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International Journal of Multidisciplinary Researches

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BLENDED LEARNING AT POST-PANDEMIC BANGLADESHI PRIVATE UNIVERSITIES: CHALLENGES AND SUGGESTIONS

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Abstract

Following a succession of COVID-19-related isolations and quarantines, higher education in Bangladesh became entirely virtual for the first time. However, after the pandemic, some institutions tried to combine online learning with offline learning – thus creating a blended learning platform. To determine the efficiency of this learning mode, the researchers conducted a mixed-method study with a quantitative survey of 89 undergraduates from three Bangladeshi private universities. Also, a semi-structured interview was conducted with nine teachers from these universities. The findings revealed that the post-pandemic scenario, a shift from a virtual to a face-to-face learning mode, brought several changes in teachers' and students' lives, especially the challenges they faced during both online and blended modes. The study also addressed the issue of the suitability of a blended learning mode in Bangladesh from the teachers' viewpoints.

Keywords: *Online Learning, Blended Learning, Onsite Classes, Bangladeshi Private University, Pandemic and Post-Pandemic Situation.*

Introduction

The sudden blowout of COVID-19 caused a surge of uncertainty in the education world. It led to the closure of standard classrooms globally at all levels of education, including elementary, middle, and high schools. Over time, an increasing number of institutions in Bangladesh offered online courses utilizing whatever resources and time were available. However, it was very difficult for the low-resource institutions, teachers, and students to adopt the Internet rapidly. Stakeholders (e.g., students, parents, and the general public) expressed concern that neither teachers nor students were adequately prepared to face this new normal reality due to contextual and technological constraints such as inadequate infrastructure, unstable connectivity, frequent power outages, lack of digital devices, and insufficient technical skills. Anyways, the effect of the pandemic is still with us. As Bangladesh has entered the post-pandemic era, many educators and researchers argued whether we should eliminate virtual learning or whether there can be a mix of virtual and onsite learning. In the present scenario, this study has been done to ascertain the pandemic's impact on the method of instruction.

By 2020, the pandemic caused significant global damages and caused future anxiety, requiring societal adaptation across all sectors without prior experience. Bashir et al (2021) stated that every academic institution had to adapt and start working promptly. Most nations, including Bangladesh, swiftly adopted online education, although many teachers needed to prepare. Online teaching necessitates reliable internet and devices, but internet access is challenging in developing nations such as Bangladesh, with urbanites having better access than rural people. Additionally, the virus's rapid spread has led to unprecedented preventive measures, including

strengthening health facilities, shutting down educational institutions, and prohibiting social gatherings, impacting education, health, business, and tourism, and requiring adaptation to online education. Online education was a whole new world in a developing nation like Bangladesh. During the pandemic, private universities began offering online programs. Both students and teachers had to adapt to the new methods of education. After the epidemic, students returned to campus after almost two years of virtual learning. It is true that an on-campus classroom with projection screens, boards, class monitors, chairs, tables, and other equipment give students a real opportunity for face-to-face interaction. Real classrooms can help the learners focus properly and feel good about what they are learning in a classroom context. Both students and teachers can have in-person communication. However, students who were accustomed to doing their studies online had difficulty concentrating in a traditional classroom setting. For instance, students were forced to give up some of the advantages of online learning that they enjoyed before the epidemic. In the case of the teachers, they had to adapt to the new situation as well.

A research by Moskal et al. (2013) highlights the need for strategic efforts in higher education to integrate blended learning, despite the current lack of resources, highlighting the importance of addressing this issue. Also, currently, the logistical help required for the proper and successful adoption of blended learning in Bangladesh is insufficient. According to Al-Amin et al. (2021), in Bangladesh, poor infrastructure, a lack of up-to-date technologies and slow connectivity may prevent the proper adoption of blended learning. Hence, this research focuses on how teachers and students adapted to the post-covid educational life even after seeing the benefits of online learning besides its downsides. The study also discusses the suitability of "blended platform of learning" in Bangladesh from the perspectives of the teachers. Considering all these issues, the study addressed the following questions:

- Research Question 1: What are the major challenges that students faced in the online classes during the COVID-19 pandemic?
- Research Question 2: How do the students and the teachers perceive the advantages and disadvantages of offering blended classes after the pandemic?
- Research Question 3: How suitable is a blended learning platform in Bangladesh from the viewpoints of both students and teachers?

Review of Literature
A pandemic like COVID-19 did not just affect the teachers and administrative workers, tertiary-level students worldwide faced some unavoidable problems with their education than ever before. A study by Al-Tammemi et al. (2020) showed that COVID-19 caused many students to fuss over schoolwork, social and economic issues, and fear of getting sick. The pandemic significantly impacted students' social lives, leading to increased stress, psychological distress, and financial difficulties, prompting some to discontinue their studies. Also, a research by Nicola et al (2020) highlights the disruption caused by the closure of educational institutions, resulting in the shift to online learning, causing discomfort and disruption for both teachers and students.

Researchers also discovered that technology issues have significantly impacted communication, teaching, and learning due to the increasing trends. Bashir et al. (2021) state that both teachers and students may get frustrated with online lessons because of the drawbacks of the software and learning management system used. Patricia (2020, as cited in Bashir et al., 2021) studied 270 college undergraduate and graduate students in the United States and discovered that the students had difficulty concentrating at home. She found out that household

setting is not favorable to lectures due to distractions like family members, noise, and chores, causing stress and difficulties in online learning and school assignments. Gillett-Swan (2017) mentioned that online students may face some personal challenges such as finding difficulties to operate technology and feeling stressed due to being out of their comfort zone. Thus, students may not learn as well if they do not feel confident using technology and do not care about interacting with their peers in online classes.

During the pandemic, new assessment methods were developed to address common issues like plagiarism and cheating in distance teaching-learning settings. Alvarez (2020) mentioned the use of an e-quiz which gives an instant evaluation of student learning advancement and some gaps such as interaction between student-teachers has to be filled. While cheating is a prevalent issue in traditional face-to-face exams in Bangladesh, a sudden shift to online examinations made it more challenging for teachers to monitor student behavior. Online exam surveillance technology has been deployed in Australia (Selwyn et al., 2021, p. 151), but due to the unpredictable internet connectivity and electricity supply in Bangladesh, this technology was not employed properly. Furthermore, a range of assessment strategies is required to assure the quality and efficacy of online assessment (Gaytan & McEwen, 2007), which necessitates teacher and learner education. Both teachers and students face challenges with online assessments, necessitating teachers to explore alternative evaluation methods, which students express concern over. Even in many places, classes resumed onsite learning post-pandemic, despite challenges. Factors like physical fitness, mental health awareness, and a conducive learning environment boosted students' willingness to adapt (Akter et al., 2022, p. 597).

Because the pandemic was not completely gone, some schools, colleges, and universities began to implement blended learning in their settings. The concept of blended learning pertains to instructional approaches that combine two distinct frameworks, namely classroom-based synchronous learning and online-based asynchronous learning. In a blended learning setting, educators (teachers) strategically incorporate digital coursework alongside conventional in-person interactions in a deliberate and structured fashion, thereby enhancing the overall educational experience. Blended learning, as described by Graham (2006, as cited in Chowdhury, 2020), encompasses the seamless integration of carefully chosen face-to-face and online methodologies and technologies. Blended learning, as conceived by Cobcroft et al. (2006, as cited in Chowdhury, 2020), encompasses the integration of both online and offline elements within the educational context. This approach is regarded as a crucial strategy for Higher Education Institutions (HEIs) in their pursuit of effective instructional practices. Blended learning, in essence, can be delineated as an educational approach wherein multiple modes of delivery are employed to enhance the efficacy of the learning process and mitigate the expenses associated with programme implementation. Blended learning offers a teacher the opportunity to leverage the advantages of both traditional face-to-face instruction and online teaching methods, thereby providing a comprehensive approach to instruction. According to Chowdhury (2020), virtual has emerged as a widely embraced concept within the education sector, garnering significant attention and interest. Among the various approaches to its implementation, blended learning has emerged as a particularly effective method. The introduction of blended learning programs in Higher Education Institutions (HEIs) in Bangladesh, however, is a relatively recent development and quite complicated. Also, the success of this educational overhaul hinges upon its comprehensive acceptance and adoption by all principal stakeholders, including learners, parents, educators, academic executives, researchers, and

policy makers. In line with this study, it is worth mentioned that a research done 10 years prior by Hossain (2013) identified several obstacles that could impede the successful implementation of blended learning in Bangladesh. These barriers encompass political instability, inadequate electricity supply, subpar infrastructure, and limited financial resources within academic institutions.

Rationale

The key objective of this study is to gain a better understanding of how students and teachers view teaching and learning following the pandemic. We, the researchers, first conducted a quantitative study with 89 students at three private universities in Dhaka, Bangladesh, to determine the impact of the pandemic on the style of education. Then, a total of 9 teachers from these universities were chosen for a semi-structured interview. We wanted to perceive how both students and teachers viewed these new forms of learning after the pandemic and if blended learning is suitable for our Bangladeshi context at all.

Method

Design and participants of the research

The study employs a mixed-method design to understand and explore how students and teachers view teaching and learning modes following the pandemic. We developed a survey questionnaire and distributed it among the 89 students of the select three universities in Dhaka via Google Forms. There were a total of 19 items that addressed the three research questions in this study. Students completed a Google form for data elicitation, and online Zoom semi-structured interviews were conducted for instructor responses, without recording due to participant dissatisfaction with recording technology.

Results and Discussion

Responses from the Students

In this segment of our questionnaire, the student participants were asked to tell us about their used devices during online classes and the obstacles they faced. The following are the findings of the research.

Devices used by Students Online

The following table discusses the percentages of the gadgets used by the students during online classes. It is evident that the predominant choice among students was smart phones, followed by laptops as the second most commonly used device. Tablets and desktops were used by a small number of learners.

Table 1 Types of Devices used by Students During Online Classes

Devices	Percentages (%)
Laptops	24
Desktops	4.5
Smart phones	68
Tablets	3.5

Towards the end of this category, students were asked to list any technical issues they had speaking with their teachers in real-time. There was 5 statements where students had to tick the either a "yes" or a "no" box. The result is given in the following table,

Table 2 Certain Issues that the Students Faced During the Online Classes

Statements	% (yes)	% (no)
I had electricity problem and internet connectivity issues during online classes	79.7	20.3
I had problems with audio and video of the lectures	54.8	45.2
Every time the teachers asked something, I wanted to answer but my mic would not work	56.8	43.2
I had issues with the video quality, most of the time, video or slides were frozen	67.4	32.6
I had problems with the navigation of my device	59.3	40.7

It is obvious that students encountered a multitude of challenges arising from the occurrence of power outages and the subsequent decrease in internet speed during the course of their online educational endeavours. The findings presented by Bashir et al. (2021) align with the current observations, as they also reported that students experienced delays in accessing online classes and faced challenges in maintaining concentration due to unreliable internet connectivity and frequent power disruptions.

Reception of Online Instruction

At this point, our objective was to ascertain the manner in which the students assimilated the online instructional materials. We presented the students with some statements and instructed them to score them on a scale of 1 (strongly disagree) to 5 (strongly agree) – this goes with the idea of Likert scale. The following figure shows how the students view the entire online process.
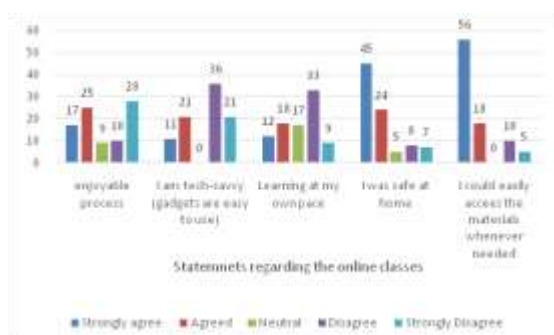
Figure 1 *Students" responses to the Online Cases during the Pandemic*

Note: The number above each bar refers to the percentage.

Based on the data presented in the figure, it is evident that online classes were perceived favorably primarily due to the increased accessibility of educational materials and the consideration of safety concerns. However, it is important to note that students generally expressed a negative sentiment towards the online mode of instruction. In light of the expeditious transmission of the virus, it was observed that students exhibited a proclivity towards remaining within the confines of their residences during the pandemic. This inclination stemmed from their perception of safety within the domestic environment, coupled with the convenience of accessing educational materials remotely. Notably, educators facilitated this process by diligently uploading essential resources onto online platforms such as Google Classroom and Google Drive. Nevertheless, one must inquire whether or not all of this was indeed pleasurable. The origin of the disagreement among the respondents can be traced back to this particular point. Despite the convenience of being in the comfort of their own homes, individuals encountered challenges in studying at their preferred pace. This was despite the availability of laptops or other electronic devices within their reach. The inability to fully engage in virtual learning stemmed from a lack of technological proficiency among certain individuals. Furthermore, it is postulated by the researchers, who assumed the role of educators, that additional variables played a role in this phenomenon. These factors will be expounded upon in the subsequent sections.

Psychological Factors

This is where 75% of the students strongly agreed that they "had to spend hours in front of a computer screen" (something that made their eyes irritated and caused more headaches). 44.9% students agreed that they had difficulties to focus on study, followed by "feeling lonely and alienated" (28.8%). The unexpected shift from the traditional mode of learning, where students could receive in-person support from their teachers, to the "new normal" was met with some resistance by students who were unaccustomed to this change. The implementation of widespread stay-at-home measures has resulted in a shift towards independent learning, as individuals are

confined to their residences and unable to engage in social activities with their peers. The experience elicited a heightened sense of isolation among the individuals. Furthermore, it is noteworthy that 10.8% of the respondents also expressed concerns regarding "problems in family life." This observation underscores the inevitable challenges that arise from prolonged periods of staying at home, which can significantly impact individuals' well-being. The experience of encountering stress in relation to the online situation was a common occurrence among students.

Assessment-Related Factors

Students were mostly unfavorable to online assessment and evaluation, and 91% marked "strongly disagree" while asked about the fairness of the online exams. 73% of students worried about their poor internet connection. In a study conducted by Bashir et al (2021), it was observed that students expressed concerns regarding the accurate and equitable evaluation of assessments in the context of online exams and tests. This concern stemmed from the frequent occurrence of technological glitches that hindered the smooth conduct of these assessments, as well as the potential utilization of unfair practices by certain students.

Advantages of Online Classes

Some students thought pursuing their education online would save them time, especially if they had to commute far. This section only had 2 items in this segment and responses were favourable. According to the survey results, a significant majority of participants, specifically 88.2%, reported that they were provided with lesson materials in advance by certain teachers, and expressed a positive sentiment towards this practice. Historically, the feasibility of achieving this outcome within the context of an in-person instructional setting was not always attainable. Furthermore, a significant majority of 95%

of participants expressed their agreement with the ability to access the recorded lecture, highlighting its undeniable utility for their educational pursuits. In case that a student becomes ill and is unable to attend a scheduled class, they may request access to the recorded lecture from the instructor. In addition, it is worth noting that students possess the option to engage in the act of re-watching the entirety of the lecture, even subsequent to the conclusion of the class.

Post-Pandemic Teaching-Learning Mode

Dhaka-based private universities utilized online learning exercises, video lectures, and handouts to keep students studying during the COVID-19 pandemic. Many universities used Google Classroom, Zoom, Google Meet, and applications like Jamboard and Flexiquiz for online classes. However, after the reopening of universities, online mode continued to be a blended learning platform, making it difficult for students to adjust to traditional classrooms and online classes. However, in this case, students mostly showed positive responses regarding the blended classes. For the statement "Blended learning helped me become more involved in the study process", 78.9% agreed and for the sentence "Blended learning often saved me some money as I did not have to travel to university" 81.2% agreed positively.

In the final inquiry, participants were prompted to indicate their preferred mode of learning. The results revealed that a significant majority of students (77.9%) expressed a preference for face-to-face learning, while a mere 12.3% favoured online learning. Interestingly, 9.8% of respondents opted for a blended mode of learning.

Responses from the Teachers

In this segment, we had 5 open-ended questions for the teachers. As per ethical consideration, and confidentiality, teachers' name are kept anonymous in

this study. They will be mentioned as T 1, T 2, T 3, T 4, T5, T 6, T7, T 8, and T 9 respectively.

Firstly we asked them to talk about how they managed the classes online during the pandemic and how they adjusted to the blended learning when universities reopened. Some responses are given below,

"Online classes gave me a hard time. Uploading all things to the google class then conducting the classes and checking scripts on screen were very hectic for me. Most of the time I felt tired. However, when the university was opened again, I was again enjoying the in-person classes but then blended system came and again I had to juggle a lot! None of this was easy." (T1)

"I'm not tech-savvy, but I can use some software and online classes were easy for me, but too much screen time hurt my eyes. I thought blended platform was wonderful at first but then it was also becoming too stressful." (T3)

Remarks by both T1 and T3 show us that they were not happy with the blended mode at all. Two teachers mentioned that their universities were not using the blended mode properly so here is a response from one of them,

"I'm good with gadgets and online learning was a great opportunity for me. But, blended learning was not totally blended at all as I went through the process, it could have been a lot better. They gave us opportunity to conduct classes online and offline and students were confused for almost three weeks. Even though I knew how to navigate technology, I was lagging behind due to the mixed system." (T4)

Next, the teachers were asked to mention some benefits and drawbacks of blended mode of learning. Most of them talked about the learning pace of students and accessible for both teachers as well as students. Some teachers mentioned about saving time considering the distance they all had to pass to come to the institution. The most common thing in terms of disadvantage was poor internet connection which is something unavoidable in the context of Bangladesh. Some teachers pointed out the lack of proper efficiency regarding technology and equipment,

"Some of my students did not know how to navigate the Google class or Jamboard. Even though I tried teach them, some of them could not understand how it worked. Like sometimes I posted something on Jamboard, I expected answers within like 2 days, but some of did not even see it, and some said they did not have Jamboard app on phone." (T5)

Another participant remarked,

"I once had a class with 46 students and in that class, 21 were present offline and 25 were present online. I gave a group task and it was easy for the offline students to do as they were all present in person and I was also there. To engage the online students in a group activity, I divided them and asked them to join breakout room on Zoom. The problem was, some were joining and leaving and rejoining and they were saying it was due to network issues. Some students joined the breakout room and started working on the tasks but video was turned off. It was terrible!" (T7)

Next, we asked the participants to state if "students' participation" in blended learning was better than online and offline learning. 7 out of 9 teachers went for the offline which is face-to-face option. They also said online mode was not good for the student engagement at all. One participant mentioned that blended would be a good option if teachers could device some new strategies to make the students participate in class discussion. However, another participant stated,

"I think either face to face or online learning and sometimes alternating these two modes in a week is good for both the teachers and the students. Because it will help us and students to

interact and also will make the students involved." (T8)

The fourth question was regarding the kind of training the teachers received for online and blended learning modes. All of the 9 participants said they did at least 2-3 workshops on online mode of teaching like how to use G-suite, Zoom platform, Jamboard, Flexiquiz and EdApp. However, for the blended mode of learning, only 6 teachers mentioned that their universities arranged a 2-hour long session twice on how to utilize blended class through software. The other 3 said, they had only one workshop on it but it was not like they were being given a week-long proper training before the beginning of a semester. All of them, however, agreed on the fact that the training or workshops were not adequate at all for the blended version.

The final question is connected to the third research question, the aptness of this blended mode of teaching-learning in Bangladesh and in response to this we have got several types of responses. Like one participant pointed out,

"I don't think we're fully ready for this blended mode right now. We need more equipment, proper net connection and technical support for both students and teachers. We need more time for all these and we also need lots of support from the policymakers about this mode of learning." (T2)

However, another teacher voiced,

"Blended learning is new to us, but it can be implemented if students can access materials and resources online in time and teachers can give clear instructions for both in-person and online components, including how to submit assignments and participate in online discussions, to engage students. Before using blended mode, teachers and students must undergo a week of training." (T6)

One participant talked about including the parents in case of the implementation of the blended mode in Bangladesh and so commented,

"Either it has to be face-to-face or just fully online like we did during covid. Despite some limitations, I would prefer face-to-face, but merging these two modalities and calling it blended will not help us. It works better in wealthy countries, but we need an uninterrupted internet connection before using it here. I also think parents should know about this teaching-learning platform." (T8)

Limitations
This research study has some drawbacks. The small sample size (89 students and 9 faculty members) first of all, may limit the research conclusions. Second, only three private universities in Dhaka (capital of Bangladesh) were included for the research. For this study, no public universities were investigated. Thus, future research could be undertaken on a broad sample size of all private and public university students, considering other important issues connected to on-campus learning variables following the pandemic.

Conclusion and Recommendation
Bangladesh experienced a shift from traditional learning to online learning in the pandemic and suddenly to the blended learning scenario after COVID-19. While some private university students see blended learning as an alternative, most of the teachers prefer onsite teaching-learning methods. Bangladesh may not yet be fully prepared for blended learning, but with careful policy development, infrastructure, and logistics support, this learning mode can be implemented in the near future.

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Statement of Declaration

The authors of this paper state that the contents of this study are original and this research has not been published anywhere else. Also, the researchers have no competing interests, received no funding for this small-scale research, and have no known financial or personal relationships that could have influenced their work.

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THE ROLE OF AUDIOVISUAL INPUT IN ENHANCING STUDENTS' VOCABULARY: A CASE STUDY IN BANGLADESHI CONTEXT

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Abstract

Numerous studies have focused on incidental language acquisition and improving English skills with subtitles, but few have examined how Bangladeshi tertiary students can enhance their vocabulary knowledge. Thus, the aim of this research is to explore how the private university based undergraduates view the utilization of subtitles in enhancing their vocabulary knowledge in English. Semi-structured interview were conducted to obtain data from 15 undergraduates and 5 English language teachers from the department of English of two Dhaka-based private universities. The findings indicate that students are positive about advancing their knowledge of vocabulary using the series/movie subtitles in English. Teachers also support subtitled content in language classes, but acknowledge barriers and suggest future research for improved teaching and learning.

Keywords: *English Subtitles, Students' and Teachers' Responses, English Language Teaching, Bangladeshi Private University, Vocabulary Knowledge.*

Introduction

English as a Second or Foreign Language (ESL/EFL) has shifted from focusing on grammar to focusing on vocabulary, which is crucial for students' language skills and efficient acquisition. Plentiful studies suggest watching subtitled English-language movies, drama series, and TV shows can enhance vocabulary. Researchers have investigated practical approaches for teaching foreign and second languages, such as content, grammar, fluency, accuracy, technology, and motivating learners. Film viewing has been shown to increase English language skills, notably speaking. Also, watching movies is one of the techniques used in learning second or foreign vocabulary, despite its traditional entertainment status, as it can significantly enhance the acquisition of the target language vocabulary. Peters, Heynen, & Puimège (2016) have stated that foreign language learners can benefit from authentic audiovisual input and rich situations. Also, Ayand & Shafiee's (2016) study shows how powerful subtitles can be in English teaching and learning. Numerous scholars argue that incorporating films into English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms is an invaluable addition. Films, often offer an opportunity to experience "real language," used in authentic situations and within the cultural context which matches with Tomlinson's (2003) view of learner's exposure to the target language in authentic use.

Additionally, Tajgozari (2019) highlights how films can impact individuals' learning motivation by capturing their interest.

English is increasingly emphasized as a communication medium, with new technology transforming teaching and learning styles. While grammar is crucial for ESL and EFL learners, having strong vocabulary besides grammatical competence is also essential. Nowadays, many video streaming sites have auto subtitles turning option for the viewers, like YouTube, a well-known video-sharing website, has an option called "cc," which means closed caption that aids many viewers in understanding the language in the video. Various studies have explored subtitles, audio-visual materials, and vocabulary knowledge among students in various countries. However, few researches have focused on private university students and teachers in Bangladesh, highlighting the need for more comprehensive studies on their perceptions of subtitled content in and outside the classroom. To bridge that gap, the researchers of this study took the initiative and conducted a qualitative approach. In light of what has been discussed so far, the researchers of this paper have formed two questions and they are,

1. How do the tertiary level students perceive using English subtitles to enhance their vocabulary?
2. What do the students and the teachers think about implementing subtitles in the language classrooms in Bangladeshi Private Universities?

Review of Literature

Research has demonstrated the significance of vocabulary knowledge in language acquisition, particularly concerning reading comprehension. According to Laufer (1997, p. 22, as cited in da Conceição Silva & Gomes, 2017), reading strategies become ineffective when the reader struggles to comprehend the text or has a limited understanding of the author's main idea and the supporting arguments, often caused by a lack of vocabulary knowledge. According to Kord, Goorchooyi & Dehaj (2022), vocabulary acquisition refers to acquiring new skills or information, a crucial aspect of language acquisition for students, a consensus among educators and researchers. Nevertheless, achieving mastery of vocabulary remains somewhat unclear, primarily because it depends on a wide range of factors (De Groot, 2006). Mastering multifaceted vocabulary knowledge involves understanding word meaning, shape, collocation, and register gradually, making it challenging to grasp complex concepts. According to Tseng & Schmitt (2008), increasing vocabulary knowledge is directly related to improving word understanding.

Recent research, including that of Davey (2015) and Sadiku (2018), suggests that cognitive theory, mainly Mayer's (2009), can be used to improve vocabulary learning through the use of subtitled movies, emphasizing the active process of filtering, selecting, organizing, and integrating information employing two distinct channels. Also, as Montero Perez, Peters, Clarebout, & Desmet (2014) noted, movies, along with other audio-visual channels, offer learners a wide range of vocabulary. However, learners must first notice and then process this vocabulary with the help of subtitles. Movies with subtitles stimulate learners to notice unknown vocabulary, an initial step in the learning process. Lévesque (2013) also adds that most people notice new terminology when needed for text comprehension. They also emphasize that vocabulary can be fully learned by meeting terms repeatedly and in different ways. Paivio's (1971) dual-coding theory suggests that subtitled movies expose students to image, sound, and text, improving memory retention and vocabulary recall by enhancing brain categorization (Gorjian, 2014).

Also, Krashen's (1985, as cited in Mardani & Najmabadi, 2016) input theory says that learners can pick up much language without even realizing it if

they get much comprehensible input. Nevertheless, this theory also says that the information should be given correctly, engaging, and valuable, not form-focused and quantitative. All of these things are easy to find in movies with subtitles, according to Zarei (2009), because subtitled movies show visual information in real life using natural language.

From the 1980s to the present, many papers have been published in international journals on trials with varied demographics and target languages. Williams & Thorne (2000, p. 219) clarified that subtitling can be interlingual, where the television program's language is translated into the target language, or intralingual, where the original language output is also used for subtitles. Liu (2014) defined *subtitles* as a printed statement or snippet of conversation showing on the screen between silent film scenes or as a translation at the bottom of a foreign language film or TV show. Vulchanova et al. (2015) mentioned that subtitles are textual descriptions displayed at the bottom of a movie or television screen to convey the spoken dialogue. Additionally, Shabiralyani et al. (2015) found that incorporating audio-visual elements in the classroom enhances critical thinking and enhances the learning environment. The study found that visual aids can effectively replace repetitive learning environments and students perceive them as more significant when connected to course content.

Various methods can enhance students' language learning skills in second language (SL or L2) or foreign language (FL) courses. Rokni & Ataee (2014) said that each teaching method has yet to be proven effective, so several technical materials should be employed in a language classroom. Audios dominated language schools before. In the 1980s, technology made visual materials prevalent, and language classroom teaching improved. In second and foreign-language classrooms, these audiovisual elements may impede learners' comprehension and meaning (Rokni & Ataee, 2014). Subtitles assist learners in interpreting authentic audiovisual resources. Also, audiovisual materials can be quite powerful instructional techniques to boost viewers' motivation, attention, and auditory processing. Movies in other languages (not in native) allow students to bring movie-related experiences and knowledge to class. They let teachers bring realities and diversity to class. Three types of subtitles (categorized by Etemadi 2012) are well-known today. They are bimodal, standard, and reversed. Target language scripts with subtitling are bimodal, target language scripts with mother tongue subtitling, and mother-tongue scripts with target-language subtitling are known as reversed subtitling.

Several investigations have been conducted to determine how subtitled information in audio-visual materials affects students' vocabulary knowledge along with other skills, whether it is a foreign or second language. One example is the study conducted by Saensang (2003), which examined the impact of animated films with subtitles on the listening comprehension along with the vocabulary knowledge of seventh-grade students. The results demonstrated that the subtitles lowered pupils' anxiety about learning vocabulary words. According to Yuksel & Tanriverdi's (2009) research on the impact of English subtitles on vocabulary learning among Turkish students, both groups demonstrated significant progress in vocabulary acquisition. The pupils were separated into two groups for the study: one with captions and one without. The captioned groups developed more significantly, implying that watching films with or without subtitles can improve language competency by stimulating vocabulary acquisition, refining listening abilities, and enhancing comprehension skills.

Harji, Woods & Alavi (2010) examined how English subtitles affect EFL learners' vocabulary development in 92 Iranian degree university students pursuing Translation at Islamic Azad University of Mashhad. Two homogenized groups based on

English proficiency were randomly allocated as control and treatment groups. One practise video episode had subtitles, whereas the other did not. A Content Specific Test assessed their vocabulary. The two groups' mean scores were compared using a t-test. Participants who watched videos with captions had a considerably higher mean CST vocabulary score than those who saw them without subtitles. Gernsbacher (2015) found that subtitles include all the sounds that are turned into specific words or "clues" to help people understand the language in the movie. Also, Sirmandi & Sardareh (2016) discovered that watching videos with subtitles can improve EFL learners' vocabulary knowledge in a study of 40 Iranian students (split into experimental and control groups).

Sadiku (2018) observed three groups of students: one with interlingual (Albanian) subtitles, one with intralingual (English) subtitles, and the third without subtitles to determine which type of subtitles improves vocabulary. The findings of this study suggest that interlingual subtitles aid improved vocabulary acquisition for both short and long-term memory, particularly when displayed to students in an intentional learning context, which means with teacher support and directions. Another thing is that integrating audio-visual technologies into educational practices can boost motivation, stimulate skills and perception, and ultimately lead to improved learning outcomes. In line with this, Napikul et al. (2018) argue that subtitles can improve students' listening comprehension and vocabulary skills. In addition, Bhowmik (2018) conducted a research study on using subtitled anime in an ESL classroom in Bangladesh. A survey was conducted on two groups: the controlled and experimental groups. The study revealed that watching subtitled anime in class positively impacted improvement, as it helped students stay focused during their lessons.

In a study conducted by Sari & Aminatun (2021), it was found that students hold a positive perception regarding using movies in their classes to enhance their vocabulary skills. The research suggests that incorporating movies into the curriculum can benefit students, as it aids in both vocabulary acquisition and practical application of English in real-life situations. A very recent study has been done in Bangladeshi context although it was focused on one particular public university students. This research by Ahmed (2022) found that subtitles in videos boost students' English study motivation. After reviewing the results from questionnaire, the researcher confirmed that subtitles in videos have real benefits as they boost motivation, interest, fulfillment, and academic performance.

Limitations

We acknowledge some deficiencies of this study. Only English Department students and teachers at two prestigious private universities in Dhaka, Bangladesh participated in the study. Time constraints prevented the researchers from including other private and public universities. The researchers formulated a Google Form to collect all the data online and some students only who were interested in follow-up interviews, were asked to take part. Also, the teachers' opinions were collected through Google meet.

Methodology
Participants

15 students (9 females and 6 males) from the Department of English at two independent private institutions in Dhaka were selected for this study, and they were only in their second and third years. These students have already completed course titled English listening and speaking, also Reading and writing skills in their first year. They were dealt with integrity and were not offered any incentives. In addition, 5 teachers (3 females and 2 males) were chosen from these two universities; all of the academics were English language teachers who

taught language courses in the English Department. They teach all four language skills, namely reading, writing, listening, and speaking.

Instruments and Methods

The study was done using qualitative research method. The questionnaire was distributed using a Google form and the form was emailed to 15 students participants. 6 items (open-ended questions) were included in the questionnaire and enough time was given to the participants to fill out the forms and send back to the researchers. However, two researchers were also engaged in follow-up interviews with some of the students and they conducted the interviews on site. All responses were kept anonymous. For the teachers' part, the first author being present abroad for her higher studies, personally interviewed five teachers online through Google Meet.

Findings and Discussions

As per ethical consideration, and confidentiality, participants' and institutions' names are kept anonymous in this study. They will be mentioned as St 1, St 2, St 3, St 4, St 5, St 6, St 7, St 8, St 9, St 10, St 11, St 12, St 13, and St 15 respectively. The teacher participants will be referred to as T1, T2, T3, T4, and T5 respectively.

To begin with, the first two questions asked to the student participants was about the type of contents they usually watch with English subtitles and if the subtitles really help them with vocabulary knowledge. Most of the participants watch content with English subtitles including various kinds of films, documentaries, video songs, and Chinese, Japanese, and Korean dramas, anime, movies, and TV series. Like, St1 commented,

"I watch English movies and drama regularly. I am not used to watching other contents in other languages but once I watched a Chinese action and obviously I used the English subtitles. I

didn't understand the Chinese language at all but some English words that I learned from the subtitle came in handy afterwards."

Also, St 3 said,

"I watch English, Korean and Japanese contents and I do use subtitles. For Korean series and Japanese anime subtitle is a must and although I can understand English well now, I still use the subtitle. It helped me with my vocabulary like one time I saw a term "turn in" and I didn't understand the meaning in context, so I searched it on the internet and found that it means going to sleep!"

For the third query, which was how often they actively read or pay attention to subtitles while watching the content; diverse reactions are found. Some participants revealed to have no problems watching content with subtitles simultaneously as they are accustomed to it for a long time while others confessed to face some difficulties while watching subtitles with the content of languages that they are not as much familiar with. Most participants had no problem watching English subtitles with English series or movies. Two participants informed about turning on subtitles intentionally while watching movies to learn more English words. More than one participant admitted to looking up the meaning of unfamiliar words when they came across one while watching any content with subtitles. Like St 2 said,

"I can pay attention to the content and subtitles at the same times if it is in English, but for Korean films and movies, I struggle a bit because I am a beginner there."

St 5 said,

"I intentionally turn on subtitles to learn more English and improve my reading speed. Of course, it is troublesome but I do it for my own good."

For the fourth question, if they have ever used subtitles to learn new English words or to clarify the meaning of unfamiliar English words or phrases;

Majority of the participants admitted to using subtitles to learn new words and phrases and see that as an opportunity to not only learn English words but words of other languages. Other participants see watching any content with subtitles only as a leisure time activity. Here St7 mentioned that

"I have learned most of the informal terms from English movies and those terms are used in real life too, but I must thank the subtitles because they help me with my English listening skill perfectly."

Negative comment was found too like St 4 said,

"I listen to the words, sometimes I watch movies to pass time, subtitles are added there, often, I do not even look at that."

The fifth question was on if the participants have ever intentionally turned off subtitles to challenge your English language skills and most of revealed that they did not do it. However, many of them said that with the help of subtitles they are used to understanding many English terms and if they go to watch movies in theatre where subtitles may not be displayed, it does not create any problems for them. Some of them said that they intentionally turned off the subtitles once or twice because their English teachers told to do so. But they admitted that by doing so, they understood their shortcomings in English listening. Four participants revealed they mostly do not turn off subtitles because they are so used to it and they like it. Some of the comments from the students are given below,

"Initially, I faced some challenges while the subtitles being turned off and I could not understand some Englishes being spoken. That moment, I experienced a sense of embarrassment. However, with time, I became more accustomed to it." [St 9]

"I once turned off the subtitles while watching Avengers film at my home, I did it because my teacher told me to do it to check my listening. Actually, it showed my poor listening skills

without subtitles. However, now I am getting used to it."[St 10]

"I do not turn off subtitles at all, I like them because I get to new words and phrases from them."[St 15]

The last question was about the implementation of subtitled contents in language classrooms. This is where majority of the participants responded positively to the use of subtitled videos in the classroom to teach English vocabulary. Some suggested playing the same video more than once with and without subtitles can be more effective in not only learning vocabulary but also spelling and improving the capacity to understand different English Accents and the tone of native speakers and their native expression of words and slang. They also revealed that it might prevent the students from getting bored in class too. One of the participants expressed that it might be too distracting to play video and audio in the classroom. One student said,

"I think, if a teacher is teaching something that includes a relevant video on PC or YouTube, he or she should play it with subtitles. This can help us become more familiar with the sound of native English. Also, students will be less bored in this way in a 90 minute class."[St 12]

Teachers' View Points

Five English language teachers were asked to give their opinion on how subtitled contents should be utilized in a language classroom in a Private university and what obstacles they might face. Here, two comments are added first,

"I think subtitles benefit language learners immensely. Students may increase their speaking and listening abilities as well as vocabulary. In my language class, I teach listening with subtitles, but vocabulary is required. I play a relevant Ted Talk or YouTube video without captions and then with subtitles for the students. Because overusing subtitles is bad.

I give them worksheets to finish. My students perceive English accents better with this strategy because many are unfamiliar with foreign or local accents. However, I investigate proper subtitles from reliable sources because often they can be inaccurate."[T 1]

"….For audio tasks, I distribute the transcript at the end of the class. For videos, I do let them watch it with subtitles but that is not just for fun, they must do a task after watching that content. Sometimes, the words on the screen do help them remember what was happening in the video. But sometimes, I face power outage in class and then I have to rely on books."[T 4]

Teachers generally supported subtitled video content in classrooms, but one teacher warned of decreased understanding and cognitive fatigue due to overwhelming visual input and distracting students from the main content. The comment is added below,

"Subtitled content is fantastic, and I used them in one semester, however several students kept asking for subtitles when I played videos in the following sessions. Not usually do you have subtitles when speaking in real life. Subtitles are useful for learning new words, but students shouldn't stress over them. They must also learn English without subtitles. Not to add the power outage and bad internet connection we have in this country, it is best to check the classroom environment and power source before playing movies and audio regardless of the subtitles." [T5]

Therefore, language teachers should be cautious when using subtitled audio and video content in the classroom, as not all materials are suitable for all learners, and selecting suitable materials is crucial.

Conclusion and Recommnedation

Cognitive skills such as guessing, inference, meta cognitive inquiry, and meaning verification are essential for learning. Subtitling in formal and informal settings can improve these cognitive skills. There are various strategies for learning vocabulary, and one effective and enjoyable approach is through indirect learning methods, such as watching movies. Native movies often incorporate vocabulary and expressions that are not commonly taught in language classes. Increasing the vocabulary knowledge is a crucial aspect of achieving proficiency in a second or foreign language which also serves as a foundation for the advancement of reading, writing, listening, and speaking abilities. ESL learners should prioritize vocabulary acquisition as it is crucial for effective engagement in their studies. Also, the language teachers must consider which materials to use in class to keep students motivated to learn new vocabulary. The study looks into the impact of English subtitled content on Bangladeshi Private University undergraduates and language teachers' vocabulary. It suggests that the younger generation may struggle with traditional teaching methods due to early exposure to technology. To expand vocabulary, teachers can use English subtitled movies or TV shows, such as short clips or movie trailers. However, language teachers must develop strategies to overcome challenges in implementing subtitled content in the classroom for vocabulary enhancement.

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Declaration

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THE BENGAL TRILOGY BY TAHMIMA ANAM: A POSTCOLONIAL, FEMINIST, AND MARXIST ANALYSIS

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Abstract
The Liberation War of 1971, which emancipated Bangladesh from Pakistani domination, was the most significant event in the country's history. Tahmima Anam, the author of the Bengal trilogy, is one of the most well-known Bangladeshi writers in English. She investigated the founding of Bangladesh and the turbulent years that followed, telling a story centered on a family. Through postmodern and Marxist theory, this paper will outline the characters' experiences and evolving perspectives. It will additionally address the feminist issues that are deeply ensconced in these works of literature.
***Keywords:** Bengal Trilogy, Women, Bangladesh in 1971, Marxist Theory, Postmodernism.*

Introduction

Tahmima Anam's expansive and searing Bengal trilogy, consisting the titles *A Golden Age, The Good Muslim and The Bones of Grace*, spans from the period of liberation war of Bangladesh in 1971 to the present day Bangladesh and describes the stories of three generation of women of a family and their respective struggles. Through the depiction of their trials and tribulations, which were brought on and experienced by them due to the political, social and cultural forces, Anam masterfully weaves the stories together and in the meantime focuses on and highlights the issues of independence, ideology and identity faced by the millions in Bangladesh. Rehana, protagonist of the first novel of the trilogy, had been brought up in Kolkata, who later arrived in Dhaka with her husband and came to recognize the country as her own. Her children Sohail and Maya carry fierce love for the country, despite spending a year in Pakistan with their aunt and uncle, and were on the forefront of the liberation war. Noted thinker and philosopher Frantz Fanon stated in his book *The Wretched of the Earth* that "A national culture under colonial domination is a contested culture whose destruction is sought in systemic fashion. It quickly becomes a culture condemned in secrecy." Anam describes –

Ever since '48, the Pakistani authorities had ruled the eastern wing of the country like a colony. First they tried to force everyone to speak Urdu instead of Bengali. They took the jute money from Bengal and spent it on factories in Karachi and Islamabad. One general after another made promises they had no intention of keeping. The Dhaka University students had been involved in the protests from the very beginning, so it was no surprise Sohail had got caught up, and Maya too.

(Anam, "A Golden Age" 38)

Siblings' Roles

Maya and Sohail, along with their fellow fighters for freedom, uphold the native culture by defying the ban. Though Maya joins the Communist Party right after the cyclone hit Bangladesh in 1970, Sohail refrains from joining any party. He was described by his mother as a Pacifist, but the patriotic wave that

had come in 1971 buoyed him too, and he joined the liberation war with his friends Joy and Aref. Sohail's secular and humanist ideologies go through a cataclysmic change after the war had ended, and through the influence of his wife Silvi he embraces religion, rejecting his old self through the burning of the books in *The Good Muslim,* ironically destroying his cultural legacy by his own hands after ousting the oppressors. In case of Sohail, one ideology replaced another, and he immersed himself in a spiritual life in such a manner that he was negligent of his own son's abuse at the Madrasa. Instead of finding a balance between a wholly cultural and literary worldview and spirituality, Sohail went from one extreme to another in the spectrum, while Maya, in author's own words, remains a 'realist religious person'. Both Maya and Sohail shows binary thinking in their perception of organized religion: one rejecting it as close-mindedness and other completely surrendering himself to it. The gulf that opened up between them due to their dichotomous set of beliefs is emblematic of the division that also plagues the nation to this day.

Three Female Characters and the Class Concern

Rehana, Maya, and Zubaida – the three female protagonists of the novel are molded by their circumstances; they overcome crucial challenges and contribute greatly to the world. Rehana reflects the author's grandmother, Musleha Islam, who described her as an 'indomitable spirit.' Rehana also bears a resemblance to Shaheed Janani Jahanara Imam, an educator and cultural icon who lost his son in the liberation war and had been an immense contributor to the causes of the war. Maya emerges as a strong, independent woman who is not afraid to vocalize her views, and she works during and after the liberation war, trying to reconcile the changes that came over her brother and the people of the country and, at the same time holding onto her beliefs amidst the opposition forces. About the male-centric world and workforce, the following statement of Hélène Cixous is apt: - "The hierarchization subjects the entire conceptual organization to man. A male privilege, which can be seen in the opposition by which it sustains itself, between *activity* and *passivity*. Traditionally, the question of sexual difference is coupled with the same opposition: activity/passivity."(230)

The women in Tahmina Anam's books are anything but passive; they fight for their rights and the rights of others. Thus, Rehana harbors freedom fighters in her house in Dhaka, taking great risks; Maya writes about the war in papers and performs abortions on Birangonas, and Zubaida finds her true identity of herself and her mother when the world denies her any help in this matter. Even Zubaida's biological mother, Fatema Ansar, commits a defiant act by refusing to hand over her twin daughters for adoption and keeping one to herself. Rehana carries enormous risks during the war and simultaneously protects the children singlehandedly, and Maya deals with the brutality of the war and the cruelty of men afterward in an independent country. But Maya carries a beacon of hope within her, refusing to bow down to the subversive forces and joining the activity of the Liberation War Tribunal. Though traditional literature (and, as Cixous points out, philosophy) focuses on the journey of the male hero, this trilogy delineates the exact contributions of women and how they have shaped the world for the better through their sacrifices.

Rehana took a great risk by giving shelter to the freedom fighters and helping hide Major in her house, Shona. She is a courageous mother who fought to bring back her children to herself from her brother-in-law. In Rehana, all the mothers of Bangladesh were brave and patriotic enough to send their children to the war. Towards the end of the war, Rehana's loss takes a heartbreaking turn as she is forced to misidentify Major, with whom she had fallen in love, in order to save her own son.

Zubaida, an adopted daughter in an affluent family who is keenly aware of the extent of her parents' contribution to the country, comes to understand the sufferings of both her biological and adoptive parents. A Harvard-educated marine paleontologist, she thinks about Rokeya Shakhawat Hossain, who broke through all the social constraints to educate women and wrote one of the earliest feminist science fiction, *Sultana's Dream*. On the wedding dais, she thinks of the precedence that Begum Rokeya and innumerable women have created for the rights of the generations of women to come. Zubaida thought of "those who had flipped the world around, making prisons into meadows."(Anam, "The Bones" 240)

The liberation war of 1971 had a profound impact on everyone, but it manifested itself differently in those who witnessed it. Lacan states, "What we teach the subject to recognize as his unconscious is his history – that is to say, we help him to perfect the present historicization of facts that have already determined a certain number of the historical 'turning-points' of his existence."(52) David E. Hall comments that "in so critically regarding the past and present, Lacan opens up the future also to radical revolutionary engagement"(84). Sohel's memory of the war is marred by the unnecessary murder he committed on his way home, and he tries to stem his guilt by embracing religion wholeheartedly. He rejects the liberal views and thoroughly devotes himself to religion. The liberation war became a subject of interpretation, and some outright rejected the legitimate cause of the world. Maya's efforts see the punishment of Ghulam Azam, but she heartbrokenly reads about the news of his followers who downplayed his atrocities and referred to him as 'Professor.' The rewriting of history has a profound effect on everyone. Sohail wants to downplay the role he played at the crucial moment of the birth of the country, but Maya remembers the exact circumstances and what transpired in those years.

Maya, an outspoken communist and also a doctor, dedicates herself to the service of the country. During the liberation war, she drove ambulances and volunteered in a refugee shelter in Kolkata, noting the sufferings of her fellow countrymen at the hands of the occupying forces. But there is a subtle change in the post-liberation war Maya. While she did not abandon her ideologies like her brother, she had to leave her post in Rajshahi due to fatwas doled out by the radicals in the area. Her idealist mind gets wounded over and over again by the circumstances brought on by fate and the changing atmosphere of the country's viewpoints. She fails to save Zaid, her nephew, despite all of her efforts. She also could not bring Sohail to his former self. Maya contains within herself the free-flowing feminist spirit, who never backs down from questioning and examining the ideologies and norms that dictate the masses. She deeply feels the atrocities committed on women during the war, losing a friend, Sharmeen, and treating many after the war ended. She proclaims to Joy about the Birangonas that "calling them heroines erases what happened to them. They didn't charge into the battlefield and ask to be given medals. They were just the damage, the war trophies. They deserve for us to remember" (Anam, "The Good Muslim" 223). The erasure or modification of the history of the women tortured and raped in the war leaves a wound in both Maya and Sohel.

Another fact, the 'class question' in the newly emerged Bangladesh remains a central one throughout the trilogy, but it is emphasized most in the final part of it. In *A Golden Age*, Rehana is seen struggling for money to keep her family intact, and the need for monetary security prompts her to steal from a blind widower. Zubaida's current state of a secure yet unfulfilling life exists because of the exploitation of the labor force, which caused the death of her biological father and the displacement of her mother from the in-law's house. The confluence of class struggle and gender discrimination is demarcated into two very different lives led by her

and her twin sister, Mohona. Zubaida's journey from being born in poverty to adoption and her subsequent education in Harvard and tracing of her true ancestry is marked with a series of chances and misfortunes. Her recognition of her loneliness for not having a genetic connection to anyone around her has a profound effect on her, which prompts her to make several wrong decisions. She could only see clearly about her past, present, and future only after she learned the whole truth about herself. She observes the naked exploitation of the starving men who came from the north to Chittagong for jobs in the shipyard named Prosperity, which brings exactly this to the owners through the naked exploitation of the innumerable men driven by hunger. The blatant negligence and crude treatment of them in order to maintain the business exposes the ugly underbelly of the ship-breaking industry in Bangladesh and the greed of the owners and their collaborators like Mr. Ali. The hegemony of unethical practices is maintained by a combination of intimidation, secrecy, and elaborate facades to dupe those who come to investigate.

Conclusion

The Bengal trilogy deals with a wide range of issues of feminism, class struggle, and freedom from oppression. Under the overarching narrative of the Liberation War of 1971, the lives of the people of the trilogy go through profound growth and changes, sometimes which occur in a counterintuitive manner. The characters inspire, and the cultural milieu in which they live raises many questions about one's responsibility towards the country and its people.

Acknowledgment

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REVIEW OF HALF A CENTURY BY DR. K. PALANIAPPAN, FORMER PROFESSOR AND HEAD, DEPARTMENT OF ENGLISH, ANNAMALAI UNIVERSITY

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Dr. K. Palaniappan is an enthusiastic poet, who pours down his feelings and emotions in a spontaneous manner. This volume of fifty poems published in 2002, when the poet was fifty are categorized as indoor and outdoor poems. The poet who is a staunch devotee of Lord Nataraja, the universal dancer, who, according to the poet supplies energy and vitality to complete his first volume of poems successfully. He proclaims his voice concentrating mainly on the theme of love in three distinct levels, love between man and God, love between man and woman, and love between parent and child.

The book starts with the poem entitled" New Birth"(Poem1) which mainly talks about the new birth of a budding poet, who through these poems, deserves to be a poet. His words are a sort of "blending emotions and emotions /It is an innovation to the literary globe" (3,4). According to the poet it is a fact too. He admits that it is,"the birth of a new poet!" (5).

In "My Lord" (Poem 3) the poet experiences the unconditional love of Lord Nataraja who is "the Dance- Master to the whole universe" (2). The writer focuses on the eternal love of the Lord, who solely steers his mind, whenever it remains passive. The poet opines that though people worship the Lord made of stone, he proclaims that he stands before Him as a stone. The poet, an ardent disciple of the Lord requests Him to prove, "Whether You are a stone or am I / Still I stand before you unmoved" (8, 9). The poet beautifully and piously ends the poem with a declaration that," It's Your duty/ taking me to you/ And it's my duty/ taking You to my door" (10 13). This alerts the reader to conclude that the entire universe is under His control so that nothing can move without Him. The poet brings to limelight, the divine supremacy and potentiality.

In "All go to Brahma", (29) the poet showcases how the Lord executes His powers of creation, protection, and sustainment by taking into account, the two important events that happen in a family. Two natural things that happen naturally and simultaneously inside a single family are narrated by the poet in a vivid manner. The poem attributes two things, one an extremely painful event and another one, supposed to be the happiest moment in the life of a daughter, but the daughter is unable to enjoy the situation as her grandfather is on the verge of death and finally dies and her father's attention falls on his father, as it is his responsibility. The two extremely opposite events happen on the same day. The poet, a strong believer of Lord Nataraja, declares that everything is in the hands of the Lord.

In "Charge- Sheet", (Poem 48) the poet vividly expresses the loving nature of Lord Krishna towards humans. He is the master creator of the universe. Though He reigns the entire cosmos, He remains very simple, lovable, kind, and merciful. He directs

His creations to lead a happy, blissful, and peaceful life "free from melancholy" (6). In the view of the poet, though He gives "solace to man" (8) He remains "imprisoned" (9) within the creations.

In "Lord Krishna", (Poem 49) the poet explicates his longing to be one with the Lord. The poet says, " Krishna/ I want to see You very closely/ Want to speak to you/ To touch You and smell You" (1,2,4,5). He also spots out the fact that though the Lord is ready to allow man to see, touch, and smell, and speak with the Lord, He is unable to do so for He remains imprisoned in Udipi. He says, "Yes, You allow me- But/ You're imprisoned" (8,9).

In "Xerox Copy" (Poem6) the poet talks about his lady love, his life partner, whom he says, "Xeroxed her in my heart" (2). He expresses the depth of love he devotes to his wife. The poet expects the same degree of love, affection, and care from the modern couple too. The wife in the ancient period died with her husband (sati) in the same funeral fire, whereas the modern couple go for separation (divorce) even for a small misunderstanding. The poet stands inbetween these two extremes, inculcating a life with adjustment and acceptance. As the poet is a confessional, he knows the pros and cons of life. He wishes the couple to realize and share their faults openly with each which serves as the solution for all the problems between the couple. So only he says with confidence and determination that, "the Xeroxed one/ Cannot be taken away (3,4). Such is the depth of love the poet owes to his beloved.

In "My Lady's Hair," (Poem 7) the poet declares that chasity is the basic necessity for the smooth running of the family. In order to explicate this concept, he takes flowers and a bee, "Your honey was stolen by bees/ You've lost your chasity" (3,4). The poet very beautifully and vividly expresses the problems that arise in the family when a man or a woman loses virginity by having relationship with other men or women. He stresses the point that this sort of activities affect the peaceful and blissful life.

He skillfully uses the words asking the bee, "Then how can you come and sit/ On my Lady's hair?"(5,6). By personifying the flower as the woman and the bees as men, the poet brings to limelight, the need of the hour, chasity, for modern youth never cares about virginity, as they lead different styles of living together before getting married, spoiling the life of a girl, and so on. The poet conveys the message to the present generation insisting the importance of chasity.

The poem, "A Day and a Year" (Poem 12) beautifully probes deep into man- woman relationship, how the relationship should be. The poet very symbolically says how difficult it is to run the life compatibly when one of the partners parts away for some reasons. The poet has skillfully woven the words, "When you are away/ A day's a year/ But when you're here/ a year's a day" (1-4). The four line poem with only seventeen words has a drastic effect on the familial foundation, on which the society is built.

In the very next poem titled, "Parting", (Poem 13) that too a four line poem, the poet indirectly implies the empowered women. The first two lines depict the mutual dependence of man and woman. The man depends on woman for certain things and vice versa. In the next two lines, the poet poses a question,"What has now happened to us two/That you are you, and I am me?" (3, 4). The poet showcases the modern trend, man and woman lead their life as free birds, independent of each other. As the women get education, they liberate themselves from the shackles of patriarchy to which once they were chained. The poet opines that women become strong both physically and mentally, with the advent of women education. They are confident that they can stand on their own legs, as education enables them to attain all round personality development.

The poem, "Indian Marriage" (Poem 37) delineates the situation of Indian women in the market of marriage. A girl is considered as "an article" (2). Women are considered as objects to be used and

throw. The poet feeling sympathy towards women says, "In the trade society/ Buying and selling is common" (3, 4). The poet opines that though India got independence seventy- five years ago, the situation of women has not yet changed. It remains the same. The poet proclaims, "Indian marriage is an arthralgia!" (5). According to the author, it is in the hands of man, only if he changes his mindset towards women, women can become equal in par with man. Man should become flexible rather than stiff and rigid.

In the poem, "Imprisonment" (Poem 42), the poet's concern for women is deliberately described. The woman remains imprisoned both physically and mentally. The society plucks away the liberty in all possible ways. But the woman has no sufficient knowledge to comprehend that society remains completely against her, as education was out of reach for her. In the view of the poet, "Even in the jewel decoration" (12), the woman remains imprisoned. The poet feels pity for the woman doesn't consider such things as imprisonment saying that, "Your imprisonment is/ invisible to you" (15, 16), for she feels satisfied with the availability of basic needs like food, shelter, and cloth. But the poet expects woman to go forward in life, experiencing what happens around her and coming out of the chained situations.

The poem titled, "Your Earth" (Poem 44), deals with the poet's intention of emancipating women, who in his point of view are mentally strong when compared with men. So the poet proudly declares, "The earth is yours/You're the creator of all? The whole thing has only /Come from you" (6). The poet supplies encouraging words to women proclaiming that, "You can do wonders"(8). As women are the giver of life the poet wishes the women to be confident that they are not inferior to anyone conforming that, "Nobody can defeat you. / The Earth is yours" (11). The poem exposes the poet's inner hidden wish to bring forth women to higher levels in all walks of life.

In "Great Smile" (Poem 45) the poet addresses the Great Mona Lisa, a feminine name of Irish origin. The Italian artist, Leonardo da Vinci's famous painting of the even smiling picture of Mona Lisa is very famous even today. The poet wishes the Indian women who are always working in the kitchen would also smile like the Great Irish origin, let them be liberated and given equality in the Indian society with no pain and stress. The poet stresses the importance of women in the society. Whereas Indian women are always supposed to remain within the four walls of the house without given equality in education, job, and voting, the Italian woman gains fame in the whole universe. The poet yearns for a day when Indian women too enjoy their life.

In the poem "Daddy", (Poem27) a poem in four lines, depicts how the children do not consider the love of their father when he is alive. The father is a man who sacrifices everything for the children. Whereas the mother retells the things she did for her children, the father never does that. Instead he keeps everything in his heart. He never expresses his feelings and emotions to other members of the family; rather hides everything for the welfare of the family. Such a sacrificial father is neither respected nor loved by the children. It is ironic that they remember the father only after his death. He says, "When you were dead/ my thoughts about you are alive!" (3, 4).

In the poem entitled "Mummy", (Poem30) the writer describes beautifully the mother- daughter relationship. The poem sheds light on the shelter enjoyed by the baby within the mother's body "for more than nine months" (2). When the baby comes out into the world, it does not shower any gratitude on the mother for the physical and mental discomforts she underwent for the past nine months while carrying the baby in her womb. The poet firmly believes that the child will recognize the unconditional

love and concern only after her demise. Now the poet says that the child longs for the safety and protection, that too from his mother. The poet attributes the love and sacrifice of a mother for her child. The message conveyed to the readers is that children must love and respect their parents when they are alive, for they are the pillars of support. It is meaningless to conduct rituals after death. The line, "I want to be imprisoned again in your womb" (7) aptly reveals though it is impossible, it indeed shows poet's love for his"Mummy".

In "Old Stories", (Poem 31) the poet longs for his mother who told stories when he was too young. The mothers told mythological stories and the brave deeds of freedom fighters and patriots to sow seeds of patriotism and inculcate good conduct in their future. Sometimes they tell stories to make them sleepor at other times to calm down them during illness or to pacify their adamant nature. The poet, now though grown up, craves for the same stories even though, sometimes they are "untrue" (4). In a tensed mood, the poet asks himself, who's going to tell me"? (8).

Thus the poet in this volume of poems entitled *Half a Century* has written fifty poems in his tender age of fifty, categorized into indoor and outdoor, his personal experiences in particular as "Indoor poems" and his contact with the outer world as "Outdoor poems". He pours out his feelings openly, reveals everything without concealing anything, which makes the reviewer call him a confessional poet.

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MEASUREMENTS IN MANAGERIAL CHOICE BEHAVIOUR

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Abstract

In a globalizing world, business and organizations face chaotic conditions that call for adopting changing technologies and opportunities for strategic thinking. Emerging field of behavioural sciences offers conjecture and practice to understand this dimension. First step involves functionality of cerebrum (waves). This involves objective, description and analysis of how cerebrum works to depict understanding of biological basis of economic behaviour. Evidence from experimental-economics suggests that choice making depends on using fluid intellect. Methodology adopted is combination of theoretical and experimental contributions with focus on capacity to switch between complex left-hemispheric thinking and explorative right-cerebrum thinking. Attempt provides extension to business theories and applications to observe cerebrum wave neural activity through Alpha Waves. Fluid intellect processes are mapped via EEG. These provide evidence about 'exploratory' and 'geometric' processes in fluid intellect. How to build interpretable models that aid incentive - based economic choice? How to ensure that interpretable models are stout to adversarial attacks? How to detect and correct biases in interpretable models? What parts of cerebrum aids incentive - based economic choice? What cerebrum - waves depict in interpretable models - based choices? Two specific research questions are pursued. Firstly, how choice choices are explored and secondly, what part of cerebrum aids choice. The core idea is the empirical exploration of cerebrum wave activity. This approach represents a step change to the understanding of choice making, especially under conditions of uncertainty. In doing so the measurement of these waves has become the fundamental approach of experimental-economics. A sample of 03 respondents contributed to experiment. Output is a contribution to nexus of investigative/behavioral research and computational economics with the aim of expanding the use of computational models and replication to complement and/or explain results for choice makers. Results are such that patterns are observed amongst this relatively small sample, suggesting that knowledge has been produced. This paper advances theoretical models, grounded on axiomatic groundwork of neuro-feedback, to economic choice. Alpha activation shows repeatability and specificity in cognitive responses. This model reflects relevant findings on typical economic behaviour. Paper observes EEG as intervening in this stage, so that cerebrum can learn to break out of locally trapped condition. Results exhibit monikers to engage in economic choice to specific neural system. Paper raises interesting neuro - economic issues, theoretical and practical, based on both normative and descriptive levels of analysis. This research enhances scientific understanding of biological processes as significant element in economic choice strategy. Recommendation is upon rethinking foundations of choice dynamics by providing alternative taxonomy for choice problems.

Keywords: *Cerebrum Waves, Economic Choice, EEG, Alpha Activation and Gamma Activation*

Introduction

In the fast and globalizing world, businesses and organizations face conditions with greater chaos, calamity, catastrophe, that need changing technologies and opportunities for strategic thinking. In such a scenario, there is a need to understand the dynamics of the cerebrum and its inherent dynamics. The cerebrum parts, as anatomy suggest, work in

tandem with independent mechanisms creating a synergy. In this positive confrontation, fluid intelligence plays a major role with related significance. In a prismatic theodoscope, the switch between complex left-hemispheric thinking and explorative right-cerebrum thinking give a state of observation where the ability to reason and problem-solve becomes an important responsibility of the cerebrum. Reference is drawn to the Raven's Progressive Matrices and Cattell Culture Fair Intelligence Test that mandates using abstract reasoning to solve problems and cerebrum imaging techniques (EEG) to understand how different cerebrum regions are involved in managerial choice behaviour.

Methodology

Methodology adopted is combination of theoretical and experimental contributions with focus on capacity to switch between complex left-hemispheric thinking and explorative right-cerebrum thinking. Attempt provides extension to business theories and applications to observe cerebrum wave neural activity through Alpha Waves. Fluid intellect processes are mapped via EEG. These provide evidence about 'exploratory' and 'geometric' processes in fluid intellect. How to build interpretable models that aid incentive - based economic choice? How to ensure that interpretable models are stout to adversarial attacks? How to detect and correct biases in interpretable models? What parts of cerebrum aids incentive - based economic choice? What cerebrum - waves depict in interpretable models - based choices? Two specific research questions are pursued. Firstly, how choice choices are explored and secondly, what part of cerebrum aids choice. The core idea is the empirical exploration of cerebrum wave activity. This approach represents a step change to the understanding of choice making, especially under conditions of uncertainty. In doing so the measurement of these waves has become the fundamental approach of experimental-economics. A sample of 03 respondents contributed to experiment.

Motivation & Research Issues

The core idea central to experimental-behaviour is the empirical exploration of cerebrum wave activity. This approach represents a step change to the understanding of choice making, especially under conditions of uncertainty. The human cerebrum's production of Alpha, Beta and Theta waves is known as a pre-conscious activity. In doing so the measurement of these waves has become the fundamental approach of experimental-economics.

- How to build models that aid choice?
- How to ensure that models are stout to attacks?
- What parts of cerebrum aids choice?
- What cerebrum - waves depict choices?

Experiment

Fluid Intelligence refers to the ability to solve novel problems, reason abstractly, and adapt to new situations. It is often described as the ability to think logically and solve problems in complex, unfamiliar situations without relying on pre-existing knowledge or experience. Fluid Intelligence is a type of intelligence that is related to the ability to think logically and solve problems in new situations without relying on prior knowledge or experience. Fluid Intelligence is important because it is associated with a range of cognitive abilities, including working memory, attention, and processing speed. It is also a strong predictor of academic and career success.

Wikipedia

With reference to undercurrents of action, management skills, capacity to perceive prospects, skill to act in settings of managerial choice - hazard and ambiguity, the field of Neuromanagerial management sciences is still in its nascent stage and the sub - field of neuro soundings in data - driven managerial choices (with emphasis on managerial behaviour) is still in its embryonic stage where there

is an inter - disciplinary attention to fully develop it into its fetus outline. Neuromanagerial management sciences have allied incongruent fields of management and psychology. Leeway of this field complements interface between managerial business and cerebrum sciences. Neuromanagerial discoveries posture challenge to usual management viewpoint. The foundation of stimulus has been neuromanagerial choice explorations as an inter-disciplinary determination to bridge this gap as to stipulate precise representations of choice making. Notwithstanding considerable expansions, erecting a choice that infers an alternate choice to be factored, enquiry of how we make choices posture significant trials for methodical explorations (Satpathy, et. al. 2022).

Subjects	FEV1_pre	FEV1(%)_pre	FVC_pre
FVC (%)_pre	FEV1/FVC_pre	FEV1/FVC (%)_pre	FEF 25-75_pre
4	2.43	86	2.52
70	97	120	3.56
128	7	1.75	2.42
85	2.71	76	89
111	3.6	129	11
2.39	2.19	78	2.36
66	93	116	3.21
117	14	2.87	567.98
661.134	631.41	14.5	14.9
	721.06	1548.00	
5	2.54	93	2.97
86	86	107	3.11
113	15	3.03	2.15
78	2.79	80	77
96	1.83	66	23
	1.79	66	2.16
63	83	104	1.85
68	28	5.11	165.138
339.99	250.838	9.86	12.32
	616.94	10.40	
7	3.07	104	3.76
100	82	102	3.08
111	9	2.07	3.04
104	3.8	102	80
101	2.97	108	12
2.55	2.42	82	3.06
82	79	100	2.17
79			320.562
414.842	305.128	13.6	17.9
	626.26	581.40	
12	1.17	39	2.39
58	49	67	0.61

27	13	2.71	1.44
48	2.85	69	51
69	0.75	34	23
4.31	1.3	44	2.28
56	57	78	0.8
37	20	3.83	971.4
706.854	398.274	10.5	17.8
	729.60	1170.00	
15	2.35	77	2.94
77	80	97	2.1
68	20	3.38	2.4
78	3.14	83	76
93	1.91	62	23
4.31	2.24	73	2.61
69	86	104	2.33
75			524.556
548.57	417.702	14.7	13.91
	738.73	1132.00	
16	2.06	83	2.46
78	84	106	2.19
89	17	3.35	2.75
111	3.36	106	82
103	3.15	128	15
3.03	1.83	74	2.24
71	82	103	1.88
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	742.04	1397.00	
21	2.32	75	2.56
68	91	109	2.64
81	17	3.35	2.36
76	2.58	68	92
110	3.6	112	18
3.51	2.05	66	2.2
58	93	112	3.34
103	15	3.03	810.42
733.136	732	13.9	15.3
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22	3.67	90	3.67
73	100	125	6.07
155	8	1.91	3.91
97	3.91	78	100
125	6.04	156	8

1.92	3.75	93	3.75
74	100	125	3.54
100	4	1.27	417.702
326.282	433.49	16.2	14.68
16.58	760.88	120.50	
24	3.9	94	4.71
89	83	104	4.28
111	30	5.43	4.05
97	4.77	91	85
107	4.54	118	45
7.83	4.1	99	4.81
91	85	108	5.28
137	33	5.91	242.85
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16.92	700.85	1400.00	
25	3.01	99	3.69
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Cerebrum (behaviour through lens of mental operations) is a bioelectric organ. Management and neural sciences share a common interest. Interaction between business and science is not smooth with misunderstanding or difference in expectations on either side. Attention theaters pervasive part in perception and reasoning. 'Accelerationism' choice making, with cognition and assumptions that underpin, is critical for any entrepreneur when crafting and executing strategies. Managerial 'accelerationism' choices have a complex neurobiological basis; chaos and complexification, creativity and experimentation. 'Causality' plays central role in managerial 'accelerationism' choice

sciences. What typifies notion of causation in sciences of mind and cerebrum (behaviour through lens of mental operations)? Are dissimilar notions a prerequisite for different experimental approaches? Are there variances in notions that are explicitly and implicitly presumed? What counts as causal evidence in managerial 'accelerationism' choice sciences? What role is played by naturalistic explanation of information and physical mechanisms in identifying causal claims of managerial sciences of mind and cerebrum (behaviour through lens of mental operations)? Documentation of molecular and genetic markers precisely forecast rational physiognomies for understanding cognitive and neural mechanisms of individual choice making. An emerging new paradigm, through cerebrum (behaviour through lens of mental operations)'s wiring diagram, paper highlights potential cause - consequence linkage between biology and management in explaining how Entrepreneurs deal in 'accelerationism' choice dynamics. Current lack of success and effort necessary for validating models are traced to weak theoretical representation of managerial 'accelerationism' choice making in current 'edifice'. Attempt is to explore nature of causality, identify methods to test causal relations, employ empirical cognitive and neural approach (es) to causal reasoning and establish a relation between molecular and genetic causation and causality using hematological and molecular and genetic - management' data to reveal neural paths in managerial 'accelerationism' choice making.

A paradigmatic case of 'crossbreeding', paper empirically tests a behavioural experiment design via psychophysical approaches besides functional and fundamental imaging systems. Experimentation is advocated as best approach to deduce causal knowledge. Collaboration is not always straight forward. Linking 'accelerationism' choice data and 'accelerationism' choice processes, paper attempts to understand molecular and genetic 'drivers' (with reference to frontal cortex, orbito frontal cortex, anterior cingulate cortex and ventromedial prefrontal cortex) that underlie behaviour and 'accelerationism' choice making, investigate underlying mechanisms of 'accelerationism' choice processes by means of fundamental tools from management, psychology and molecular and genetic science, applying integrative approaches to broaden understanding of key features of 'accelerationism' choice processes, apply principles of affective, genetics, cognitive and molecular and genetic science to research questions in management and organisational behaviour, discussing possible issues that emerge from such applications and methodologically present investigations in 'accelerationism' choice molecular and genetic science. A model is primarily crafted to bring about near - perfect spectrum in VUCA - menacing business world.

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1Z" id="f006	alpha	0	85"/><path d="M 257
449C 165	449 37	374 37	209C 37
98 119 12 256 12C 355 12 473	65 473	226C 473	349 381
449 257	449ZM 244	416C 333	416 380
320 380	204C 380	67 329	21 267
21C 184	21 130	115 130	241C 130
354 184	416 244	416Z" id="f006	Alpha
0	80"/><path d="M 463	437C 426	431 375
425 327	422C 297	440 264	449 231
449L 230	449C 153	449 51	396 51
283C 51	215 94	168 139	149C 123
129 91	103 51	88C 50	78 53
60 62	46C 75	25 100	2 136 9C 112 28
39 371	59 309	59C 275	59 240
58 203	58C 158	58 140	77 140
96C 140	110 157	129 170	138C 186
135 205	133 221	133C 306	133 396
185 396	293C 396	328 384	360 366
381L 423	378C 439	387 459	413 468
429ZM 219	418C 277	418 314	362 314
284C 314	205 275	166 231	165C 176
165 137	221 137	299C 137	376 177
418 219	418ZM 241 11C id="f006	alpha	0
72"/><path	26C 739	32 732	36 732
103L 732	296C 732	394 682	449 605
449C 576	449 550	437 529	423C 504
407 475	389 446	366C 425	418 382
449 334	449C 303	449 279	437 253
421C 222	403 201	385 180	371L 180
452C 135	432 85	419 41	411L 41
388C 99	379 102	374 102	310L 102
103C 102	38 93	32 27	26L 27 0L 238 0L 238
26C 189	32 180	38 180	103L 180
338C 210	363 250	390 289	390C 351
390 377	348 377	275L 377	103C 377

37 368	32 306	26L 306 0L 520 0L 520	26C 465
32 456	38 456	101L 456	296C 456
314 455	326 453	338C 491	369 529
390 565	390C 628	390 653	345 653
274L 653	107C 653	36 642	32 583
26L 583 0Z" id="f006	alpha	0	78"/><path d="M 409
504C 401	567 396	607 392	642C 354
654 312	665 266	665C 137	665 60
583 60	487C 60	374 161	325 225
290C 300	250 355	215 355	141C 355
68 311	21 235	21C 131	21 86
122 71	183L 41	176C 48	128 61
42 68	21C 78	16 93	8 118 0C 142 7 175 15 216 15C 349 15 438
69 438	174C 438	287 344	333 265
374C 186	414 138	449 138	522C 138
576 172	631 249	631C 336	631 363
562 380	499Z" id="f006	alpha	0
52"/><path	50L 491	51C 452	54 444
60 444	110L 444	444C 429	441 405
437 377	434C 348	430 314	427 287
426L 287	403L 323	397C 356	392 365
386 365	333L 365	99C 331	66 293
51 257	51C 212	51 169	75 169
164L 169	299C 169	366 169	413 172
444C 156	441 128	437 101	433C 75
430 50	427 29	426L 29	403L 57
397C 82	391 90	386 90	333L 90
137C 90	29 147 12 214	13C 320	30 342
48 365	65L 365 6L 371	1 441	8C 468
15 496	21 518	24Z" id="f006	Alpha
0	86"/><path	536C 163	536 185
560 185	587C 185	617 163	639 136
639C 108	639 85	617 85	587C 85
560 108	536 135	536ZM 34	389C 96
380 101	376 101	308L 101	113C 101
22 99 37 93 80C	5 190C	19 193	26 200
26 213C	26 237	3 257 10 257C 18	3 180
46 180	111L 180	451C 137	433 86
420 34	412Z" id="f006	alpha	0
75"/><path d="M	635C 114	635 38	519 38

244			
422C 38	317 111	240 217	240C 236
240 255	244 277	256L 345	292C 311
140 203	39 59	15L 64 15C 89 15 150 5 204	17C 339
72 440	202 440	386C 440	521 368
635 244	635ZM 228	602C 326	602 352
479 352	390C 352	370 351	347 348
324C 327	308 293	296 258	296C 174
296 124	369 124	458C 124	517 152
602 228	602Z" id="f006	alpha	0
26"/><path	178L 456	225L 360	225L 360
632L 320	632C 217	496 115	347 20
206L 20	178L 280	178L 280	106C 280
40 276	34 189	27L 189 0L 445 0L 445	27C 364
34 360	39 360	106L 360	178ZM 280
225L 82	225C 149	335 214	431 278
520L 280	520Z" id="f006	alpha	0
21"/><path d="M 153	550L 386	550L 412	615L 406
623L 120	623L 82	318C 104	327 142
338 184	338C 294	338 347	275 347
187C 347	112 305	39 221	39C 160
39 119	71 97	89C 88	97 80
96 71	90C 59	80 50	67 49
57C 48	45 52	36 66	23C 80
9 123 12 169 12C 221 11 288	15 342	59C 403	109 431
165 431	225C 431	308 366	395 238
395C 212	395 165	379 127	364Z" id="f006
alpha	0	22"/><path d="M 137	343C 167
482 260	545 321	574C 357	591 397
603 429	609L 423	641C 382	634 335
622 295	608C 189	570 37	457 37
238C 37	84 125 12 242 12C 362 12 447	89 447	209C 447
311 374	393 267	393C 247	393 226
386 204	376ZM 227	337C 318	337 361
256 361	173C 361	105 336	22 258
22C 176	22 126	120 126	240C 126
266 127	291 132	310C 155	323 189

337 227	337Z" id="f006	alpha	0
23"/><path d="M 447	623L 65	623C 61	580 56
530 47	475L 76	475C 100	541 106
550 172	550L 388	550C 308	376 196
170 91 1L 98 12L 172 2C 268	204 360	408 455	611Z" id="f006
alpha	0	24"/><path	26C 992
31 985	37 985	104L 985	279C 985
398 928	451 844	449C 792	448 741
415 704	377L 704	714C 676	704 645
694 625	691L 625	676C 625	656 613
650 530	650L 114	650C 86	650 73
653 59	675L 40	675C 38	620 33
553 28	494L 57	494C 69	540 78
563 90	582C 104	606 122	615 211
615L 274	615L 274	125C 274	41 266
33 177	27L 177 0L 459	27C 367	33 359
41 359	125L 359	615L 430	615C 518
615 570	614 625	608L 625	105C 625
39 619	32 555	26L 555 0L 770 0L 770	26C 709
32 704	40 704	104L 704	339C 731
373 770	392 807	392C 875	392 906
351 906	268L 906	104C 906	39 899
32 840	26L 840 0Z"	alpha	0
263"/><path d="M 54	437L 27	408L 31	397L 101
397L 101	103C 101	37 94	32 30
26L 30 0L 266 0L 266	25C 187	33 180	36 180
110L 180	397L 288	397C 299	404 304
428 298	437L 180	437L 180	477C 179
562 190	610 203	630C 214	647 230
659 256	659C 289	659 318	641 337
622C 346	612 355	612 364	619C 374
627 380	635 383	643C 388	655 387
667 378	678C 362	697 333	710 299
712C 260	707 225	689 189	659C 135
613 119	563 112	541C 105	519 101
490 101	458L 101	437Z" id="f006	Alpha
0	71"/></defs>		

```
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linejoin="round" stroke="#000000"/>
<rect x="35.1" y="96" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="24.7" clip-
rule="evenodd"/>
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stroke-width="0.5" points="35.1,120.7 35.1,96
49.3,96 49.3,120.7 35.1,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<rect x="52.9" y="13.5" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="107.2" clip-
rule="evenodd"/>
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stroke-width="0.5" points="52.9,120.7 52.9,13.5
67,13.5 67,120.7 52.9,120.7 "stroke-linejoin="round"
stroke="#000000"/>
<rect x="70.6" y="61.5" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="59.2" clip-
rule="evenodd"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="70.6,120.7 70.6,61.5
84.7,61.5 84.7,120.7 70.6,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<rect x="88.3" y="91.6" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="29" clip-
rule="evenodd"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="88.3,120.7 88.3,91.6
102.5,91.6 102.5,120.7 88.3,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<rect x="106" y="108.1" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="12.6" clip-
rule="evenodd"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="106,120.7 106,108.1
120.2,108.1 120.2,120.7 106,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<rect x="123.7" y="119.8" fill="#FF0000"
width="14.2" fill-rule="evenodd" height="0.9" clip-
rule="evenodd"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points=" 123.7,120.7 123.7,119.8
137.9,119.8 137.9,120.7 123.7,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points=" 141.4,120.7 141.4,120.7
155.6,120.7 155.6,120.7 141.4,120.7 "stroke-
linejoin="round" stroke="#000000"/>
<line fill="none" x1="24.5" x2="166.2" y1="120.7"
y2="120.7" stroke-linejoin="round" stroke="#262626"
stroke-width="0.5" stroke-miterlimit="10"/>
<path fill="none" d="M176.8,10.8h141.7
M318.6,120.3V10.8 M176.8,120.3V10.8" stroke-
miterlimit="10" stroke-width="0.5" stroke-
linejoin="round" stroke="#000000"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points=" 187.5,120.3 187.5,120.3
201.6,120.3 201.6,120.3 187.5,120.3 "stroke-
linejoin="round" stroke="#000000"/>
<rect width="14.2" clip-rule="evenodd" x="205.2"
height="81.1" y="39.3" fill-rule="evenodd"/>
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stroke-width="0.5" points=" 205.2,120.3 205.2,39.3
219.4,39.3 219.4,120.3 205.2,120.3 "stroke-
linejoin="round" stroke="#000000"/>
<rect width="14.2" clip-rule="evenodd" x="222.9"
height="48.2" y="72.1" fill-rule="evenodd"/>
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stroke-width="0.5" points="222.9,120.3 222.9,72.1
237.1,72.1 237.1,120.3 222.9,120.3 "stroke-
linejoin="round" stroke="#000000"/>
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points=" 240.6,120.3 240.6,120.3
254.8,120.3 254.8,120.3 240.6,120.3 "stroke-
linejoin="round" stroke="#000000"/>
<rect width="14.2" clip-rule="evenodd" x="258.3"
height="2.2" y="118.1" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10" stroke-
width="0.5" points="258.3,120.3 258.3,118.1
272.5,118.1 272.5,120.3 258.3,120.3" stroke-
linejoin="round" stroke="#000000"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="276,120.3 276,120.3
290.2,120.3 290.2,120.3 276,120.3" stroke-
linejoin="round" stroke="#000000"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="293.8,120.3 293.8,120.3
307.9,120.3 307.9,120.3 293.8,120.3" stroke-
linejoin="round" stroke="#000000"/>
```

```
<line fill="none" x1="176.8" x2="318.6"
y1="120.3" y2="120.3" stroke-linejoin="round"
stroke="#262626" stroke-width="0.5" stroke-
miterlimit="10"/>
```

```
<path fill="none" d="M330.2,10.1h141.7
M471.9,119.7V10.1 M330.2,119.7V10.1" stroke-
miterlimit="10" stroke-width="0.5" stroke-
linejoin="round" stroke="#000000"/><g>
```

```
<rect width="14.2" clip-rule="evenodd" x="340.8"
height="4.4" y="115.3" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="340.8,119.7 340.8,115.3
355,115.3 355,119.7 340.8,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="358.5"
height="105.2" y="14.5" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="358.5,119.7 358.5,14.5
372.7,14.5 372.7,119.7 358.5,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="376.2"
height="13.2" y="106.5" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="376.2,119.7 376.2,106.5
390.4,106.5 390.4,119.7 376.2,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="393.9"
height="4.4" y="115.3" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="393.9,119.7 393.9,115.3
408.1,115.3 408.1,119.7 393.9,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="411.7"
height="4.4" y="115.3" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="411.7,119.7 411.7,115.3
425.8,115.3 425.8,119.7 411.7,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="429.4,119.7 429.4,119.7
443.6,119.7 443.6,119.7 429.4,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="447.1,119.7 447.1,119.7
461.3,119.7 461.3,119.7 447.1,119.7" stroke-
linejoin="round" stroke="#000000"/>
```

```
<line fill="none" x1="330.2" x2="471.9"
y1="119.7" y2="119.7" stroke-linejoin="round"
stroke="#262626" stroke-width="0.5" stroke-
miterlimit="10"/>
```

```
<path fill="none" d="M178.2,136.3h141.7
M319.9,245.8V136.3 M178.2,245.8V136.3" stroke-
miterlimit="10" stroke-width="0.5" stroke-
linejoin="round" stroke="#000000"/><g>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="188.8,245.8 188.8,245.8
203,245.8 203,245.8 188.8,245.8" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="206.5"
height="8.8" y="237.1" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="206.5,245.8 206.5,237.1
220.7,237.1 220.7,245.8 206.5,245.8" stroke-
linejoin="round" stroke="#000000"/>
```

```
<rect width="14.2" clip-rule="evenodd" x="224.2"
height="50.4" y="195.4" fill-rule="evenodd"/>
```

```
<polyline fill="none" stroke-miterlimit="10"
stroke-width="0.5" points="224.2,245.8 224.2,195.4
```

238.4,195.4   238.4,245.8   224.2,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="241.9" height="46" y="199.8" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="241.9,245.8 241.9,199.8 256.1,199.8 256.1,245.8 241.9,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="259.7" height="21.9" y="223.9" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="259.7,245.8 259.7,223.9 273.8,223.9 273.8,245.8 259.7,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="277.4" height="2.2" y="243.6" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="277.4,245.8 277.4,243.6 291.6,243.6 291.6,245.8 277.4,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="295.1" height="2.2" y="243.6" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="295.1,245.8 295.1,243.6 309.3,243.6 309.3,245.8 295.1,245.8" stroke-linejoin="round" stroke="#000000"/>

<line fill="none" x1="178.2" x2="319.9" y1="245.8" y2="245.8" stroke-linejoin="round" stroke="#262626" stroke-width="0.5" stroke-miterlimit="10"/>

<path fill="none" d="M331.1,136.3h141.7 M472.8,245.8V136.3 M331.1,245.8V136.3" stroke-miterlimit="10" stroke-width="0.5" stroke-linejoin="round" stroke="#000000"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="341.7,245.8 341.7,245.8 355.9,245.8 355.9,245.8 341.7,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="359.5" height="17.5" y="228.3" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="359.5,245.8 359.5,228.3 373.6,228.3 373.6,245.8 359.5,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="377.2" height="37.3" y="208.6" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="377.2,245.8 377.2,208.6 391.3,208.6 391.3,245.8 377.2,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="394.9" height="30.7" y="215.2" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="394.9,245.8 394.9,215.2 409.1,215.2 409.1,245.8 394.9,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="412.6" height="19.7" y="226.1" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="412.6,245.8 412.6,226.1 426.8,226.1 426.8,245.8 412.6,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="430.3" height="8.8" y="237.1" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="430.3,245.8 430.3,237.1 444.5,237.1 444.5,245.8 430.3,245.8" stroke-linejoin="round" stroke="#000000"/>

<rect width="14.2" clip-rule="evenodd" x="448" height="4.4" y="241.4" fill-rule="evenodd"/>

<polyline fill="none" stroke-miterlimit="10" stroke-width="0.5" points="448,245.8 448,241.4 462.2,241.4 462.2,245.8 448,245.8" stroke-linejoin="round" stroke="#000000"/>

<line fill="none" x1="331.1" x2="472.8" y1="245.8" y2="245.8" stroke-linejoin="round" stroke="#262626" stroke-width="0.5" stroke-miterlimit="10"/>

Cerebrum (behaviour through lens of mental operations) research results suggest that naturalistic explanation of neural signature cannot boil down to

single network or few cerebrum (behaviour through lens of mental operations) regions. Correspondingly, study calls into question theories localizable to a definite neural system. Paper offers 'multiplicative' window to interesting philosophical and methodological concerns based on normative and descriptive levels of analysis. The paper concludes with distinctive standpoints a number of propositions that have been generated from theoretical 'edifice' and presents directions for future research. Emphasis is upon causality that best fits explanation? Key idea is to engage molecular and genetic scientific methods to investigate molecular and genetic correlates appropriate to cerebrum (behaviour through lens of mental operations) processes. What does 'accelerationism' in choice edifice mean for 'organising'? What is certainly left of 'organisation' and 'organising' in an accelerationist world of 'accelerationism' in choice edifice evanescence? Has organisational philosophy been wise to draw its radical and critical voice from obscurantists of motility and vitality? Paper attempts towards rethinking foundations of managerial 'accelerationism' choice dynamics by providing alternative taxonomy for rational 'accelerationism' choice problems.
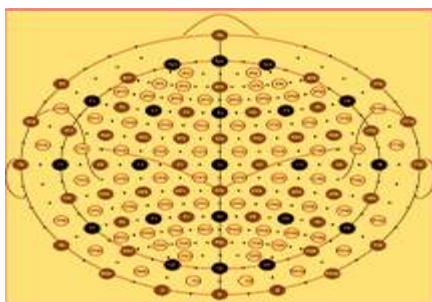
The approach adopted is a mix of theoretical and experimental. It depicts relevant aspects of business theories and applications of neuromanagerial science in fluid intelligence. Attempt is to observe neuro-based techniques to study cerebrum. On contemporary level, physiological responses have been measured by just observing neural activity viz. Alpha Waves and Theta Waves, and how cerebrums respond to stimulus presentation. With fluid intelligence procedure via EEG, conductors have been used to record electrical activity of cerebrum. These waves provide evidence about circumstances and cognitive processes in fluid intelligence. In light of debating theories and applications in choice making, physiological fluid intelligence responses have been measured to appreciate neural activity and how cerebrums respond to sounding. Neuro-based psychoeconomic feedback presents itself as effective and scientifically based method of treatment. With neuro-based psychoeconomic feedback methodology via EEG, electrodes would be attached to head to record electrical activity of cerebrum via EEG (electroencephalogram). At the same time, it is certain that these wave patterns alter depending on mental and physical condition. The method thus comprises amplifying targeted behaviour which corresponds to favorable composition of cerebrum waves. As regards population and sample size, it is estimated that population of 15 respondents is a fair populace and subjecting respondents to clinical test lead to fair results.

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<simulation
    xmlns:xlink="http://www.w7.org/8888/xlink" id="f888-Layer_8" enable-background="new 8 8 748.646 744.666" version="8.8" xml:track="preserve" width="47.46476em" viewbox="8.4 8.4 748.484887468874 744.666487888747" height="78.4848em" xmlns="http://www.w7.org/7888/simulation" x="8px" y="8px">
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<line fill="none" x8="774.784" x7="774.784" y8="787.84" y7="774.786" stroke-linejoin="bevel" stroke="#888888" stroke-width="8.4" stroke-miterlimit="8"/>

A single - subject (single case experiment) model, with the first author as the subject, has been adopted. This was with a perception that the single subject would assist his / her own controller as the degrees of sensitivity was involved. The experiment was to respond to varying degrees of prediction / prognosticate verification, authentication, confirmation, corroboration, substantiation, validation, and replication and reflectivity.

This study acknowledges the fact that "Single subject research designs are "weak when it comes to external validity…. studies involving single-subject designs that show a particular treatment to be effective in changing behaviour must rely on replication–across individuals rather than groups, if such results are be found worthy of generalization" (Fraenkel and Wallen, 2006, Pp: 318 & Satpathy, et. al. 2022).

Setting: The conductors were spotted on scalp to portion electrical activity of cerebrum. The comeback values were experimented at 256 Hz (3.9-msec epoch) for 01 second. The subject was experimented with either single stimulus (S1) or to two stimuli (S1 and S2). When two stimuli were exposed, they were accessible in either a harmonized form where S1 was identical to S2 or in a non-matched condition where S1 differed from S2 (Satpathy, et. al. 2022).

- EEG_data.loc
- EEG_data.loc
- EEG_data.loc
- EEG_data.loc
- EEG_data = EEG_data [(EEG_data['cell spot'] != 'X')
- (EEG_data
- ['cell spot'] != 'Y')
- (EEG_data
- ['cell spot'] != 'nd')]

Aim and Objective(s)

The purpose of this research is to reveal the dominant processes of fluid intellect (gf) in the human cerebrum. The primary aim is to model experimental-managerial fluid intellect at an explorative as opposed to complex deductive task level by mapping cerebrum waves using electroencephalograph (EEG). The aim is to firstly combine experimental-managerial science with common psycho-experimental-economic modeling approach. And secondly, to seek empirical evidence of the multiple neural systems involved in fluid intellect. The output from which is a contribution at the nexus of investigative/behavioral research and computational economics with the aim of expanding the use of computational models and replication to complement and/or explain results for choice makers. Through cerebrum's waves illustration, paper highlights

potential cause - effect linkage between biology and economic science in explaining how to decipher judgement dynamics. Attempt is to explore and employ empirical (cognitive and neurological) approach (es) to neuro-management data. This is towards revealing neural paths in incentive - based economic choice. Purpose is to exhibit empirical mosaics in 'neuro - trajectory shifts(s)' of incentive - based choice circuit'. Primary aim is to archetype neuro-feedback by using cerebrum waves. Objective is to monitor undercurrents of neurobiological 'motorists' in economic choice making. Effort is to explicate how neural investigations appreciate 'mental tectonic shifts' in incentive - based economic choice making.

Rationale

Paper efforts to deliberate landscapes for replicative studies. Present attempt underwrites in direction of providing outline for steering economic choice investigations, proposition explanation through measurements of stimulus at stretch of economic choice and designate typical inter disciplinary prototype for neuron-stimulus-based incentive - based economic choice construction.

Results and Discussion

This paper advances theoretical models, grounded on axiomatic groundwork of neurofeedback, to incentive - based economic choice. Alpha and Gamma activation imaging method show repeatability and specificity in mental responses. This model reflects relevant findings on typical economic behaviour. Results suggest that neural signature cannot boil down to few neuronal regions. Paper observes EEG as intervening in this stage, so that cerebrum can learn to break out of locally trapped condition. Results exhibit monikers to engage in economic choice to specific neural system.

Contributions

The study of dynamic conditions fluid intellect making and problem solving has attracted attention from researchers and academics across a broad range of disciplines. This extension to fluid intellect research required the study of experimental-economic C^6 conditions and the consequential behaviour of 15 entrepreneurs and provides an introductory setting for future research on how ill-structured problems are, and can be, solved. Experimental-managerial behaviour in C^6 conditions offers a solution to the lack of understanding of fluid intellect through the measurement of cerebrum activity. It provides a conceptual and arguably idealistic framework for research at the intersection of physiological cerebrum-based models. Knowledge of experimental-managerial responses to C^6 conditions should shed light on the causes of behaviour (and experimental-managerial anomalies) and help build theories capable of explaining and predicting the application of and outcomes from fluid intellect. Combining the conventional disciplines above gives an interdisciplinary insight into the fundamentals of experimental-managerial fluid intellect that has eluded researchers to date. New imaging technologies have created the opportunity for more complex studies of the mind. The research contributes to the understanding of experimental design and begins to answer the unknown of managerial responses to C^6 conditions. The research concludes with specific propositions and guidance for future studies. An alternative taxonomy opening new vistas for future replication studies is then presented.

Results are such that patterns are observed amongst this relatively small sample, suggesting that knowledge has been produced. This paper advances theoretical models, grounded on axiomatic groundwork of neuro-feedback, to economic choice. Alpha activation shows repeatability and specificity in cognitive responses. This model reflects relevant

findings on typical economic behaviour. Paper observes EEG as intervening in this stage, so that cerebrum can learn to break out of locally trapped condition. Results exhibit monikers to engage in economic choice to specific neural system. Paper raises interesting neuro - economic issues, theoretical and practical, based on both normative and descriptive levels of analysis. This research enhances scientific understanding of biological processes as significant element in economic choice strategy. Recommendation is upon rethinking foundations of choice dynamics by providing alternative taxonomy for choice problems.

Conclusion

The methodological approach adopted in this research is to combine contributions from both theory and empirical evidence exploring individual capacity to switch between complex left-hemispheric thinking and explorative right-cerebrum thinking. The research depicts relevant aspects of business theories and applications of experimental-managerial science, particularly with respect to the use of fluid intellect. Paper concludes with propositions generated from theoretical 'mosaic' and presents directions for future research. Emphasis is upon rethinking foundations of economic choice dynamics by providing alternative taxonomy for choice problems. Research recommends; Trail Making Trial (TMT), Verbal Fluency Trial, VFT Animals category, Clock Drawing Trial (CDT), Digits Forward and Backward Subtests Strop Trial and Wisconsin Card Sorting Trial (WCST) experiments to lend support to this research.

(Some parts of this article appear in publications elsewhere and are acknowledged in references)

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DEVELOPING A RESILIENT BUSINESS OPERATIVE STRATEGY FOR SUSTAINABILITY COMPETITIVE ADVANTAGE

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Abstract

In fast-changing and intensely competitive business environment, companies strive to differentiate themselves from competitors and achieve sustainable competitive advantage to ensure long-term success. This entity examines and analyzes various strategies used by companies to create and maintain a sustainable competitive advantage. The data observes how relationship building, market segmentation, cost management, and product differentiation contribute to increased competitiveness. Additionally, it highlights how these strategies interact and the potential pitfalls or difficulties unique to each strategy. The article provides recommendations to address these issues and increase the effectiveness of strategies to gain long-term competitive advantage based on results. This emphasizes the need for consistency in maintaining a competitive advantage over competitors in the long run, as short-term advantages can easily be replicated or surpassed. Potential pitfalls and obstacles for each strategy are examined along with suggestions on how to overcome them. These values will be a useful resource for managers, business owners, and investigators who want to learn more about sustainable competitive advantage and how to apply it in the workplace.

Keywords: *Business Environment, Competitive Advantage, Relationship Building, Market Segmentation, Cost Management, Product Differentiation, Competitors.*

Introduction

The strategic management has focused on the idea of competitive advantage for decades. Traditional strategies for gaining a competitive edge sometimes focus on short-term strategies such as lower prices, aggressive marketing efforts, or product improvements. Although these strategies provide short-term benefits, they are easy for competitors to copy, creating a constant struggle for dominance.

Companies constantly struggle to maintain a dominant position and achieve sustainable success in the highly competitive and rapidly evolving business world. Businesses must develop and maintain a sustainable competitive advantage that differentiates them from competitors and ensures long-term profitability if they are to succeed in such an environment.

On the other hand, sustainable competitive advantage seeks to create lasting value by developing unique capabilities and methods that are difficult to replicate or replicate. Long-term competitive companies can withstand market fluctuations, adapt to changing customer needs and outperform their competitors.

Several strategies used by companies to create and maintain a sustainable competitive advantage are explored and analyzed. By penetrating current information and reviewing successful case studies to identify critical factors and strategies that lead to sustainable competitive advantage.

This is organized to provide an overview of the idea of competitive advantage while accenting its importance in the modern business environment. Underscore the need for consistency, as brief benefits have limited value in the long run. It surveys four important strategies, including product differentiation, cost management, market segmentation, and relationship building, that companies can use to improve their sustainable competitiveness.

This intention pursues to provide useful insights and advice to managers, entrepreneurs, and academics, transcending the nuances of the modern business landscape and revealing key elements and best practices for building sustainable competitive advantage. Companies can position themselves as market leaders, create lasting value, and ensure their long-term success by implementing these strategies.

Literature Review

Al-Shammari's (2021) comprehensive strategic framework on the combination of knowledge management and customer-centric systems considers creating knowledge-based and customer-centric organizations as an important strategy for achieving organizational success.

Presented by Jahanshahi et al. (2015) highlight the value of real options thinking as a strategic tool for SMEs in an increasingly competitive and uncertain corporate environment, while also pointing out areas that require further study and practical application. It provides insight into the relationship between organizational performance and competitive advantage in the Indian IT industry.

The idea of sustainable competitive advantage in a challenging business environment is illustrated by a study by Liu (2013). The importance of adaptability, strategic adaptation and learning to sustain firms' competitive advantage. It delivers managers who want to navigate changing market conditions and develop strategies that deliver long-term success with the practical results they need. Overall, this course adds theoretical knowledge and practical advice to remain competitive in unpredictable and rapidly changing corporate environments.

Insights into the effectiveness of practices from research by Nanath and Pillai (2017). This workout emphasizes the importance of integrating environmentally friendly practices in information systems, the contribution of innovation in increasing competitive advantage, and companies striving to adopt environmentally friendly practices and improve their competitiveness through the use of technology.

According to Sheth, Sethia, and Srinivas (2011), conscious consumption is a customer-centric strategy to achieve sustainability. Learn the importance of making informed decisions and encouraging sustainable consumption habits.

In the Indian corporate context, a useful insight from Velmurugan and Akhilesh (2013) concerns the relationship between strategic human resource management initiatives and sustainable competitive advantage. This study compares human resource management practices with strategic objectives and emphasizes the value of human resource management's contribution to organizational success.

At the beginning of the new millennium, the focus shifted from short-term competitive advantage to long-term competitive advantage. Researchers have emphasized the need to develop resources and skills that challenge competitors to copy or reproduce (Barney, 2002). Companies are realizing that sustainable competitive advantage still requires a comprehensive strategy and that quick advantages such as pricing strategies or marketing campaigns are not sufficient for long-term success.

Product differentiation is still considered a key strategy for building long-term competitive advantage. Researchers have examined several aspects of product differentiation, including quality and innovation (Sandy and Dellis, 2000; Agarwal et al., 2010).

At this time, cost leadership strategy is still a popular technique to achieve long-term competitive advantage. According to Brago and Sohal (2003), researchers are looking for ways to increase operational efficiency, reduce costs and maintain profitability.

Highpoints the need for market segmentation and specific targeting as a strategy for Long-term competitive advantage. According to Kotler et al. (2017), researchers examined the benefits of

identifying unique customer segments and addressing their unique needs and preferences.

Research Objectives

1. To inspect the shift in focus from short-term to long-term competitive advantage and to understand the reasons behind this shift.
2. To observe the implications of the Resource-Based View as a theoretical framework for creating sustainable competitive advantage.
3. Consider cost management, market segmentation and significant targeting, relationship development, and product differentiation as important tools for creating long-term competitive advantage.
4. Recognize the elements, methods, and best practices associated with each strategy and evaluate its success in creating and maintaining competitive advantage.
5. Observe how technology, market forces, and changing consumer preferences shaped strategies for long-term competitive advantage during the period in question.
6. Sharing knowledge and recommendations for business owners and researchers on how to successfully implement these methods and overcome any obstacles to create a sustainable competitive advantage.

Research Design
Research Approach

To understand the strategies for building sustainable competitive advantage, the research takes a qualitative approach. This methodology allows for the investigation of case studies and research into complex and contextual factors that contribute to competitive advantage.

Data Collection

A comprehensive assessment of current scientific literature, academic journals, books, and relevant case studies is conducted to obtain information on strategies for creating sustainable competitive advantage. Finding relevant sources requires searching electronic databases, including scholarly publications and online libraries.

Successful companies implement their chosen strategies and achieve sustainable competitiveness, some case studies of successful companies are studied. Multiple sources, including business reports, news articles, and academic publications, are used to gather detailed and varied information about these cases.

Data Analysis

Central themes, patterns, and concepts associated with strategies for creating sustainable competitive advantage are identified and systematized through a literature review and thematic analysis of case studies. As part of this process, data is encrypted and categorized into relevant elements.

Case studies and their analysis to identify the commonalities contrasts, and lessons from companies' strategy implementation. This study makes it easier to understand how well certain strategies work in different situations and companies.

Research Limitations

Categorize any potential limitations of the study design. These include the accessibility and reliability of data sources, the generalizability of conclusions drawn from specific case studies, and the subjectivity inherent in the objective analysis process. Research findings identify and highlight these limitations.

Findings

They highlighted new methods and practices to improve the performance of their organizations. These results will serve as an excellent resource for scholars and business professionals in the field of methods for sustainable competitive advantage.

Product Differentiation

- Product differentiation is often used as a strategy to create a long-term competitive advantage.

- Successful product differentiation depends on innovation and uniqueness, which helps companies stand out in the market.
- To gain a competitive advantage, it is necessary to create a strong brand image and use strong branding strategies.
- Product quality and customer experience are two important factors when differentiating products.
- Success depends on matching product branding to consumer needs and preferences.
- Customized and personalized services are becoming more and more popular according to different preferences of customers.
- Product differentiation is enhanced by using the latest technologies such as artificial intelligence and the Internet of Things.
- Product differentiation strategies focus more on ethical and sustainability issues.

Cost Management

- Cost management is a common strategy to gain a sustainable competitive advantage.
- In volatile market conditions, maintaining cost leadership requires flexibility and agility.
- Energy efficiency and green manufacturing are two sustainable economizing practices that are gaining popularity.
- Automation and data analytics are two examples of the latest technologies used to streamline operations and reduce costs.
- Outsourcing and exploring outsourcing opportunities can lead to cost savings.

Targeting Specific Segments of the Market

- Targeting specific segments of the market can significantly improve long-term competitive advantage.
- Effective targeting requires identifying different customer segments with different demands and interests.

- Targeting the unique places of markets through personalization, marketing messages, and delivery methods improves competitive advantage.
- Targeting a specific position can reduce competition, increase customer loyalty, and increase profit margins.
- Understanding the fragment of markets and consumer preferences is a combination of market research and data analysis.
- Consider psychographic factors, behavioral patterns, and lifestyle choices across sectors.
- Driven by development and changing consumer habits.

Developing the Customer Relationships

- Strong customer-supplier bonds are an effective strategy for achieving long-term competitive advantage.
- Reliable supply chains and high customer satisfaction are possible through trust, cooperation, and long-term relationships.
- Personality, excellent customer service, and loyalty programs are essential.
- Developing a network of collaborative partnerships and strategic alliances increases competitive advantage.
- Relationship building is facilitated by digital technology such as social media platforms and customer relationship management systems.
- Methods and techniques of CRM reflects consumer values, with an increasing focus on sustainability and corporate social responsibility.

Discussion

Substantial findings and trends in four areas such as product differentiation, cost management targeting specific segments of the market and developing the customer relationships are revealed through case studies and objective analysis of systematic works on strategies for creating sustainable competitive

advantage. Investigate validates the importance of these methods in achieving long-term competitive advantage and reveals new trends influencing their use.

Product Differentiation

- Important findings highlight that product differentiation is a commonly used strategy to create long-term competitive advantage.
- In addition to creating a positive brand image and using branding strategies, innovation, and originality are important factors for effective product differentiation.
- Quality and customer experience are also significant influences in differentiating products.
- The importance of diversifying products according to consumer tastes and preferences is also emphasized.
- One trend highlighted is the increasing focus on customized and personalized solutions.

The accumulation of pioneering technologies like Artificial Intelligence and the Internet of Things has been found to increase the uniqueness of products. In addition, more emphasis is placed on ethical and sustainability issues in product branding efforts.

Cost Management

- The analysis emphasizes cost management as a crucial strategy for long-term competitive advantage. Maintenance of cost management is clear as achieving operational efficiencies and reducing costs.
- Lean manufacturing, optimization, and continuous improvement are dynamic methods used in cost management.
- Organizational adaptability and flexibility are critical to maintaining cost management in changing market conditions.
- Emerging trends are focusing more on environmentally friendly economizing measures such as energy efficiency and green manufacturing.
- Companies are applying cutting-edge technology such as automation and data analytics to improve operations and reduce costs.
- Outsourcing and researching outsourcing opportunities are also suggested as a way to achieve cost advantages.

Targeting Specific Segments of the Market

- Market segmentation and specific targeting is playing an important role in creating long-term competitive advantage.
- The outcomes highlight the how important it is to treat specific types of customers with unique preferences and interests.
- Targeting the place of markets is a successful strategy to increase competitive advantage. Reduced competition, improved customer loyalty and increased profit margins are all benefits of targeting the unique places of marketing.
- Developments in this extent recommend that data analytics and market research will increasingly be used to identify niche markets and understand customer preferences. Also, companies are expanding their segmentation methods to include demographics along with psychographic layouts, behavioral patterns, and lifestyle choices.
- A study of new and emerging niche markets is also addressed as technological developments and consumer preferences change.

Developing the Customer Relationships

- The description of this discussion is highlights relationship development as an effective method for long-term competitive advantage.
- Building better relationships with customers and suppliers through trust, collaboration, and long-term collaboration helps ensure reliable supply chains and increase customer satisfaction.

- Personal communications, excellent customer service, and loyalty programs are essential to developing strong customer relationships. Moreover, establishing a network of mutually beneficial collaborations and strategic alliances can enhance competitive advantage.
- A growing trend is to integrate digital technology such as customer relationship management systems and social media platforms to help develop relationships.
- Focused on customer-centric practices and customer engagement strategies to build long-term connections. Also, there is a greater focus on building relationships with sustainability and CSR in line with client values. Overall, the topic analysis provides important insights into key findings and trends in sustainable competitive advantage strategies.

Suggestions
Comparative Evaluation
- Among companies that have effectively adopted various strategies to gain long-term competitive advantage.
- Compare their approaches in terms of product differentiation, cost management, market segmentation, and relationship development.

Professional Research
Explore the specific problems and opportunities facing companies in various industries and explore techniques that have proven effective in creating long-term competitive advantage in those situations.

Continuous Research
- Acquire how companies maintain a competitive advantage by developing products, cost leadership, market segmentation and ways to develop relationships over time.
- Absorb how market dynamics, technological advancements, and changing customer preferences affect the effectiveness of various technologies.

Cultural Studies
- Conduct cross-cultural research to examine how methods for long-term competitive advantage differ across cultural contexts.
- Explore how cultural influences affect product differentiation, cost management, market segmentation and ways to build relationships.

Small and Medium Enterprises
- Examine how SMEs effectively implement strategies for long-term competitive advantage given their specific resource constraints.
- Discover innovative and cost-effective methods of product diversification, market segmentation, and relationship development that SMEs can use to compete in the market.

Technological Progress
Learn how companies can use these techniques to improve product differentiation, cost management, market segmentation and relationship-building efforts.

Management and Organizational Culture
- Organizational culture and management on implementing strategies for long-term competitive advantage.
- Learn how organizational values, traditions, and leadership styles affect the implementation and effectiveness of these styles.

Conclusion
This study thoroughly examines strategies for achieving long-term competitive advantage. Companies can successfully differentiate themselves, reduce costs, target specific markets, and develop long-term competitive advantages through product differentiation, cost management, market segmentation, and relationship building. It provides

insight into how companies can create sustainable competitive advantage by evaluating different strategies and their interactions. These strategies are recognized as essential for companies seeking to achieve long-term success and outperform their competitors. This script highlights the challenges and limitations associated with each strategy, as well as recommendations to mitigate these challenges and improve the effectiveness of the strategies. Provides practical guidance for companies seeking to achieve long-term competitiveness. Moreover, research targeting small and medium-sized companies provides insights into the effective application of these methods in resource-constrained environments.

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A STUDY ON SOCIO- ECONOMIC CONDITIONS OF BANANA CULTIVATORS IN TIRUVANNAMALAI DISTRICT OF TAMIL NADU

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Abstract

Banana serves as a crucial food crop and a primary source of income for numerous households in the country. However, the production of various banana varieties has exhibited fluctuations in terms of area, production, and productivity since 1991. Banana cultivation presents distinct challenges compared to other agricultural commodities, relying on factors such as soil fertility, climatic conditions, high-yielding seed varieties, and rainfall. Farmers encounter numerous challenges in banana cultivation, including the scarcity of labor, high wage rates, elevated transportation costs, and issues related to aeration, cyclones, storage expenses, substandard fertilizers, unavailability of fertile seeds, pest-related losses, and a lack of technical expertise. A focused study on the issues faced by banana cultivators in Tiruvannamalai district underscores that some problems persist without resolution due to a lack of understanding between cultivators and traders.

In response to these challenges, there is a proposal for the government to establish a national-level organization based on scientific principles. This organization would systematically examine, discuss, and analyze the issues affecting banana cultivators. Moreover, entities such as Regulated Markets should actively contribute to resolving problems for both cultivators and traders. The call for further research is highlighted, emphasizing the necessity for additional studies to offer more information to farmers interested in investing in banana cultivation across different regions of the district, state, and the entire country. Collaboration between the government, research institutions, market organizations, and farmers is crucial for developing sustainable solutions and improving the overall banana industry.

Keywords: *Banana, Cultivation, Problems and Market.*

Introduction

Horticulture has emerged as a key driver of growth in the agricultural sector, encompassing a diverse array of crops such as fruits, vegetables, spices, plantation crops, and herbs. This shift from rural confines to a commercial venture has significantly contributed to increased productivity, employment generation, and enhanced exports, establishing horticulture's credibility in the agricultural landscape. The impact of horticulture on income improvement is notable; with the sector playing a crucial role in shaping a more balanced and varied diet for the majority of the population. Fruits hold a unique significance in developing countries, contributing both economically and socially to the well-being of people. They not only boost income but also elevate nutritional status.

In recent years, the total horticultural production has experienced growth, increasing from 334,603 MT in an area of 27,456 ha in 2020-21 to 341,629 MT in an area of 27,738 ha (Second Advanced Estimate, 2021-2022). This upward trend in production underscores the sector's importance. The agriculture and allied sector's substantial contribution of 20.19 percent to the GDP in the year 2021-22 further highlights its economic significance.

The expansion of horticulture has led to an increase in the cultivation of fruits and vegetables. This expansion is crucial as these crops provide essential vitamins and minerals, contributing to improved health. Beyond their nutritional value, fruits and vegetables play a pivotal role in the economy of countries. India, in particular, holds the title of the world's largest producer of fruits such as mango, papaya, and banana, solidifying its position as the fruit and vegetable basket of the world.

Economic Importance of Bananas

The economic importance of bananas is undeniable, as they hold a central position in the global fruit basket. Being the oldest tropical fruit and the fourth most traded commodity worldwide, bananas serve as a staple food and cash crop, playing a vital role in various economies. Millions of people depend on bananas and plantains as a primary source of food energy. Bananas are rich in essential nutrients, including carbohydrates, phosphorus, calcium, iron, vitamins, and minerals. This nutritional profile contributes significantly to their role in providing sustenance and promoting health. The versatility of the banana plant is noteworthy, as all parts of the plant find utility, earning it the moniker "plant of virtues."

Banana in Tamil Nadu

Tamil Nadu has the largest area under banana where it is cultivated in about 83,000hectares with an annual production of 27.82 lakh tons. It is also called as Kalpatharu (a plant of virtues) because of its high returnsUntil 2005, fluctuations in banana cultivation were attributed to factors such as frequent monsoon failures, rising input costs, and farmers shifting to other crops for better returns. However, post-2005 witnessed a consistent rise in both the cultivated area and the production and productivity of bananas. This increase can be attributed to advancements in seed technology, improved irrigation facilities, favorable market prices, and a growing international demand for bananas. Vellore district, renowned for its diverse banana varieties and other crops, is characterized by high agricultural potential. The soil fertility is excellent, leading farmers to anticipate substantial yields during their cultivation seasons.

Review of Literature

Raman, M.S. and Umanath, M. (2016), this study is on the production and marketing of banana crop in the Tiruchirappalli district of Tamil Nadu. It is based on the data collected from 120 bananas – producers in the blocks of Andanallur and Musiri during 2010-2011. The study has revealed that banana cultivation in Tamil Nadu is profitable enterprise as the net returns have been found to be Rs.32793.96 andRs.37339.70 for Karpooravalli and Poovan banana, respectively. The total cost of cultivation was Rs.140691.04 for Karpooravalli and Rs.123220.30 for Poovan banana farms. Cost of production per bunch for Karpoovalli farms was higher (Rs.61.23) when compared to Poovan (Rs.51.73) farms. Gross income per hectare was the highest for karpooravalli farms (Rs.173485) when compared to Poovan farms (Rs.160560). The banana – producers have been found to be follow three channels for the marketing ofbanana; channel I: Producer → Pre harvest contractor → Commission agent →Retailer→ Consumer; Channel II; Producer → Wholesaler → Retailer → Consumer; Channel III: Producer → Commission → agent →Retailer → Consumer. The marketing cost has been found to be higher channel II when banana was sold through channel I due to commission charges, transport charges and loading and unloading charges were contributed major proportion. The producer share has been computed as59.06 per cent in the channel II. The study has suggested that measures need to be adopted to increase access of farmers to market information and they should be educated to sell their produce in the

regulated markets which fetch higher returns as compared to village level marketing.

Mrs. V. Vincy (2016), in the study area majority of the farmers are not able to get cheap loan facilities to finance the expenditure involved in banana cultivation. One of the most ruthlessly exploited segments of Indian community is that of the farmers. As the small farmers are hard pressed for cash to meet postponed consumption needs and to pay off debts, they have to sell their produce soon after the harvest, when the price is low. Banana production is seasonal in nature while its demand is inelastic. This also affects the price fixation. There is a large variation in the quality of banana which makes their grading and standardization somewhat difficult. More than 60 per cent of the population in the selected area depends on agriculture. Hence a lot of marketing activities are going on in this area. This taluk is solely dependent on agriculture. So a survey has been undertaken to study the process of socio demographic profile, production and marketing of banana and problems in cultivation and marketing.

Statement of Problem

The effectiveness of new agricultural technology is often perceived to be limited to regions with abundant resources, and concerns persist about the unequal distribution of its benefits among different farmers and regions. Evaluating the economic viability of adopting these new practices, particularly high-yielding methods, has made significant progress, taking into account variations in factor endowments and diverse climatic conditions. The current agricultural development paradigm goes beyond increasing productivity; it also emphasizes the need for well-organized marketing to facilitate the movement of agricultural goods from farmers' fields to end consumers.

Banana production, being seasonal, encounters challenges due to the inelastic demand, impacting price determination. The variability in banana quality further complicates grading and standardization processes. Unlike other agricultural commodities, banana cultivation presents additional challenges. It relies on factors such as soil fertility, climatic conditions, the use of high-yielding seed varieties, and rainfall. Banana farmers encounter various issues, including a shortage of labor, high wage rates, expensive transportation, aeration concerns, cyclones, storage costs, poor-quality fertilizers, unavailability of fertile seeds, pest-related losses, and insufficient technical expertise.

Objectives of the Study

1. To study the different varieties of banana cultivated in the study area.
2. To discuss various problems of the banana cultivator in Tiruvannamalai district,
3. To give appropriate suggestions for policy makers.

Varieties of Banana

Dessert: Robusta, Dwarf Cavendish, Grand Naine, Rasthali, Vayalvazhai, Poovan, Nendran, Red Banana, Karpooravalli, Co.1, Matti, Sannachenkadali, Udayam and Neypoovan are popular varieties in banana. Cavendish groups are generally prefered in export market.

Culinary: Monthan, Vayalvazhai, Ash Monthan and Chakkia are cultivated for culinary purpose. Nendran is a dual purpose variety used for dessert and culinary.

Hill areas: The popular varieties of bananas suitable for hilly areas are Virupakshi, Sirumalai and Namarai. Red Banana, Manoranjitham (Santhanavazhai) and Ladan are also cultivated in hills.

Methodology

This study involved the random selection of samples from distinct villages in the Padavedu and santhavasal blocks. The choice of these two villages was based on records from the Agricultural office,

specifically focusing on banana production statistics. The research was conducted over the period from September 2023 to November 2023, corresponding to the agricultural year. Stratified random sampling was utilized for the selection process.

The sample pool comprised 50 banana cultivators, categorized into 2 utilizing canal irrigation and utilizing ground water irrigation. Among the canal irrigation group, 13were identified as marginal cultivators, and 12 as small farmer cultivators. In the ground water irrigation group, 7 were categorized as marginal cultivators, and 18 as small cultivators. The conditions were subsequently post-stratified into two groups, distinguishing between marginal and small farmers in the padavedu and santhavasal blocks.

Results and Discussion
Banana cultivators confront various challenges stemming from agro-biological, economic, and social factors. This study provides an in-depth discussion of these factors.

Economic and Institutional Factors
In the study area, economic and institutional factors play a crucial role in limiting banana cultivation.

The key economic and institutional constraints affecting banana cultivation include:

Higher Labor Cost: The cost associated with labor is identified as a significant limiting factor for banana cultivation.

Higher Cropping Cost: The expenses related to cropping activities have a notable impact on banana cultivation.

Higher Pesticide Cost: The elevated cost of pesticides emerges as a constraint in banana cultivation practices.

Non-availability of Credit: Limited access to credit facilities hampers the ability of banana cultivators to invest in their operations.

Scarcity of Laborers: The shortage of laborers poses a challenge for banana cultivation in the study area.

General Problems of Banana Cultivation
Given the focus of this study on banana production, respondents were asked to rank the factors influencing banana cultivation. The application of 'Henry's Garrett Ranking Principles' was employed to determine the relative importance of these factors. Banana cultivation, like any other agricultural activity, is prone to various challenges that can affect the overall yield and profitability. Banana cultivators often encounter several problems, and these issues can vary based on geographical location, climate, and cultivation practices. Here are five general problems associated with banana cultivation, which banana cultivators may rank according to their preferences:

Disease Severity: Diseases such as Panama disease (Fusarium wilt) and Black Sigatoka can severely impact banana crops. These diseases can lead to a decline in yield and affect the quality of the bananas produced.

Pest Severity: Banana plants are susceptible to various pests, including nematodes, weevils, and aphids. Pest infestations can damage the plants, reduce fruit quality, and lead to economic losses for cultivators.

Scarcity of Labour: Availability of skilled and reliable labor is crucial for various tasks in banana cultivation, such as planting, harvesting, and pest control. A shortage of labor can lead to delays in crucial activities and impact overall farm productivity.

Natural Calamities: Natural disasters such as hurricanes, floods, or droughts can have a devastating impact on banana plantations. These events can damage the crop, disrupt farm operations, and result in financial losses for cultivators.

High Cost of Production: The cost of inputs such as fertilizers, pesticides, and labor, coupled with expenses for land and equipment, contributes to the

overall cost of banana cultivation. High production costs can reduce profitability and make it challenging for cultivators to sustain their operations.

Banana cultivators may prioritize these problems based on their individual circumstances and the specific challenges faced in their regions. Implementing sustainable farming practices, investing in disease-resistant varieties, and adopting integrated pest management strategies can help mitigate some of these challenges and enhance the resilience of banana cultivation.

Reasons for the Cultivation of Banana

Banana cultivation is more profitable when compared to other crops. The gestation period is alsovery low. The reasons for the cultivation of banana are presented in the following Table.

Reason for the Cultivation of Banana

Reason	No. of Sample Farmers		Total Respondents
	Small	Medium	
Appropriate in this Region	12.29	22.11	44.92
Brief Growing Duration	23.46	47.24	89.12
Economical Production Expenses	30.17	59.05	113.62
Accessible Market Resources	20.11	40.05	76.60
Reasonable Returns	13.97	22.11	47.74
Total	100	100	100

Source: Field Survey

The data presented in Table outlines the perspectives of two distinct categories of farmers regarding banana cultivation. According to the findings, 24.12% of farmers attribute the choice of banana cultivation to its short cultivation period. Additionally, 30.62% of banana cultivators believe that the low cost of production serves as a primary reason for engaging in banana cultivation. A notable 12.74% of farmers express the view that moderate profits are a significant motivating factor.

Approximately 11.92% of surveyed farmers consider banana to be a suitable crop for the area. The remaining 20.60% of farmers assert that the availability of ready market facilities is a key determinant for choosing banana cultivation.

Findings of the Study

1. In the World level, it is understood that production of banana in the world, India got first rank (29.82 Million Tons) with the 30.21 per cent.
2. In India level, it is found that area and production of the growth of banana is moderate level but not significant level. On the other hand, the productivity of banana in India, the CAGR and LGR reveals the negative trend throughout the study period.
3. In Tamil Nadu level, it is found that area, production and productivity of banana in Tamil Nadu reveals that slightly increase the growth level but not highly satisfactory level during the study period.

Conclusion

The issues outlined previously are not enduring challenges. Certain problems persist without resolution due to a lack of mutual understanding between cultivators and traders. To address this, the government ought to establish a national-level organization grounded in scientific principles. This organization would be responsible for studying, discussing, and analyzing the challenges faced by banana cultivators. Entities such as Regulated Markets should actively work towards resolving issues affecting both cultivators and traders.

Natural calamities such as flood, cyclone we cannot stop it; but predict it, and take preventive measure to control such calamities, i.e., "Prevention is better than Cure". The financial problem will be solved by the Co-Operative and Nationalized Banks by wayof providing loan with lesser rate of interest to the farmers. "Agricultural in India is the gambling of Monsoon". Rain is very essential to the Agriculture Sector. Most of the Indians are directly or indirectly depending on the agriculture. Some are directly attached with the farming and some other people are involved in doing business with these goods. To achieve targeted mark by the government it needs to provide support incase of land and other machineries to the small farmers along with the big farmers with this we can expect some improvement in Indian economy.

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POTRAYAL OF WOMEN AS A CAGED BIRD IN SHASHI DESHPANDE'S THE DARK HOLDS NO TERRORS

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Abstract

The writings of the celebrated Indian woman novelist Shashi Deshpande concentrates on the psyche of women and the societal pressures laid on them in the name of custom, tradition and belief. The novels of Shashi Deshpande bring an in-depth analysis of the female psyche. She does not justify each and every action of the women characters instead she points out the negativities in the characters of women and analyses the circumstances behind it. This paper tries to examine the problems faced by the protagonist of the novel The Dark Holds No Terrors and the adverse effects that laid on her.

Keywords: *Oppression, Psyche, Custom, Trauma*

Abbreviation

DHNT- The Dark holds No Terrors

Shashi Deshpande's The *Dark Holds No Terrors* explores the unspeakable problems faced by women in the society. The 'Hindustan times' praises Shashi Deshpande as an "extremely talented story teller with an uncommon way with words". 'The Sunday standard' reviews the novel *The Dark Holds No Terrors* as the novel which "leaves the reader gasping for breath".

The Dark Holds No Terrors deals with the problems of a working class woman and her marital constraints. Saru an educated,economically independent and a middle class wife who is made conscious of her gender as a female and whose loveless relationship with herparents and strained relation with her husband leads to agony and search for herself.

Saru had a deep mental injury in her childhood days due to her mother's domination, her excess love for her son and rejection of Saru on the basis of gender. Saru stood mute when she found her brother drowning and she is haunted by the memories of her dead mother and her act of intentionally letting Dhruva to die. Saru was often restricted by her mother to go out of the house stating as she will lose her fair complexion when she stands under the sun. The rejection of Saru made her to be stubborn and to go out of her house to pursue medicine. Saru, accidently meets Manu (Manohar),a school teacher and falls in love with him. As a mode of letting revenge on her parents Saru adamantly moves out ofher house with Manu.

The first few years of their married life was a happy one; but after the economic and educational upliftment of Saru problems arose in their family which made Saruto be a caged bird with clipped feet. The major issue faced by Saruwas identity crisis. The Merriam Webster Dictionary defines identity Crisis as the personal psychosocial conflict in adolescence that involves confusion about one's social role and often a sense of loss of continuity to one's personality.

Saru's upliftment in her life from a student to a doctor made changes in Manu. Saru realizes this and states: "the esteem with which Iwas surrounded made me inches taller. But perhaps, the same made me inches taller, made his inches shorter" (DHNT 42).

The warmeth between them cools off and the harmony is disrupted. Manu's ego was hurt by Saru's success. The ego of Manu not to be under the control of his wife made him to be more aggressive and hence he started to behave differently with his wife Saru. She became a two in one personality, where she was a dominant self-confident doctor in the day time and terrified trapped animal at night. Saru is disturbed by Manu's behavior and says to herself that: "I have to orient myself, I have to be more sure, more certain" (DHNT 69). Saru was physically and mentally injured by Manu's cruelty and insults on her during night time. She states with grief that: "This Man hurting me . . . with his hands, his teeth his whole body" (DHNT 201). Saru's disturbing mentality and Manu's state does not allow even to concentrate on her profession and when she thinks of his cruel behavior she just wanted to say loudly that: "My husband is a sadist" (DHNT 199).

The frantic behavior of Manu brought out an identity crisis in Saru. She couldn't able to concentrate on her duties. She states her condition as: "I couldn't fight back. I couldn't shout or cry . . . I could do nothing. I can never do anything. I just endure" (DHNT 201).

The visit to her father's house after fifteen years is to regain her identity and to come out of the identity crisis. She tries to come out of her identity crisis by asking moral support from her father and she wants to reveal her father that: "Baba, I'm unhappy. Help me Babu, I'm in trouble. Tell me what to do" (DHNT 44); but she hides her feelings in her. Saru appears to be confused, hopeless, dull almost thoughtless and recluse.

She was not apprehensive, though not eager either, for the moment of confrontation. She glanced back at the rickshaw in which she had come. She hadn't paid the man as yet, as if keeping a route open for retreat (DHNT 15).

Saru is highly aware of her loss of identity and she is left with troubles and sorrows. When she comes to her father's house after fifteen years to regain her identity she thinks that as the only place left for her. When Saru comes to her father's house she feels like a 'stranger' as Sudama standing on the gates of the palace of Krishna and Rukmini.

The unhappy life, emancipation and martial incompatibility made Saru to go for exta marital relationships. She wanted to regain her happiness but she does not know how to regain it. Hence, Saru seeks the help of his professor Boozie. He helped in pursuing her higher degree in studies, in constructing her own clinic; but Boozie behaved differently to Saru than that of a teacher. He beat on Saru's back in the public. He holds her shoulders. They both had a relation apart from a teacher and a student. Though Saru understands Boozie's feelings for her she does not takes it as a big deal and continues her relation with him.

Similarly, Saru also had an extra marital affair with Padmakar Rao, she met Padmakar Rao to keep the burdens out of her shoulders and to forget her pains and frustrations; but once when she realized that these relations cannot bring a permanent happiness in her life she drops it off.

Male Chauvinism is another major problem that affected the psyche of Saru. Manu's cruel behavior on Saru is to prove himself as superior and to make himself as the superior being in their family. The Oxford Advanced Learner's dictionary defines "chauvinism" as an aggressive and unreasonable belief. The ego of Manu was hurt during an interview when a reporter questioned: "How does it feel when your wife earns not only the butter but the bread as well?" (DHNT 36).

The question of the reporter wanted Manu to show his strength and manpower. As he could not able to prove his strength to the world he started behaving cruelly to Saru at nights. Saru was deeply hurt by his chauvinistic actions of Manu. She feels for the kindless heart of Manu who does not consider the

feelings of Saru and behaves to her like an animal. Saru says the patriarchy in the society as:

That's important, very important because it's symbolic of the truth. A wife must always a foot behind her husband and if he's an MA you should be a BA, if he's 5.4' tall you shouldn't be more than 5.3' tall. If he's earning five hundred rupees, you should never earn more than four hundred and ninety nine rupees (DHNT 137).

Saru was highly affected by these problems from her childhood. She was highly affected by the male dominated society. The problems faced by Saru brought out so many psychic changes on her. She is left out with a search for her identity and as a result of this she is puzzled with the differentiation of good and bad. To cope up these issues Saru is found with taking temporary solutions to mould her career which later creates an adverse effect on her. The adverse effects go even to an extent of losing her life but the self- analysis and realization of her own mistakes paves a way to overcome her problems and allows her to take a new direction in her life.

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LAYING THE HYBRID FOUNDATIONS: DIGITIZATION OF MUSEUMS IN INDIA

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Abstract
Museums are the prime providers of both informal and formal education to society and serve as a resource for students and scholars of all ages. With the purpose of moving parallel with the recent technological innovation, the Digitization of Museums came into existence. This study traces the Digitization of Museums in India with a special focus on National Portal and Digital Repository for Museums of India and JATAN Virtual Museum Builder. This article unfolds the percipience of "Laying the hybrid foundations: Digitization of Museums in India". Incorporating notions from authentic web databases, official Government websites, Journals, books, and Government brochures, this paper elucidated the transformation of museums as hybrid, digitally networked spaces of cultural and social engagement. Towards the end of the article, the key points elaborated are: Digital Preservation solutions and their tools in a broader sense; A brief evolution of Digitization of Museums in India; An understanding of the National Portal and Digital Repository for Museums of India; An integrated framework of CDAC: JATAN Virtual Museum Builder; A detailed note on Merits of Digital Preservation.
***Keywords**: Digitization, Virtual Museum, Repository, Digitalaya, JATAN Application.*

Introduction

The digital revolution has become an unavoidable agenda in the lives of every sect of society irrespective of the status of a dignitary or a commoner.[1] Every institution has been impacted by the wave of technological innovation. Museums are one among the entities. Museums are a milepost institution for backing the glorified heritage. While experimental museology is mechanically associated with using virtual technology, it's essential to apprehend the worth, function, and volume of the experiment in the context of museum design. The role of the virtual revolution in a museum experiment, both on the theoretical and practical tiers must be assessed. Digital technologies for instance cloud computing, AI, digital twins, XR, and IoT shape a museum experience. The application of virtual technologies in museum experimentation remodels and strengthens its development. Digitization of Museums in India holds a respectable position globally. The following article details National Portal and Digital Repository for Museums of India through the JATAN Virtual Museum Builder database.

Digital Preservation Solutions

The digital India initiative is certain to hasten the progress of digital data. Whilst the physical data is sustained for centuries, digital records suffer survival and discoverability beyond a decade. Digital preservation focuses on ensuring well-formed access, discoverability, deep-rooted readability, and virtual continuity of intellectual virtual assets against the threat of digital obsolescence and loss of complete information due to technological

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[1] Bobade Bhujang Ramrao, Ligade Omshiva, *Museums a New Era of Technology*, p.230

drawbacks. It's totally viable to lose a huge part of digital assets in the near future. It can be misplaced or fall sufferer to

1) Media failure
2) Changing Technology
3) Physical damages
4) Antiquation of storage
5) Obsoleteness of software
6) Data Corruption

Consequently, Digitalaya, an Open Archival Information System (OAIS) was designed by Centre for Development of Advanced Computing (C-DAC) with the support of National Digital Preservation Programme. It particularly specializes in -

• Electronic information management
• Digital repository management
• Extended archival preservation
• Access in control to digital sources

Some confidential records are denied access too. Some records have constrained access such as time-bound, no display of selected pages, and read-only documents. E-Governance Standards and Guidelines (EGSG) regulate Government services accessible to citizens ensuring reliability and transparency. Digitalaya complies with applicable legal requirements as laid out in the Information Technology Act and standards such as

1. e-Governance standard for Preservation Information Documentation (e Gov-PID)
2. ISO standards (16363, 1472:2012, 15489-1:2001)[2]

Evolution of Digitization of Museums in India
The concept of museums during the past is discovering, exploring, and excavating the past.[3] Museum antiquities can provide statistics about records of the civilization, culture, traditions, and

historic expertise of science and technology. The first digitization initiatives were started way back in the 1960s. In 1967, the Metropolitan Museum of Art established the Museum Computer Network (MCN). Throughout 2013, in collaboration with Art Institute of Chicago, USA, Ministry of Culture started the Vivekananda Memorial Museum Excellence program. Diverse existing software solutions were evaluated and JATAN: Virtual Museum Builder was ultimately opted for formal deployment to national museums. Human-Centered Design and Computing Group (HCDC) at C-DAC, has been appointed as a Centre of Excellence for Digital Preservation initiated of the Ministry of Electronics and Information Technology (MeitY). It coordinated a JATAN certified training program to prepare the museum curators to tackle digitization. The training included orientation of JATAN software, exposure to improve virtual historical preservation, mobile applications and Kiosk applications for people. The museums have advanced computer labs, proper server routers, high-resolution digicam, scanners, Local Area Network (LAN) etc,. The most important result of these efforts was that museums commenced digitizing on their own.

After accomplishing the implementation of the JATAN software in ten national museums, C-DAC has consigned with a new program: National Portal and Digital Repository for Museums of India. It showcases the glorious heritage of India through a wide range of virtual collections.

National Portal and Digital Repository for Museums of India
The Indian Digital Universe is one of the rapidly progressing networks. National Portal and Digital Repository for Museums of India presents prevalent and incorporated access to theme-based collections and artefacts setting aside the geographical places of museums. The portal introduces India's rich background via a numerous range of virtual

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[2] Digitalaya Brochure, Centre For Development of Advanced Computing

[3] Bobade Bhujang Ramrao, *op.cit.*, p.169

collections in phrases of sculptures, artwork, manuscripts, weapons, cash, and numerous different classes of artefacts. Digital museums are prime providers of knowledge from anywhere for researchers, teachers, students, and even vacationers. It is for the first time in the world that ten national museums are made reachable from one portal. This is funded through the Ministry of Culture. JATAN: digital Museum Builder is included with the National Digital Repository for giving general access through the portal. The most crucial features of the National Portal and Digital Repository for Museums of India are,

- Recovery across all museums
- Computerized keyword pointers
- Devoted metadata forms
- Filtering of search based on parameters
- Framework of 360-degree panorama
- Refined high-resolution images with zoom-in/out with metadata given by the museums
- Categorization of digital museum collections
- Scholarly essays virtually posted via museum curators
- Automated timeframe mapping of items
- Museum-wise portal of digital collections
- Museum-wise announcements
- Ascendable framework of digital museums
- Digital repository administration
- Dedicated homepages for museums managed by employing nodal officers
- Feedback reception from site visitors
- Portal Management

The Ministry of Culture has undertaken a formidable task of digitizing museum collections, to make better use of technology in museum management and operations and make museum collections available to the public via the Internet. The Ministry of Culture got an integrated software "Jatan: Virtual Museum Builder" for Museums with the skill set of C-DAC and Art Institute of Chicago. In 2015, the portal achieved the Grand Jury Man Mentions Award in the e-Culture and Heritage Category.

CDAC: Jatan Virtual Museum Builder

The optimal Research and Development organization of Ministry of Electronics and Information Technology (MeitY), named as Centre for Development of Advanced Computing (C-DAC). It strengthens technological capabilities within the national boundary in the context of world developments acknowledging the need in selected streams. It comprises High-performance computing, Strategic Electronics, Cyber Security and Forensics Assistance, Multi-lingual and Heritage Computing, and Quantum Computing. HCDC Group has developed JATAN: Virtual Museum Builder, a digital collection management system for Museums of India.[4] It ensures usability and re-usability, modelling and simulation, replication and emulation, compression and streaming, cataloguing and structuring, resource unification, grid enablement, and value-added application. The content has been integrated from artefacts, manuscripts, etc., directly from the museums. The inputs are organized by data entry operator received from the specific museum curators and finally, the entered inputs are sanctioned by the Approving Authority. After approval, the inputs are stored in the storage area which is viable for public access through the Internet. It is a consumer server utility with features consisting of picture cropping, watermarking, precise numbering, pictures with thumbnail preview, control of virtual gadgets with multimedia representations, collaborative framework for historians and museum curators, search and recovery, user administration, 3D digital galleries, conservation reports, touch screen display kiosks. The data can be exported through the Darshak application. The stakeholders participate in building the digital preservation design

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[4] www.meity.gov.in/content/digital-preservation

and development of procedures. It aims to achieve economic sustenance and technical sustenance after migration and technological up gradation. JATAN has been implemented in the following National Museums

- National Museum, New Delhi
- Indian Museum, Kolkata, West Bengal
- Allahabad Museum, Allahabad, Uttar Pradesh
- National Gallery of Modern Arts (NGMA), New Delhi
- National Gallery of Modern Arts (NGMA), Bengaluru, Karnataka
- National Gallery of Modern Arts (NGMA), Mumbai, Maharashtra
- Salar Jung Museum, Hyderabad, Andhra Pradesh
- Archaeological Survey of India (ASI) Museum, Nagarjunakonda, Andhra Pradesh
- Archaeological Survey of India (ASI) Museum, Goa
- Victoria Memorial Hall, Kolkata, West Bengal[5]

Merits of Digital Preservation

- It assists in clear identification and administrative continuity can be ensured.
- The intellectual assets are exponentially encoded in virtual formats which are protected through higher-end digital database.
- The e-records have long-lived usability and re-usability by the public without more capital expenditure.
- The legal compliance of record retention is fulfilled and safeguards the testimonial values of e-records.
- Digital experimentation has changed the traditional responsibilities of museums, which include collecting, gathering, preserving,

conserving, curating and restoring in several approaches.

- The historical data and knowledge are being encoded, encrypted, and stored in the modern digital era which leads to a virtual heritage revolution for forthcoming generations.

Acknowledging these benefits, the Government of India allocated revenue under the scheme "Financial Assistance for Digitization of Museum Collections".[6] Underneath the scheme, Funding for the program has been approved by the Ministry of Culture in the form of grants to different museums across the country to digitize antiquities and publish catalogs on their websites.[7] The major purpose of the museum might be to have a web database of its collections with no trouble to be had over its website for virtual viewing by citizens. A portion of the budget under this scheme will be earmarked for an integrated web displaying the collections of State Government museums and private museums registered under the concerned legislations in particular, Indian Societies Act of 1860.

Conclusion

Museums have matured from displaying the history of the past to interpreting and rewriting it, especially through digital mode for the general public. Digitization of museums in India through the National Portal and Digital Repository for Museums of India has been a start to the Golden Age of Historic Revolution for the forthcoming digital native cohorts. Way back, higher-end knowledge which was specified to the experts and professionals in the past

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[6] www.india.gov.in

[7] www.india.gov.in/spotlight/national-digital-repository-museums-india

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[5] www.museumsofindia.gov.in/repository/ page/digitization_initiative

has been changed and knowledge democratization took place as the digital revolution emerged. The individuals are released from the captives of imbibing insights only through direct visits as this digital advancement exponentially progressed the scope of individuals.

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AN ANALYSIS OF THE EDUCATIONAL STATUS OF
THE KATTUNAYAKAN TRIBALS IN THE NILGIRI DISTRICT

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Abstract
The present study aimed to focus on the kattunayakan tribal found in the Nilgiri district. In the Nilgiri district home land of indigenous tribal people Nilgiri hills are surrounded by the tribes. Nilgiri district comes under the six Taluks listed by one by one. Udhgamandalam, Kundah, Coonoor, Gudalur, Pandalur. Nilgiri district comprises the four municipalities and eleven town panchayats, 35 village panchayats and eleven town panchayats. In Gudalur and pandalur Taluk region kattunayakans are lived in these areas. That the government of India identified as the primitive vulnerable tribal groups but in Tamil Nadu also kattunayakan tribal community was considered as the primitive tribal groups found in Tamil Nadu and Kerala. Mostly tribal people are literate but now they were educated government has a conduct awareness programs Government gave many concessions to the (PVTG'S) community tribal in Nilgiri district government started model Residential school and GTR'S schools, Elementary schools, Middle schools, High school, Higher Secondary schools for the welfare of the Tribal students. As per 2004 census in the Nilgiri district there are nearly 253 government tribal residential schools. Category of the schools and their number of the government residential schools, percentage of the tribal are explained in the below lines. GTR Elementary (Primary schools 193 percentage to tribal schools 76.28, GTR Middle schools 42, 16.61%, GTR High schools 8 , 3.16 % , GTR Higher Secondary school 10, and their % is 3.95%). In Tamil Nadu particularly Nilgiri district home land of the tribes. Especially kattunayakan tribal's and Educational Status were explained below.
Keywords: Kattunayakan Tribal, Education Status, Attitude of the Tribal Parents towards Boys and Girls, Problems Faced by the Tribal's for Attaining Education.

Introduction

In Tamil Nadu, the Nilgiri district is one of the most densely populated districts, which is characterized by a rich in tribal presence. In this district, there are about a numerous tribes, tribes that are live in different parts of the areas. Due to the fact that the government of Tamil Nadu states has taken a number of initiatives to develop formal Education for tribal children in tribal areas of Tamil Nadu, primarily due to its understanding of the value of formal education in tribal areas for tribal children, the Government has taken a number of initiatives to this. As per 2001,

census in Tamil Nadu there 36 scheduled tribes, in Tamil Nadu in 6.51 lakh of the population. Making up 1.04 percent of the overall population based on 2011 census the scheduled tribes population was raised in 7.94 % and then 1.10 percent of Tamil Nadu Total population. The 2011 population census shows that the percentage of Literate Department of Adi Dravidar and Scheduled Tribes given below.

Table 1 (Percentage)

Details	Male	Female	Total
General	86.77	73.44	80.09

Adi Dravidar	80.94	65.64	73.26
Scheduled Tribes	61.81	46.80	54.34

Sources Taken From: Adi Dravidar & Tribal Welfare Department Citizen Charter 2023- 2024

Six tribal's tribes in Tamil Nadu the Todas, Kotas, Irulas, Paniyans, and Kattunayakans are categorized as Particularly Vulnerable Tribal Groups (PVTG'S) out of 37 tribal in Tamil Nadu. In our Indian Constitution Article 275(1) the development of PVTG'S, Vandhan Vikas Kendra and Minimum support price for minor forest produce schemes (MSP to MFP). Central Government has funded many schemes named as Pradhan Mantri Aadi Adrash Gram Yojana.

Kattunayakan tribal was settled in the gudalur and pandalur Taluk of the Nilgiri district. In gudalur Taluk the Government of Tamil Nadu has established (GTR) Government Tribal Residential schools; Elementary schools are run welfare of Department of the Government of Tamil Nadu in the Nilgiri District. In this GTR school contains 10 Rooms and one Head Master and Seven Classrooms, Three Toilets, One Kitchen Room. Tamil Nadu Government gave many concessions to the tribal students. In the Nilgiri district GTR schools are running successfully with the help of the Tamil Nadu Government and the ministry of tribal affairs. Mostly the GTR schools start from the 9.10 A.M. In this schools breakfast and lunch are also provided by the government of the Tamil Nadu by the Government Tribal Residential schools. Common breakfast and lunch.

GTR (Government Model Residential school starts from the 9.10A.M to 4.10 P.M)
Morning (Breakfast)
Monday - Rice, Upma
Tuesday - Rava, Kitchadi
Wednesday - Venpongal, Sambar
Thursday - Semya, Upma, Veg Sambar
Friday - Rava Kitchadi, Semyakesari

Lunch
Monday - Veg Mixed Rice
Tuesday - Black Sundal
Wednesday - Puli Rice
Thursday - Lemon Rice
Friday - White Rice, Sambar

Table 2 Population of Scheduled Tribes In the Nilgiri District

Name of the PTG		Male	Female	Total
Todas	No	798	810	1608
	%	49.63	50.37	100.00
Kotas	No	991	51.04	2024
	%	48.96	1219	100.00
Kattunayakans	No	1261	49.15	2480
	%	50.85	3046	100.00
Irulas	No	2974	50.60	6020
	%	49.40	3373	100.00
Kurumbas	No	3179	3373	6552
	%	48.52	51.48	100.00
Paniyan	No	3881	4001	7882
	%	49.24	50.76	100.00
Total	No	1308	13482	26566
	%	49.25	50.75	100.00

Sources: Tribal Research Centre Udhagamandalam 2011

The Table provides an explanation of the demography of the various Tribal Groups in the Nilgiri district. Six tribes living in this district. The Tribal Population of the Nilgiri district is made up of 26.56% men and 49.25% women respectively. Out of these six tribes, the largest tribes is the paniyans, Estimated to number 7882 (29.66%). In this population, the percentage of Males and Women is 49.24 and 50.76% respectively.

Particularly the Kattunayakan tribe is the inhabitants living in the Nilgiri district lower western slope up to elevation of 1200 metres. Paniyans, kattunaickens and mullukurumbas make up the

majority Tribal Population in gudalur Taluk which has largest concentration of around 50% of this group . Up to1, 350 meters, above sea level, they reside on the western slopes of the Nilgiri district. The following scheduled depicts the number of ST population in different blocks of the Nilgiri district. In the gudalur and pandalur Taluks of the Nilgiri district has highest Tribal Population kattunayakan tribals are residing in that are most were working in the Tea Estates.

Table 3 Distribution of ST Population in The Nilgiri District

S.No	Blocks	Percent
1	Pandalur	32.08
2	Kotagiri	24.10
3	Gudalur	14.33
4	Kundah	13.16
5	Ooty	9.27
6	Coonoor	6.96
	Total	100

Source: Tribal Status Documentation (2010-2011)

Objectives of the Study

1. The purpose of this study is to discover the issues and challenges involved in Educational Upliftment for tribal women in the study area.
2. To Analysis the intensity to which the issues and challenges that are associated with the Educational Upliftment of both tribal men and women in the study area are severe.

Area of the Study

In the Nilgiri district of Tamil Nadu, a study area has been taken up for an Analysis of the Educational Status of the kattunayakan tribal in the Nilgiri district. As a part of the study we have covered Particularly Vulnerable Tribal Groups in the Nilgiri district kattunayakan tribal group living in the gudalur and pandalur Taluks of the Nilgiri district. 150 samples were collected for the purpose of the collecting data for this study.

Significance of the Study

In terms of the general standing of women, it can be determined from their degree of education, their role as workers, their income, as well as their duty towards their families, their communities and their societies.

The empowerment of both tribal men and women is education is one of the most important tools for them. This made possible by raising awareness of the importance of education in these area. This highlights how important to research the issues they encounter in order to receive a quality of education.

The Kattunayakans in Tamil Nadu

One of the most significant tribal groups in Tamil Nadu is kattunayakan tribe. In the Tamil Nadu there are 36 tribes kattunayakan tribes is placed in 9th tribe in the Tamil Nadu. The term "kadu"(for forest) and "nayakan" (king or leader) are the sources of the word ''kattunayakan". This kattunayakan tribes were residing in the Nilgiri district in gudalur and pandalur Taluk. In Nilgiri district gudalur Taluk nearly 23 settlements are occupied by the kattunayakan tribal and the pandalur Taluk there 43 settlements resided by this tribes. In the Nilgiri district gudalur Taluk settlement Sembankolli is the highest population in this area there 74 households and 118 male, 145 females totally there are 263 peoples are living this settlement. The total population of these two Taluks is 1629 kattunaykan tribes are lived. Kattunayakan are forest residents and friends of those realized the importance of formal education in 1958. The chief deity of the clan, known as the Bhairava, is Lordshiva and his consorts, jakkamma (also known as Nayakar). Together with the other hindu deities, they also worship animals, birds, trees, rock hills, and snakes. They considered themselves to be main group living in the forest.

Table 4 The Kattunayakan Tribal Community lives in the Nilgiri District

S.No.	Particular	Frequency	Percent	Cumulative percent
1	Male	1261	50.85	50.85
2	Female	1219	49.15	100.00
	Total	2480	100.00	

Sources: Complied and calculated from various reports of Tribal Research Centre, Ooty.

Table 2 indicates that, out 2480 interviewed men, accounted for around 49.15% of the sample, while women made up less than 50.85%. Because male made greater contributions than female.

Kattunayakan Attitude towards the Education

Education is the main force behind the development of human resources. Education was the major component in the hierarchical classification of Hindu culture in the past. It is encouraging to see kattunayakan's approach towards the education and contemporary advancements. They have a steadily rising literacy and educational level as result of the establishment of Tribal Residential Schools and Ashrama Vidyalaya (Manjeri). Even if they embrace modern conveniences like Radio, T.V and Telephones, but they are unwilling to abandon their forest and natural surroundings.

Adult literacy has an impact on attitudes on children's schooling. It's well accepted that a family's attitude towards its children's education is much positively influenced by the education is the head of the family.

Table 5 Educational Status of the Respondent

Tribal Group Educational Level	Kattunayakan
Illiterate	9
Complete Primary Education	10
Completed Secondary Education	5
Completed Higher Secondary	-

Education	
Total	**24**

Age-Group Distribution of Indigenous Kattunayakan people in The Nilgiris District
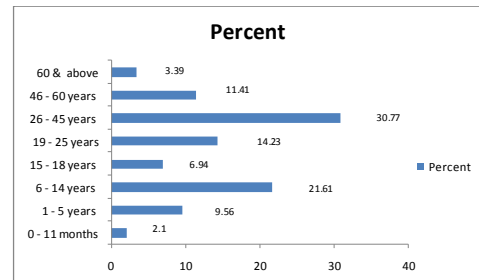
Figure 1

Table 6 Age - Group Distribution of Indigenous Kattunayakan people in the Nilgiris District

S No.	Particular	Frequency	%	Cumulative percent
1	0-11 months	52	2.10	2.10
2	1-5years	237	9.56	11.66
3	6- 14 years	536	21.61	33.27
4	15-18 years	172	6.94	40.21
5	19-25 years	353	14.23	54.44
6	26-45 years	763	30.77	85.21
7	46-60 years	283	11.41	9606.62
8	60& above	84	3.39	100.00
	Total	**2480**	**100.00**	

Sources: Complied and calculated from various reports of Tribal Research Centre, Ooty.

An Depth Analysis of the distribution of kattunayakan throughout the age group in the research area can be seen in the Table: 5. The figures shows that 2.10% of people are under one year old, 9.56%are between one and five, 21.61% are between six and fourteen, 6.94% are between fifteen and eighteen, 14.23% between twenty-five and thirty-five, 30.77% are between six and forty-five, 11.41% are between forty- six, and 3.39% are over sixty.

Education for Kattunayakan Tribes in the Nilgiri District
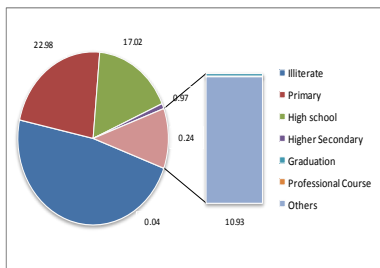
Figure 2

Table 8 Education for Kattunayakan Tribes in the Nilgiri District

S.No	Particular	Frequency	Percentage	Cumulative percent
1	Illiterate	1186	47.82	47.82
2	Primary	570	22.98	70.80
3	High school	422	17.02	87.82
4	Higher Secondary	24	0.97	88.79
5	Graduation	06	0.24	89.03
6	Professional Course	01	0.04	89.07
7	Others	271	10.93	100.00
	Total	**2480**	**100.00**	

Sources: Complied and calculated from various reports of Tribal Research Centre, Ooty.

The Following Material and statistical data provides a detailed over review of the kattunayakan's educational background in the research field: Over all the demographic groupings, 47.82% have evidently low literacy rates. This percentage increases to 22.98% in Elementary Schools, 17.08% in High School, 0.97% in Upper Secondary, 0.24% Graduation , 0.04 in Professional Courses and 10.93% throughout the school year.

Attitude of Tribal Parents Towards

For the most part, tribal communities made this decision based on a variety of circumstances, such as the parent's employment status, educational attainment, and financial situation. Families with higher incomes typically feel strongly children should attend school. Depend on their views towards education or desire to receive an education; houses have varying demands for education. If native parents have desire is also a determining factor.

Kattunayakan tribal village, neither boys nor girls have demonstrated an interest in learning. Merely 10 male respondents and 7 respondents through the course were helpful or enjoyable.

Unfavorable Attitude towards Education

The positive responds from the youngsters that the tribal back ground has towards the education will be examined, along with their negative perceptions for it. The bar chart was proved an explanation.

Unfavorable Attitude of Tribal Children's towards Education
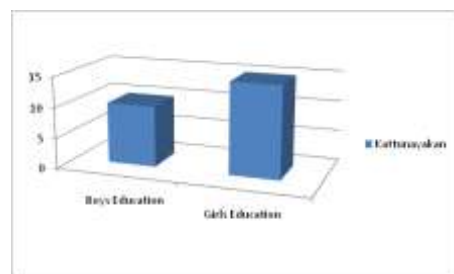
Figure 3

Table 10 Unfavorable Attitude of Tribal Children's towards Education

Tribal Group	Boys Education	Girls Education
Kattunayakan	10	15

Education of Boys and Girls

One of the Main Barriers has been the mindset of Indian's scheduled tribes. They have not considered worthy of receiving the fundamental education by the society. There isolation has an impact on these people's psychological health. Their psychological barrier is evident in their attitude towards the education.

Kattunayakan tribal students both boys and girls attitude towards education is based up on the family but now a days it was totally changed they came

outside the forest gave more importance to the Education our Tamil Nadu Government conducted many awareness programs to the tribal education scholarship and government provide breakfast and lunch to the tribal children's.

The Problems Faced By the Respondents (Kattunayakan)

These tabular data illustrates the challenges in the Nilgiri district confront, In sufficient number of schools instructors is the primary issue that the most of the 44 respondents from the kattunayakan people identify. Their second is that the 42 responses but the schools are not available. Because of the long distances from the schools and colleges (2) and inconvenient timings (11) rank second and third, respectively, among the issues of the kattunayakans experience at the least.

Table 11 The Problems Faced by the Kattunayakan Tribe

Problems	Opinion
Non-availability of schools	40
Long Distance to Schools/College	2
Harsh Attitude of Teachers	32
Inadequate Facilities in Schools	12
Tough Syllabus	16
Inconvenient Timings	11
Inadequate Number of Teachers	43
Difficult Language	18
Sick Parents	24
Unfamiliar Language	21

In the Nilgiri district kattunaykan tribe are depicted in this table with their issues. Insufficient number of school instructors is the primary issues. The majority of kattunayakans 43 surveyed reported facing. The inaccessibility of schools for forty respondents they encountered was their second issues. Long commutes (2) and awkward scheduled (11) to the respondent's schools and college rank second and third, respectively, as the least common issues experienced by kattunayakans.

Conclusion

Kattunaykan community data indicates that, out of all tribes in Nilgiri district, the majority of household's head 9% were illiterates. This community complete primary education is 10% and then secondary education is 1% totally 25% of the kattunaykan community education status. The attitude of boys (10) and girl (15) education level 43 respondents from this particular community. The Teaching of Kannada Dialect, in Tamil, is frightened the females, who frequently mix up Tami and Kannada terms . This is the mother tongue of kattunaykan. Monthly Parents Teacher council meeting will take place. The schools are few kilometers within the wilderness that the girl children's of the kattunaykans must trek. Parents are deterred from brining their daughters to school by the incidents of animals attacking children as they go there.

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ANIMISTIC BELIEFS AND RITUALS OF KANI TRIBES IN KANYAKUMARI DISTRICT

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Abstract

Animism stands apart from many common religious traditions. While some may attempt to categorize it under monotheism or polytheism, its essence lies in the deep connection between nature and belief. For communities like Kanikkars who are residing in Western Ghats of Kerala and Kanyakumari district in Tamil Nadu, their spiritual understanding is intricately woven with the natural world. They hold distinct rituals and beliefs that bind them together in a rich and complex relationship with the environment. This connection, rather than a shared "faith" in the conventional sense, forms the core of their worldview and identity. This paper delves into the concept of animism, its diverse interpretations, and its manifestation in the Kanikkar worldview. It also highlights the significance of ancestor worship, spirit shifting rituals, and other practice rooted in animistic beliefs and emphasizes the Kanikkars' deep reverence for nature and their understanding of their interconnectedness with all beings. The paper concludes by acknowledging the multifaceted nature of animism and its continued relevance in shaping the cultural identity and practices of the Kanikkar tribe.

Keywords: *Animism, Social Attributes, Immanence, Animistic Sensibility, and Kanikkars.*

Introduction

Tribes are cultural, social relational, and volitional beings with differing degrees of autonomy and independence, they exhibit intentionality. Primitive societies attributed natural phenomena like wildfires, thunder storms, torrential downpours and seismic tremors to the agency of various spirits. The elevation of these spirits to the status of deities within pre-modern animistic belief systems served not only as an explanation for natural forces but also as a framework for establishing a propitiatory relationship with these powerful entities, thereby minimizing their perceived wrath and seeking their beneficence. In addition to this, emergence of soul concept within pre-modern belief systems marked a significant shift in the understanding of supernatural. Thereby, this paper delves into the animistic beliefs and rituals of the Kanikkar tribal community which is residing in Kanyakumari district of Tamil Nadu.

Theory of Animism

Building on the earliest ideas of George Ernst Stahl, Edward B. Tylor established 'animism' as a key term in anthropological study. This concept, derived from the Latin word for 'breath', 'life' or 'spirit', highlights the belief that everything from humans to objects, possesses a spiritual essence. The social component had to have emerged sooner or later, with customs about means of achieving goals on a decisive role. Man had already learned that members of his own species vary widely in their traits and abilities, and that different procedures were either required or politically expedient. In animism, there is a particular sensibility towards living beings. It is a belief that other beings have consciousness, such as people,

plants, animals, the environment and even technological objects. It has been said that animism is a way of connecting with nature. The ideas, theories, and findings of contemporary science are frequently the foundation of anthropological approaches to animism. To comprehend animistic sensibility, anthropologists employ a range of notions, including immanence, transcendence, and disenchantment.

While animism may have been used as a classification system in the past, it is crucial to recognize the vast diversity of beliefs and practices encompassed within this umbrella term and to avoid perpetuating harmful stereotypes. In the late 19th century, anthropologists like James Frazer and Geza Roheim, adopted Tylor's animism concept to group diverse rituals, highlighting apparent similarities across Indigenous, ancient Greek and European Peasant traditions. However, by the mid- 20th century, the term 'animism' and the methodology of classifying cultures based on perceived stages of development had lost substantial academic credence.

Animism recognizes that places and the natural world hold power and agency over people. It is not about just placating spirits; it is about understanding the delicate balance and respecting the forces that shape human's lives. Animistic rituals forge a web of mutual obligation, binding humans to the land and vice versa. In this worldview, humans do not rule the landscape, instead they are the part of this intricate nature. Indigenous and Animist perspectives open a new approach to the relationships between human and the environment. Though the term 'Animism' has a complex history, the lessons within hold immense value for environmentalists seeking sustainable alternatives in interactions between the human and the environment.

Animism in Diverse View

In recent times, anthropologists talk about animism alongside other ontologies, considering it to be a particular 'ontology' in the world. Understanding what animism is not the best approach to comprehend it. Conversely, animism does not depend on the theories of scholars. Animistic philosophy expresses itself in this way: that which appeals to the worshipper is considered pleasing to the deity of devotion; that which, if applied to the subject, would affect the intention, is deemed effective when applied to the object. Regarding the animistic attributes associated with a monotheistic or polytheistic god—beings that exist independently of human existence—there is frequently a stark contrast with the "immanence" of animistic sensibility. Ambiguous entities such as animals, trees, and rivers are considered 'people like us' in animism because they have souls that are similar to those of humans. Studies on animism frequently highlight the significance of sacred sites and locations that are imbued with animistic qualities, as well as animal spirits.

Tylor conceived of animism as the foundational layer in his proposed evolutionary ladder of religion, leading to increasingly 'sophisticated' forms like polytheism and culminating in monotheism. He also considered animism is a type of religion where people believe that human and other beings' spirits and souls are essential to life. He was eager to discuss the relationship that exists between the soul and all living things. According to him, in an animistic universe, spirits and deities live in a realm where the souls of plants, animals, people and objects transcend bodily deterioration and death. He backed the anthropological trend known as social evolution, which proposed that humans progress from a 'primitive' stage of social life, in which they try to control their surroundings through magical or religious practices, to a 'modern' stage of life based on scientific findings and philosophical principles.

Animism encompasses three main belief systems: a) a belief in and worship of living or deceased humans' and animals' spirits or souls, particularly through ancestor worship and necrolatry; b) belief in spirits that are not necessarily associated with physical objects and c) belief in and worship of spirits that inhabit objects. Animistic potentialities extend beyond the human subject; animal spirits are spirits or souls assigned to animals that may be thought of as the source of an animal's attributions.

In animistic systems, non-human 'persons' are defined by "social attributes- a hierarchy of positions, behaviours based on kinship, respect for certain norms of conduct", according to Descola, who offers a strict definition of animism. Additionally, he altered how he defines animism in recent years, now defining them in terms of the interaction between nature and civilization. Understanding hidden or unclear social links is made feasible by Swancutt's particular analytical pattern, which is based on the flexibility to move not only between many ontological registers but also between elements of differing scales within a given ontology. Gailyn Van Rheenen explains Animism is the concept that both impersonal and personal spiritual powers have influence over humans that they must identify these forces in order to shape their destiny and often even manipulate their power.

In 2005, Graham Harvey sparked a major shift in the understanding of animism with his groundbreaking book "Animism: Respecting the Living World." He didn't just revive the term but coined the term "new animism" to demarcate a contemporary movement embracing this worldview. "New animism" moved beyond the outdated stereotypes of primitive spirit worship, instead emphasizing vibrant relationships with the natural world and holistic respect for all living beings. According to Harvey, respect acts as a crucial currency, both in navigating the power dynamics between anthropologist and animist, and in the animist's relationship with the powerful, unseen world.

Animistic Beliefs of Kanikkar Tribe

Ancestor worship, a practice rooted in this evolving worldview, transcended the veneration of nature spirits, positing the deceased as intermediaries between the earthly and divine realms, their influence and wisdom sought through rituals and offerings. Worship entails strength, worth, or dignity in the thing worshipped, or a complex of these; and homage, admiration, adoration and fear in the worshiper. For the Kanikkars, animism is not merely a belief system; it permeates their very being, shaping their interactions with the natural world and their understanding of their place within it. The Kanikkars navigate a sacred ecology where spirits manifest in diverse guises, from a familiar form of animals and humans to the elemental whispers of wind and fire, reminding them of the interconnectedness of all beings.

Spirit Shifting Ritual (Aavi Maatru Sadangu)

Worship is derived from man's nature and his attempts to satiate his various bodily and spiritual needs. It is formed based on his actual or imagined experiences. For the Kanikkars, every relocation is a sacred migration, a delicate negotiation with the unseen presences that infuse not just the rustling leaves of their departing home, but also the silent stones and gurgling streams. Before each uprooting, they weave intricate rituals, offering prayers to appease the spirits of the place they leave behind, seeking their blessings for a smooth transition and continued protection. Since Kanikkars weave a fascinating thread of ecological reverence, when compelled to sever the life force of a tree, they do not merely engage in pragmatic forestry. Instead, they embark on a sacred ritual, acknowledging the indwelling spirit and seeking its relocation. Through meticulously crafted prayers and offerings, they coax

the spirit from its arboreal sanctuary, gently guiding it to a New Haven. The spirit however does not vanish into ether. With a touch of animistic poetry, the Kanikkars believe it finds temporary reflection within the body of one enacting the necessary severance. This intimate intermingling underscores the profound respect they hold for both the tree and the human agent, forging a temporary bond that bridges the divide between man and nature.

Worshipping Rituals

An object's greater value, usefulness, or power demanded that first level of homage, greater than that given to others, which eventually transformed into what is today generally acknowledged to be worship. Driven by the potent blend of animism and ancestral veneration, the Kanikkars perform rituals for the departed, not as empty gestures, but as potent investment in the prosperity of the deceased' lineage. They believe these ceremonies, infused with offerings and invocations, serve as catalysts, propelling the spirits of their forebears towards a realm of abundance, where their accrued blessings can then flow back to nourish the living. Neelakanda Shastri explains that the habit of worshipping benevolent spirits by enshrining them under the sacred Peepal tree existed in the era of Indus Valley civilization and it is clear from the Indus seals in which the images of peepal trees were etched.

Beliefs

Primitive man, his gaze fixed on the mysteries of life and death, found poignant meaning in the specters that haunted his dreams. These apparitions, whispers of loved ones lost, were not harbingers of fear, but threads woven from the fabric of memory, yearning to reconnect with the living. Kanikkars adhere to traditional practices that sometimes involve relocating their dwellings due to concerns about malevolent spirits. To ensure the well- being of their babies, expecting mothers from Kanikkar community, engage

in practices rooted in their beliefs, like creating a symbolic barrier or seeking spiritual guidance through prayer. The Kanikkars are believed to offer protection to newborns, by wearing copper rings, after the loss of a previous child. These practices often stem from cultural beliefs about protecting children from misfortunes or ensuring their well- being. They also hold beliefs about the symbolic significance of piercing, viewing it as a way to connect the child to their heritage and spiritual world, while also offering protection from perceived harm. Upon reaching puberty, young women in the Kanikkar community undergo a traditional seclusion period within a designated hut, accompanied by objects like broomsticks, sickles and sticks believed to offer protection and guidance during this significant life transition.

Funeral Beliefs

Certain practices among various cultures suggest the belief that the soul might retain its human form after death. Examples like body mutilation in certain burial rituals hint at the intention to influence the soul or its "double" (representing the deceased) in the afterlife. In Kanikkar community, it is believed that the spirit of the deceased haunts the things he used while alive. Therefore, others are afraid to use the things he used and left behind. Believing that the spirit of the deceased is going to the other world, they carry the things necessary for him in the burial ground and bury him. The hymns collected from the Kanikkars indicate that the spirits lives in another world with the fame and glory as he lived in this world while alive. Karthikai Koduthi refers to the spirit worship ceremony. This festival is much better and more joyful than all the festivals they conduct and it is held in every residence during Tamil month, Karthigai. Similar festival is conducted in Japan where the family members and relatives gather for their ancestors and pray for their welfare and blessings. Every year this event is held on a particular day by all

the people together as a festival. This festival is called as 'Obon' or 'Bon' festival. Among Kanikkar community, spirit worship takes place after the harvest. All the arrangements for this festival are decided by everyone in the residence meeting in Pattapurai. Kani chiefs and Kani people participate in this festival with great enthusiasm. Each group does different types of work like cleaning and setting up the shrine (Koduthi Kazham).

In the lead- up to the festival, a unique tradition unfolds. Each household contributes a bunch of fruit, which are then buried in the earth to ripen for the celebration. To ripen the fruits, 'Urai Kuttri' or 'Urai Kalayam' which are made from bamboo is used. At the day of festival, the fruits are taken out and distributed. For the Kanikkars, these festivals serve as a means of maintaining balance in the spirit world, protecting themselves from negative forces while simultaneously honoring their lineage.

Conclusion

'Animism' is used to describe a variety of animist perspectives. It's crucial to understand that animism does not require any broad assertions of truth. Animism does not always conflict with a materialist perspective of reality. People become alarmed when they hear the word "spirit" because of its connotation with the "supernatural." However, it's important to keep in mind that animist ideas about spirit and soul differ greatly from western ideas about them. The animist stance is to acknowledge that the separation between the body and the soul is untrue, rather than to condemn or refute the presence of soul. Thus, it is evident that the animistic worldviews of Kanikkars encompasses a multitude of facets, more nuanced, defying simple explanation. Instead of looking at the Kanikkar people's belief through an outsider's lens, which can be biased and limited, it is crucial to seek their own perspective. Despite the difference of beliefs among Kanikkar sub- groups, a common thread of ancestral wisdom runs through them, beckoning us to explore the unique cultural expressions and historical chapters that define their rich heritage.

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LIBERATING MINDS AND REIMAGINING GENDER: TRANSFORMING WOMEN'S PORTRAYALS INDIAN CINEMA AND LITERATURE

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Abstract

In India, despite being the world's largest democracy, prevailing societal norms often cast women as the antithesis of men. Social constraints placed on women are so pervasive that they can feel like they are living in a perpetual state of crisis, similar to a pandemic. The roles, identities, and achievements of women are primarily evaluated through the prism of gender norms. Tragically, women are often blamed for the very crimes committed against them. A patriarchal society is largely responsible for perpetuating this gendered worldview. In modern settings, cinema and advertising are re-establishing stereotypes of women. Marriage and motherhood are considered her ultimate goals, to the exclusion of intellectual and professional pursuits. On the other hand, women are capable of multiple roles where they have to dwell in domestic as well as professional realms. This study aims to deconstruct emerging stereotypes surrounding the psychological profiles of female characters in the two influential cultural mediums of cinema and literature. The study concludes with recommendations for more nuanced and empowering narratives that could foster a balanced and in-depth understanding of women's psychology in Indian society. This research contributes to the broader effort to challenge gender stereotypes and advocates for a more responsible and diverse representation of women in Indian cultural narratives.
__Keywords__: Representation, Gender Roles, Indian Cinema, Advertising, Women's Empowerment.

Introduction

In the world's most populous democracy, there exists a notable difficulty in differentiating between the concepts of 'gender,' a social construct, and 'sex,' which is biologically determined. Societal conventions disproportionately influence and modify the characteristics of women compared to men. Engaging in debates over which gender wields greater influence resembles an insoluble quandary analogous to the 'chicken-or-egg' paradox. Power serves as a crucial factor both in facilitating gender equality and in perpetuating gender-based discrimination. From the moment of birth, females are systematically socialised to adhere to prescriptive feminine behaviours. Any deviation from these established norms results in their categorization as non-conforming or rebellious. Historical traditions and narratives, such as the Sati and Devadasi practises, have been instrumental in marginalising women, depriving them of both individuality and autonomy.

Evolution of Women's Projection in Indian Cinema

During the early years of Indian cinema, particularly in the first half of the 20th century, women were often relegated to submissive roles in Indian cinema (Amar Singh & Habib, 2017). The female psyche was largely portrayed as an amalgamation of virtues like loyalty, sacrifice, and selflessness, often to the point of martyrdom. This period is marked by the majority of

films and stage performances based on epic tales and nationalist constructs. Characters were designed to serve the male protagonists, thus reinforcing the existing societal norms of a patriarchal society. Films like Mother India (1957) showcased women as resilient figures capable of holding families together (Raveendran, 1996). In the 70's and 80's, characters such as Basanti in Sholay (1975) and Seeta in Seeta Aur Geeta (1972) portrayed women as bold, outspoken, and rebellious, albeit within the parameters set by a predominantly male-oriented script. The late 20th century witnessed a gradual shift in narrative focus towards the complexities of the female psyche. Directors like Aparna Sen and Mira Nair showcased the inner workings of the feminine mind through films like Mr. and Mrs. Iyer (2002) and Monsoon Wedding (2001), respectively. These films brought out the themes of female sexuality, emotional turbulence, and intellectual capability, providing a nuanced view of what it meant to be a woman in a changing India. The 21st century has seen the most significant evolution in the representation of women's psyche in Indian cinema. Contemporary films such as Queen (2013), Raazi (2018), and Tumhari Sulu (2017) offer portrayals of women as complex individuals who are neither solely defined by their relationships with men nor confined by societal expectations (Amar Singh & Habib, 2017). Women are depicted as professionals, travellers, explorers, and even flawed individuals, thus humanising them and making their psyche more relatable to a diverse audience.

Women at the Centre: A Study of Female Protagonists in Fiction

Indian literature, in terms of gender representation, has come a long way from predominantly patriarchal narratives to more nuanced portrayals of female characters. Female Protagonists in Indian literature have evolved over the years to reflect the changing societal norms, values, and aspirations of women in

the country. In ancient Indian literature, such as epics like the Mahabharata and Ramayana, women like Draupadi and Sita are depicted as paragons of virtue and devotion. They serve as templates for traditional femininity, highlighting qualities like loyalty, patience, and resilience. However, they often operate within patriarchal structures that limit their agency. The colonial and immediate post-colonial periods brought a wave of social and political changes, reflected in literature through characters grappling with identity, traditional roles, and colonial influence. Wome's characters in the works of Rabindranath Tagore, R. K. Narayan, and Ismat Chughtai portray this tension vividly. Tagore's Charulata in the novella Nastanirh (The Broken Nest) is an early example of a female protagonist yearning for intellectual and emotional freedom within the constraints of a traditional marriage. Anita Desai took a unique lead by creating female protagonists who firmly stood against patriarchy. The latter half of the 20th century saw the emergence of female characters with complex motivations and desires. Novels like The God of Small Things by Arundhati Roy or Anita Nair's Ladies Coupe explore the intricacies of womanhood from various perspectives. Recent literature, including Young Adult and commercial fiction, portrays women as central figures navigating a rapidly modernising world. Works by writers like Chetan Bhagat, Jhumpa Lahiri and Kiran Desai show women grappling with issues like diasporic identities, career ambitions and sexual freedom (arun Gulati, n.d.).

Damsels to Trailblazers: Women in Contemporary Indian Cinema

In the majority of Indian films, women are often just treated as damsels, not really playing a big role in the story. They are just there to show off the women, a phenomenon that happens in ads as well. For example, a woman might be barely dressed in a chocolate ad, even though there is no real reason for her to be there. This paints a bad picture of women

and promotes harmful stereotypes. Even worse, mainstream media, such as TV shows, suggests that women are susceptible to manipulation by innocuous things like candy. Even kids' shows are not an exception; they do not show young girls as if they are only interested in finding a boyfriend. This gives a twisted idea of love and teaches kids, especially boys, to think of women as objects to be used.

People's interests make them more likely to watch a movie than read a book, making the role of movies and TV even more important in shaping how we see things. However, not all movies follow this trend. Some films, like English Vinglish ('English Vinglish' and Bollywood: What Is 'New' about the 'New Woman'?: Gender, Place & Culture: Vol. 23, No. 8, n.d.) and The Great Indian Kitchen, show women as strong and independent. These movies do not have any scenes or dances that are there just to objectify women. Instead, they show women as capable and strong people, which is a step in the right direction.

Chasing Destiny: How Marriage Shapes Life's Purpose

Women are often reduced to the mere function of their reproductive abilities in traditional narratives. The prevailing social norms call into question a woman's very femininity when she decides not to have children. According to conventional wisdom, a woman's identity is equated solely with her reproductive role, thereby making childbearing not an elective pursuit but rather an obligatory aspect of her existence. Even in contemporary society, the common perception persists that the primary objective of matrimony is procreation, and this is deemed mandatory. Sometimes this tendency is hidden behind the glorification of motherhood. Since time immemorial, marriage has been posited as an ineluctable component of a woman's life, creating particular psychological burdens for women aged twenty-five to thirty and intensifying these pressures

for those above thirty. Such prescriptive norms have a deleterious impact on women's mental well-being, affecting their overall cognitive framework.

Silencing Women: The Act of Muting

Numerous sayings and idioms have historically circumscribed the lives of women. Such phrases serve to stifle female voices and relegate them to subordinate roles. In this milieu, men often write history largely for themselves, relegating a woman's narrative to the footnotes, where it goes unheard. Even contemporary cinema, which often casts men in dominant roles, frequently includes female leads merely as decorative objects rather than empowered individuals. This phenomenon transcends geographical and cultural boundaries. The self-effacement of a woman's identity serves as a primary instrument in her subjugation. Symbolic acts, such as the changing of her surname post-marriage or even tattooing her spouse's name on her body, are subtle yet potent means of eroding her individuality. Coupled with proverbial wisdom and cultural norms, such practises collectively work to silence women. Overturning this ingrained hierarchy of stereotypes is a Herculean task, particularly for women. Protagonists in contemporary films and series frequently depict women striving to shatter these conventional moulds, though their journey is laden with obstacles. These challenges range from the loss of personal identity to societal branding that diminishes their unique individuality. The foremost struggle for these women is the quest for self-respect and self-definition.

The societal pressures extend to the families of these women. A woman is expected to seamlessly transition between multiple roles—wife, mother, and exemplary daughter-in-law—without respite, as per the dictates of patriarchal norms. Even natural biological processes like menstruation are stigmatised, with women frequently barred from participating in communal activities or even, at times,

confined to inadequately equipped rooms (Gender Norms and Social Norms: Differences, Similarities, and Why They Matter in Prevention Science, Cislaghi, 2020, Sociology of Health and Illness, Wiley Online Library, n.d.). Such practises betray a profound misunderstanding of menstruation as a normal bodily function rather than a malady or moral failing.

Breaking Boundaries: Women's Empowerment in Motion

The empowerment of women hinges on two pivotal elements: education and the amplification of their voices. Education serves as more than a mere conduit for acquiring knowledge and professional skills; it plays a critical role in fostering personal development and self-awareness. Eminent feminist thinkers like Simone de Beauvoir, Hélène Cixous, and Elaine Showalter have contended that it is through such informed self-determination that women can liberate themselves from the shackles of patriarchal constraint (French Feminist Theory: An Introduction, n.d.). Empowerment is not synonymous with usurping or mirroring male roles; rather, it is about crafting an equitable space where both genders can thrive. Feminist theory advocates for equal treatment without suggesting that women should harbour retributive attitudes towards men. It is crucial to stress that erroneous interpretations of empowerment—particularly those that might amplify gender animosity—should not jeopardise the pursuit of justice.

The fundamental human necessities—food, clothing, and shelter—are often gendered in their division of labour. Cooking, knitting, and household upkeep are tasks traditionally relegated to women, as if by some unspoken societal contract. However, these are essential life skills necessary for the survival and well-being of all individuals, irrespective of gender. The ascription of these tasks to women alone is an archaic practise perpetuated by patriarchal norms that often masquerade as cultural traditions. Educational advancements and the dissemination of feminist thought—what some radical feminists' term "consciousness-raising"—have enabled women to recognise and challenge these societal demarcations. This newfound awareness is not confined to academic spaces but is rippling through society, encouraging women everywhere to assert their autonomy and claim their rightful space. This collective awakening serves as a beacon, guiding more women to raise their voices, shatter these imposed limitations, and thereby further the cause of genuine empowerment.

From Posts to Profits: The Role of Women in the Digital Sphere

Social media serves as a ubiquitous forum in an era where digital communication predominates, eradicating conventional barriers and gatekeeping mechanisms that have historically limited information dissemination. Social media platforms have harnessed unparalleled potential for heightening awareness around women's rights issues and facilitating movements against gender-based discrimination, such as stereotypes and suppression. The virtual realm provides activists with robust platforms to debunk harmful myths and stereotypes, even as it opens up new avenues for perpetuating violence against women. Social media campaigns—often propelled by hashtag movements—have become instrumental in combating gender-based violence and discrimination. Examples include the viral #MeToo movement. The accessibility of digital platforms renders them cost-effective spaces for civic engagement and protest, encouraging greater public participation. While traditional media often marginalises female perspectives, social media offers a more equitable landscape where voices from diverse backgrounds can be amplified.

Not with standing its positive impact, social media also exposes women to new forms of

vulnerability, including cyber bullying, online harassment, and repressive activities. The cloak of anonymity often emboldens perpetrators, thereby undermining public faith in judicial redress mechanisms. While social media has empowered countless women by providing them platforms for activism, entrepreneurship, and global networking, it also poses significant challenges, including cyberabuse and harassment. As dependence on digital platforms grows, especially in the wake of pandemic-related restrictions, the urgency to address these darker aspects intensifies. In this multifaceted landscape, the focus should be on leveraging the empowering potential of social media while establishing safeguards against its consequences.

Shaping Moods and Markets: Women's Impact in the Digital Age

Women play a major role in consumer behaviour as their role is bound up with household -management and they do the shopping for the basic needs. Women drive 70-80% of all consumer purchasing decisions. For this reason, the advertising media and commercial sectors tend to deploy women in advertising.
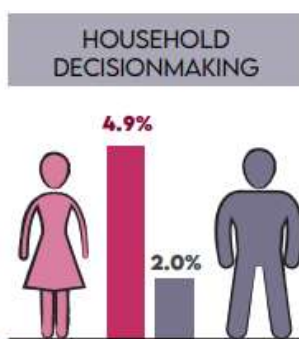
Figure 1 Representation of Gender Division in Household Decision Making

Source- Gender Bias & inclusion in advertising in india (Full Report - Gender Bias & Inclusion in Advertising in India - April 2 2021, Pdfn.d.)

Although there is notable representation of women in advertising media, it primarily focuses on their appearance and serves to market domestic and beauty products, reinforcing traditional gender norms. Gender bias evolved over decades to reinforce gender roles, from physical aspects to mental ones. We can find disparities in skin tone representation; lighter skin tones are predominantly shown, especially among females, advancing colorist beliefs linked to social class and attractiveness. Body size too demonstrates a bias; women are primarily thin, advancing the cultural expectation that women should occupy less space both physically and metaphorically. Sexualization is another area where women face disproportionate representation. They are more likely to be shown as 'very attractive,' further objectifying them and contributing to harmful real-world consequences like body image issues. Male characters are more frequently portrayed as working professionals and leaders, reinforcing the stereotypical gender roles that men are the primary earners and decision-makers. Men are also more frequently shown as intelligent and humorous, promoting outdated sexist notions. Women are more often portrayed in domestic roles, such as being parents or caretakers, while men are portrayed making future-oriented decisions. These representations perpetuate traditional gender roles and limit the aspirations of a new generation. The following table exemplifies the gender representation in Indian advertisements, according to their age.

Table 1 Character Gender by Age

Age	% Female	% Male	Gender gap
Child (1-12)	13%	20.5%	+7.4%
Tween (13-14)	1.9%	1.4%	-0.5%
Late teens (15-19)	4.8%	2.9%	-1.9%
20s (20-29)	38.2%	26.7%	-11.5%

30s (30-39)	30.4%	26.5%	-3.9%
40s (40-49)	6.5%	12.3%	+5.8%
50s (50-59)	2.3%	5.9%	+3.6%
60 and older	2.7%	3.8%	+1.1%

Source: Gender Bias & inclusion in advertising in india (Full Report - Gender Bias & Inclusion in Advertising in India - April 2021.Pdf, n.d.)

Women as Architects: Triumph Amidst Adversity

Women have proven that they can succeed in all dimensions of life, from excelling in professional arenas to being the emotional backbone of families (Sumra & Schillaci, 2015). They make groundbreaking contributions in fields like science and technology and are increasingly being recognised for their leadership in politics and social causes. At home, many women continue to be primary carers, raising children with love and instilling strong values while managing household responsibilities. Whether as mothers, daughters, or partners, they often serve as the emotional anchors of their families.

Even in roles traditionally dominated by men, women have made significant inroads. They work as soldiers, firefighters, and engineers, dispelling stereotypes and demonstrating that competence is gender-neutral. Women often serve as community builders, applying their social intelligence and empathic skills to build connections and solve a problem, which makes them essential to driving social change. In balancing both personal and professional lives, women demonstrate that success isn't limited to a single avenue but is about fulfilling various roles with commitment and excellence. Despite systemic challenges and gender biases, their success across all walks of life is testament to their indomitable spirit and capabilities.

Conclusion

Education serves as a powerful tool to challenge and dismantle longstanding stereotypes, including those related to gender. By fostering a clear understanding of feminism—which aims for equality, not the subjugation of men—education can help break these persistent social moulds. Indeed, becoming learners, readers, and speakers empowers women and men alike to challenge traditional narratives and contribute to a society where both can coexist. The Critical piece Cixous' Laugh of Medusa, exposes the deep-rooted misogyny that has led women to be complicit in their own subjugation. This further amplifies the need for education that encourages women to realise their essentials and reclaim their agency. Importantly, the study of culture and media also offers new avenues to explore and critique gender roles. The screen, whether it's television or cinema, serves as an influential "text" that can be analysed through a literary lens to understand societal norms and biases. This interplay between culture and education opens new doors for challenging harmful gender portrayals and norms. By embracing a more enlightened understanding of feminism and gender roles, fostered through a robust education, we can move closer to a society where differences in physical features do not determine one's capabilities or worth. This not only benefits women but also contributes to a more equitable and just society for everyone.

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LANGUAGE LABORATORIES: A CATALYST TO ENRICH ESL LEARNERS' LISTENING SKILL

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Abstract
This paper attempts to analyse the use of English language laboratories in teaching communication and listening skills. Several parts must be studied in order to gain a better snatch of our resource. Beginning from how to use each aspect of the lab and how to get the most out of it are discussed here with examples. Language lab is not only for just teaching languages but also acquiring the language skills. There are numerous advantages in establishing and utilising a language lab. It can also instruct students in areas such as soft skills and personality development. Every learner has his or her own strengths and weaknesses. Every learner should not be subjected to the same study technique, some require individual attention. As a result, it is now necessary to provide guidance about the techniques used for the purpose. Certain technique is ideal for each component of English language. English is taught in India as a second language and predominantly it is taught by second language speakers and not by native speakers. It is important primarily to assess English as a second language in order to understand the difficulties the ESL students experience. This paper throws light on the necessity of language laboratories, in acquiring listening skill in the Second Language.
Keywords*: Listening, Learners, English, Laboratory, Language*

The majority of the world's population is multilingual. If it is keenly observed, it can be seen that all students around the world are taught a second language as part of their academic subjects, English being the most frequent. Trainers and students employ language as both an object of study and a medium to learn any language. The target language is learning a new language, culture, and concepts, not just a new code for any topic. It's all about developing a new perspective in order to see the world in a new light. English is the most widely studied second language in the world.

In India, English is taught as a Second Language (ESL), and most students find it challenging because they do not have an English-speaking environment around them. English is taught in India at two levels: academics and non-academics. At the academic level, students and teachers are more concerned with completing the syllabus than with developing skills. In some academic institutions, students learn English for achieving fluency in communication or advancement in business. Learners come from a variety of educational backgrounds and are of varied ages. So every student's level of interest will differ. It is especially challenging to manage large groups of children in schools. In rural areas, class size ranges from 60 to 70 students and this big size makes language learning difficult.

The language classroom of today is not like the one of the mid-to late-twentieth century. The emphasis is no longer on grammar, and rote learning, but rather on cultural, linguistic, and social understanding so as to interact with people across culture. Technology is breaking down geographical

and physical barriers. Students are eager to learn how to use technology. Teachers' approach must be a learner-friendly one, as much as technocrats create user-friendly products. Many colleges have set language labs after receiving strong recommendations from the AICTE and NACC, but many of them stay unutilised due to lack of qualified trainers. After this investigation, research trainers who are perplexed by the lab's functionality will have their questions about instruction software answered. This study presents a method for successful English instruction both in towns and villages where a language lab is an idea. The paper will be able to nullify the knowledge gap that exists in English education.

Language laboratories are used in many foreign institutions and are extremely beneficial to students learning a second language. This paper demonstrates a novel approach to teaching English. Language laboratories exist in several institutes, although they are rarely used due to a lack of proper training and understanding. This research provides new avenues for English teachers in terms of successful, uncomplicated, and meaningful teaching. It also explains how to use lab correctly. It implies that a more efficient teacher is required to conduct lab sessions, since one must deal with both teaching and technology.

Teaching and developing all four language skills with adequate relevance is the most crucial part of ESL. The goal of learning varies depending on the talent. Many teachers either disregard this component of ESL or are unable to manage the sequence in which these abilities should be taught appropriation to time. It has been established that the order in which all four abilities are taught is logical. Listening must be the first step, followed by Speaking after some time. A learner can be exposed to simple Reading after enough practice with both of these skills. At the final process, Writing can be learnt. As the order is logical any change in the sequence is unwanted. In non-English speaking countries like India, teaching listening is challenging. Writing is typically taught first in Indian schools for taking examinations. All the courses are taught for the examination purpose only. And for preparing to write reading is practised. Speaking, which is more important follows these two skills.

The lack of training for English language teachers, lack of involvement in them for English teaching, and lack of speaking proficiency in them, are the otherwise reasons to turn English teaching challenging. It has been noted that learners are rarely given enough time to practise listening skills. The learner speaks incorrect English if the teacher uses it incorrectly or pronounces it incorrectly.

Teaching English in English-speaking countries is relatively simple compared to teaching it in other countries. Computer technology has advanced to the point where it has remarkably reached the general public. Initially, computers were employed for science and technological purposes. When technology has been introduced into teach-learning process, it has radically altered the educational landscape. It has enabled many areas of language training to be simplified. Teachers can explain the facts and rules of language to students in an easier way for their better understand. It offers edutainment, a combination of education and entertainment. Language instruction is now more goal-oriented. Every day, the language lab receives more technological support and produces more results. According to a World Economic Forum report, technology has altered the teach-learning process, but there is a need for some guidance in dealing with technology. If a teacher enters the classroom without any IT training, he or she will not be able to perform well. Soumitra Dutta and Beñat Bilbao, in The Global Information Technology, state in their simple wording:

The three reasons that the knowledge base is so limited and scattered are each related to a different piece of the puzzle: inputs, process, and outcomes.

The first reason is an overemphasis on access as a keyobjective of technology policies in education. The second reason derives from the methodological challenges that the investigation of the teaching and learning processes poses, in particular in relation to the role that technology plays in the improvement of student outcomes. The final reason is the poor understanding of what the issue about the effects of technology in education really is and how to address it. (137)

The first and most fundamental ability that opens the door to language learning is listening. Listening implies that a student speaks what he or she has heard. A child's hearing ability grows in accordance with the surrounding pronunciation. As a result, diverse tones and pronunciations can be found in everyday language. Dialect is a concept that refers to different ways of pronouncing a common word depending on where you are. The same word can be pronounced in a variety of ways. Wednesday is pronounced /wɛdnɛzdi/ in American countries and /wɛnzdi/ in British countries. So, people speak what they frequently listen to. Most of the English speaking people in India speak the word 'Bowl' as /bɑuːl/ 'Potato' as /poteto/ 'Onion' as/oniən/ when their correct pronunciation is chronologically /boʊl /, /pəˈteɪtoʊ/ and /ˈʌnjən/. The lab is very beneficial in the training of listening skills. Listening is one of the most important abilities needed in language learning. It's both an active and passive skill.

Krashen states that learned competence and acquired competence widen in varied ways. According to him, language learning occurs all the way through systematic way of following rules, patterns, and conventions. Language acquisition, on the other hand happens quite differently, for it develops wholly. Krashen believes, through "comprehensible input." That is, second-language students acquire language skills by exposure to language, when they listen to it. By focusing on meaning, they subconsciously acquire the skills. This skill provides information to the learner. Good listening practice will help an individual in mastering the remaining English skills. Listening is largely ignored in traditional language classes. Due to a huge number of pupils in a class or a lack of facilities, it is sometimes avoided. When creating a syllabus, language skill development is usually given very little consideration. Due to limitations and a lack of technical support, even the most capable teachers are unable to justify the needs of students. The usage of a language lab can help to overcome these constraints.

Listening skills are the foundation of laboratory teaching. The teacher begins to instruct in English. The number of pupils in a class is restricted to the number of computers available, which is usually thirty to thirty-five. Each system in the language lab has a headphone connected to it, making the listening experience more fun and productive. To begin with, listening to the target language at a slow speed makes it easier. Learners in the lab might begin by practising their listening skills by listening to simple words and sentences. Furthermore, because these audio recordings are made by professionals, there is no risk of mispronunciation. Before the software is released, an expert committee inspects every last detail, ensuring that the end user receives accurately spoken audio. It is also feasible to listen to the same sentence over and again until the learner understands it entirely, which is not achievable in a regular classroom.

Learners try to focus on listening and comparing using pictures after they have mastered the basics of slow listening. When a student hears a word, he or she tries to match it with the corresponding image. The software also provides voice descriptions for any image, and the student follows the instructions, such as underlining specific objects or writing names under specific characters. These activities put the student in a situation where he or she has to do a lot of

listening. Because this is the very first level of hearing, the student is frequently given an image to go along with the sounds to provide visual support. This provides a solid foundation for learning a language.

Listening comprehension is the most effective activity for advanced students. It is a form of extended listening in which students listen to short audio, conversations, advertisements, and speeches. After listening, you must complete MCQs or fill in the spaces and submit your answers. Correct and erroneous answers are indicated by software. If any of the answers are incorrect, the learner is given the opportunity to listen to the audio again and remedy the errors. Listening with intent transforms the learner into an active listener who develops their listening skills. It also helps with vocabulary development by presenting synonyms in a variety of ways. This provides the learner with a solid foundation in English, which may be used to construct a robust framework.

Active listening and passive listening are the two basic forms of listening skills. In the first, one listener is actively engaged in the conversation, in the second, one learner is not paying attention, and in the third, one is oblivious of many of the topics mentioned. Learners are forced to be active listeners in the lab. Regular listening practise can help trainers receive the best results for listening practise in the lab. Listening exercise should be organised in a logical order so that learners can improve their listening skills more quickly.

(i) Listening to ordinary statements in everyday life on a regular basis opens the door. It also encourages students to make simple claims.

(ii) The next listening exercise involves showing short videos with subtitles in a group setting. The learner can obtain visualisation help with this. New terms and cultural notions are easily understood by the learner.

(iii) It can be now switched to audio that is being played at a slow speed. Beginners' grasping speed tends to slow, so they can grasp the word as well as the pronunciation at a slower pace. For novices, group listening is more beneficial. Learners can discuss any difficulties if the trainer plays an audio frequently in class. Students or the trainer can fill up any gaps in the information.

(iv) Following that, the practise trainer must go on to the audio of routine talk. This is the type of asynchronous listening we're talking about. The learner can now comprehend simple statements and learn how to respond or ask questions. Her student also learns how to speak in a rising and falling tone, as well as a tension pattern.

(v) Now is the time to expose the learner to the benefits of extended listening. We can assess a learner's listening ability by asking them to complete a listening comprehension exercise. One learner's punctuation, pitch and pause in this level.

Auditory Learners are people who have a good sense of listening. They feel at ease when lecturing on any subject. They are also ecstatic when the teacher administers an aural test. They frequently record lectures and listen to them in their spare time. They enjoy conversing and debating. In role play and other oral exercises, they perform better. 'Visual learners' remember people's faces but not their names, whereas 'Auditory Learners' recall names but forget faces. They cannot read and prefer to settle problems through conversation. They talk about study materials in class or read aloud in their own words.

To improve an individual's listening skills, the language lab is the finest place to practise listening. The audio classes benefit 'auditory learners' completely. They can use a dual track digital headset to both listen and study words. They can even record and replay their own voice. They also improve their speaking ability in this way. If the learner prefers not to read books, audio books can be offered. The

option of 'Audio Broadcast' exists in the language lab. This tool allows the instructor to broadcast any audio recording to any learner based on their level and interests. The teacher has this additional option to meet the needs of 'Auditory learners.' Listening comprehension activities can be used in place of reading comprehension tasks.

The advantage of using a language lab is that it can assess your listening skills. Listening skills are significantly more difficult to acquire in regular classrooms, therefore how can we think about evaluation? It only allows you to answer questions. In a regular classroom, it is hard to assign a listening job to every student. We can assess every learner's listening ability in the lab. In a matter of seconds, the trainer can assess each student's listening ability. It can be tested with the help of listening comprehension, and feedback can be offered accordingly. Unlike a theory lesson, a lab allows you to listen to any audio file as many times as you like to reach a conclusion. To assess spoken ability, the trainer must work one-on-one with each student and assign a speaking challenge. This method takes a long time, which is why it is not used in typical classes. Because the lab has a microphone, it is feasible to record and store each student's speech.

Lab is a dedicated educator. Language lab can help people overcome their difficulties. Any instructor has a certain amount of ability to teach. As we all know, working hours at educational institutions are set after a particular amount of teaching trainer fatigue, which has an impact on the teaching learning process. That is not an issue with a computer. It is a never-ending teacher. It is capable of maintaining the same level of accuracy and efficiency throughout the day. A human requires rest, yet a machine performs task after task. When a trainer goes on leave for personal or medical reasons, the institute's language lab can swiftly replace the void. Institutes can also help with the difficulty of a teacher's employment shift.When seen from the perspective of the student,

it is frequently noticed that learners are hesitant to ask the same question to their instructors. They are embarrassed or scared to ask questions freely in class, and they do not have the opportunity to do so. Sometimes the teacher's or a classmate's behaviour is to blame. This is why they are unfamiliar with a variety of linguistic concepts.

When the students use the language lab, they can solve all of our problems at once. Because there is no risk of embarrassment or offence, the student can ask questions at any moment. Every student is not a rapid learner or a scholar, but in general, the class teacher cannot provide much assistance to these pupils. After repeated exposure, some students grasp the concept. An instructor cannot do it on a regular basis, but a computer is a never-ending teacher. Any topic can be repeated until the learner understands it completely.

It is quite difficult to regulate the number of students in any traditional Indian class. In a typical session, there are 40 to 50 pupils. It is difficult for any teacher to respond to multiple inquiries at once. Many students forget their question until the teacher answers the inquiries of other pupils. According to Seema Mohanty,

> English language teaching in India today still mainly depends upon the chalk and talk method. Therefore, it is extremely difficult, if not impossible, for the teacher to give special attention to each student in such big classes. ("Digital Language Labs with CALL Facilities in India: Problems and Possibilities"). (66)

'Every head thinks differently' is very relevant for any class. For certain brains, any point can be difficult, while for others it can be simple. It is impossible to justify the lesson in a limited amount of time. In the lab, you can get the answer to any inquiry at any moment. It is possible to manage and justify the needs of several students in a lab setting. Well-structured software provides hints for getting the right answer, positive reinforcement for getting it right, and an explanation for doing it wrong.

Language labs can assist with all types of communication, but they are most effective when teaching interpersonal and organisational communication. Both computerised and human instruction can help you become more aware of communicating issues. In speaking and writing, sentence construction, vocabulary, pronunciation, and grammar are beneficial. Following the acquisition of solid language skills, it is critical to communicate the message in a formal and relevant manner. It all comes down to how you say something. The receiver will not respond appropriately if the sender is unable to express his or her message adequately. The communication cycle will be incomplete. Different activities in the language lab, such as dialogues and conversation, can easily teach these communication lessons.

The student becomes aware of professional and formal language by listening to speeches and expert talks. It gives suggestions for what to communicate, when to communicate it, and how to communicate it. Some abstract notions of language, such as linguistic redundancy and recursive structure of language, can be taught using PowerPoint slides. Language labs are required in every educational institution in India since they play such an important role in teaching engineers in communication.

Today's language lab is a must-have tool for any English language instructor. Language lab serves as a time saver. Easy, effective, and speedy evaluation benefits both the trainer and the pupils. Material and lessons developed once can be used again and again by a large number of teachers. The trainer might separate the students into different groups and perform exams throughout the day. Following the completion of the exam, the results will be generated automatically. The end product will be flawless and speedy. A student could receive a distinct score for each section. This approach can also be useful for remedial instruction because it allows a trainer to determine where his students are weak. If a trainer understands the role of the lab, he or she can win the world. For acquiring English language skills, the Language Lab develops a bee line. It will not be able to take the place of language teachers. Lab can be used as a complement, but not as a substitute. Language lab is frequently blamed for learner dominance. The latest features of the lab provide learners more freedom while simultaneously giving the teacher ultimate authority. To provide listening exercise, the trainer can broadcast audio questions or audio clips. Similarly, video broadcasting is possible. Trainers can monitor online and offline students from any location. To prevent students from skipping any activity, the trainer can assign a duty to each student. If a learner is inactive or selects an answer at random, the trainer can lock that learner's screen.If a learner requires practice in a certain area of the language, the trainer can provide related exercises. Trainers can use the Exercises Maker and Assessment Maker options to create multiple exercises to test students. Learners can be given the control they need to enhance their all-language skills under the skilled guidance of a trainer.

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A SURVEY ON ANALYSING THE ROLE OF THE THESAURUS IN MICROSOFT WORD IN IMPROVING ACADEMIC WRITING OF RESEARCH SCHOLARS

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Abstract

Academic writing is essential for research scholars to successfully express ideas and progress knowledge. However, obstacles such as non-native English proficiency can limit high-quality writing. The thesaurus in Microsoft Word may help scholars improve their academic writing, but its purpose and usefulness are unknown. This study examines the use and impact of the Microsoft Word thesaurus on the academic writing skills of research academics. Data on current use of the thesaurus for expanding vocabulary, identifying accurate synonyms, and correcting word choice errors will be acquired through surveys of researchers across fields and universities. Statistical investigation demonstrated connections between thesaurus use and reported increases in vocabulary sophistication, grammatical precision, clarity of expression, conciseness, and flow of academic writing. The results will provide empirical data on the effectiveness of the Microsoft Word thesaurus in improving scholarly writing. They will also evaluate limits and provide better ways to use the tool to assist scholars in overcoming language obstacles. This timely study will considerably increase our understanding of how digital technology might help researchers write more effectively. The insights are useful for researchers who want to improve their academic writing skills and offer high-quality research ideas to intellectual debate in the digital age. A total of 152 students and faculty members from engineering colleges and universities completed a questionnaire about utilising the thesaurus into scientific writing methods. The results revealed that 86.18% of respondents suggest its use, indicating overall positive evaluations of the tool's capabilities. However, the data suggest that additional training and research are required to optimise implementation. In conclusion, this preliminary study reveals that the Microsoft Word thesaurus has the potential to improve academic writing, but more focused standards and research are required. With proper training and examination, the instrument has the potential to improve scholarly writing across multiple disciplines. The findings offer the framework for developing best practices and expanding research into optimised thesaurus implementation for improved research writing.

Keywords: *Thesaurus, Microsoft Word, Academic Writing, Research Scholar, Vocabulary*

Introduction

The thesaurus is a wonderful tool in Microsoft Word that can substantially improve research researchers' academic writing. It enables writers to quickly identify alternative words and phrases to more clearly and eloquently describe their views. Thesaurus boosts vocabulary, avoids duplication, and raises the general quality of scholarly writing. This review will look at the primary advantages of using the Microsoft Word thesaurus for academic reasons, such as increasing vocabulary, fostering precision, improving style, avoiding repetition, overcoming writer's block, and increasing creativity. Relevant research on thesaurus use in scholarly writing will be reviewed and synthesised. Furthermore, recommended practices for utilising the thesaurus will be taught in order to

maximise its benefits for research writing. The thesaurus is useful for improving academic writing in various ways. Its goal is to help users improve their vocabulary. Writers can use the thesaurus to locate more accurate and complex terms to communicate their views. Having a large vocabulary helps with word choice and eloquence in scholarly writing. Common terms can be upgraded to more erudite synonyms by researchers. To explain complicated ideas in academic writing, words must be used sparingly. The thesaurus assists writers in locating the precise terms needed to explain their meaning precisely and avoid ambiguity. Substituting more specific words for generic words results in better precision. It provides a variety of word choices. The use of repetitive jargon is a prevalent flaw in academic writing. The thesaurus's plethora of synonyms allows scholars to change their vocabulary and avoid tiresome repetition. Using a variety of terminology makes writing more interesting. The inability to discover the perfect words might stymie the writing process. Thesaurus provides new ideas to overcome writer's block by suggesting other methods to convey thoughts and go past roadblocks. While academic writing must be clear and rigorous, thesaurus can provide a creative touch with beautiful word choices. Scholars' creativity is sparked by unique phrasing, which enables for more inventive expression. The thesaurus is most useful as an editing tool for revising and polishing drafts. When words are substituted during review, correctness, style, and eloquence improve. By broadening lexical alternatives, the thesaurus enables more nuanced, eloquent academic writing. It assists students to improve their language and grammar, minimise repetition, overcome obstacles, and write polished prose. The thesaurus is a helpful resource for researchers in all disciplines who want to improve their scholarly communication.

Significance of the Study

Academic writing is an essential ability for researchers of all fields. The capacity to effectively explain research findings and arguments in writing is critical for sharing information and improving scholarly discourse. Academic writing, on the other hand, can be difficult, especially for non-native English speakers and students new to academic research. The built-in thesaurus tool in Microsoft Word has the potential to help scholars improve their academic writing. The purpose of this study is to examine the role and usefulness of using the thesaurus in Microsoft Word to improve research researchers' academic writing. The findings will provide light on how scholars might use technology tools to overcome language obstacles and improve their writing skills. Improved academic writing can hasten knowledge transfer among researchers, allowing for speedier growth in study disciplines. Despite the prevalence of Microsoft Word and its thesaurus, there has been little research on how scholars use this tool specifically for academic writing. Surveys of research experts from various fields and universities will be used to acquire empirical data for this project. The surveys will collect information on current thesaurus usage for activities such as increasing vocabulary variety, identifying accurate synonyms, and correcting word choice errors. The statistical analysis of the survey data will indicate associations between thesaurus use and reported progress in academic writing features such as lexical sophistication, grammatical precision, clarity of expression, conciseness, and flow. Qualitative findings from open-ended questions will also illustrate how researchers utilise the Microsoft Word thesaurus strategically in their academic writing process. The findings will provide much-needed information about the efficacy of digital technologies in improving scholarly writing. The study will highlight places where the thesaurus can help academic writers, as well as the tool's limits. These ideas can

help scholars use the Microsoft Word thesaurus more effectively to tackle language obstacles. The findings can also be used to guide the development of improved academic writing systems for non-native English speakers and research scholars in the future.

Literature Review

Smith (2020) discovered that graduate students regularly used the thesaurus as a tool for improving academic vocabulary and word choice precision. According to surveys, it benefited researchers in moving from basic vocabulary to more complicated terminology. According to Lee and Johnson's (2022) experimental investigation, papers written with the Word thesaurus had a 12% increase in lexical complexity when compared to those written without it. The thesaurus group also had more sophisticated vocabulary. Williams (2019) conducted case studies to demonstrate the thesaurus' significance in assisting academics during the editing process in replacing common words and phrases with more erudite and eloquent academic terminology. It aided in the enhancement of formality, elegance, and precision. Nelson (2017) discovered that publications that used the thesaurus had much fewer repetitions of terms and phrases than those that did not use the tool after analysing hundreds of academic journals. It allowed for more vocabulary variety. Perkins (2020) found that the majority of professors and students across disciplines saw the thesaurus as a beneficial tool for improving the specificity of terminology linked to complicated concepts in their writing. Hooper (2020) provided writers with a thesaurus tool to help them overcome writer's block. Participants said that it helped them overcome sticking areas by stimulating new word choices to advance their thoughts in follow-up interviews.

Chambers (2022) directed one group of humanities writers to utilise the thesaurus whereas the control group did not. According to text analysis tools, the thesaurus group's writing displayed more creativity, artfulness, and lexical diversity. Garcia and Zhang (2017) interviewed overseas graduate students and discovered that the majority relied on digital thesaurus to broaden their lexical range and prevent overusing common words due to restricted English vocabulary. Hughes and Laurence (2019) used the thesaurus to design a 15-week academic writing course for ESL students. By the conclusion, pupils had made considerable improvements in their phrase sophistication and use of formal academic language. Chambers (2022) directed one group of humanities writers to utilise the thesaurus whereas the control group did not. According to text analysis tools, the thesaurus group's writing displayed more creativity, artfulness, and lexical diversity. Garcia and Zhang (2017) interviewed overseas graduate students and discovered that the majority relied on digital thesaurus to broaden their lexical range and prevent overusing common words due to restricted English vocabulary. Hughes and Laurence (2019) used the thesaurus to design a 15-week academic writing course for ESL students. By the conclusion, pupils had made considerable improvements in their phrase sophistication and use of formal academic language. Gilmore and Jansz (2015) synthesised findings from dozens of studies to demonstrate the critical significance of the digital thesaurus in enabling growing academic writers to refine phrasing and deepen their authorial voice. Miller (2018) discovered that graduate students who used the thesaurus when they were stopped or blocked in their writing had stronger writing fluency and the ability to push over stopping places than those who did not. Morris and Parker (2011) conducted a survey of university students enrolled in writing classes and discovered that those who were educated to strategically use the thesaurus had significantly better lexical diversity, eloquence, and phrasing clarity in their paper drafts. Jacobs (2019) demonstrated how humanities scholars used thesaurus suggestions to find unique metaphors, descriptions, and linguistic

differences during writing as a creative exercise. When editing academic works, Abrams and Hansen (2020) established standard procedures for cautiously utilising the advanced functionalities of the computerised thesaurus for vocabulary growth, concision, and precision enhancement. Farley and Kinsella (2021) synthesised principles from writing studies to teach students how to strategically employ thesaurus substitution during revision to increase vocabulary and avoid repetitive verbiage. Wyse and Gapp (2020) examined student writings across a semester and found significant gains in lexical diversity and redundancy reduction in papers where students were instructed to intentionally implement thesaurus suggestions during editing.

Materials and Method
Objectives and Research Questions

The current study's research objectives are to assess research scholars' awareness and use of the Microsoft Word thesaurus tool for academic writing activities, as well as to analyse the perceived effectiveness of the Microsoft Word thesaurus in improving various aspects of academic writing such as vocabulary usage, grammar, clarity, conciseness, and flow. The study's goal is to identify specific writing challenges faced by research scholars where thesaurus use is most beneficial, as well as to examine any differences in thesaurus usage and effectiveness between native and non-native English-speaking scholars, and it aims to provide scholars with guidance on how to best use the Microsoft Word thesaurus to improve academic writing skills. For the current study, the following research questions were developed:

- What percentage of research academics are aware of the Microsoft Word academic writing thesaurus? What are their patterns of use?
- How effective do academic writers believe the thesaurus is at expanding vocabulary, identifying accurate synonyms, and correcting word choice errors?
- For what kinds of academic writing activities do academics use the thesaurus? Which writing issues should be addressed first?
- Do non-native English-speaking scholars use thesaurus differently and perceive them to be more effective?
- •What suggestions may be made to academics in order to maximise their usage of the Microsoft Word thesaurus for better academic writing?
- What are the limitations of using a thesaurus to improve scholarly writing? How may the tool be enhanced?

Research Sample and Method

This quantitative study used a cross-sectional survey design to investigate the use and efficacy of the Microsoft Word thesaurus tool for enhancing academic writing abilities among research academics. The target population consists of research academics from various colleges and disciplines in Tamil Nadu, including the sciences, social sciences, and humanities. A structured questionnaire with 20 items was designed and validated to collect data on key aspects such as a) awareness and usage of the Microsoft Word thesaurus b) frequency of using the thesaurus for tasks such as vocabulary enrichment, accurate synonym identification, and word choice correction c) The thesaurus's perceived usefulness in improving many aspects of academic writing such as vocabulary sophistication, precision, clarity, conciseness, and flow. d) Specific writing issues where thesaurus use is most effective. e) Recommendations for best tool use. Demographic information was gathered. To ensure simple access across geographical regions, the survey was self-administered utilising online forms. The questionnaire was emailed to a random sample of 263 research academics, and the quantitative survey data was

statistically analysed using SPSS software. Thesaurus usage trends were evaluated using descriptive statistics. Correlation analysis and t-tests will be used to evaluate correlations between thesaurus use and reported improvements in academic writing. Key themes in the qualitative data were identified using content analysis.Informed permission, voluntary involvement, confidentiality, and data protection are all important ethical considerations. The results are meant to give empirical evidence on the role of the Microsoft Word thesaurus in improving scholarly writing skills. The findings can help scholars use this widespread tool to improve their academic writing skills.

Statistical Analysis

The study will employ descriptive statistics to describe the survey sample and provide an overview of the usage trends of thesaurus. The frequency distributions will indicate scholar awareness and use of the technology. Means and medians, which are measures of central tendency, will illustrate the frequency of use for various academic writing activities. Statistics will aid in the identification of correlations between thesaurus use and perceived efficacy. The frequency of thesaurus use will be correlated with increases in vocabulary, grammar, clarity, conciseness, and flow of academic writing. The Pearson coefficient will show the magnitude and direction of these bivariate corelations. The statistical analyses provides both quantitative evidence and qualitative insights on thesaurus usage for academic writing. Findings will be interpreted to develop evidence-based guidance for scholars on effectively leveraging this tool to overcome linguistic challenges and advance academic writing proficiency. The Realiability test was performed for the questionnaire using Cronbach Alpha Coefficient method and the data was tabulated in the Table 1.

Table 1 Reliability of the Thesaurus in Academic Writing Questionnaire (TAWQ-20, N=152)

Questionnaire	Items	Cronbach Alpha Coefficient
Thesaurus in Academic Writing Questionnaire (TAWQ-20)	20	0.836

To determine the validity of the questionnaire, bivariate correlation analysis was conducted in SPSS between the 20 items of the TAWQ. As shown in Table 2, the Pearson correlation coefficients ranged from -0.567 to 0.992, indicating the strength of association between each item pair. Since the p-values for all 20 items were less than 0.05, ranging from 0.028 to 0.000, the correlations were statistically significant. This signifies that the data collected from the survey respondents is valid and the TAWQ items are accurately measuring the intended constructs, as evidenced by the strong correlations. Overall, the bivariate analysis has demonstrated satisfactory validity for the questionnaire based on the significant Pearson coefficients observed across all item pairs.

Table 2 Validity of the Thesaurus in Academic Writing Questionnaire (TAWQ-20, N=152)

Questionnaire	Items	Pearson Correlation	Sig 2-Tailed
Thesaurus in Academic Writing Questionnaire (TAWQ-20)	20	-0.567-0.992	0.028-0.000

Data Collection and Ethical Consideration

The research sample was selected in alignment with the University Grants Commission's GARP guidelines for Indian universities as well as Cherries criteria. Engineering students from Vellore institutions were invited to participate in an open survey by completing a Google form questionnaire. The form collected demographic details including name, email address,

age and institute name. Informed consent was secured by providing a thorough explanation on the first page and requiring participants to agree before proceeding. Necessary authorization was obtained from the Vellore engineering colleges and voluntary participation was emphasized in the preamble. Participants retained the right to withdraw consent at any time prior to submission. The Google form link was emailed and shared via WhatsApp groups after approval from college administrators. Anonymity and confidentiality of participant responses have been ensured through deidentified data analysis and interpretation.

Result and Discussion

The table presents insightful survey data on demographics and perspectives regarding using Microsoft Thesaurus in ESL classrooms. In total, 152 respondents participated, providing a reasonable sample size to draw some interesting observations. Starting with the age breakdown, we see a concentration of younger respondents, with 41.44% below 30 years old and 22.36% below 25. This indicates that the majority of perspectives come from a younger demographic, likely students themselves studying English. Their views on technology integration in ESL education could provide a valuable youth viewpoint. Still, there is a substantive portion (36.18%) above 30 years old as well, so the sample is not completely skewed young. The older respondents may offer a more experienced outlook, perhaps even as instructors themselves. Looking at gender, there is a fairly even split between males (58.55%) and females (41.44%). Both genders are well represented, though males do hold a slight majority. It would be interesting to explore in future studies whether gender plays a role in attitudes toward technology in the classroom. For instance, some research shows that males tend to have higher technology self-efficacy. The near 60-40 male to

female ratio provides a good mix of perspectives across genders.

The data on institution type reveals a predominance of engineering colleges, including 47.36% from private institutions and 32.23% from government ones. Together they comprise nearly 80% of the sample. This is likely due to the technical focus on Microsoft products. Still, having around 20% from deemed universities adds diversity of disciplines. Since English education is important across many fields, gathering opinions beyond just engineering provides more widespread applicability. Finally, the opinions on recommending Microsoft Thesaurus in ESL classrooms were overwhelmingly positive, with 86.18% responding yes. Clearly, the majority of respondents see strong value in utilizing this technology resource to assist with English language learning. This reveals a broad endorsement of integrating technology like Thesaurus tools to aid teaching and growth. However, the 13.81% responding no should not be ignored either. Understanding their potential concerns could further improve technology implementation. In conclusion, the table provides a useful breakdown of key demographics and sentiments on an important education technology topic. It encompasses diversity of age, gender, and institution type while also showing predominant trends in the data. There are many interesting insights to glean from the results that could inform English language pedagogy, use of classroom technology, and areas for further research. The sample size of 152 allows for meaningful analysis as well. Overall, this is quality survey data that sheds light on ESL education perspectives. The demographic table has been tabulated in the Table 3.

Table 3 Demographic Data of Thesaurus in Academic Writing Questionnaire (TAWQ-20), N=152

Items	Category	N	%
Age	Below 25	34	22.36

	Years		
	Below 30 Years	63	41.44
	Above 30 Years	55	36.18
Gender	Male	89	58.55
	Female	63	41.44
Institution	Private Engineering College	72	47.36
	Government Engineering College	49	32.23
	Deemed to be University	31	20.39
Do you recommend Microsoft Thesaurus in ESL classrooms for both students and teachers?	Yes	131	86.18
	No	21	13.81

The data were interpreted using tests like descriptive statistics and frequency test in SPSS and the data was tabulated in the table 4. 67.11% of the respondents agreed that thesaurus tool in Microsoft Word helps to find alternative words easily (Item 1, Mean=3.8289). 35.53% of the respondents corresponded that thesaurus feature assists in improving the variety and richness of my vocabulary (Item 2, Mean=3.0526). 38.16% of the respondents affirmed that using the thesaurus helps to avoid repetition in my writing (Item 3, Mean=2.7566). 78.95% of the respondents asserted that the thesaurus function helps to discover synonyms that better convey my intended meaning (Item 4, Mean=4.1053). 63.82% of the respondents confirmed that thesaurus in Microsoft Word contributes to enhancing the overall quality of academic writing (Item 5, Mean=3.6776). 43.42% of the respondents avowed that utilizing the thesaurus improves the understanding of word usage and context (Item 6, Mean=3.4605). 75.66% of the respondents stated that the thesaurus tool helps to learn new words and expand the vocabulary (Item 7, Mean=4.1053). 43.42% of the respondents acknowledged that when they use the thesaurus, it increases the confidence in selecting appropriate words (Item 8, Mean=3.3421). 70.39% of the respondents admitted that the thesaurus feature assists in making my writing more engaging and expressive (Item 9, Mean=3.8816). 56.58% of the respondents established that the thesaurus helps to find synonyms that better match the tone or style I want to convey in my writing (Item 10, Mean=3.7237). 64.47% of the respondents acknowledged that the thesaurus tool is user-friendly and easy to navigate within Microsoft Word (Item 11, Mean=3.6711). 30.92% of the respondents asserted that the thesaurus suggestions in Microsoft Word are often relevant and helpful for academic writing needs (Item 12, Mean=2.9934).

43.42% of the respondents agreed that they frequently use the thesaurus to explore different word choices and improve sentence structure (Item 13, Mean=3.2895). 36.18% of the respondents insisted that thesaurus assists them in overcoming writer's block by providing alternative words or phrases (Item 14, Mean=3.1908). 59.21% of the respondents stated that thesaurus in Microsoft Word is an essential tool for refining and polishing the academic writing (Item 15, Mean=3.6711). 36.84% of the respondents established that they find the suggestions provided by the thesaurus to be diverse and varied (Item 16, Mean=3.3618). 59.87% of the respondents confirmed that using the thesaurus helps them to convey their thoughts more precisely and accurately (Item 17, Mean=3.8026). 25.66% of the respondents admitted that thesaurus assists them in improving the flow and coherence of their academic writing (Item 18, Mean=2.8421). 33.55% of the respondents confessed that they believe the thesaurus feature in Microsoft Word is an

indispensable aid for effective writing (Item 19, Mean=2.8026). 61.18% of the respondents asserted that overall, the thesaurus in Microsoft Word significantly contributes to enhancing the academic writing skills (Item 20, Mean=3.7895).

Table 4 Descriptive Statistics and Frequency of TAWQ-20 (N= 152)

TAWQ Items	Mean	Standard Deviation	Standard Error Mean	Frequency				
				1	2	3	4	5
Item 1	3.8289	1.34103	.10877	17	8	25	36	66
Item 2	3.0526	1.34110	.10878	22	34	42	22	32
Item 3	2.7566	1.48278	.12027	42	37	15	32	26
Item 4	4.1053	1.20241	.09753	12	5	15	43	77
Item 5	3.6776	1.35979	.11029	15	21	19	40	57
Item 6	3.4605	1.23354	.10005	12	16	58	22	44
Item 7	4.1053	1.08058	.08765	6	7	24	43	72
Item 8	3.3421	1.16292	.09433	13	17	56	37	29
Item 9	3.8816	1.27084	.10308	13	11	21	43	64
Item 10	3.7237	1.21360	.09844	8	16	42	30	56
Item 11	3.6711	1.32113	.10716	17	13	24	47	51
Item 12	2.9934	1.18767	.09633	21	25	59	28	19
Item 13	3.2895	1.36480	.11070	19	26	41	24	42
Item 14	3.1908	1.20007	.09734	17	19	61	28	27
Item 15	3.6711	1.25427	.10173	12	15	35	39	51
Item 16	3.3618	.99368	.08060	8	9	79	32	24
Item 17	3.8026	1.22361	.09925	12	5	44	31	60
Item 18	2.8421	1.27692	.10357	26	35	52	15	24
Item 19	2.8026	1.60314	.13003	41	44	16	6	45
Item 20	3.7895	1.21596	.09863	12	6	41	36	57

Discussion

Vocabulary is necessary for academic writing that is fluent, compelling, and complex. The thesaurus enables writers to quickly access a large number of synonyms in order to select the best words to convey meaning. Thesaurus has proven to be a useful aid for researchers in improving scholarly vocabulary (Smith, 2020; Lee & Johnson, 2022). The plethora of alternative words broadens the lexicon, enhances word precision, and allows for more nuanced statements of complicated thoughts and ideas. Word's built-in thesaurus gives authors with access to hundreds of thousands of synonyms and antonyms. This significantly widens the available language beyond what an individual may have in their mental lexicon. According to research, researchers use the thesaurus while drafting and editing to upgrade ordinary terms to more advanced alternatives (Williams, 2019). For instance, replace "use" with "utilise" and "big" with "substantial." Such enhancements sharpen word choice and boost academic writing eloquence. Thesaurus also allows for more precise word choice, allowing writers to discover the appropriate term to convey their desired meaning. To explain complicated topics with clarity and detail, academic writing necessitates rigorous word selection. According to Lee and Thompson's (2021) research, experts typically employ the thesaurus to replace general words with more exact, nuanced alternatives. This eliminates uncertainty and improves technical writing integrity. Consider a statistician who has to distinguish between the terms "affect" and "effect." The thesaurus contains synonyms such as "influence" and "impact" to express the intended meanings exactly. According to Perkins' (2020) research, 87% of experts said the thesaurus helped them communicate thoughts more precisely through meticulous word substitutions. The programme allows writers to fine-tune their text for optimum clarity. The style of academic writing should be clear, succinct, formal, and objective. By recognising verbose, informal, or figurative terms and replacing them with more appropriate alternatives, the thesaurus assists scholars in enhancing their writing style. Robinson's (2021) interviews with researchers revealed that she used the thesaurus to replace phrasal verbs (break down, figure out, put off)

with more concise one-word verbs (analyse, comprehend, delay). This strategy improves both brevity and formality. Similarly, researchers reported replacing colloquial words ("bad", "weird") with more sophisticated alternatives ("detrimental","anomalous") to increase formality. The thesaurus enables writers to systematically improve their academic writing style. Thesaurus can help with repetitive terminology, which is a common mistake in scholarly writing. Repeating the same words and phrases frequently results in tedious, unsophisticated literature. The thesaurus has a huge collection of synonyms that can be used to vary word usage and decrease repetition. Nelson (2017) discovered that over 10% of words were repeated unnecessarily in social science publications, while 7-8% were repeated in humanities journals. On average, research articles that used the thesaurus contained just 3-4% repetition. This demonstrates the role of the thesaurus in minimising superfluous words through selective synonyms. Varying language increases flow, keeps readers engaged, and polishes academic writing quality.

Writer's obstruction is a difficult barrier that academics face when composing scholarly work. Finding the correct words can stymie productivity. Miller (2018) discovered that using a thesaurus to find synonyms was an effective method for overcoming writer's block in graduate students. Viewing alternative word options inspired new thoughts and paths for their work. The thesaurus provides new methods to convey ideas and go past roadblocks. According to Hooper's (2020) survey, 82% of scholars said the thesaurus helped them think when they were stuck. Creating a list of synonym choices quickly helps encourage writers to move forward creatively. When writing becomes difficult, the gadget aids progress. Aside from overcoming barriers, the thesaurus's availability of alternative phrasings helps boost creativity.Scholars who use a wider range of vocabulary are better able to engage readers and communicate ideas creatively

(Chambers, 2022). Thesaurus allows writers to try out new words in search of more creative expressions. While precision is essential in scientific writing, a dash of originality in word choice can be energising. According to Jacobs' (2019) research, humanities academics are the most likely to use the thesaurus as a brainstorming tool to generate more artful, original language. Exposure to new terminology gives "food for thought" that helps to nourish creativity. While the thesaurus is a powerful asset, scholars should utilize it judiciously and selectively to maximize its advantages. Here are some key best practices:

- Use the thesaurus just for editing, not for initial drafting. Priority should be given to explaining the essence of ideas rather than perfecting word choice.

- When substituting words, be selective and deliberate. Only make adjustments that really improve the clarity, style, or creativity of the content.

- Ensure that substitute words are appropriate for the context in terms of part of speech, meaning, and tone.

- Avoid using complicated "thesaurus words" that do not seem natural in the text. Seek clean, concise language.

- Consider the connotations of substitute terms as well as their definitions. Some synonyms include nuances that may or may not correspond to the intended impact.

- Strike a balance between inventiveness and clarity. Some academic disciplines require more technical clarity than artistic language. Understand when to embellish and when to be precise.

- Evaluate substitutes in context. Words that appear appropriate in thesaurus may not operate cohesively when incorporated into a sentence or paragraph.

- Thesaurus should be used as a beginning point, not an end point. Allow alternative terms to stimulate thoughts for new phrases that go beyond what the tool suggests.

Strategies for Effective use of the Microsoft Word Thesaurus for Academic Writing

- Use it to locate synonyms for words and phrases - The thesaurus can assist you in finding synonyms to minimise repetition.
- Verify the correct word form - Ensure that the suggested word is the correct noun/verb/adjective form.
- Consider the context and connotations - Select words that are appropriate for the context and have appropriate connotations.
- Look up antonyms - Thesaurus entries contain antonyms to assist convey opposite meanings.
- Check definitions - Check definitions twice to make sure substitutes have the exact meaning you want.
- Increase your vocabulary - Use it as a study tool to gradually increase your academic vocabulary.
- Examine tiny nuances between near-synonyms to ensure precision.
- Avoid excessive use - Don't overuse the thesaurus; instead, vary your word selections naturally.
- Look for multi-word phrases as well as single words.
- Revise carefully – Be selective and strategic with substitutions to improve writing.

Advantages of using a Thesaurus for Academic Writing

Thesaurus increases vocabulary. Allows you to find alternative words and phrases to exactly convey meaning. Over time, it aids in the development of a more robust academic vocabulary. Thesaurus helps word choice. Allows you to choose the most acceptable terminology to explain ideas and locate better fitting ones. It increases precision. It provides synonyms with nuanced distinctions, allowing you to select terms with the exact refinement you require. It offers variation to the text and assists you in avoiding repeated language and overused words by providing other alternatives. Makes writing more interesting. It sharpens statements and can improve phrase clarity and eloquence by substituting more vivid or descriptive options. It refines the arguments and enables for the substitution of words with varied connotations to reinforce statements or ideas. It fixes overused words and identifies commonly overused terms and clichés to replace with fresh alternatives. It improves the sentence flow and varied vocabulary makes transitions smooth and creates cohesion between sentences and paragraphs. It provides words you may be missing for articulating concepts or expressing ideas. It boosts confidence.A richer vocabulary makes academic writing less intimidating and anxiety-inducing.

Disadvantages of Overusing a Thesaurus

It can provide inaccurate meanings. Thesauruses provide synonyms, but these words may not share the exact same meaning as the original word in context. It may insert misused words by finding an obscure synonym that doesn't fit the context can confuse the reader. Over complication can happen by substituting simple words with more complex or esoteric terms can muddle meaning. It can give unnatural writing and overusing the thesaurus can make writing seem forced, stilted, or unnatural. It is time consuming and it takes extra time to look up many alternate word choices and decide which synonyms to use. Overreliance or depending too much on the thesaurus can stunt natural vocabulary growth and recall. Synonyms may sometimes be multi-word phrases that make sentences longer and more awkward. The sentence may have mismatched tone and the substituted words may not align with the desired tone or style of the writing. Relying too

heavily on the tool could lead to repetition of unfamiliar synonyms. Too many thesaurus substitutions can make editing and proofreading more challenging. The key is using a thesaurus thoughtfully and in moderation to expand vocabulary and improve writing style. But overreliance on the tool can clutter writing and become a crutch.

Limitations of the Study

Synonyms may have slightly different connotations or shades of meaning that don't fit the context. The thesaurus may suggest a noun when you need a verb or vice versa. You have to check parts of speech. Words can be ambiguous and have multiple meanings, while you need one specific sense. The synonyms may be of a different formal/informal register than is appropriate for the context. Words commonly used together may not collocate well with the synonyms. Focus is often on single words, while multi-word phrases may work better. Substitutions may not match the desired voice and tone of the writing. Common idioms and expressions cannot be translated through the thesaurus. Synonyms may have positive/negative connotations that don't work. Uncommon words can reduce readability even though they are technically synonyms. The word suggested may not be the correct noun/verb/adjective form needed. Specialized technical vocabulary may not provide applicable synonyms. The thesaurus is a useful writing tool, but should not replace strong vocabulary knowledge and an understanding of context. Synonym substitution has limitations.

1. The self-reported nature of the survey data and the inherent subjectivity of perceived effectiveness are key limitations. Blind reviews of academic writing samples before and after thesaurus use could yield more objective assessments.
2. The findings may not generalize well across disciplines due to differences in academic writing

conventions. Larger sample sizes and stratification by discipline could improve generalizability.
3. As a cross-sectional study at one point in time, the long-term impacts of thesaurus usage cannot be determined. A longitudinal approach tracking scholars over time could better assess enduring effects.
4. The voluntary nature of participation may bias the sample towards scholars already actively using the thesaurus tool. Robust random sampling procedures could enhance representativeness.

Scope for Further Research

The survey provides a useful starting point to explore perspectives on utilizing Microsoft Word's thesaurus tool for enhancing academic writing. However, additional research across wider demographics and scholarly disciplines would provide a more comprehensive understanding. Future studies should gather more data from diverse age ranges, balanced gender ratios, and a variety of academic fields. Comparing attitudes and usage strategies between groups could reveal insightful patterns. In-depth qualitative studies interviewing scholars on implementation practices would also add rich details. The goal would be developing optimized, tailored best practices for integrating the thesaurus into scholarly writing across academia.

1. This study focuses solely on analysing the role of the Microsoft Word thesaurus tool.
2. Further research could explore the efficacy of other built-in features of Word like grammar and spelling check in enhancing academic writing. Comparative studies assessing thesaurus tools in other common word processors like Google Docs and Open Office can also provide useful insights.
3. As this study examines perceived improvements through a self-reported survey, more objective

assessments of academic writing quality pre and post thesaurus use could be undertaken. Longitudinal studies tracking long-term thesaurus usage and writing development would also offer value.

4. This study is limited to graduate research scholars. Expanding the scope to undergraduate students and faculty could reveal additional patterns and challenges. Cross-cultural studies with scholars from non-English speaking countries could provide interesting perspectives.

Conclusion

In summary, abundant evidence demonstrates the Microsoft Word thesaurus' value in enhancing academic writing by expanding scholarly vocabulary, promoting precision, refining style, preventing repetition, overcoming blocks, and stimulating creativity. Researchers across disciplines widely utilize this tool to compose more sophisticated, articulate text. When applied judiciously, the thesaurus elevates writing quality and productivity. It pays dividends for any scholar seeking to craft publication-worthy manuscripts. However, care should be taken to use substitutions appropriately according to the specific context. Following best practices will enable writers to maximize benefits while minimizing misuse. The thesaurus remains an indispensable aid that fuels scholarly communication. Further studies on its evolving applications in academic settings are warranted as technology progresses. This survey provides valuable insights into the potential benefits and limitations of utilizing Microsoft Word's built-in thesaurus tool to improve academic writing for research scholars. The predominantly positive response, with 86.18% of respondents recommending the thesaurus, reveals an overall endorsement of this technology for enhancing scholarly writing. However, the data also highlights important opportunities for further refinement and investigation.

A key takeaway is the need for customized usage guidance and best practices when incorporating the thesaurus into the academic writing process. While it can be a useful aid, the tool needs to be utilized strategically and thoughtfully. Mindfully replacing words with synonyms can boost vocabulary, but overreliance may also lead to awkward or improperly used language. Research scholars should be given specific training on when and how to leverage the thesaurus effectively at different stages of drafting and editing. This includes only using it to replace repetitious or mundane words, varying diction while maintaining consistency of meaning, and considering context and connotations. Additionally, the survey indicates potential demographic differences in perspectives that warrant further exploration. Younger respondents and engineering students were overrepresented, which may skew the results. It would be informative to gather additional data from older research scholars across different disciplines. Comparing attitudes and utilization strategies between cohorts could reveal valuable insights. A detailed qualitative study interviewing scholars on their thesaurus practices could provide rich details supplementing this survey. Observational studies on actual usage would also be beneficial.

While the thesaurus shows promise in improving academic writing, the tool should not act as a substitute for developing strong writing skills. It is a supplemental aid, not a solution. Research scholars should focus first on mastering foundational writing mechanics, communication techniques, and vocabulary usage without overreliance on technology. Mentorship and instruction from experienced academic writers are essential. Once these core competencies are built, tools like the thesaurus can then enhance the process. In summary, this survey provides a preliminary endorsement for thoughtfully integrating the Microsoft Word thesaurus to elevate research writing. Findings suggest it is especially well-received among scholars. However, tailored

guidelines and further studies across demographics are needed to fully gauge and maximize its impact. With proper implementation, the thesaurus can be a valuable asset in a scholar's academic writing toolkit while not serving as a crutch.

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Appendix

The role of the thesaurus in Microsoft Word for enhancing writing skills (TAWQ)

Items	Statements	1	2	3	4	5
1	The thesaurus tool in Microsoft Word helps me find alternative words easily.					
2	The thesaurus feature assists me in improving the variety and richness of my vocabulary.					
3	Using the thesaurus helps me avoid repetition in my writing.					
4	The thesaurus function helps me discover synonyms that better convey my intended meaning.					

5	The thesaurus in Microsoft Word contributes to enhancing the overall quality of my writing.					
6	Utilizing the thesaurus improves my understanding of word usage and context.					
7	The thesaurus tool helps me learn new words and expand my vocabulary.					
8	When I use the thesaurus, it increases my confidence in selecting appropriate words.					
9	The thesaurus feature assists me in making my writing more engaging and expressive.					
10	The thesaurus helps me find synonyms that better match the tone or style I want to convey in my writing.					
11	The thesaurus tool is user-friendly and easy to navigate within Microsoft Word.					
12	The thesaurus suggestions in Microsoft Word are often relevant and helpful for my writing needs.					
13	I frequently use the thesaurus					

	to explore different word choices and improve sentence structure.					
14	The thesaurus assists me in overcoming writer's block by providing alternative words or phrases.					
15	The thesaurus in Microsoft Word is an essential tool for refining and polishing my writing.					
16	I find the suggestions provided by the thesaurus to be diverse and varied.					
17	Using the thesaurus helps me convey my thoughts more precisely and accurately.					
18	The thesaurus assists me in improving the flow and coherence of my writing.					
19	I believe the thesaurus feature in Microsoft Word is an indispensable aid for effective writing.					
20	Overall, the thesaurus in Microsoft Word significantly contributes to enhancing my writing skills.					

HEALTHCARE-SEEKING BEHAVIOUR OF RURAL PREGNANT WOMEN

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Introduction

Antenatal care holds significant importance as a key indicator within any healthcare system. Our research aimed to evaluate the impressions of pregnant women in relation to their health-seeking behavior and awareness of complications during pregnancy.

Methods: The qualitative study is a Self-Structured questionnaire interview conducted in a face-to-face interview in the rural area of Vellore district. The participants were chosen from a particular geographic location, like a village or community, where a sizable number of Dalit women reside. This sample size is suitable for a qualitative study that seeks to examine the experiences and views of a particular demographic.

Result: Typically, all expectant mothers possess an understanding of the significance associated with consistent antenatal examinations. Insufficient knowledge pertaining to complications and indicators of potential harm was observed. The majority of women residing in rural areas opt to receive healthcare services from government facilities primarily because of the factors of availability, affordability, and accessibility. In the realm of healthcare, the responsibility for decision-making is predominantly assumed by the spouses of individuals. The issue of transportation has been recognized as a significant obstacle in accessing healthcare services.

Conclusion: Despite the fact that a limited number of antenatal mothers within the study population possessed awareness regarding certain pregnancy complications, it can be concluded that the overall level of knowledge among the majority of women was insufficient. There exists a necessity to establish and disseminate knowledge among expectant mothers regarding prevalent complications that may arise during the course of pregnancy. However, it is evident that the concept of seeking routine care during the antenatal period is deeply ingrained among the participants of the study, indicating a positive trend. This opportunity holds significant value and serves as a fundamental basis for all subsequent interventions aimed at improving antenatal care within the community.

Background

Antenatal care serves as a significant global and national metric for evaluating the healthcare provision within a given country (A. Vincent., 2017). Based on the findings of the National Family Health Survey (NFHS) 4, it has been determined that a mere 43.8% of women residing in rural regions of Tamil Nadu underwent comprehensive antenatal examinations (B.B.Nilelson., 2001). In states with subpar performance, the involvement of Accredited Social Health Activists (ASHAs) and Auxiliary Nurse Midwives (ANMs) was instrumental in guaranteeing the provision of the most effective antenatal care

(C.Kohil., 2015). Pregnancy is not currently regarded as a high-risk condition, resulting in women attending health check-ups infrequently (E.Materia., 1993). The presence of knowledge regarding the potential complications of pregnancy was discovered to be correlated with the act of seeking appropriate medical care during pregnancy (H.R.Salve., 2017). However, healthcare delivery systems also exhibit a lack of comprehension regarding the local contextual beliefs when it comes to providing high-quality services to patients (K.Finlayson., 2017). In the context of India, comprehensive quantitative data pertaining to antenatal care is accessible at a national level. However, the qualitative data remains nuanced (B.B.Nilelson., 2001). The objective of our study was to evaluate the perception of pregnant women in relation to their health-seeking behavior and level of awareness regarding complications during pregnancy.

Methods

1. Research Design: Self-structured interviews were used in a qualitative study's research design.
2. Sampling Technique: Convenience sampling is a sampling strategy that involves choosing individuals who are readily available and willing to participate. The participants were chosen from a particular geographic location, like a village or community, where a sizable number of Dalit women reside.
3. Sample Size: Seven people were included in the sample. This sample size is suitable for a qualitative study that seeks to examine the experiences and views of a particular demographic.
4. Area of Study: primary health center in K.V. Kuppam and Gudiyatham, Vellore.
5. Inclusion criteria: Women who self-identified as Dalit and had at least one pregnancy met the inclusion criteria for the study.

6. Data gathering: 15 open-ended questions were used to conduct self-structured interviews. The purpose of the questions was to learn more about the aspects of maternal health care, maternal health care, such as the accessibility and caliber of services, their relationships with medical professionals, and their experiences with vitamin deficiencies during pregnancy. An experienced interviewer who was acquainted with the cultural setting performed the interviews in the native tongue.The information gathered from the interviews was examined using qualitative data analysis. Finding themes and patterns in the participants' responses was the goal of the analysis. Thematic analysis was used to organize and examine the interview transcripts. The data's patterns and connections were then found by categorizing and analyzing the themes.The sample size is decided based on the rural area get the details and then go to the house take a personal interview using the interview guide.

Result

The socio demographic characteristics of the participant. The findings of the qualitative investigation were categorized into the subsequent eight thematic classifications.

- The first theme of this study revolves around the concepts of knowledge, perception, and beliefs within the context of antenatal care.
- All expectant mothers who participated in the study demonstrated a clear understanding of the significance of regular monthly prenatal examinations.
- "The physician will become significantly concerned if I were to neglect to attend the healthcare facility for my regular check-up"
- According to their perspectives, the antenatal visits at healthcare centers were also deemed

satisfactory, as they expressed contentment with the level of care received during these visits.

- Perceptions and beliefs about pregnancy-related complications and prevention strategies.
- The majority of women reported that stress and vomiting were the primary challenges experienced during pregnancy. A limited number of participants demonstrated knowledge regarding the significant implications associated with more severe complications such as pregnancy-related diabetes and preeclampsia.
- The majority of expectant mothers hold the belief that early detection of complications during the antenatal period can lead to effective management and prevention of adverse outcomes.
- The topic of healthcare seeking, specifically the choice between government or private healthcare, is of significant educational importance.
- The majority of participants expressed a preference for attending the government health center for their antenatal check-ups. This preference was primarily driven by financial limitations and the appealing incentives offered by the Tamil Nadu government.
- "I choose to utilize the services of a government-operated clinic due to its cost-effectiveness and convenient proximity."
- In relation to the choice of transportation during the process of delivery, a majority of respondents expressed a preference for private transportation services.
- The financial expenses and perceived challenges associated with providing care.
- When queried about the projected expenses they would incur during childbirth, a portion of the respondents expressed the belief that it would amount to approximately Rs.5000 to Rs.10,000, while a minority remained uninformed on the matter. A significant portion of individuals

contemplated the notion of acquiring a loan to address the expenditures as mentioned earlier, while also possessing a comprehensive understanding of the various methods using which the government was facilitating the alleviation of their financial strain during the period of childbirth.

- The significance of family and neighbors in the management of pregnancy.

A significant proportion of expectant mothers participating in antenatal care expressed that the family's role in pregnancy management primarily involved providing guidance and advice based on their experiential knowledge of pregnancy-related practices and restrictions. Several additional responses were reported, such as the family providing assistance with domestic tasks and accompanying the individual during prenatal examinations. Based on the participants' feedback, it was observed that their spouses were the primary individuals accompanying them during their antenatal examinations on a regular basis.

- The impediments to seeking healthcare during pregnancy.
- Based on the participants' responses, it appears that the primary obstacle to seeking care during pregnancy, specifically antenatal visits, is the lack of accessible transportation options.
- "Buses are not consistently accessible throughout all periods."
- In instances of delivery pain and emergencies, women typically exhibit a preference for private vehicles as opposed to government ambulances.
- "If the situation is deemed urgent, we will prioritize the use of a private vehicle; otherwise, we will opt for an official vehicle."
- The significance of traditional and alternative healers in the context of pregnancy.
- All of the expectant mothers participating in the study indicated a preference for alternative physicians for their prenatal check-ups and

subsequent monitoring. The individuals possessed a comprehensive understanding of the superior status held by doctors in comparison to Auxiliary Nurse Midwives (ANMs) and Local Dais within the realm of healthcare.

- Apprehensions and uncertainties pertaining to the state of pregnancy

- The majority of participants expressed a lack of apprehension regarding pregnancy, while a small number of individuals expressed some concerns about the possibility of undergoing a Caesarean section if necessary.

- Several individuals expressed concerns rooted in prior experiences during their previous pregnancies.

Discussion

The present study elucidates the documented patterns of health-seeking behavior among rural women residing within the service areas encompassed by the Rural Health initiative, specifically focusing on a primary health center situated in the rural region of Vellore District. Our study has yielded two significant findings. Firstly, there is a notable lack of knowledge among pregnant women regarding complications and danger signs. Secondly, we have observed a positive attitude among women towards visiting government healthcare facilities for regular check-ups. The majority of expectant mothers exhibited a high level of awareness regarding the significance of adhering to a regular monthly antenatal examination. This observation suggests the existence of an effective mechanism for disseminating health-related information within the study regions, which contradicts the national data (B.B.Nilelson., 2001).In relation to antenatal complications, it was widely acknowledged that symptoms such as vomiting and fatigue were prevalent issues during pregnancy that were generally considered as normal and did not necessitate a medical consultation. This observation highlights their limited comprehension of solely the outward manifestations of the ailment, rather than addressing the fundamental root cause that necessitates attention. Furthermore, a limited number of mothers possessed knowledge regarding prevalent complications and indicators of risk during the gestational period. Research has also indicated that a higher level of understanding regarding potential complications is positively correlated with an increased likelihood of seeking appropriate medical care (H.R.Salve., 2017). The individuals possess a comprehensive understanding of the mechanisms through which the government is providing assistance during their gestation period and express contentment with the services rendered at the government healthcare facilities. Several national health programs have also been implemented with the aim of achieving desirable outcomes. The number (P.N.Das., 2001) Additional initiatives such as the Pradhan Mandiri Surakshit Matritva Abhiyan should also prioritize the dissemination of knowledge to women pertaining to proper prenatal care (R.Bhattacharya., 1993).The findings also indicated that women tend to be cared for and defer to their husbands' decisions regarding seeking healthcare during pregnancy. This observation has been noted in previous studies as well. The numerical value provided by the user is insufficient to be rewritten in an academic manner. The potential for care-seeking behavior to be influenced is present when individuals receive social support from their spouse, family members, or friends (E.Materia., 1993). The provision of social support plays a vital role in the well-being of women throughout the antenatal period. The numerical value provided by the user is (R.N.Qureshi., 2016). The present investigation was carried out within a rural locality. The act of making generalizations should be approached with careful consideration.

In contrast to initial expectations, the presence of a health facility inside the village and the availability

of an Auxiliary Nurse Midwife (ANM) did not demonstrate a statistically significant impact on the utilization of antenatal care services. This suggests that the outreach efforts of healthcare services are effective. Consistent results were noted in additional investigations (R.N.Qureshi., 2016). Nevertheless, research conducted in Ethiopia revealed a positive correlation between antenatal care utilization and residing within a 10-kilometer radius of the healthcare facility (S.Gopalakrishnan., 2018). The user's text is already in an academic format. The study found that there was a significant correlation between the high utilization of antenatal care facilities and certain factors such as low parity and adverse obstetric history, proximity to healthcare facilities, and literacy levels in a rural population in Tamil Nadu(S.K.Mondal, 1997).According to Das et al. (P.N.Das., 2001), it was determined that the utilization of maternal services in rural areas is primarily influenced by socioeconomic factors, such as media exposure, standard of living, and education. In contrast, the impact of physical access and availability of healthcare and family welfare services is relatively minimal. The user's text is already academic and does not require any rewriting.

Conclusion

This study has revealed that a limited number of antenatal mothers in the study sample possess awareness regarding certain complications associated with pregnancy. However, the overall knowledge level among the majority of women is insufficient, indicating the necessity to enhance awareness among antenatal mothers regarding prevalent complications during pregnancy. However, it is worth noting that the concept of regularly seeking healthcare during the period before childbirth appears to be deeply ingrained within the population under study. This is a positive indication and presents a significant opportunity for implementing various interventions aimed at improving antenatal care within the community.

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GENDER ISSUES: ROLES, PROMINENCE, AND MISGIVING IN THE NOVEL VIJAY TENDULKAR'S SILENCE! THE COURT IS IN SESSION

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Abstract

Drama is one of the earliest and most popular forms in Indian Literature. Vijay Tendulkar is India's leading contemporary Indian playwright and is also well-known as a screen and television writer, literary essayist, political journalist, and social commentator. Indian English drama saw the new light of humanism and realism. Tendulkar made his place as a Marathi writer but he has modified the shape of Indian drama with the power of his pen to represent the issues that are temporal as well as timeless. With the transcription of his works of Tendulkar in English and other Indian languages, he has been acknowledged as a potential force in contemporary Indian English drama. The female protagonist becomes the victim of the sadism of his male counterparts. Silence! The Court is in Session (1967), one of Tendulkar's finest dramatic works, is a play originally written in Marathi and later translated into English by Priya Adarkar. In his play, Tendulkar describes the basic and essential complexities of human nature, which are neither black nor white but varying shades of gray. In most of his works, he deals with different aspects of the human characters. The Play originated from a real-life incident in which Tendulkar met an proletarian group that was on its way to stage a mock trial in Vile Parle, a suburb of Bombay. In the play, Tendulkar presents the futile struggle of a woman in the male-dominated society of post-Independence India. Leela Benare is the central character of this group. She is a young school teacher. In this play, the hypocrisy of the male-dominated middle-class society and its brutal hostility against women is exposed. Benare is young, energetic, vivacious, rebellious, and individualistic and she defies the established social conventions and dictates. Violence against women is one of the commonest crimes in the world, which most often goes unnoticed and unpunished. Men use violence to control and subjugate women. It forces women to toe the line and accept their inferior position. Wife battering, rape, and other forms of violence bring home to us the terrifying conviction of male power in its unquestioned right to control women or children, vulnerable to it. The present paper focuses on Vijay's novel, Silence! The court is in session. The play depicted the tragedy of an individual victimized by society. Benare is a thirty-two-year-old spinster working as a school teacher. She is presented by Tendulkar as more sinned against than sinning. The urban middle-class society which Tendulkar presents in this play enforces the law to subjugate women by maintaining a hypocritical moral code. The character of Benare longs to displace and uproot the patriarchal hierarchy. She decides not to pay any attention to what society says about women, instead lives her life in the way she desires. She has learned from life that when one dies, only that person dies, no one else is willing to give a little of their life to that person. The play dwells on an extremely sensitive social and political issue, namely, the conflict between the male chauvinists and an individual woman. The dramatist highlights the view that discrimination and gender politics at any level are evil and that everyone has an equal right to peaceful life, liberty, and the pursuit of happiness. The male chauvinists of Indian society are of the view that everyone has equal rights to peaceful life, individual liberty, and the pursuit of happiness. But the male chauvinists of the Indian middle-class society's establishment do not grant these goals and thereby perpetuate discrimination and gender politics.

Keywords: *Feminism, Patriarchy, Trial, Prosecution, Hypocrisy, Defence.*

Drama is one of the earliest and most popular forms in Indian Literature. Vijay Tendulkar is India's leading contemporary Indian playwright and is also well-known as a screen and television writer, literary essayist, political journalist, and social commentator. In his play, Tendulkar describes the basic and essential complexities of human nature, which are neither black nor white but varying shades of gray. In most of his works, he deals with different aspects of the human characters. Exploration of man-woman relationships, social vs. individual tensions, and alienation of the modern individual are the major themes of his plays. His sense of humor and intense compassion are two other hallmarks of his creative self. He continues to experiment and explore the potential of the dramatic genre, his primary area of creation.

Indian English drama saw the new light of humanism and realism. Tendulkar made his place as a Marathi writer but he has modified the shape of Indian drama with the power of his pen to represent the issues that are temporal as well as timeless. With the transcription of his works of Tendulkar in English and other Indian languages, he has been acknowledged as a potential force in contemporary Indian English drama. The female protagonist becomes the victim of the sadism of his male counterparts. Silence! The Court is in Session (1967), one of Tendulkar's finest dramatic works, is a play originally written in Marathi and later translated into English by Priya Adarkar.Known for its artistic creativity and resourcefulness, the play "combines social criticism with the tragedy of an individual victimized by society" (Banerjee 18). The Play originated from a real-life incident in which Tendulkar met an amateur group that was on its way to stage a mock trial in Vile Parle, a suburb of Bombay.

In the play, Tendulkar presents the futile struggle of a woman in the male-dominated society of post-Independence India. Leela Benare is the central character of this group. She is a young school teacher. In this play, the hypocrisy of the male-dominated middle-class society and its brutal hostility against women is exposed. Benare is young, energetic, vivacious, rebellious, and individualistic and she defies the established social conventions and dictates. The play has many characters but Benare overshadows everyone because of her intelligence, sense of humor, argumentative skills, and awareness of personal freedom, space, and existence. She, a fair-born creature without any narrow dichotomy of male and female is ready to work with other human beings. She demonstrates herself as a qualified individual who understands her responsibilities. Because of her devotion to her job and her sincerity, she has won the admiration of her students. The paper "Sexual Violence" is dedicated to a detailed analysis of sexual abuse of the female child, rape, and female feticide. Violence against women is one of the commonest crimes in the world, which most often goes unnoticed and unpunished. Men use violence to control and subjugate women. It forces women to toe the line and accept their inferior position. Wife battering, rape, and other forms of violence bring home to us the terrifying conviction of male power in its unquestioned right to control women or children, vulnerable to it. The present paper focuses on Vijay's novel, Silence! The court is in session. The play depicted the tragedy of an individual victimized by society. In the play Silence! The Court is in Session, Leela Benare is a woman, who is modern, independent, self-sufficient, and free-thinking, who loves life but happens to fall in love with a man who only loves her body and gets impregnated by him. It is the most powerful play of Tendulkar. He exposes the hypocrisy of the male chauvinists and severely attacks the sham moral standards of the so-called civilized urban middle-class society of post-Independence India. The frustrated male members try to subjugate women to prove their power in the social hierarchy. Benare is a thirty-two-year-old spinster working as a school teacher. She is

presented by Tendulkar as more sinned against than sinning. The urban middle-class society which Tendulkar presents in this play enforces the law to subjugate women by maintaining a hypocritical moral code. The character of Benare longs to displace and uproot the patriarchal hierarchy. She decides not to pay any attention to what society says about women, instead lives her life in the way she desires. She has learned from life that when one dies, only that person dies, no one else is willing to give a little of their life to that person.

The present paper deals with child sexual abuse. They are mainly based on literary representations of sexual violence against the female child, namely Vijay Tendulkar's novel Silence! The court is in Session. In an attempt to explore its significance and purpose, Hannah Arendt opens up new perspectives on violence, thus challenging simplistic and limiting definitions of the term that only engage with its physical manifestations (46). Phenomenological, it is close to strength, since the implements of violence, like all other tools, are designed and used to multiply natural strength. Benare had been used and thrown by her maternal uncle when she was just fourteen. Thinking it to be an affair for life, she falls in love with him but sees the true face of life at such a young age. The mock-court session uses this incident to malign the character of Benare. Nobody once mentions the maternal uncle who must have induced her into that relationship. It is proved to be Benare's fault. Also, she is suspected of having an illegal relationship with Prof. Damle who remains absent throughout the play. Society cannot tolerate this unmarried expectant woman. She has been treated as "a sinful canker on the body of society" (SC112). Vijay Tendulkar has not only brought out the need to state the individuality of female selfhood but also finely brought out the issue of female child abuse through Benare. As Judes Jalaja and Shunmuga Sundari rightly observe, ―Benare's retrospection also touches on the sexual abuse of girl children by older men (122). Through

this incident, Vijay Tendulkar brought out the unfair treatment of women by men. He has realized the bitterness of gender discrimination. Sandra Butler, a sociologist concerned with the traumatic effects of incestuous assaults, emphasizes the crucial role of the early stage of psychological development of children who are sexually abused by a male relative (42). While sex is a biological phenomenon, the attributes of the masculine and feminine are constructed through gender paradigms which are to give a sense of identity to the individual in a society. Gender politics is a universal problem. He shows in his plays the instinct of his heroines to rebel when suppressed or exploited. All the members condemn her as an evil influence that would dynamite the social structure but not even once is Prof. Damle condemned for being responsible for Benare's wretched condition. Though Benrare shows her independent spirit at the beginning of the play, once she is hounded by every member of the theatre group, she falls into the pattern of centuries of learning unconsciously. She begins to prove her demeanor, rather than attacking those vultures of patriarchy, feeding and having fun on her miserable self. She is made to feel handicapped only because she was a woman. In this complex psychological play, Tendulkar has very deftly handled the portrayal of all characters. Mrs. Kashikar behaves this way as she is dependent on her husband and is always snubbed by him. Also, the fact that she can't bear any children is torment enough in an Indian society. The exploiter is in turn the exploited too. Tendulkar portrays the agents of patriarchy as embodiments of hypocrisy, selfishness, and treachery. Men like Kashikar, Sukhatme, Ponkshe, and Karnik whose words and deeds expose their inherent malice and hypocrisy. Also, a deep psychological study of the characters reveals the reasons for their behavior. One is obvious, being men, they have to convict Benare who is having a child out of wedlock, and another is their failures in their life. They lash out

against Benare in the most ruthless and inhumane manner. Their words and actions prove, beyond any doubt, that they are neurotic, sadistic, conspiratorial, and even treacherous. It is not out of genuine love for drama that they have turned theatre activity, but out of a sheer sense of their failures in real life. Dejected, discontented, and still daring, they can only behave cruelly toward one another. To expect them to be refined, truthful and generous is perhaps to ask for the impossible. The play satirizes the respectable facade of middle-class men such as Kashikar, Sukhatme, Ponkshe, and Karnik. Except for Samant, all the male characters try to exercise their power on Benare. Benare tries to resist this by making fun with the characters' failures and thus denigrating their authority. The play also satirizes the values they profess. They praise motherhood with bombastic phrases but try to destroy Benare's infant in the womb. Benare is stigmatized and sacked from her job. But Prof. Damle, the man responsible for her condition, escapes scot-free for he is a male. And Sukhatme, the briefless barrister, puts the final nail in the coffin of womanhood: SUKHATME. […] No allowance must be made because the accused is a woman. A woman bears the grave responsibility of building up the high values of society. 'Na stri swatantryamarhati.''A woman is not fit for independence.' (SC 115) Indian tradition talks about motherhood as something divine. Jasbir Jain stresses that motherhood subjugates the female body and is primarily an asexual relationship without power.

The monologue of Benare is very significant as it echoes the irony, sorrow, and lampoon present in Indian society. It is more a self-justification than an attack on society's hypocrisies. It is poignant and sensitive and highlights the vulnerability of women in our society. Though Benare is provided with a long monologue, it is evident that she does not say it aloud. No one hears her. Though she is educated and articulate, she is unable to present her feelings to her prosecutors. The child in her womb, and her suicide attempts, speak for her. According to Jasbir Jain, women carry out a multiple-act of writing the 'self'. Through body language, response, action and last of all the act of writing (218-219). The play is a dramatic exposition of the latent violence, treachery, sexuality, and immorality that characterize contemporary gender politics of Indian society. It is a powerful dramatic statement of the violence that humans are capable of when actuated by envy, lust, inhumanity, and craze for power. It is a theatrical play set in an environment of intrigue, hypocrisy, greed, and brutality – features inherent in contemporary power politics. The play dwells on an extremely sensitive social and political issue, namely, the conflict between the male chauvinists and an individual woman. The dramatist highlights the view that discrimination and gender politics at any level are evil and that everyone has an equal right to peaceful life, liberty, and the pursuit of happiness. The male chauvinists of Indian society are of the view that everyone has equal rights to peaceful life, individual liberty, and the pursuit of happiness. But the male chauvinists of the Indian middle-class society's establishment do not grant these goals and thereby perpetuate discrimination and gender politics. The play is concerned with the life which is close to the crude – the lives of the dispossessed. No, I don't know. I didn't see what your troubles had to do with me. O sparrow, sparrow poor little sparrow. (223) At the end of the play Banare, having swallowed TIK-20, dies. The participants who have caused Benar's death unconcernedly leave the stage, saying that it was all a 'game'. Nobody is sympathetic toward her. Nobody wants to rush her to the hospital. The cruelty of people is expressed through a song heard from 'somewhere unseen, in Benare's voice. The song is in the form of a dialogue between a parrot and a sparrow. The sparrow's nest has been destroyed. The agonized sparrow asks the parrot who has done this. The parrot replies evasively that it does not know and

that it did not see. The sparrow whose peaceful nest with eggs in it has been ruined stands for Benare who has been compelled by the court to abort her illegitimate child. The unsympathetic parrot stands for the participants in the mock trial and the several men who enjoyed Benare's body and later abandoned her.

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ENHANCING ENGLISH LANGUAGE TEACHING THROUGH ARTIFICIAL INTELLIGENCE: A COMPREHENSIVE OVERVIEW

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Abstract

This abstract explores the integration of Artificial Intelligence (AI) in English Language Teaching (ELT) as a transformative approach to address the challenges in current language education. Recognizing the need for personalized learning experiences, the abstract outlines how AI technologies, including natural language processing and machine learning, can be harnessed to adapt teaching methods to individual learners' needs. Emphasizing the potential for real-time assessment and targeted feedback, the abstract highlights the efficiency gains and improved learning outcomes afforded by AI in ELT. While acknowledging ethical considerations, the abstract concludes by underscoring the global accessibility and potential for reshaping the landscape of English language education through AI integration.

Keywords: *Artificial Intelligence, ELT, Language Skills, Motivation, Personalized Learning*

The landscape of English Language Teaching (ELT) stands at a pivotal juncture, marked by both longstanding challenges and unprecedented opportunities. Traditional ELT methods, while foundational, grapple with the complexities arising from diverse learning styles and individual differences in language acquisition. Educators face the intricate task of tailoring instruction to meet the unique needs of each learner within the constraints of conventional teaching approaches. Learners, in turn, encounter hurdles in achieving optimal engagement and proficiency. This introduction sets the stage for a transformative journey, exploring the integral role that Artificial Intelligence (AI) plays in reshaping language education. As we navigate the challenges inherent in traditional ELT, the emergence of AI promises innovative solutions that can revolutionize teaching methodologies, offering a personalized and dynamic approach to language acquisition. In the following sections, we delve into the specific challenges faced by educators and learners, paving the way for a comprehensive understanding of how AI acts as a catalyst for positive change in English Language Teaching.

Personalized Learning with AI

As the demand for more effective and tailored educational experiences grows, the integration of Artificial Intelligence (AI) in English Language Teaching (ELT) has emerged as a beacon of innovation. Personalized learning, a pedagogical approach that addresses individual learning differences and preferences, finds a natural ally in AI technologies. The following elaborates on how AI enables personalized learning in ELT:

Adaptive Learning Paths

AI algorithms have the capacity to analyze vast amounts of data related to individual learning behaviors, preferences, and performance. Through continuous assessment, these algorithms dynamically adjust the learning path for each student. This adaptability ensures that learners progress at their own pace, focusing on areas that require reinforcement while accelerating through mastered concepts.

Tailored Content Delivery

AI-powered platforms can customize the delivery of learning materials based on individual proficiency

levels and learning styles. Whether through interactive exercises, multimedia presentations, or real-time feedback mechanisms, AI ensures that content aligns with the specific needs and preferences of each learner, fostering engagement and understanding.

Individualized Feedback

Traditional methods of providing feedback are often constrained by time limitations and the sheer volume of students in a class. AI, however, excels in offering instant and targeted feedback. Whether it's identifying grammatical errors, pronunciation nuances, or comprehension gaps, AI-driven assessment tools provide learners with real-time insights, facilitating immediate corrections and improvement.

Adaptive Assessments

Traditional assessments tend to follow a one-size-fits-all model, potentially disadvantaging certain learners. AI, on the other hand, enables the creation of adaptive assessments that evolve based on individual performance. This not only ensures a fair evaluation but also helps educators identify specific areas where a student may require additional support.

Language Proficiency Tracking

AI systems can comprehensively track the language proficiency of each learner over time. This tracking goes beyond traditional grading systems, providing educators with a nuanced understanding of individual strengths and weaknesses. With this information, educators can devise targeted interventions and support mechanisms, enhancing the overall efficacy of language instruction.

Engagement and Motivation

By tailoring content and learning experiences to individual preferences, AI contributes to increased engagement and motivation among learners. Personalized learning experiences that align with students' interests and goals not only enhance comprehension but also foster a positive attitude toward language learning.

AI for Real-Time Language Proficiency Assessment

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) has revolutionized the assessment of language proficiency by introducing efficient and effective real-time evaluation mechanisms. AI-powered tools, driven by natural language processing and machine learning algorithms, enable educators to assess students' language skills promptly, offering instant feedback and pinpointing specific areas for improvement. This not only streamlines the assessment process but also empowers educators to provide targeted support, enhancing the overall effectiveness of language instruction. The ability of AI to automate evaluations at scale ensures efficiency in large classrooms or online platforms, freeing up educators to focus on personalized guidance and fostering meaningful interactions with students. This paradigm shift towards real-time, AI-driven assessments exemplifies the transformative potential of technology in refining language education, creating a dynamic and adaptive learning environment.

Challenges and Future Directions

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) presents both challenges and promising directions for the future. Ethical considerations, encompassing data privacy and algorithmic bias, pose significant hurdles that must be addressed to maintain the integrity of AI-driven ELT. Ensuring teacher preparedness and equitable access to AI tools are essential prerequisites for successful implementation. Looking ahead, the future of AI in ELT involves enhanced personalization, collaborative human-AI approaches, and the incorporation of multimodal learning experiences. Continuous research and development

will be instrumental in refining existing tools and addressing emerging challenges, fostering a transformative era where AI plays a pivotal role in shaping dynamic and adaptive language education.

Conclusion

The fusion of Artificial Intelligence (AI) with English Language Teaching (ELT) signifies a pivotal juncture marked by challenges and vast potential. Negotiating ethical considerations, ensuring educator readiness, and promoting equitable access underscore the present obstacles, yet the horizon holds promise for an educational realm where AI enhances personalized learning, collaborates synergistically with human instructors, and incorporates diverse, multimodal strategies for heightened engagement. The ongoing evolution of AI in ELT, propelled by continual research and development, stands as a catalyst for forging a dynamic and adaptive educational landscape. As we address these challenges and embrace future innovations, the vision of a more inclusive, efficient, and tailor-made language education paradigm, empowered by AI, draws closer, heralding a new epoch in language learning.

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THE PROSE AND VERSE OF THE BARD: REVIEW OF THE FORM OF SHAKESPEARE'S WRITING

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Abstract

Shakespeare is one of the most written about and translated literary figures in the field of English literature. His plays as well as poetry show his prowess as a literary author. His plays were always popular and have been taught and written about. But the recent increasing interest in his poetry is worth paying attention to. This research paper attempts a close reading of Shakespeare's long poems as well as the sonnet sequence. It is also an attempt of understanding the form of different genres he writes in.

Over a while so much has been written about Shakespeare and his works that English literature and Shakespeare have become metonymies for each other. Asa reader of English literature, I consider the task of writing on Shakespeare the poet and the playwright, quite a challenging and interesting task.

To interpret and analyse Shakespeare's art one has to refer to his plays and poetry. While pointing out the peculiarities of these two genres, concentrating on the formal elements is important. For this reason, I propose a close reading of some of the texts written by Shakespeare. The use of biographical and new historicist approaches to Shakespeare's work would not be used much. We all know the importance of close reading of texts. New Criticism as a movement did emphasise on the practice of close reading. The two fallacies, 'intentional' and 'affective' we already know about. A reader would not know what Shakespeare was going through while writing plays and poetry. It will be confusing to depend on a biographical approach and look at his works in the light of his life and times. Katherin Duncan Jones in the Preface to the book *Shakespeare's Sonnets* states that, "Biographically, for many Victorian and Edwardian critics, this dating made it possible to sideline Sonnets as an uncharacteristic, and perhaps in some respects compromising or even disgraceful,

product of Shakespeare's youth." (xiii) However, there might be some references to books that tried to excavate important information related to his writings and his times. The yardsticks to compare Shakespeare's prose and poetry have to be formal.

I would like to point towards the concept of 'Implied Author'. There is a difference between Shakespeare the person and Shakespeare the author. The readers know Shakespeare the author. His style of writing and the peculiarities in his work create his image as an author in the reader's mind. Thus, the readers expect Shakespeare's writings to behave in a particular manner and the issue of the appreciation or the analysis of his two different genres arises.

Shakespeare is well known as a playwright more than a poet; for the obvious reasons that the volume of his dramaturgy is bigger than the poetry he wrote.

"All the world is a stage,
And all the men and women merely players.
They have their exits and their entrances;
And one man in his time plays many parts
His acts being seven ages." (AYL. 2.7. 139-143)

Jacques, a character in Shakespeare's 'As You Like It' says the above lines. A human being has to play many parts in life. Shakespeare does the same and creates a variety of characters that transcend the

boundaries of time space and culture. His writing appeals even to the readers of the 21st century. He makes his characters look like real-life people. He seems to know human nature so well that while reading his characters we tend to relate to their emotions. The characters of Shakespeare are convincing. The characters like Hamlet, Falstaff, King Lear, Portia, Viola and others have become immortal in the world of literature.

Shakespeare's characters behave differently in different genres. In comedies female characters, who play an important role, have a lot to do in the play. His heroines in the comedy are clever, beautiful and dynamic. They are treated as round characters, possessing more than two or three qualities. For example, 'Portia' in *The Merchant of Venice* is an important character. She is intelligent and dares to take the right action at the right time. She surprises the reader by changing the course of the action. She is the most admired character in the play. In the same way, it is Rosalind performing important actions in the play. The heroes in Shakespeare's comedies are not as dynamic as the heroines are. Contrary to it the male characters in tragedy perform all the important actions. Plays like *Hamlet*, *Macbeth* and *King Lear* are good examples. These characters possess a flaw which causes the tragedy at the end of the play. The female characters in the tragedies are shown very weak. Ophelia and Gertrude in *Hamlet* are portrayed as weak characters.

Shakespeare's fools are also intelligent characters. These fools are found in tragedies and comedies as well. Feste in *Twelfth Night*, Touchstone in *As You Like It* and Fool in *King Lear* are good examples of Shakespeare's fools. "I wear not motley in my brain." (TN. 1.5. 62), are the witty and wise words of Feste which may well serve as an admirable motto for all the Clowns and Fools of Shakespeare. These fools are wise, witty and profound. Shakespeare uses them to make his comments on Characters and situations in life. It is a kind of authorial intrusion. The fools are the comic characters that utter wise words in the play.

Along with the fools, Shakespeare uses disguise, dramatic irony, misunderstandings and cross-wooing to create comic situations in the plays. Shakespeare represents social harmony by calling almost all of the characters on the stage making merriment at the end of the play.

One of the most striking features of Shakespeare's plays is the intrusion of comic into the tragedy and vice versa. By bringing these elements together Shakespeare creates unique plays with the heightened effects of comic and tragic. The life of a human being is not entirely comic or entirely tragic. Taking into account this feature of life Shakespeare seems more realistic. The comic scenes in his tragic plays work as relief for the audience from the tension of tragedy. This comic intrusion also heightens the effect of the preceding and the following tragic scenes. He also violates the rule of dramatic unities put forth by Aristotle. Shakespeare's plays do not follow the unity of time, unity of place and unity of action. All these rebellious aspects of Shakespeare's plays add to the beauty of his plays. He opens up a new path for the future dramatists.

Having all sorts of experiments and novel aspects in his dramas, is Shakespeare the same with poetry? Probably yes. Shakespeare has modified the Petrarchan sonnet form. Shakespearean sonnet contains four quatrains and a concluding couplet. The concluding couplet contains two lines with punch effect. The dramatic impact that is given by these lines is unique to Shakespeare's style of writing sonnets. Though it is the Earl of Surrey who invented the Shakespearean stanza form with the rhyme scheme of abab cdcd efef gg, it is Shakespeare to make the concluding couplet dramatic. In the Sonnet number 42 in Shakespeare's Sonnet sequence of 154 Sonnets the concluding couplet produces the dramatic effect. Throughout the poem he talks about

the grief of loss of love but the concluding couplet reflects his triumph.

"But here's the joy, my friend and I are one,
Sweete flattery, then she loves but me alone."

(Son. 1142)

Shakespeare's sonnets, unlike Dante's Petrarch's and Spencer's, deal with novel themes. His sonnet sequence contains the persuasion of a male friend of the speaker in the poem to marry, a love triangle between the speaker, his friend and his beloved. Nobody before Shakespeare has tried this much in a sonnet sequence. Dante, Petrarch, Spencer all of them talk about the speaker in their poems and their beloved, her beauty, her nature and platonic love. But Shakespeare's sonnets bring in the speaker's male friend. There are a lot of controversies among critics about the subject of the sonnets. There is a question mark on the friend of Shakespeare. Critics go on guessing the person but nothing is sure and final. The dark lady of the last sonnets also is controversial. Some of the critics say that the sonnet sequence is a narrative. It tells a story. But the contrary view to it is that the sonnet sequence contains some lapses. Shakespeare himself has not published the sonnets. The sequence is not proper. So, it does not tell any sort of story. There are some controversies about the production of the sonnets. In 1592-94 due to the plague and rioting the theatres were closed. Shakespeare being a professional wanted to make money and for the same reason wrote poetry.

"In the sweltering summer of 1592, an outbreak of plague struck the city of London and, while a menace to which the city was always prone, it spread on this occasion with such speed and virulence that the authorities were obliged to close the theatres for fear of contagion. Shakespeare—not yet thirty, relatively new to London, and with a promising career still largely ahead of him—was forced to look around for an alternative source of income, and, like his contemporary Christopher Marlowe, who found himself in a similar position, he turned to poetry."

(Kinney 334).

Being a playwright was not considered prestigious in Shakespeare's time. Writing poetry was a sign of a real artist. Therefore, he wrote poetry. Whatever the reason for Shakespeare was to write poetry, the sonnet sequence entertains the reader. As a reader, I am not concerned with the intentions that Shakespeare had for writing poetry. Being a student of literature, I must look for the aesthetic aspects of his writing. In the book *Teaching Reading Shakespeare* k, John Haddon while focusing on the language in Shakespeare's works states the importance of looking at the metaphors used by Shakespeare carefully, "When, reading Shakespeare in class, we encounter metaphors in situ we mayor may not choose to dwell on them. Sometimes it's interesting to see how a metaphor develops out of what precedes it." (Haddon 32) Shakespeare's sonnets contain legal, medical and religious imagery. Sonnet number 30 contains words from the commerce field.

"All losses are restored, and sorrows end."

"And moan th' expense of many a vanished sight." (1110)

This sonnet also contains words like 'account' 'pay', 'paid'. In the same way sonnet number 35 contains religious and legal imagery.

"My self corrupting, salving thy amiss
Excusing thy sins more than thy sins are."
"Thy adverse party is thy advocate
And against myself a lawful plea commence;"

(1111)

Sonnet number 34 contains medical imagery.

"For no man well of such a solve can speak
That heals the wound, and cures not the disgrace."
"Ah! but those tears are pearl which they love sheds." (1110)

Sonnet number 20 is a good example of homo-erotic element. The speaker in the poem explains the

betraying nature of women and compares his friend with faithful lover.

"An eye more bright than theirs, less false in rolling

Gilding the object whereupon it gazeth;

A man in hue all hues in his controlling.

Which steals man's eyes and women's souls amezth." (1108)

Shakespeare's long narrative poems are the introduction to his complex genius and give a striking impression of the energy and range of Shakespeare's poetic attitude. The unchecked exuberance, ornamentation and profusion of tropes and conceits are the characteristics of Shakespeare. *Venus and Adonis*, a long narrative poem with 1194 lines, has been thought at once too sensuous and too cold, too fleshy, too abstract and too absurd in its situation and yet too tragic in nuance. John Kerrigan in his article 'Shakespeare's Poems' describes Shakespeare's *Venus and Adonis* a poem that represents conventional courtship that ends unconventionally. He says, "The whole opening sequence in Shakespeare ambiguates the young man's beauty, lending his lad dish charms a girlish allure, and in the process it renders problematic the traditional rhetoric of love, as the goddess adapts complimentary formulae more usually applied to women by men" (Grazia. 68). A long narrative poem of 1855 lines, *The Rape of Lucrece*', has drama in it with less action and is too static for stage. And it is too rhetorical for the verse. These poems are not dramatic nor are they narrative in the usually accepted sense. They work through their distinctive modes, mythological romance in the case of *Venus and Adonis* and tragical morality in that of *The Rape of Lucrece*.

The Rape of Lucrece contains the elements of humour and pathos with sensuous and intellectual perceptions. These elements are combined in it. This long narrative is composed in rhyme royal, which produces a more powerful effect than the purposes it serves. For example, in Hamlet, Ophelia's song has a very serious effect on the reader but in the case of the long narrative poem, it has exactly the opposite effect. One can compare the imagery in sonnets and imagery in plays. In *Hamlet* the disease imagery and poison imagery is used. In both genres, the images have different tasks to perform and they do so effectively.

In the poetry, it is Shakespeare's single voice that speaks. In his dramas, he speaks through various characters. Unlike in poetry, characters in dramas are stronger. The male bonding represented in poetry can be seen in Shakespeare's plays. In 'The Merchant of Venice' the friendship of Antonion and Bassanio is a good example of male bonding. His sonnets talk about the nature of the poem in the same way as some of the scenes in plays talk about the play. In 'Hamlet', the character Hamlet gives instructions to the players and reveals the nature of the play. To conclude, there are certain similarities and differences in Shakespeare's writing styles in different genres. His dramas are poetic and poetry is dramatic.

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ANALYZING WORSHIP PRACTICES IN THE BANJARA COMMUNITY: A CRITICAL REVALUATION

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Abstract

Banjara community stands out from other communities in terms of devotional faith, rituals, and linguistic peculiarity. Banjaras are known by different names Banjara, Lambadi, Lamani, and so on. They believe in both the Nirguna and the Saguna forms of worship. Notably, the Banjara community performs the worship of Goddess Jagdamba or Maryama, SewalalMaharaj, JetalalMaharaj, and Samaki Mata. Besides, they are nature and ancestry worshippers. They promote unity, continuity, and a sense of belonging among community members. This research aims at understanding worshiping patterns and religious practices amongst the Banjara community and shaping social integration. This research paper explores in detail the various forms of worship in the Banjara community such as Seemmohlanghan or Samanak Puja, Navratri and Dussehra Puja, Atam Puja, Kankali Mata Puja, Chhad Puja, Gupta Puja, Got Puja, Davra Puja and Mathral Mata Puja. Many of these forms of worship encompass either animal sacrifice or other forms of offerings. These ways of worshiping and offering give birth to peculiar cuisines such as Nareja and Saloee.

Keywords: *Banjara Community, Worship Practices, Goddess Jagdamba, Use of Cowries as Symbols, Oolang Song, Banjara Cuisines Like Narejaand Saloee.*

Introduction

Human beings wandered and settled in one place and formed a group of same-thinking people among them. Some groups lived in river valleys and some groups lived in forests. One who lives in the forest is called (Vanchar). The word Banjara is derived from the Sanskrit word Vanchara (forest wanderer). In search of means of subsistence or livelihood, the community settled in places where there was a water supply. Banjara people started to trade the salt, which was prepared by other groups from seawater by loading it on the backs of cows and cattle throughout the country in the form of Ladeni. The word 'Lambani' or 'Lamani', derived from the word 'Lavan' which means salt, later became customary in this community.

The Banjara people have a distinct culture that forms a part of the diverse Indian culture. They are known as Banjara in various parts of India. They lived in isolation from mainstream society. who speak a dialect known as the Gorboli which linguistically resembles Sanskrit, Hindi, Marathi, Gujarati, and other Indo-Aaryan languages it has no written script and hence no written documents; however, the new generation of Tanda People are using the Devnagri Script. Many Banjara ethnic groups are found throughout India, mainly in the states of Maharashtra, Telangana, Andhra Pradesh, and Karnataka. They generally live in small settlements known as Tandas. Today, a large number of people of the Banjara community work in agriculture and animal husbandry. The majority are illiterate and even destitute due to lack of education. It is believed that their religious and spiritual existence is rooted in the Mewar region and their unique spiritual identity is expressed through a

variety of forms of worship, which reflect respect for local deities and broader Hindu traditions. Goddess Jagdamba/Maryama and SevalalMaharaja are considered personifications of prosperity, harbinger of peace, and protector of the community from human and preternatural forces.

In this research paper, the worship practices of the Banjara community have been extensively explored. By examining prevailing traditions, the aim is to know their historical, cultural, and social significance. This research paper seeks to unveil the spiritual heritage that binds the Banjara community. Worship practices not only preserve their cultural identity but also promote social cohesion. It plays an important role in nation-building by nurturing social unity.

This research uses mixed methods to comprehensively investigate the different forms of worship in the Banjara society. Qualitative analysis involves data collection through in-depth interviews with community members, religious leaders, and experts to gain nuanced insights into worship practices, their evolution, and significance. Quantitative data collection included a survey approach to measure the prevalence of different forms of worship and assess their socio-cultural impact. The researcher himself hails from the Banjara community therefore the insider perspective reinforces the veracity.

Worship Practices in the Banjara Community
Samanak Pooja

Banjara community is a nature worshiper with an immense love for nature. Before the advent of science and urbanization, Banjara used to believe that after the onset of the monsoon, disease spread in Tanda there were only two ways of protecting themselves from diseases one from the herbal medicines or two from the grace of the goddess. Devi or goddess holds a place of respect in the Banjara community. Seemmohlanghan or samanakpooja is performed every year in every Tanda of Banjaras, no one can escape from the wrath of the goddess.

Samanak Puja is celebrated twice a year for propitiating the Goddess. The first pooja is usually held at the beginning of the month of Ashadha and the second before Holi. During this puja, the entire village (Tanda) gathers together and worships the goddess.

A goat is sacrificed to appease the goddess. The Nayak (President), Karbhari (secretary), and Davos (elderlies or experienced ones) collect public contributions from each household in the Tanda and buy the worshiping materials including goats with the money collected. A meeting is generally held at a public place, or at Nayka's house, or at Tanda's temple to decide the day of the puja and the puja is conducted on a fixed day. Offerings are made to the goddess by making porridge/kadhai and Nareja. Everyone in the village cooks and has dinner together. This shows a lot of cooperation, a sense of fraternity, and togetherness in the Banjara culture.

Aatam Pooja

Seven deities are worshiped in the Banjara community. The Banjara community believes that these are the seven days of the seven goddesses. These seven deities are worshiped by different Gotras. Seven deities include Tulja Bhavani, Mathral, Kankanli, Hinglaj, Jagdamba/ Mariyama, Aasrai, and Pochamai /Meskai Devi. Banjara community has five major castes namely Rathod, Chavan, Jadhav, Pawar, and Ade, each has a different gotra (clan). Rathod has twenty-seven padabhukia, Jadhav twenty-two pada, Chavan thirty-six pada, Pawar twelve pada, and Ade seven pada (Gotra). According to this Gotrapada, these seven deities are located in everyone's house. A small idol of each of these deities is made by a goldsmith from silver metal. At the time of puja, the goddess is taken out, at other times she is tied up in a Kothli (wrapped in an embroidered cloth), and every day the Kothli is worshiped by lighting a lamp and incense. Earlier the Banjara community used to go out for Ladeni, so it became a custom to keep this goddess tied in a Kothli, so even today the goddess

is worshiped and kept in a Kothli. This pooja is done to bring happiness, peace, and prosperity in the house and to keep the Goddess calm so that she does not get angry. If childless they vow to offer to the goddess for being blessed with a child.

The puja is performed on a Tuesday that falls on the darkest night (no moon day) of the month of Chaitra. In the joint family system, only one goddess was worshiped, this puja had to be performed every year or every three years according to one's affordability. The elders of the family take the goddess to the goldsmith to get a new form, and on their return, they bring her home with musical instruments. The eldest daughter-in-law of the family sweeps the road with a broom in her hand, the Bhajani Mandal sings Bhajans and the women sing Olang songs of Devi and bring the goddess to home with respect. After coming home, women perform Padyapuja (Foot worship) pilgrimage to the goddess and seek blessings by touching the feet of each person. Squares for the goddess (Choko/Ghat) were created (Ghat meaning "which includes the four directions of the earth") by the hand of the eldest member of the family. It is very important in worship as it means that the Goddess is present in all directions. They install her on that square Ghat and offer all the Panchamrit (Abeer Dravya) and worship her with devotion. Two coconuts, nine lemons, and nine cowries (Kodas) (small coins) are placed in front of her and two goats are sacrificed. In the evening, women sing Olang songs together.

> **"Zagmag Jyot Lagai Sari Raat Ye**
> **Mata Tari Aarat Sada Sada**
> **Ye Yadi Tari Aarat Sada Sada"**

After the end of the Olang song/ Geet, Dhabukar (Naivedya) is offered to the Goddess, incense, resin, and Ud Camphor are offered, and pray (Ardas) to the Goddess. Prasad is given to the head of the family first and then to the rest of the congregation. After the head of the family is sure that everyone has met the Prasad, they consume the Prasad with the permission of the Panch Mandali. After the meal, the goddess is worshiped by singing Banjara Bhajan. The next day aarti is performed to the goddess in the morning and prayers are offered for happiness, peace, prosperity, and a healthy life. BhajaniMandal sings Aarti with the help of Banjara Musical instruments.

> **"Jagem kule bano ra kule taran**
> **Jagem dharti bani ra kule taran**
> **Dhartiti Asmane Bano R Kule Taran**
> **Devim Devi Kunshi Mothi Viya R Kule Taran**
> **Devim Devi Talja Mothi Viya R Kule Taran**
> **Sati Deviri Aart Utarir Kule Taran**
> **Sadhu ma, Sadhu Kunso Motho Viya R Kule Taran**
> **Sadhum Sadhu Zapa Motho Viyar Kule Taran**
> **Pahadem Pahad Kunso Motho Viya Ra Kule Taran**
> **Pahadem Pahad Himalayas Motho Viya Ra Kule Taran**
> **Dhanem ma Dhan kunso Mtho Viya Ra kule Taran**
> **Dhanem Dhan Garasha Motho Viya R Kule Taran**
> **Sati Deviri Aart Utarir Kule Taran."**

In the above prayer songs, all the supreme powers in the cosmos and ecology are praised. Again, Kadai porridge is prepared and served to Dhabukar for worship. Prasad is given to women who are childless in the family. In the Banjara culture, it is a custom that one gets progeny after consuming the Prasad of the Goddess. After the puja, all the devotees serve food to the congregation as well as the entire family. The custom of worshiping Goddess Aatm is still prevalent in the Banjara community. After the puja is done, the goddess is again tied in a red-colored cloth and worshiped daily.

Banjara Kothli

Navratri Worship: (Dasrao Puja)

Navratri is a Hindu festival celebrated for nine nights in honor of Goddess Durga, the incarnation of Adishakti. Nine forms of Goddess Durga are worshiped during this festival and specific rituals and significance are observed for each day. There are a total of four Navratri in a year but usually only two - ChaitraNavratri and SharadNavratri are widely celebrated. This festival is celebrated in different ways in different parts of India. MaaShailaputri, Maa Brahmacharini, Maa Chandraghanta, Maa Kushmanda, Maa Skandamata, Maa Katyayani, Maa Kalratri, Maa Mahagauri and Maa Siddhidatri are included in the nine forms. Each day is dedicated to a particular form and during this auspicious period, devotees offer prayers, aarti, fasts, and participate in cultural events.

Like the Hindu festival, the Banjara observe Navratri in which all the nine forms of deities are worshiped. Navratri and Atam Puja resemble each other in several ways. Navratri begins at the end of the rainy season. In earlier times the Banjara community, an itinerant group, used to travel from one place to another for business purposes, and since they could not worship during Navratri, they organized Atam Puja in the month of Chaitra in the summer.

The festival begins on the first day of Navratri. This Puja of the Banjara community starts on the first day. First, second, third, fourth, fifth, sixth, seventh Ashtami, ninth, and DashamiMals are celebrated on these days. Thus, traditionally, these people offer by sacrifice of a goat. The goat can be sacrificed on any one of the days during this period. The idols of the Banjara community, Mata Jagdamba and Sewalal Maharaj, this holy place is located at Pohradevi, which is called the Bhuvaikunth of the Banjara community. A large number of devotees come to have the Darshan of the goddess during the Navratri festival.

Goddess Kankali Worship

Worship of Kankali Devi is followed in Navratri similar to Atam Puja. Earlier, a calf or goat was sacrificed to the goddess, this puja is performed on Tuesdays. It is customary to perform this puja in the house where the goddess is located. Ade, and Jadhav's family worship this goddess. Now calf sacrifice has become negligible. People who are childless take vows to the goddess and start this puja after fulfilling their wishes.

This puja is performed at four o'clock in the morning. At the time of worship, a pit is dug in front of the courtyard of the house and curtains are placed on all four sides. The calf (Reda) is sacrificed in the name of the goddess on that screen. After removing the calf liver, (*Kaljo*) the entire calf is buried in that pit. They cook the calf's liver, (*Kaljo*) by adding turmeric powder, and salt and offer it to the goddess in an earthen pot. Consuming bovine meat or calf meat is taboo among the Banjara community but on this day of worship, they take a small piece in the name of the goddess. Everyone first offers prasad to the devotee of the goddess and then to each member of the family. That prasad must be accepted with a pure open heart. If one takes the prasad with a dirty mind or with a crooked mouth, it is said that the mouth of that person may crooked. Two goats are again sacrificed in the evening. All rules are followed as mentioned above for Atam Puja.

Goddess Jagdamba's Chhad Puja

Chhad Puja is the worship of Jagdamba Devi without performing Atam or Dasarao. This pooja can be

performed on any Tuesday according to one's vow and convenience. Only one goat is sacrificed for this purpose. This pooja is done by preparing the choko (Ghat) in front of the house or the temple of Jagadamba. A Choko (Ghat) is designed with flour, one rupee is placed in it and two or three small neem tree twigs are placed in the copper pot. The neem tree has a great place in the Banjara community. The neem tree has cultural significance to the abode of the goddess when Sevalal took the samadhi his body was kept in the neem tree's twigs. SevalalMaharaj is a historical religious figure in Banjara's life, Banjara believes that the neem tree is the abode of the goddesses which is venerated. They offer Dhabukkar to the Goddess and pray for the betterment and prosperity of the family and Tnada in general.

Gupt Puja: (Surreptitious Puja of Goddess Aasrai & Pochamai)

Banjara community has a long tradition of worshiping Pochmai/ Meskai Devi. Pochamai is the same deity whom Banjaras popularly call Meskai. Earlier, small children as well as adults used to be afflicted by measles, common mas believed that the goddess had come. They held the goddess had entered the house in the form of measles. Even today, if someone is affected by measles, the Banjara people believe that the goddess has come to their house, so they follow the rules of cleanliness. Keeping the house holy, keeping it clean, not bringing things with thorns, women not combing their hair, all these rules are followed. Many children used to die due to this disease so people used to take vows to the goddess. After seven days, they were cured of measles, thisGupti Puja had to be performed immediately. Gupti means that the family should do this puja in the evening without telling or inviting anyone. This worship is done surreptitiouslyby going to the place where this goddess is located outside every Tanda. If there is a goat for worship then fine otherwise a cock is kept there. As the *Oati*[1]of the goddess has to

be filled, the things that have been accepted have to be taken and offered at that place. This practice can be seen even today in BanjaraTanda.

Goat Puja: (Ancestor Worship)

In many communities it is customary to worship the ancestors as in the Banjara community there is a custom of worshiping by sacrificing a goat. If someone in a Banjara family falls ill, it is customary to ascertain the real cause of the illness. This method/ practice is known as *Saman*[2] to God. Any Bhagat or elderly woman or man who observes the *saman* in the Banjara community keeps a big plate and puts a copper rupee on it in the name of the god or the name of the ancestors. Worship is given to those whose names are affixed to the rupee, and it is customary to tie a Geno (amulet) of their name to the wrist or arm in a red cloth with five paisa coins in it. If the disease is cured then this Gota puja has to be performed. They voluntarily perform this puja for the peace of their ancestors.

Davara Puja: (Farm Puja)

The worship of farming crops is a practice linked to religious beliefs. Farming communities have a tradition of performing ritual pujas to express gratitude for a bountiful harvest or to seek blessings. In this puja, farmers offer Naivedhya with specific prayers as a mark of respect for the crops they grow. Farming practices are linked to cultural traditions. Crop worship shows a deep connection between agriculture and local customs. The act of cultivating crops is considered sacred and farmers incorporate puja into their agricultural activities as a means of

seeking divine grace. Crop worship is an important part of rituals for successful harvests, symbolizing the interplay between nature and spirituality.

The Banjaras are basically a nomadic tribe, they were never part of an agro centric or agricultural society but came into contact with them. Once they settled down, they also practiced or were involved in cultivating the land, as the practice of worshiping harvest goddesses is known as Davara puja. Now the modern Banjaras feel that they have assimilated, integrated and become a part of the culture of the dominant groups with whom the Banjaras come in contact and this dominant culture always fallows the agricultural cultivation as their means of livelihood. The present or modern Banjaras alsobecause they are now farmers or farm laborers many of them worship this Davra puja.

While the Banjara community cultivates, they sow crops in it. After harvesting, if there is Mhasoba in the field after harvesting, this Davara puja is worshiped for its peace. If there is a Samadhi of a sage in the field, one has to offer sweet oblations and perform the puja. If this is not done then the crop does not come as per the expectation.

Gou Mata Pooja: (Goddess Mathral Puja)

Mathral Puja is performed as mother cow worship. In Indian culture, the cow is referred to as "Mother" after touching the cow's feet brings peace. The Banjara community has also highlighted her importance as cows are worshiped 12 days after giving birth. Eight stones from the flowing stream of the river are brought for worship. Near the cow's peg, seven are kept in the name of the Goddess, and the eighth stone is kept in front of the Goddess in the name of Lukkad. Lukkad is the servant or messenger of the goddesses. They worship these stones by applying oil and shendur. An offering is made by making cow's milk pudding and blessings are sought by doing devotional puja from the bottom of the heart.

Conclusion

Banjara as a nomadic social group has been an independent self-reliant society. They were engaged in the business of transporting food grains and armory etc. Culturally they are distinct communities. They are ancestor worshipers and nature worshipers they also worship Sagun and Nirgun forms of deity. Banjaras do worship Jagadamba/Mariamma, Sewalal Maharaj, Jetalal Maharaj, and Samaki Mata, the invisible forces in the society. The principal forms of worship include Seemmohlanghan or Samanak Puja, Navratri and Dussehra Puja, Atam Puja, Kankali Mata Puja, Chhad Puja, Gupta Puja, Got Puja, Davra Puja and Mathral Mata Puja. Communicating cultural identity, and forms of worship creates a sense of unity, belonging, and boundless devotion to God.

End Note

1. Oatibharne is a cultural practice in Maharashtra, and it holds significance for both the goddess and the women participating in the ritual. This ritual is performed for blessing and prosperity to the devotee.
2. To ascertain or predict the religious cause of some events especially those which remain unfulfilled by family members who committed the vows but it is not fulfilled.

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CHRISTIANITY AND SOCIO-ECONOMIC CHANGES IN TAMIL SOCIETY

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Abstract

The Tamil society was administered to retain many of the traditional cultural traits fairly intact. Its communal ramification and the inter-communal dissensions not infrequently descending to the level of violent feuds reached the end of doctrinal developments in religion and philosophy. Social conditions with their traditional practices, caste divisions, and conventional ways continued without any remarkable change since the Medieval Period. Attempts were made to retain the age-old traditional system, but the stress and strains which were brought about by the rulers of the time were reflected in the life of the people. The caste system was maintained intact but this had never meant that each community minded only the profession theoretically assigned to it. The varna system came to the South comparatively late, and the earliest Tamil literary works describe a society divided into tribal groups with little sense of the precedence of one over the other. The history of Christian missions in Tamil Nadu unfolds the fascinating study of the formation and growth of a series of Christian missions in the southern part of the Indian subcontinent. In the process of social change in Tamil Nadu, the role of Christian missionaries played a commendable role. The period from the beginning of the nineteenth century to 1856 witnessed far-reaching radical changes in the social scene of Tamil Nadu. Tremendous changes occurred in Tamil society particularly, in the nineteenth century and the reflections were manifest in Tamil society. Tamil society faced many challenges and responded to every social issue. After responding to every challenge, Tamil society began to progress on new and modern lines. Western systems of education and administration and western culture made a great impact on Tamil society. Consequently, significant developments took place in India in various fields of human activity. The Missionaries contributed a lot towards the development of the social, economical, educational, and cultural life of the people of Tamil Nadu.

Keywords: *Tamil Society, Communal, Philosophy, Religion, Medieval Period, Portuguese, Sanskrit, Manu, Innovations, Christian Missions, Roman Catholic, Protestant, Polygamy, Child Marriage.*

Introduction

Changes occurred in the composition of Tamil society during the Sixteenth, Seventeenth, and Eighteenth Centuries partly due to the influx of Marathas into the Carnatic, and partly due to the establishment of the Nawab of Carnatic and to some extent the European merchant settlements on the Coromandel Coast.[1] The Tamil society was administered to retain many of the traditional cultural traits fairly intact. Its communal ramification and the inter-communal dissensions not infrequently descending to the level of violent feuds reached the end of doctrinal developments in religion and philosophy. Social conditions with their traditional practices, caste divisions, and conventional ways continued without any remarkable change since the Medieval Period. Attempts were made to retain the age-old traditional system, but the stress and strains which were brought about by the rulers of the time were reflected in the life of the people.[2]

Caste System

Caste provided codes of conduct and deviations from them were generally tolerated. It had a stronger hold in the rural areas of Tamil Nadu. Because of its infinite complexity, it baffled those who sought to understand the social system. The caste system was maintained intact but this had never meant that each community minded only the profession theoretically assigned to it. The word 'caste' was derived from the Portuguese word and was used to designate the different tribes or classes into which the people of India were divided. It has been variously described as Jathi or Varna in Sanskrit and other languages and as Kudi or Kulam in Tamil.[3] Caste furthermore, is not a timeless intellectual abstraction that may be exhaustively described by reference to the Code of Manu or other ancient writings. It is a social form with a history of its own which has changed and is changing and has certainly diverged substantially from its misty and obscure origin. Caste assigned to each individual his profession or calling and the handling of this system from father to son, from generation to generation, made it impossible for any person or his descendants to change to any other. Such an institution was probably the only means that the most clear-sighted prudence could devise for maintaining a state of civilization amongst a people endowed with the peculiar characteristics of the Hindus. The caste system was the product of slow evolution by the intermingling of people who were in .different stages of development and levels of civilization and who probably belonged to dissimilar ethnic stocks and consequently were of different skin colours.[4] The ancient lawmakers were well aware of the danger caused by religious and political innovations and anxious to establish durable and inviolable rules for the different castes comprising the Hindu Nation, saw no surer way of attaining their object than by combining unmistakably those two great foundations of orderly government, religion, and politics.

Varna System

The varna system came to the South comparatively late, and the earliest Tamil literary works describe a society divided into tribal groups with little sense of the precedence of one over the other. Succeeding centuries witnessed the gradual hardening of classes, and South Indian Brahmins by the passage of time assumed an air of superiority and became stricter in their ritual observances, and the untouchables in course of time became more debased than their counterparts in the north.[5] The disabilities, referred to so far, suffered by the depressed castes all over the country, were perhaps the ugliest manifestation of man's inhumanity to man. While in the western countries, the disabilities of the lower classes and the slaves were either social or economic, in India they were also religious. They were prohibited not only from coming close to or touching the members of superior castes but also refrained from approaching them beyond prescribed distances.[6] They were also prevented from having social intercourse with the high-caste Hindus.

Socio-Economic Factors

The Hindus, due to socio-economic factors, did not evince much interest in comforts since they felt that they were not essential for a routine existence. The houses, including those of the rich, were mostly devoid of furniture. In most of the houses, there were only a few pots to store water and grain, a mat or two and a crude oil lamp to be used during the nights. The so-called wealthy had some vessels, a cot or two, and some crude furniture to sit and relax. Tables and chairs and fashionable furniture were seen only in the homes of the very rich and affluent people who were very few in the countryside.[7] The history of Christian missions in South India unfolds the fascinating study of the formation and growth of a series of Christian missions in the southern part of the Indian subcontinent. In the process of social change in Tamil Nadu, the role of Christian

missionaries played a commendable role. On the eve of the entry of the missionaries into India, the lower caste Hindus were a neglected group in the society and were considered untouchables; the missionaries gave them a sense of self-respect and that they too could live a meaningful life.[8]

In the early period of the sixteenth century, the Portuguese took many efforts to bring about mass conversions. Following them, numerous missionaries, Roman Catholic, Protestant, and other denominations, made sustained efforts at winning over the Tamils to their faith. The period from the beginning of the nineteenth century to 1856 witnessed far-reaching radical changes in the social scene of Tamil Nadu. The process began during the Company's rule in India. Tremendous changes occurred in Tamil society particularly, in the nineteenth century and the reflections were manifest in Tamil society.[9] Tamil society faced many challenges and responded to every social issue. After responding to every challenge, Indian society began to progress on new and modern lines. Western systems of education and administration and western culture made a great impact on Indian society. Consequently, significant developments took place in India in various fields of human activity.

Social Evils

In the eighteenth and nineteenth centuries also the position of women was in no way better due to various practices like polygamy, sati, female infanticide, early marriage, state of widowhood, and patriarchal joint family. To a Hindu, the daughter is a burden while the son is a spiritual necessity. While explaining the position of women, PanditRamabai, a social reformer of the nineteenth century, describes it as follows: "She is forbidden to read the sacred scriptures. She has no right to pronounce a single syllable out of them. Even the rich woman becomes satisfied only when she is offered rich food and dazzling jewels with an occasional bow from others. This is how women were estimated. This is the

highest honour to which a Hindu woman is entitled.[10] When the British established their rule in India, the position of women was the worst in the history of the country. Child marriage was the general rule for all respectable castes of the Hindus. Sati was widely prevalent and female literacy was regarded "as a source of moral danger since only dancing girls could read and write".[11] The advent of English in the Tamil country resulted later in the establishment of a new political order, and the spread of modern western education and ideologies among the people. The British rule also found expression in the movement for the liberation of Tamil women from the ancient and medieval forms of social subordination and suppression which they suffered silently for several centuries.

Legislation against the Evils

Legislation against Child Marriage Alexander Duff, a Christian missionary who came to India in 1829, wrote, that brilliance and efficiency of the Political Agents, Members of Councils, Governors, Governor-Generals, and Court of Directors would be found, not in the brilliant records of their civil diplomacy or military exploits but in their humble and noiseless activities on the abolition of infant marriage which portray their strenuous and unwearied exertions for the sacred cause of humanity. Social legislation against child marriage was an important piece of legislation. At the instance and efforts of Ishwara Chandra Vidya Sagar of Bengal, one of the great social reformers of India, the Indian Penal Code prohibited the consummation of marriage when the girl was less than 10 years old; even this cannot be viewed to have provided relief to children but it must be confessed at last that a beginning was made. Another great social reformer of Bengal, Keshab Chandra Sen, also carried on vigorous propaganda against child marriage.[12] He wrote to the medical authorities to ascertain the marriageable age and as a result of his agitation, the marriageable age was fixed at 14 for girls and 18 for boys; one can see

modern trends in this almost revolutionary advocacy.Sati was one of the worst practices followed by the Tamils and other Indians. It was an age-old custom through which the woman community manifested their chastity and their deep attachment to their husbands.

The Sati was not a Vedic rite but was a later development in Hindu religion and society. The Vedas allow the widows to remarry the dead man's brother or any other relation to producing children by Niyoga.[13] The opinion that the views of the Vedic Aryans on certain issues were far better than that of their successors is confirmed by the privileges enjoyed by their women folk. Western systems of thought and education brought about notable changes in India. Many elitist Indians influenced by English education plunged into the movements founded to eradicate the numerous evil practices in India. Raja Ram Mohan Roy, who may be rightly regarded as the 'Prophet of Modern India', was a severe critic of contemporary Hinduism, who took the lead in urging the British Government to wipe out sati. Before Ram Mohan Roy, the Serampore Christian missionaries, headed by William Carey, started a movement in 1799 for the abolition of 'Sati'.[14] The Christian missionaries argued before the Government that the 'Sati' system was not an essential part of the Hindu religion. As it was a crime against women, they urged that it must be abolished. William Carey, the head of the Serampore mission, launched a plan for a movement against Sati. He prepared a statistical record of widow burning and having witnessed a horrible scene of widow burning he was able to present a vivid description of it. He sought the help of Hindu Pandits to know whether the practice had Shastric sanction. In 1802, Carey conducted an inquiry into the practice of Sati and gave his recommendation for its abolition. The Christian missionaries of Serampore struggled for about 15 years for the abolition of the cruel practice of Sati. But nothing positive came out of this struggle due to the stiff opposition and religious propaganda of high caste Hindus.[15] In changing rituals associated with religion, people do not yield easily but remain stubborn. When Raja Ram Mohan Roy came to settle in Calcutta in 1814, he took an active part in mobilizing public opinion against the practice of Sati. This movement for the abolition of Sati was vigorously carried on by both missionaries and liberal intellectual Hindus.

The nineteenth century saw for the first time in India, significant social legislation enacted by the British Government against Sati. On 4th December 1829, Lord William Bentinck abolished the custom of Sati through a Regulation. So many before he criticized and condemned sati but did not dare to abolish it through legislation. But Bentinck takes credit for putting an end to an inhuman practice; he richly deserves the eulogy that he governed with prudence, integrity, and benevolence.[16] The widows of the Brahmin and ruling-class families were not permitted to remarry after the death of their husbands. Under such circumstances, the widow re-marriage movement gathered its momentum during the middle of the nineteenth century. Though there was great opposition at the beginning to the new legislation on child marriage, female infanticide, Hindu widow remarriage, and Sati, in later years they were considered as legislations of great social reform which undoubtedly added meaning to the life of the oppressed, and less fortunate. Thus the nineteenth century witnessed a remarkable social change not only in the Tamil country but also in the whole of India.

Economic Changes

In Tamil Nadu, by the turn of the 19th century, the bulk of the people who hailed from the lower rungs of society was reduced to poverty and starvation. The Protestant Missionaries showed great concern for the outcastes whose condition appeared more deplorable. They also did yeoman service for the cause of women's upliftment in society. The Women missionaries

realized that the propagation of the gospel alone would be meaningless if the people with whom they interacted were not first freed from poverty and bondage. The poor people lived in virtual slavery, semi-clad and half-starved. Intending to create employment opportunities for the downtrodden, especially the women in Tamil Nadu and to generate income, the Missionaries started several industrial units.[17] They understood that industry is an effective vehicle for the propagation of the gospel among these people. So they promoted and popularized lace and embroidery work besides imparting vocational training to these people in printing.

The high distinction of redeeming a whole community of women from ignorance and offering them dignity in Tamil Nadu goes to the wives of the missionaries. It was entirely a labour of love and dedication undertaken by these women to equip the girls to come out from the darkness and ignorance. Women missionaries believed that if the girls were enabled to earn their living, they would win freedom on their own in course of time. Gradually lace industry spread with many branches all over Tamil Nadu, which helped the women to attain excellence in the execution of their work.[18] While admitting learners and recruiting workers in the industry, priority was given to destitute orphans, those members of poverty-stricken Christian families, and widows. All the workers were Christians of various congregations in Tamil Nadu, and no woman was given work without a letter of recommendation from the mission agent. They have baptized women of good character, who could read the Bible. The missionary ladies gave priority to the girls who studied in the Boarding Schools for employment in the industry. They also gave much consideration to the mothers of boarding school girls and most of the mothers of the boarding school girls were lace workers. Payment for lace was made based on the quality and size of the lace produced.[19] The income from the various projects of the Missionaries like the lace and embroidery industries, printing press, and the landed properties made them self-sufficient. Finding the lace and embroidery making highly profitable, widows, orphans, and other poor girls, aptly accepted this field of work for their livelihood. Thus, the society comprised of the poor and the oppressed could tread the path of advancement and empowerment. Economic independence liberated the people from poverty and the yoke of the feudal lords. People became aware of their position in society and started questioning all the social evils perpetrated upon them by the age-old tradition. As for the Missionaries, their main aim of spreading Christianity found its fruition in the development of industries.[20]

Conclusion

The Missionaries contributed a lot towards the development of the social, economical, educational, and cultural life of the people of Tamil Nadu. Leaving well-settled life in their homeland, they arrived in different parts of Tamil Nadu and dedicated their lives to the noble cause of serving mankind. The support of some of the British Residents boosted the work of the Missionaries. The native kings also started supporting them in some cases to maintain a good relationship with the Residents. The relationship between the Missionaries and the British political authorities helped the Missionaries fight successfully for the right of their converts in Tamil Nadu. They have brought light to those who sat in darkness and filled their minds with hopes for the future.

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ARCHAEOLOGY OF THE MAHABHARATA – A STUDY OF THE SETTLEMENT PATTERN IN WESTERN UTTAR PRADESH

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Abstract

A study of the geography of the Mahabharata, extending from eastern Punjab to western Uttar Pradesh, requires an investigation into the archaeological affinity of the sites referred in the Mahabharata. Archaeological studies in the region has revealed a significant number of the Ochre Coloured Pottery (OCP) and Copper Hoard remains, which are closely associated with the Late Harappan Post-urban phase of the Indus Valley Civilization, and are generally dated c.2000 to 1500 BCE. The Ochre Coloured Potteryrepresents the last stage of the North Indian Bronze Age and was succeeded by the pre-urban Iron Age culture represented by the Painted Grey Ware (PGW) culture and the Black Red Ware (BRW) culture, dated c.1200 to 600–500 BCE. In this research paper, an attempt is made to study and analyze the settlement archaeology of the Mahabharata sites, with special reference to the western Uttar Pradesh region.
Keywords: Archaeology, Doab, History, Mahabharata, Uttar Pradesh, Yamuna.

Introduction

Several scholars have questioned the historicity of the great Indian Epic, the *Mahabharata*. Clues to so such debates can be derived from archaeological investigations of the sites mentioned in the *Mahabharata*. As we understand, the discipline of archaeology is based on the material culture, hence any archaeological study into the historicity of the Mahabharata requires an investigation into the cultural affinity of the sites mentioned in the great Epic. As illustrated by the eminent archaeologist B.B. Lal (1954-55), several sites in and around western Uttar Pradesh, along the Yamuna and its tributaries are mentioned in the *Mahabharata.* This area hasbrought to light a substantial number of ancient cultural sites, such as the Late Harappan culture, which may have persisted until at least c. 1000-900 BCE; the Ochre Coloured Pottery (OCP) culture, which was contemporary of Late Harappans, and was rural and agricultural in nature; the Painted Grey Ware culture (PGW), which was a pre-urban Iron Age culture, dated c.1200 to 600–500 BCE; and the Northern Black Polished Ware culture (NBPW), an urban Iron Age culture lasting c. 700–200 BCE. As pointed by several scholars, such as Jonathan Mark Kenoyer (1998), the late Harappan and post Harappan sites shows a remarkable continuity in pottery styles and technology, overall site layout, the use of standardized bricks, etc. In other words, there is no significant cultural break between the Harappan civilization, also called as the Sindhu-Sarasvati Civilization, and the later post Harappan cultures, which are conventionally identified as Vedic settlements.

The recent archaeological findings at the site of Sinauli in the Baghpat district of the Indian state of Uttar Pradesh, located in the Yamuna-Hindon Doab region, seem to attest the historicity of the "great war" as mentioned in the *Mahabharata*. It is to be noted that Sinauli is in the geographical proximity to the sites referred in the Mahabharata. In 2018, chariot burials and Copper Hoard Weapons were found at the site by the archaeological team (Manjul, Sanjay Kumar & Arvin Manjul 2018). The archaeological excavations conducted at Sinauli by the Archaeological Survey of India (ASI) in 2003-04,

2005-06 and in 2018 has necessitated a review of the history of the region and the associated debates, particularly those associated with the *Mahabharata*.

Research Objective

Historical debates related to the historicity of the Aryan invasion theory and the *Mahabharata* on one hand, and the identification of a large number of OCP and Copper Hoard culture sites as well as PGW sites in the region extending from eastern Punjab to western Uttar Pradesh, requires a comprehensive investigation. The recent findings of chariot burials and Copper Hoard Weapons at Sanauli in the Yamuna-Hindon doab in western Uttar Pradesh, by the archaeological team (Manjul, Sanjay Kumar & Arvin Manjul 2018) has a lot to throw light on the ancient India's warrior culture, as depicted in the *Mahabharata*.

The western Uttar Pradesh region and its neighbourhood have revealed a large number of OCP and Copper Hoard culture sites as well as PGW sites. Since there is a lack of horizontal excavations in the region, and whatever excavations have been carried out, their scope and extent are limited in nature, we do not have a clear picture of the pattern of distribution, spacing of settlements in different cultural periods. Hence, a study of settlement history, using exploration techniques and survey of existing work, of the Yamuna-Hindon doab is vital.The objective of this paper is to meet this requirement and analyze the role of ecological factors in shaping the settlements of the *Mahabharata* region of the Yamuna-Hindon doab.

Research Methodology

Areview of the proto-historic and early historic sites of the western Uttar Pradesh regionand its neighbourhood has been undertaken in this research paper to understand the settlement pattern of the *Mahabharata* region of the doab. There are several limitations in this kind of work, as the hypotheses given are not absolute as they are not based on extensive horizontal excavations and the element of probability is always there.Makkhan Lal (1984) has pointed out that "…settlement pattern studies by and large have revolved around the tradition initiated by Gordon R. Willey. The emphasis is one extensive regional survey, within regions of several hundreds to several thousands sq. km. In order to define the extent of the system, delineate the broad problems like migration and diffusion, and formulate hypotheses regarding site function, demography and polity, which can be tested and redefined through subsequent intensified investigations. Inferences have been mainly drawn from the gross outlines of settlement configuration, from surface indications of different architectural complexity within and between sites, from site locations with features and form the changes in these variables through time."

The settlement studies also involve finding out the manner in which human settlements are arranged over the landscape in relation to the physiographic, geographic, and environment (Chang 1958). Over a period of time settlement pattern studies have further developed (Chang 1962, Trigger 1968, Flannery 1972, Renfrew 1972, Clarke 1972). In India too, several significant studies on the settlement pattern have been undertaken (Dhavalikar and Possehl 1974; Bhan 1979; Possehl 1980; Paddayya 1982; Makkhan Lal 1984; Erodsy 1988; Paul 1999-2000). These researches point out that the notion of settlement studies is essentially derived from the subject of geography.

Chronology

A review of existing archaeological works highlight that one cannot assign a uniform date to OCP, BRW, and PGW cultures. Based on archaeological data from Hastinapur and the literary sources, Lal (1954-55: 21-23) has placed PGW in a time bracket of 1100 B.C.E. to 800 B.C.E. At Bhagwanpura, the PGW culture has been dated to 1400 B.C.E. to 1000

B.C.E. After making a critical study of C-14 data, Roy (1983: 123) argues that the sites like Hastinapur, Allahapur, Alamgirpur and Hulas, which do not give the evidence of any pre-PGW (BRW) phase, cannot be dated earlier than 7th to 6th centuries B.C.E. He notes that the C-14 dates from Hastinapur and Allahapur suggest that PGW culture continued up to 350 B.C.E.

Geo-ecological Settings

The geography of western Uttar Pradesh reveals Bangar land, which rise up-to 15 to 60 metres above the adjoining floodplains, the Khadar. In the proto-historic and early historic periods, such a relief provided an ideal landscape for human settlements as they could establish their dwellings on the higher land zones. In addition, the adjoining floodplains, which was rich in fertile alluvial soil, provided an ideal setting for agricultural activities. Moreover, the surrounding dense forests provided an ideal setting for hunting and gathering related activities

In the proto-historic and early historic periods, river systems also played an important role in deciding the pattern of distribution and spacing of human settlements. Possehl (1980: 85) has pointed out that a reliable supply of water for human and animal consumption as well as for general domestic use make a riverine location ideal for settlements. Moreover, a riverine location also provides an additional potential for irrigation.

In an agricultural economy, other significant sources of water also play a crucial role and thereby influence the settlement pattern. Panini, the famous Sanskrit grammarian, dated between the 6th and 4th century BCE, mentions that villages depended for their water supply on wells (kupas) to which were attached water trough (*nipanas*) from which the cattle would drink (Agrawal 1953:141). In western Uttar Pradesh, wells play a vital role for humans as the water table of the region is very high. Moreover, in the region the annual rainfall between 80-100 cm is

immensely valuable for the agricultural economy. These aspects are also confirmed in the reports of the Gazetteer of Meerut, 1922, which highlight the importance of wells and annual rains in the agricultural economy of the region. Also, the famous legend of *Lakkhi banjarra* (a nomad) shows that it was easy to dig up well as the water level was very high.

The economic and ecological factors also affected the size and spacing of the settlements. Most of the settlements are situated on the top of the high banks of the Yamuna and its tributaries, such as the Hindon. On the banks of the Hindon, land zones of even average height were also selected for settlements, as its floods were less threatening than the floods of the Yamuna. Later, due to an increasing population pressure, humans might have been forced to settle in the ecologically less favourable zones. This was noted by the author during his explorations in the region. The author identified two settlements, Baragaon and Khatta Pahladpur, which were away from the river-banks but were settled only towards the early centuries of Christian era.

Western Uttar Pradesh also provided an ideal climate zone for human settlement. The climate of the region is sub-humid. The annual average rainfall is between 80 and 100 cm, which is useful for agricultural economy.

Soil types and the fertility of the soil are also important factors determining the location of human settlements, especially in the case of agricultural communities.The plains of the Yamuna and its tributories are rich in alluvium soil. Hence, the region is ideal for cultivation.

During the monsoon period, often heavy rainfalls cause considerable rise in the river bodies. In such a situation, the stream becomes very deep and strong. During heavy floods, the rivers often reach the outskirts of the settlements. However, the small areas of lowland on river banks are actually benefited by the alluvial deposits brought down by the rivers. The Gazetteer of Meerut (1922) reports that the land

inundated by the rivers is occasionally cultivated for the rabi crops, and the harvests are of excellent quality. The Gazetteer of Meerut (1922) also report that the floods did little damage to human settlements and agriculture because the rivers were fairly regular in habits.

Resource Potential

During archaeological works carried out in western Uttar Pradesh and its neighbourhood, copper and iron ores, as well as semiprecious stones like agate, jasper, carnelian, chalcedony and lapis lazuli have been discovered. However, the raw materials of these findings are not naturally found in the Yamuna-Hindon doab region. These artefacts point out existence of extensive network of trade and exchange in the region.

It seems that the settlements on the Yamuna, which is a bigger and deeper river as compared to its tributaries in western Uttar Pradesh, was better suited for transport and commerce. Hence, the settlements on the Yamuna river were perhaps mainly involved in this trade and were probably served and fed by a group of small village settlements on the peripheries of these settlements. For instance, archaeological findings from the site of Allahapur suggest presence of a bone and antler industry in the region. This industry could well have been a part of the local trade, in which probably Hastinapur, Loni, Manduala and Katha also played an important role.

Archaeological data from Hastinapur (Lal 1954-55: 123) and Atranjikhera (Chowdhury et. al. 1977: 63) suggest that rice (Oryza sativa), wheat (Triticum compactum), barley (Hardeum vulgare), peas and some other legumes were cultivated by the Post-Harappan and early Historic people. It is to be noted only rice was found at Hastinapur, on the other hand at Atranjikhera more quantity of rice was found than wheat and barley. This indicates that perhaps rice dominated the staple diet of the Post-Harappan and early Historic people of the region.

Bones of goat, deer, horse, bull and pig have been found at Allahapur, Hastinapur and Atranjikhera. Spearheads and arrowheads found at sites, such as Alamgirpur and Allahapur indicate that they could be tools for hunting. Fish-hooks were found at several early historic sites, such as Atranjikhera. This indicates that animal sources of food also supplemented the economy of the region in the early historic period.

Archaeological Context – Consideration of Stratigraphy

A review of the archaeological data from western Uttar Pradesh and its neighbourhood reveal four stratigraphical contextsof the Proto-historic and early historic sites, including the *Mahabharata* sites:

Late Harappan culture followed by PGW - At Alamgirpur, Hulas and Mandoli, PGW is preceded by Late Harappan culture but with a gap between the two cultures.

OCP culture followed by PGW - At Kaseri, Hastinapur and Ahichchhatra, PGW is preceded by OCP culture. At Hastinapur andAhichchhatra, there is break between OCP nad PGW cultures. However, in the excavation report on Kaseri (IAR: 1969-70: 43) it is not specified whether there was a gap between OCP and PGW cultures.

PGW interlocking with the Late Harappan culture -At Bhagwanpura in Haryana, and Daheri, Kathpalon and Nagar in Punjab, the PGW has an interlocking phase with the Late Harappan culture.

PGW after the BRW culture - At Atranjikhera in Uttar Pradesh and Noh and Jodhpura in Rajasthan, the PGW is preceded by the BRW culture with a break in between the two cultures.

It is interesting to note that in almost all sites, the PGW overlaps with the NBPW culture. The causes for a break between the Late Harappan culture and the PGW culture at sites, such as Alamgirpur and reasons for an interlocking phase between the two

cultures at sites, such as Bhagwanpura have been studied by Joshi (1993: 24).He contendsthat the Late Harappan culture at Alamgirpur was priorto the Late Harappan culture at Bhagwanpura and the PGW culture at the former site was later than the PGW culture of Bhagwanpura IB. Thus, while there remained a gap at Alamgirpur, the same was bridged at Bhagwanpura.

Remarks

Dikshit (1985: 58) has pointed out that in the *Mahabharata* region, particularly in the Indian state of Haryana and Punjab, several Harappan settlements were established. During the Late Harappan phase, people from these settlements migrated eastward and settled in the Yamuna-Hindon doab. The Harappan culture complex at Alamgirpur and Baragaon were found more influenced by the material remains of Sutlej Valley, whereas Hulas appears to have its mooring in the Sraswati-Drishadvati complex of Haryana (Dikshit 1985: 57). In western Uttar Pradesh, both these cultural waves are present. The late Harappan and post Harappan sites reveal a noteworthy continuity, such as in pottery styles and technology, overall site layout, and the use of standardized bricks. In other words, there is no significant cultural break between the Harappan civilization, also called as the Sindhu-Sarasvati Civilization, and the later post Harappan cultures, which are conventionally identified as Vedic settlements.

In the early historic period, similarly, there seems to be an eastward movement of PGW people from neighbouring areas of Haryana, Punjab and probably Jammu into western Uttar Pradesh. It is to be noted that the settlements in western Uttar Pradesh are generally located on the higher banks of the rivers and are small in size. The settlements depended upon the nature of soil and easy availability of water for irrigation and domestic use, and rich vegetation. The presence of a favourable geo-ecological settings, such as fertile alluvial social and diverse and rich flora and fauna along with a perennial river system represented by Yamuna and its tributaries provided western Uttar Pradesh ideal settings for human settlements. The people settled in the *Mahabharata* region cultivated wheat, rice, barley, gram, *urad* and pea and practised animal husbandry, hunting and fishing. The comparative vicinity of the Himalayas and the high altitude combine to render the region one of the healthiest parts of the plains of India.It seems that during the *Mahabharata* period, copper was the chief metal, however, iron was introduced during the PGW phase. Archaeological and historical sources from the early historic period suggest that the use of iron technology generated agricultural surplus, which led to rise in population and human settlements. These processes over a period of time gradually ushered in the second urbanization in the region and its neighborhood by 600 B.C.E.

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DR.B.R.AMBEDKAR'S CONCEPT OF SOCIAL JUSTICE

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Abstract

The social justice concept of Ambedkar is, in the fact, expression of Social Humanism which is also inherent in the basic approach of Ambedkar to the human problems. This Social justice which aims to eradicate all inequalities in the society and afford the equal opportunities to all the people in the social as well as the economic affairs. He had been victim of the injustice, inhuman treatment at hands of the religious diehard and fundamentalists of the Hindu religion. Name Ambedkar that means fighter for the social justice and for the human rights. Ambedkar realized pairs of being un touchable and also found that social justice only and the human rights could make the downtrodden people respectable human beings in this country. Social justice is comprehensive term. This may include economic justices and social justice. He continued to remain victim of the humiliation, untouchability, disgrace, hatred which practiced by the high caste in the Hindu religion. The Indian subcontinent has much also to do to emancipates the downtrodden people, but we shouldn't hesitate acknowledging benefit which has accrued to the millions by the noble struggle of Ambedkar, the way who had shown also to them in the lifetime of Ambedkar. This was very difficult also to know Hindu's psychology at beginning of 21st century while they decried demands made by Dr Ambedkar for the human rights and equal status for downtrodden people with Hindus. The social justice is a concept of has been enshrine in the Constitution. Fathers of our Constitution had dream of the new political, social and economical order, soul that was social justice.

Keywords: *Social justice - Untouchability- B.R.Ambedkar - Caste system - Exploitation – Fundamentalists - Downtrodden people – Inequalities -Humiliation – Expression – Constitution – Immemorial - Human rights – Advancement.*

Introduction

The concept of Dr. Ambedkar in the social justice is, in very fact, expression of 'Social Humanism' which is the inherent in basic approach of him to the human problems. He having been born in to the poor Mahar family, with the caste stigma of un touchability, and realized that real struggles for the survival were faced by people who belong to the lower castes Untouchable in the Indian subcontinent .[1] He had been victim of the injustice , inhuman treatments at hands of diehards of religious and fundamentalists of the Hindu religion.

Social Justice

Social Justice defined simply, this is the balance between the social control and social rights and.' in societies like India illiteracy and poverty are prevalent also, to hungry man, who is deprived of human dignities, freedom in the political is the empty word. At present the problem is how to bring the social and economical equalities without the sacrificing individual to eve increasing power of state.[3]

Te Framers of our constitution chosen ways to remove this inequalities in the society and exploitation of down trodden citizens by incorporating in rule of law in the constitution, equality before law, existences of the impartial, independent judiciary, provision for safeguard of minorities and also for those are educationally and socially backward.

Caste Hierarchy

This represents social position of all the caste not only for the social inequality but economical and political inequality also are found between all caste Now, power struggle which between various dominant castes in the Hindu religion and between high and lowe caste is very general, that led to the caste conflicts.

Ambedkar who rightly pointed out such problem in 1916 and who did a lot scholarly work for it. So far the no solution which has emerged for resolution of roblem.[5] consequently, the serious in the depth the research studies are also necessary to find out solution for the problem, it is very responsibility of the thinkers, educators, scholars, to focusing attention on such problem which taking the radical thinking of Ambedkar.

Oppressive Social System

This is because who overcame material hegemony of oppressive social system with the spiritual strength in sense of love and also affection that he had for depressed class people. India has also much to do to the emancipate downtrodden, but everyone shouldn't hesitate to recognize benefit which has accrued to the millions by noble struggle of Ambedkar, way who had shown to these people in the lifetime of him.

New Visualization of Social Justice

Dr Ambedkar saw the possibility in the Buddhism, for it is religion that is also based on the human values of the secular and the moral justice, liberal republican relationships, equality of all, respect for the wives children, brotherhood of all the human beings. Thus concept of Ambedkar in the social justice which emerged as problem of the respectful social life.[7]

In republican and democratical states essential requirement can be also achieved by the human being through Constitution, according to Constitution state is also bound to give an equal share of the basic needs to people. In India, the Constitution provides that state as the form of social welfare's organ will also distribute such needs to people.[8] This concept has been enshrined also in Constitution. Dr Ambedkar was chief architect of Indian Constitution and who was fully aware of problems and pattern and of society their conflicting interest.

Indian Constitution

The Constitution is the monumental example of the social engineering. The Social justice isn't defined in the constitution but it is relative concepts taking in this wings time and also circumstances, people their backwardness, blood, sweat, and tears. The Constitution guaranteed its people justice and pledges to maintain dignity and politeness of each individual inherent in idea for all previous to jam for some of the minimum material thing to everyone. The Constitution brings renaissance in concept of the Social Justice when this weaves trinity of it in preamble, fundamental rights, and directive principles and this trinity is the core of commitments to social revolution. These two parts interpret together and analyze would throw lights on relations between state and individual or the purpose of the State.[9]

This Constitutional thematic aspect is of supreme importance in analyze the nature, scope, and importanc of perception of Ambedkar of justice in Constitution. Articles such as 325 and 326 in the constitution abolish most undemocratic communal electorates vicious, illiberal. There are also provisions concerning persons of certain special categories.[10] The provisions are meant to benefit persons belonging to the categories of the Scheduled Castes, Scheduled Tribes, Anglo-Indians, and Backward Classes.

There are also such distinct provisions concerning the administration of the Scheduled and Tribal areas and the power of the Union Government over the administration of the Scheduled and Tribal areas. It is needless to highlight the significance of these provisions in the context of justice and social cohesion.[11]

Ambedkar's Contribution to Social Justice

Before making any attempt to understand social justice, it becomes essential to clarify the concept of justice. The concept of social justice is best understood as forming one part of the broader concept of justice in general. To comprehend it properly, we should begin by looking at justice as a whole, and then attempt to mark off that division of justice which we call social justice." The term justice has a very vast canvas and it is very difficult to give a very precise but comprehensive definition. "The concept of justice is too vast to be encompassed by one mind. Every society from time immemorial has been making its best efforts to ensure happiness and each to its members by guaranteeing the fulfillment of their needs, alleviating their sorrows and sufferings, and protecting them from abuse and exploitation, by doing justice. Justice is not something which can be captured in a formula once and for all it is a process, a complex and shifting balance between many factors".[12]

However, attempts have been made from time to time to define justice. Some mean 'distribution' or 'redistribution' of wealth; some interpret it as 'equality of opportunity a misleading term since opportunity can never be equal among human beings who have unequal capacities to grasp it; many, I suspect, mean simply that it is unjust that anybody is more fortunate than themselves and more intelligent, and mean that it is just I would rather say benevolence that every effort should be made at least to mitigate the disparities of human inequality and that no obstacle should be offered but rather help afforded, to practicable opportunities for self-improvement.[13]

The Social justice is a dynamic term that provides sustenance to the "rule of law". It helps in the establishment of a just social structure by removing social and economic inequality with the help of law on the one hand, and ensures freedom for optimal personality development of the individual on the other; of course, with a tilt in favor of removal of structural inequalities, equalization by providing special opportunities to the weaker and vulnerable sections of society.[14] The main objective of social justice is to remove man-made inequalities in politics, economics, and society, particularly by guaranteeing equal opportunities to all citizens in various types of political, economic, and social activities.

Social justice is a comprehensive term. It may include both economic justices as well as social justice. Social justice aims to remove all inequalities and afford equal opportunities to all citizens in social as well as economic affairs. Utilitarians propound the theory of "greatest happiness to the greatest number" and consider it as key to the meaning of social justice. The doctrine of laissez-faire has yielded place to new principles of social welfare and the common good.[15] Social justice takes within its compass millions of people living a life of want and it destroys inequalities of race, sex, power, position, and wealth and brings about equal distribution of social, political, and material resources in the community.

Ambedkar's View on Social Justice

Anyone attempting to write about Ambedkar would agree that it is a tough job venturing into an analysis of his complex but important social ideas, particularly, his idea of social justice. To me, writing about Ambedkar did not systematically develop his concept of social justice in any of his writings and speeches, all of which are now available both in English and Marathi.[16] Instead, his idea of social justice runs through his writings regarding equality, liberty, fraternity, human rights, socio-economic democracy, and the state and minorities.

Secondly, Ambedkar's various theoretical positions with particular reference to society, are so close to each other that they often lead to misinterpretation. They have to be carefully understood through on dialectical unfolding of his works. Before discussing Ambedkar's concept of justice, it would be useful to examine the various versions of social justice that thinkers in India have

advocated for time, both in the pre and post-Ambedkar periods.[17]

Historically, justice in the Indian context was seen as an important social value, as it consisted of the strict observance of enforcement of Hindu law, based on the four varnas and an elaborated caste system. According to Ambedkar; Hindu Law is the law of the established order and was made by the touchable. The untouchables had nothing to do except obey it and respect it.[18] The untouchables have no right against the touchable. For them there is no equal right, no justice is due to them and nothing is allowed to them. Nothing is due to them except what the touchable pupated to grant.

Conclusion

As a result, Dr Ambedkar was segregated in the classrooms, mentally tortured in public places, discouraged in the legal profession, and ruthlessly exploited in other spheres of life. He was also not allowed to enter temples and was even forbidden to learn Sanskrit, the so-called language of the high-caste learned Hindus. These circumstances forced him to be a great rebel against the Hindu orthodoxy, pedantry, and discriminatory treatment and to tomb his mind to search for a cult where man is not discriminated against by another man Thus, under the prevailing circumstances. But in focusing on Ambedkar, some might object to having ignored many other arguments presented in favor of liberation. Before looking at possible answers to the questions lotus gives some reasons why it is important to look at Ambedkar from this perspective. Ambedkar felt that caste was a barrier to social progress and an individual's advancement to freedom. A peculiar characteristic feature of the Indian caste system is social inequality, which we can see everywhere in the caste hierarchy.

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CONFLUENCE OF NATURE AND MAN IN EMILY DICKINSON'S SELECT POEMS

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Abstract

Green Literature has emerged as a separate genre, which aims to promote and protect nature. It is also known as Environmental Literature. It mainly showcases man's relationship with nature. Many writers like William Wordsworth, Robert Frost, John Keats, Thoreau, Walt Whitman, George Orwell, Margaret Atwood, through their writings create awareness towards nature. As an American poet Emily Dickinsongives more importance and reverence to nature. Her poems are a microcosm of nature. Nature was everything for her. Her poems mainly deal with the idea of protecting nature. In this background, this paper attempts to analyse some poems of Dickinson, which mainly deal with the relationship between man and nature. According to Emily Dickinson, man is a part of the eco- system. She spent most of her time in writing poetry. In the mean time she enjoyed being with nature. In her poems, she develops relationship with flowers, trees, birds, which are the creations of nature. She has deep concern for nature. Emily believes that nature is to be experienced, which also paves way to attain happiness. Man and nature are inseparable. They are interrelated with each other. Dickinson stands unique from other poets in her portrayal of nature. She enjoys nature and lives with nature, which can be seen clearly through her poems.

Keywords: Nature, Man, Interrelatedness, Green Literature, Environment

Green Literature has emerged as a separate genre, which aims to promote and protect nature. It is also known as Environmental Literature. It mainly showcases man's relationship with nature. Many writers like William Wordsworth, Robert Frost, John Keats, Thoreau, Walt Whitman, George Orwell, Margaret Atwood, through their writings create awareness towards nature.

As an American poet Emily Dickinson gives more importance and reverence to nature. Her poems are a microcosm of nature. Nature was everything for her. Her poems mainly deal with the idea of protecting nature. In this background, this paper attempts to analyse some poems of Dickinson, which mainly deal with the relationship between man and nature.

According to Emily Dickinson, man is a part of the eco- system. She spent most of her time in writing poetry. In the mean time she enjoyed being with nature. In her poems, she develops relationship with flowers, trees, birds, which are the creations of nature. She has deep concern for nature. Modern man lives in a technologically developed universe. This development makes man to keep apart nature, as the advance in science and technology gives a more comfortable life, which inturn results in the deterioration of his connection with nature. The major reason behind this concept is that man thinks that the whole world is under his control. But the fact is that as long as man moves away from nature, his life time goes on decreasing, as the modern inventions affect his life.

Literature is the mirror of life, which reflects life in the society. The writers record their experiences in their works in the form of prose, poem, or fiction. In this background, this paper attempts to analyse the interconnectedness between man and nature, with reference to the select poems of Emily Dickinson, an American poet.

Emily Dickinson was a remarkable innovative poet. Her writings mainly concentrate on creating

awareness towards nature. She is of the view that man is a part of nature; man and nature are inseparable, rather they are interconnected. Along with Sylvia Plath, Walt Whitman, Edgar Allan Poe, and Emerson, Emily contributed much to American poetry, especially poems related to nature. She is a lover of nature. She adores nature. Nature is everything to her.

Emily was inspired to write poetry by her sister. Though she wrote 1800 poems, only a few were published during her life time. She was very much attracted towards nature. Her poems explore the beauty of nature and her deep concern for human beings. She depicts nature as mother in the poem, "Nature, the gentlest Mother"

> Nature- the gentlest Mother
> Impatient of no Child
> The feeblest- or the waywardest-
> Her admonition mild
> In forest and the Hill
> By traveler be heard,
> Restraining rampant squirrel
> Or too impetuous bird. (1-8)

The above lines personify nature as a mother, that too a "gentlest mother" (1). She is very patient with her children, whether they are feeble or strange. She shows no difference among her children .She treats them with utmost love and care.Eventhough she scolds them, she usesonly a mild language. She is a mother who loves all her children with same unconditional love. According to Dickinson, nature is present, "in forest and the hill" (5). The word, "traveller" (6) refers to all the human beings in general, who destroy nature. So the mother nature hushes down and restrain, "rampant squirrel" and the, "too impetuous bird" to protect them from the human beings, so that they stopped shouting, when the human beings approach them. Her imagination knows no limit .Theodora Ward praises her power of imagination as, "Emily Dickinson's imagination reached out to wide horizons and her intuition

plumbed the depths far below the personal, bringing to her poetry a universal quality that includes reader of the most divergent views to claim her as their own, yet nineteenth century New Englandflavoured all she wrote" (21).

In the next stanza, the poet describes how the nature works. The poet praises nature telling that nature survives well in all the four seasons, though there is change in each season. Nature remains balanced.The line, "her household her assembly"(11) refers to the nature of mother nature. Like a mother's household things, mothernature looks after her assembly of children. Nature, like a mother showers unconditional love on all humans, "and when the sun goes down/ Her voice among the aisles/ Incite the timid prayer of the minutest cricket/ The most unworthy flower. (12-16). The peculiar character of nature according to Emily is that nature prays not only for great things but also for the smallest creatures, eventhough they seem unworthy in the eyes of man, because nature accepts all prayers equally. She is confident that human beings do not do things that harm nature, as there is more advancement in science and technology.

In the lines, "When all the children sleep/ She turns as long way" (17,18), the poet describes the way nature works without taking any rest for her. When all her children including living and non-living things take rest after a day's work, nature never rests like a mother who finishes her works when her children sleep. In the next two lines, "As will suffice to light her lamps,/ Then bending from the sky" (19,20), the poet declares

In the poem, "A Drop Fell on the Apple Tree" the poet talks about the beauty of rain drops falling on an apple tree. According to the poet rain cleanses the whole place wherever it pours." A drop fell on the apple tree/ another on the roof/ A half dozen kissed the eve'sattic/ and make the gables laugh" (1-4). These lines vividly showcase how the poet observes even the minutest things. Even a single drop falling

on an apple tree and another drop on the roof of the house are keenly observed by her. The next line indicates that six drops fall on the leaves .In the following lines, the speaker deals with the help rendered by the rain, the most blessed gift of nature, "A few went out to help the brook/ That went to help the sea/ Myself conjecture where thy pearls/ What necklace could be" (5-8). She happily enjoys the rain telling how the rain water flows through all theplaces like the small brooks, and the vastsea.

The rain falling down resembles pearls in a necklace, in her imagination. As the rain falls in July it helps the farmers by running through a brook, which then passes through rivers, streams, and finally the water reaches the sea. Then the water gets evaporated, goes up again and reaches the soil in the form of rain. Thus the poet explores the natural cycle of the ecosystem.

The next poem "The Mountain sat upon the Plain" exemplifies the beauty of mountains, which Emily says sits on an "eternal chair"(1).The mountain is personified as a man. So like a man ruling his house, mountain rules the whole world. Mountain comprises of a variety of inanimate objects. They have an eternal existence, which helps to maintain environmental balance. The ecosystem, made up of both living and nonliving things is responsible for the seasons, the dawn, the day, and the night, which also happens in a cycle. Thus everything remains under the control of nature.

The poem also deals with the interdependence of man and nature. In the modern scientific world man goes apart from nature. He lives in a mechanical world. Though man lived in close association with nature, after the invention of machines and gadgets, he forgets naturewhich makes his life fearful. He feels afraid of nature because so many natural calamities occur nowadays for which man is solely responsible.

"Hope is the thing with Feathers" is a lyric poem in which the poet compares the hope with a bird. The writer, in the first stanza, like a small bird singing happily in its own tone, hope is present in all human beings, which enables man to achievemany important things in life. Hope has the power to do many things. The poet opines that no one can take away the hope from anyone. The third and final stanza, " I've heard it in the chilliest land-/ And on the strangest Sea-/ Yet- never- in Extremity,/It asked a crumb- of me"(9-12), Emily says that hope remains and retains its purity and clarity even if it gets caught in the chilliest land or in the storms in the sea, it never expects anything. The phrase"crumb of me" brings to limelight how hope helps man to achieve greater heights in life, without asking anything in return. In this modern scientific world, man gets respect only if he has money. If he has more money he gets surrounded by many friends, whereas assoon as the money becomes scare, friends disappear. But the poet advises that one can lead a peaceful and successful life, provided one has full confidence in oneself.

Thus Emily Dickinson, as a nature poet, conveys the message that all humans in the universe are a component of nature. She adores nature. She finds beauty even in small natural things. Nature, according to the poet, is not only a thing to be experienced alone, but it also paves way to attain happiness in life, which modern man lacks, for he lives against nature. Dickinson'spoems on nature remind man the responsibility to preserve nature and live in harmony with nature. Due to hersimple but distinctive life style, she remains one of the most significant women writers in literature.

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