance in psychology and in education. The empirical evidences on the relevance of pedagogical alliance have been investigated. Qualitative data collected were subjected to analysis and synthesized into a solid understanding of pedagogical alliance.

2. Theoretical background :

The relevance of alliance in professional practices has been emphasized by different schools. Psychoanalytic schools have long underlined the role of transference phenomena for determining therapeutic relationship (Freud, 1912). Initially Freud had viewed transference as totally negative. But, later in his works, Freud identified the possibility of a beneficial attachment actually developing between therapist and patient, and not as a projection. Humanistic perspectives, focusing on therapeutic alliance have highlighted the effect of the relational conditions on patient's experience, argued that the relationship between supervisor and supervisee may be the most essential component in the process within counselling supervision (Rogers, 1957; Yalom, 2002). School of Social Constructivism asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. Vygotsky (1962) believed that in the absence of interpersonal instruction, a child's psychological functions may not show progress.

Interpersonal Relations Theory confirms that personality, or sense of self, of an individual is shaped by their interactions with others, and that social relations are critical to development of individuals. Self-identity is built up over the years through their perceptions of how they are regarded by significant people in their environments (Sullivan, 1972). Social Cognitive Learning Theory by Albert Bandura (1986) also emphasizes the developmental effect of one individual on another individual. In Guided Discovery learning which follows inductive approach, teacher is a facilitator who provides examples of an item and helps the learners to find the rules themselves (Leutner, 1993).

Bordin (1994) provided a model of professional alliance which focused on the change processes that occur in any interaction between two individuals. He stated that a working alliance can take place at anytime when an individual pursues change and another individual assists as the instrument of that change (Bordin, 1980). During any joint action tasks, synchronous motor activity of the interactive partners leads to increased feelings of affiliation and social cohesion (Valdesolo, Ouyang, & DeSteno, 2010; Hove & Risen, 2009), particularly in collaborative contexts. Thus, alliance is identified to be a by product of collaborative, purposive work as well as an indicator of its occurrence.

Bordin (1979) suggested that collaborative work involves three essential components: goal agreement, task agreement, and bond. Goal agreement entails the parties having a shared understanding of the goals for change. Task agreement ensures them having a shared understanding of and confidence in the activities that will accomplish these goals. Bond consists of an emotional attachment between the parties which arises as they work together. Thus, the goal agreement, task agreement, and bond components of a collaborative interaction uniquely contribute to the quality of a working alliance. Bordin also recognized that the strength of the working alliance is regulated partially by the fit between the structural and situational needs and the unique characteristics of the individuals involved.

With the developments in neuroscience, studies on the neural basis of social interactions emerged explaining the role of neuroplasticity in human relations (Hasson & Frith, 2016; Babiloni & Astolfi, 2014; Scholkmann, Holper, Wolf, & Wolf, 2013). Researches evince that, during shared



activities, people become combined at motor, perceptual, and cognitive levels with corresponding neural bonds in the brain (Knoblich, Butterfill, & Sebanz, 2011). Among the interactive partners, synchronous activity generates feelings of fondness and social cohesion that is displayed at the neural level (Cheng, Li, & Hu, 2015; Cui, Bryant, & Reiss, 2012). Therefore, in the therapeutic alliance, the brains that fired together get wired together.

India has a strong tradition of teacher student relation called Guru-Shishya dating back to ancient times. It is based on the idea of a mentor or teacher (guru) imparting knowledge and guidance to a student, who is considered to be the guru's "shishya" or disciple. The teacher or mentor provided individual instruction and guidance to each student, taking into account their unique strengths, abilities, and learning needs. The relation of Guru and Shishya is equated with that of a child in the womb of mother (Joshi, A & Gupta, R K. (2017). The tradition reinstates a sense of belongingness towards ones teacher and worshiping the Guru as God, and the teacher taking the student as his/her son. "Gurur Brahma, Guru Vishnuh, Gurur Devo Maheshwaraha,

"Gurur Sakshat Parabrahma, Tasmai Shri Gurave Namaha."

3. Alliance in Pedagogy

Pedagogy is a set of theoretical and applied science about teaching, upbringing and education as specially organized and purposeful processes, as well as ways to improve these processes. It includes different approaches like Behaviourist, Constructivist, Collaborative, Integrative, Reflective and Inquiry Based Learning; and it takes a variety of methods like instruction, illustration, demonstration, experiments, questioning, evaluation, feedback, reinforcement, mentoring, facilitation, guidance etc... which the teachers apply appropriately specific to the objectives in the curriculum. A common factor in all these methods is the element of human interface which is very crucial for their efficacy, because much of human learning happens through interaction.

Teaching is a collaborative and interactive process between the teacher and the taught, employing appropriate pedagogy to accomplish their goal. Hence, alliance is at the core of the transformational process within educational contexts. The dynamic interaction between a teacher and a group of students is fundamental to classroom learning and has been shown to affect both student engagement and academic achievement (Watanabe, 2013) As courses of study vary in terms of their content, level of difficulty and method of transaction, they can both produce and also demand a working alliance. The quality and effectiveness of such an alliance is devised by the specific learning context and the characteristics of the teacher and the pupils.

Robertson (1996, 2000) claimed that teacher-student interaction can be regarded as an educational helping alliance. For facilitating student learning, teachers exercise various pedagogical techniques which forms an integral part of a working alliance. Myers (2008) reminds that classrooms are socially dynamic, and the inter personal relationships of teachers and students have consequences for the learning process. Ursano, Kartheiser, and Ursano (2007) hinted that because working alliance concept has been proved to be beneficial in the context of psychotherapy which is a sort of teaching endeavour, the concept may have applicability for augmenting student-teacher interactions. Schlosser and Gelso (2001) reported on the importance of the pedagogical alliance among the graduate students and their advisors.

According to Bandura (1986), learning takes place in the interactions in social context where learners observe, assimilate, and imitate a model behaviour. Vygotsky (1962) emphasized role of social interaction in learning. Everything is learned on two levels; first, through interaction with others, and then integrating into the individual's mental structure. Vygotsky's social context involves student-student and teacher-student collaboration on real world problems or tasks that build on each person's language, skills, and experience shaped by each individual's culture (Vygotsky, 1978). He also believed that adults learn from observing children, emphasizing the reciprocal learning between the teacher and the students.



The process of learning involves agreement about the outcomes and the tasks leading to multiple levels of understanding (Rogers, 2009). This also involves some type of emotional bond in the pedagogical process which strengthens and qualifies the alliance in academic works. Synchronous academic activities generate increased feelings of affinity and solidity. Thus, the relation between the learner and the instructor turns multi domainial: cognitive, affective and psychomotor. Integrated into the pedagogical practices are the soft skills, management skills, and counselling skills; and qualities like trust, love, care, support and unconditional acceptance, which make the alliance worthwhile. Therefore, pedagogical alliance can be seen as a conglomeration of different instructional approaches, methods, and styles coupled with a number of professional skills and qualities.

Teacher immediacy and communication behaviours that impact the emotional connection with students have been studied and confirmed by Christophel (1990) Mehrabian, (1971), and Sorensen, (1989). According to the meta-analysis conducted by Allen, Witt, and Wheelles (2006) immediacy likely has a direct impact on student motivation, which contributes to increased learning. Similarly, rapport building in the classroom is a staple part of pedagogical alliance. Study on undergraduate students indicates that the experience of rapport with a teacher increases their positive feelings about the subject matter and strengthens pro-academic behaviors (Benson, Cohen, & Buskist, 2005). Lowman (2000) observed the wonderful effect of teachers' conveyance to students, through various means, their genuine interest, concern and care, and their desire to help them learn. Researches conclude that pedagogical alliance ensures a productive collaboration in the classrooms ensuring opportunities for problem-solving and active participation in education.

Rogers, (2009) raises two pertinent questions that enhances clarification: 1) how does the pedagogical alliance differ from the relationship between teacher and student, and 2) what role does technique or pedagogy play in the alliance? The confusion of the working alliance with the normal relationship is a common problem in psychotherapy research also. Hatcher and Barends (2006) warns that the key elements of the alliance can be lost by focusing on the overall relationship. Even in the educational context, the relationship and pedagogical alliance are not synonymous and/or that the value of pedagogy is not diminished by the importance of alliance. The pedagogical alliance must be recognized as distinct from the normal relationship between teacher and student. Of course, the existing normal relationship has likely to have significant bearing on the pedagogical alliance, this is but one element of the bond. The alliance arises as a result of the teacher and student engaging each other in a collaborative learning process with commitment and conviction. It indicates that learning occurs in the interaction, not that a simple relationship exists (Hatcher & Barends, 2006). Many different sorts of alliances can occur in the absence of pedagogical process. Those interactions that focus on learning process involving academic work, makes the alliance pedagogical.

There is an inter-brain synchronization in the pedagogical alliance involving teacher and students. Study by Davidesco, I., et. al. (2023) reveals that while learning, the brains of students and teachers looked remarkably similar. Abstract concepts dealt within the learning context appeared to trigger similar neural representations in teachers and students in the pedagogical alliance. The brain synchrony between students and teachers predicted better academic performance. These studies also underscore the importance of scholarly expertise and direct instruction in the class room.

As in every human relationships, the alliance in the educational setting can also be unstable. It shifts in response to alterations in the outcomes, task and the bond, as well as to the events in the learning process. As a result, both the development and maintenance of a strong working alliance at times can be challenging. Stresses, or perhaps even breaches, can ensue at any point for a host of reasons. Even though there is sound mutuality in the alliance making process, the teacher in these interactions exclusively carries certain responsibilities: 1) serving as an expert who facilitates learning, 2) being aware of quality of the alliance and its impact on the learning process, and 3) taking charge of attending and addressing tensions in the alliance (Rogers, 2009). Koch (2004) suggests that teachers can enhance their alliance with students through: behaving in ways that promote good bonds; establishing meaningful goals; assigning thoughtful, clearly explained tasks; and encouraging student involvement.



There is a fallacy of assuming that the relationship dominates the role of pedagogy in the alliance. But according to models proposed by Bordin (1980) alliance exists separate from pedagogical techniques. The potency and resiliency of an alliance is determined by the goals and duties specific to that collaborative enterprise, but it occurs free of the techniques being used to facilitate learning. The pedagogical technique remains the primary factor and that alliance makes it possible for techniques to be effective (Hatcher & Barends, 2006; Safran & Muran, 2006). Myers, (2008) observed that teachers can ensure effective alliance through: monitoring how their practices impact the alliance; understanding how students' past educational experiences impact their current alliance; and adopting appropriate approach for repairing strains that might occur in the alliance.

The benefits of alliance in professional settings has been confirmed by many studies. Rogers (2009) points out that pedagogical alliance can ensure and enhance student trust in the instructor, leading the students to report their concerns and accept criticism and correction with a constructive mindset. While dwelling on the importance of formative assessments and feedback for enhancing learning outcomes, Leighton, Gómez, and Clara, (2017) emphasis that learners can feel at ease while identifying their errors and receiving feedback from a trusted source. Alliance helps teachers know their students while designing tasks and learning outcomes. Same technique cannot be fashioned out for all the students. The specific learning outcomes, pedagogical techniques, and interpersonal and relational factors that give rise to the alliance can vary (Rogers, 2009). Learners differ in the type of skills and knowledge they seek, but the warm and supportive nature of the alliance remains the same.

4. Alliance in Practice :

Pedagogical alliance is characterized by certain pedagogical methods well knitted to social skills that make leaning effective and enjoyable. Researchers have identified some significant features of how alliance is applied in pedagogy such as:

Emotional Bond: Emotional attachment arises through working together. In a classroom, quality of the academic performance is determined by the emotional attachment which is the heart of pedagogical alliance. Students express their feelings in a safe way, and enjoys a secure foundation to count when they are threatened (Neill & Lamb 1992).

Brain Synchrony: when people converse or share an experience, their brain waves synchronize. Neurons in corresponding locations of the different brains fire at the same time, creating matching patterns, like dancers moving together. When people are not interacting socially, their individual brain waves are quite different (left). But when they think, feel and act in response to others, patterns of activity in their brains align (right). Scientists call this phenomenon interbrain synchrony. Neurons in the different brains fire simultaneously-and as the interaction continues, the timing and location of brain activity become more and more alike. The extent of synchrony indicates the strength of a relationship, with brainwave patterns matching particularly well between close friends or an effective teacher and their students (Yun, Watanabe, & Shimojo, 2012).

Sharing: The shared goals, tasks and results do affect the strength and resiliency of coalition. Bordin (1979) suggests that teachers and students are to have a shared understanding of the educational goals for change; and shared confidence and knowledge of the pedagogical tasks that lead towards the goals.

Facilitation: Learning in the pedagogical alliance goes beyond the practice of information sharing to the level of experiential learning. The teacher plays the role of a facilitator creating the environment where directive and focused interfaces can occur. Discussion-based classroom using **Socratic dialogue** where the teacher oversees the discourse can drive each student experience like their views and contributions are valued, resulting in enhanced student motivation (Vygotsky 1978).

Democracy: Alliance ensures a democratic setting where students' voice is heard, skills are recognized and applied, and views are appreciated and acknowledged. Individuals honoured and



respected in the learning process become socialized to honour and respect the dignity and autonomy of others (Neill & Lamb 1992).

Guided Discovery: The alliance fosters learners' autonomy, curiosity and critical thinking, while the teacher provides guidance and feedback appropriately. The learner works independently through the tasks in sequence, and each task leads to the next higher tasks. Teachers use probing questions to direct student's attention to important features in a problem or example. Systematically, asking questions can direct the learner's attention to important features in a problem or example and may also illustrate misconceptions and mistakes (Chen and Klahr, 1999).

Inquiry based learning: Pedagogical alliance supports inquiry method that stimulates learner's interest in seeking information about ideas and concepts. Alliance ensures a commensurate level of cognitive activity, where the learner is effectively challenged to organize/reorganize knowledge, consider different strategies or perspectives, and make metacognitive assessments. The teacher takes the role of a coach, facilitator, mentor and a guard who monitors, supports, and encourages learners to make their conclusions.

Scaffolding: Students are supported and guided for content, processes, and learning strategies. Teachers scaffold lessons carefully, providing the correct amount of guidance, feedback, error correction, and motivation. Then, as an instructional practice, teachers gradually removes guidance and support while students learn and become more competent enough for self learning. The alliance facilitates withdrawal of support without strain.

Individualized support: Teachers are dynamic and responsive to the learner's current state of skills, knowledge and ability, with slow learners receiving greater guidance and gifted learners receiving less intervention.

Differentiation: Students are placed with different types of lessons based on their abilities and preferences. This is achieved by providing an appropriate amount of instructional support based on student needs and context complexity.

Constructive activities: These are activities that push learners to create new knowledge. Alliance has room for the activities that elicit creation within the learner; for example, generating predictions or comparing/contrasting examples (Chi, 2009).

Interactive Activities: This refers to those activities which facilitate alliance as well as learning. Discourse or collaborative problem solving involving teacher and students can effectuate co-creation understanding between a learner and an instructor (Chi. 2009).

Instantiations: This is a pedagogical technique that works well in alliance. Teachers encourage learner to generate examples of an idea; the teacher presents a general or abstract idea to the student and then ask him/her to come up with concrete instantiations of it (Chen, Yanowitz L, Daehler, 1995).

Self explanation: This is a technique that works in collaborative mode. Teachers ask students to explain their own reasoning during or after solving a problem. Self explanation has been found to promote learning and transfer in a number of studies (Siegler, (2002).). The underlying process that drives this benefit is one of identifying and filling in gaps of understanding, focusing on relevant processes, and planning ahead (VanLehn, K. (1996).

Mentoring: When students and teachers aligned with trust and mutual respect, mentoring is natural in the pedagogical process. Alliance encourages communication between teachers and students and can minimize student frustration and subsequent negative effects on self-confidence. When both teachers and students can follow an instructional roadmap and actively participate in the transfer of knowledge, fewer students are likely to become lost and give up on difficult concepts.

Reciprocity: Teaching and learning as a joint action between the teacher and the students such that features of the interactive partner and the event are treated as stimuli in a reciprocal exchange



(Sensevy, Gruson, & Forest, 2015). Both teacher and the students are inspired and delighted in the teaching learning process. Research into their exchanges in the classroom suggests that exploring the underlying neural activity may support understanding and predicting educational outcomes from the perspective of the teacher and the student (Scholkmann, & Holper, 2013). Growth is a natural offshoot of this pedagogical coalition in which a teacher and a student accept, respect, promote, and facilitate each other with feedback and reinforcement.. Reciprocal growth is well depicted in ancient verses of Shanthi Manthra:

“Om, Sahana Vavatu; Sahanau Bhunaktu; Sahaveeryam Karavavahai
Tejas Vinavati Tamastuma vidhwishavahai.”

The meaning is:

Together may we two Move in our Studies, as the Teacher and the Student,
Together may we two Relish our Studies, as the Teacher and the Student,
Together may we perform our Studies with Vigour in deep Concentration,
May what has been Studied by us be illuminated in understanding, leading to Knowledge and
May it not give rise to Hostility due to lack of Understanding.

In such a reciprocity, the teacher and the student move together, asking questions to each other, and giving answers which, in turn, lead to further questions. Enthusiastic as they enquire, enthralled they learn whilst moving between asking and answering recurrently; each question leading to amazing answers, and the answers leading to further instigating questions on the unending path of learning. While inspired by creative questions they are amazed by the wonderous answers. Metaphorically, they become a question mark and an exclamation mark in a dynamic shift in search of the truth. The teacher - student team is engaged, dedicated, and absorbed in their work, in a transcendental flow towards the unknown shores of knowledge.

5. Conclusion :

All the pedagogical activities in teaching and learning are supposed to have an alliance built-in. This happens as a consequence of learners seeking some type of progress in learning and teachers attending as the agent of that progress. Theories of psychology and education as well as ancient knowledge system underscore the significance of alliance in pedagogical practices. Sound pedagogy can support and facilitate strong alliances by engaging students in purposive work. In turn, sound alliances support the application of pedagogy by ensuring that students are motivated, engaged, willing to trust the teacher, and capable of pursuing through setbacks. Pedagogical alliance does not override the role of pedagogical techniques but rather the alliance exists along with the techniques, mutually enhancing their efficacy. Strong working alliance ensures the efficacy of pedagogical techniques, and thereby leads to academic achievement.

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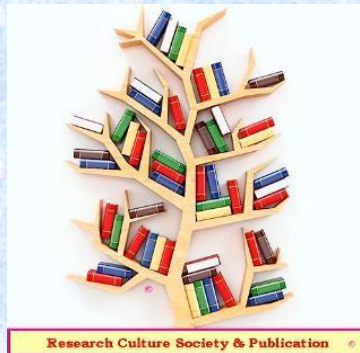


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