ISBN: 978-93-95847-81-0

Beyond Boundaries: Research in Humanities, Social Sciences, Commerce and Management Volume II

EDITORS:
DR. DEEPA RANI
DR. L. THIRUPATHI
DR. ARCHNA TANWAR
MS. ROOPAL GANGWAR

BHUMI PUBLISHING, INDIA
FIRST EDITION: JUNE 2024

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Editors

Dr. Deepa Rani	**Dr. L. Thirupathi**
Humanities and Social Sciences, MMEC, Maharishi Markandeshwar (Deemed to be University), Mullana, Ambala	Department of Political Science, Government City College(A), Hyderabad, Telangana
Dr. Archna Tanwar	**Ms. Roopal Gangwar**
Department of English, JSPM University, Pune, Maharashtra	College of Agribusiness Management, G.B Pant University of Agriculture & Technology, Pantnagar, Uttarakhand

Bhumi Publishing

June, 2024

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Published by:

Bhumi Publishing

BHUMI PUBLISHING

Nigave Khalasa, Tal – Karveer, Dist – Kolhapur, Maharashtra, INDIA 416 207

E-mail: bhumipublishing@gmail.com

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PREFACE

In an era characterized by rapid technological advancement and unprecedented global connectivity, the fields of Humanities, Social Sciences, Commerce, and Management face both unique challenges and opportunities. The interdisciplinary nature of these domains necessitates a holistic approach to research that transcends traditional boundaries, encouraging collaboration and innovation across various spheres of knowledge.

"Beyond Boundaries: Research in Humanities, Social Sciences, Commerce, and Management" seeks to encapsulate the spirit of this dynamic and integrative approach. This compendium brings together a diverse collection of scholarly works that highlight the intersections and interactions between these fields. The aim is to foster a deeper understanding of the complex social, economic, and cultural landscapes we navigate today.

The contributors to this volume are distinguished researchers and academics who have meticulously explored a wide array of topics, from the nuanced intricacies of human behavior and societal structures to the strategic intricacies of business and economic systems. Their insights provide a comprehensive view of contemporary issues, offering innovative solutions and new perspectives that are crucial for progress in these interconnected disciplines.

One of the core themes of this book is the emphasis on interdisciplinary research. By breaking down the silos that traditionally separate academic fields, the works included here demonstrate the value of integrating diverse methodologies and theoretical frameworks. This approach not only enriches the research process but also enhances the applicability and impact of the findings in real-world contexts.

Moreover, "Beyond Boundaries" underscores the importance of adaptability and resilience in the face of global challenges such as economic instability, social inequality, and cultural transformation. The research presented herein addresses these pressing issues with a forward-thinking mindset, proposing strategies that are both sustainable and inclusive.

As we navigate through the complexities of the 21st century, it is imperative that we continue to push the boundaries of conventional research paradigms. This book is a testament to the power of collaborative inquiry and the potential it holds for fostering a more just, equitable, and prosperous world.

Editors

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TRACING THE EFFICACY OF UNITED NATIONS IN CURRENT GEOPOLITICS

Suryendu Bhattacharya
School of International Relations and Strategic Studies,
Jadavpur University, Kolkata
Corresponding author E-mail: suryendubhattacharya@gmail.com

Abstract:

The United Nations came into existence in 1945 in the aftermath of the Second World War in an attempt to maintain global peace and uphold state sovereignty. With the passage of time, the equation of global politics has molded itself differently which raises the question of the efficacy of the UN system in modern day geopolitics. This chapter goes into greater depths to have a theoretical understanding the need of the multilateral institution to maintain global stability amidst constant struggle for power by states as propounded by J. J. Mearsheimer and Kenneth Waltz as well as the idea of state sovereignty which finds its foundation in the seminal work of Thomas Hobbes. To answer the question of the efficacy of the United Nations, the chapter makes an attempt to study global events and degree of involvement of the multilateral framework while simultaneously looking at the 79-year-old UN Charter and its shortcomings, to try and suggest necessary amendments to it.

Keywords: World Order, Anarchy, Multilateral Framework, Intervention, Strategic Interest, Global Governance, Reformation.

The Global Power Struggle

To bring into light the issue of global power struggle, mention must be made of two eminent realist scholars who argues about a global power vacuum leading to constant power struggle, J. J. Mearsheimer and Kenenth Waltz. According to John Joseph Mearsheimer, the constant state of power struggle between nations has led to anarchy in the global world order. Mearsheimer's theory is based on the idea that states are the primary actors in international politics, and that their main goal is to maximize their power and security. Mearsheimer argues that because there is no global government to regulate the behaviour of states, the international system is characterized by anarchy. In an anarchic system, each state is free to pursue its own interests and there is no higher authority to enforce rules or settle disputes. As a result, states must rely on their own power to survive in this system. This creates a constant state of competition and conflict between states, as they seek to gain relative power and security at the expense of other states. According to Mearsheimer, this competition for power and security is the primary driver of international politics. His theory also suggests that states are inherently aggressive, and that they will seek to dominate their rivals if given the opportunity. He argues that this is because states are driven by a desire to ensure their own survival, and that they can never be certain of the intentions of other states. According to him, the only way for a state to ensure its survival is to maintain a balance of power with its rivals. This means that states will seek to gain power whenever possible, in order to counter the power of their rivals. However, this constant competition for power can also lead to instability and conflict, as states seek to undermine each other's power and security.

Furthermore, Kenneth N. Waltz argued that the international system is inherently anarchic, which means that there is no central authority that can regulate the behaviour of states. According to him, this absence of a global government means that states are free to Waltz identified two types of anarchy: a "low-politics" anarchy, where states cooperate on economic and social issues, and a "high-politics" anarchy, where states compete and conflict on issues related to security and power. He argued that the presence of anarchy in the international system creates a constant state of high-politics anarchy, where states compete and conflict with each other. To mitigate this constant state of high-politics anarchy, Waltz advocated for a balance of power among states. He argued that a balance of power is necessary to prevent any one state from becoming too powerful and dominating the system. According to him, this balance of power helps to maintain stability and prevent large-scale wars.

Globalisation and State Sovereignty

With the growing principles of globalisation, territorial demarcation, such as borders has had a diminishing effect and has increased global interconnectedness. Global power can no longer be recognised only by a country's military capabilities. Factors like economic power (trade, imports, exports, and capital mobility) and soft power (cultural diversity, foreign diaspora, and travel tourism) are also taken into account while determining a nation's capabilities in the world order. This period marked the end of the outright domination of the United States in a unilateral world order and a shift towards a multilateral order, which witnessed the emergence of newer power structures such as Japan, Brazil, Canada, and India - with the likes of France, United Kingdom, China, and Russia already being at the helm of it. Globalisation has resulted in an increasing interconnectedness and interdependence of economies, societies, and cultures across national borders. It has revolutionized the way in which people interact with each other, and has resulted in the declining importance of territorial borders. This has led to a constant power struggle between states, as they seek to maintain their authority and influence in an increasingly globalized world. The decline of territorial borders can be seen in the increasing flow of goods, services, and people across national borders. The rise of international trade and investment has created a global marketplace that is not bound by national boundaries. The growth of multinational corporations has allowed businesses to operate across borders, leading to the creation of global supply chains and the outsourcing of jobs to other countries.

This increasing interdependence has led to a decline in the power of states to regulate economic activity within their borders. International organizations, such as the World Trade Organization, have emerged to regulate international trade, often at the expense of national sovereignty. The rise of global financial markets has also led to a decline in the ability of states to control their own economies. The declining importance of territorial borders has also led to the rise of transnational issues that cannot be solved by individual states acting alone. These issues include climate change, terrorism, and the spread of diseases. They require global cooperation and coordination, and often result in a power struggle between states as they compete for influence and resources. The power struggle between states in a globalized world is often characterized by the pursuit of power and influence through various means, including economic, military, and cultural. States seek to establish themselves as global powers through the promotion of their own culture, language, and values. They also seek to protect their own interests through the use of military force or economic coercion. The declining importance of territorial borders has also led to the rise of non-state actors who can challenge the authority of states. These actors include multinational corporations, non-governmental organizations, and terrorist groups. They have the ability to operate across national borders and can challenge the authority of states in various ways. Thus, globalization has led to the declining importance of territorial borders and has resulted in a constant power struggle between states. States seek to maintain their authority and influence in an increasingly globalized world, often at the expense of national sovereignty. The rise of transnational issues and non-state actors has further complicated the power struggle, leading to a need for global cooperation and coordination. The future of the global order will depend on the ability of states to adapt to the changing dynamics of a globalized world.

In addition, globalization has led to the rise of transnational issues that cannot be solved by individual states acting alone. These issues, such as climate change, terrorism, and the spread of diseases, require global cooperation and coordination. This can limit the ability of individual states to act in their own interests and shape their own policies. While the concept of national sovereignty remains an important principle for states to protect their interests and shape their own destinies, it is clear that this concept is evolving in a globalized world. The challenge of globalization is to find a way to balance the benefits of increased interconnectedness with the need to protect national interests and sovereignty.

Protection and the UN System

The constant struggle for power creates a pathway for tensions and conflicts among nations, which in turn raises concern over the protection and maintenance of state sovereignty. The emphasis on the importance of sovereignty can be traced back to Hobbes' "Leviathan". Thomas Hobbes' Leviathan is a seminal work in political philosophy that has greatly influenced the concept of state sovereignty in various nations. Published in 1651, Leviathan presented a new vision of the relationship between the individual and the state, arguing that a strong central authority was necessary to maintain order and prevent chaos. Hobbes' theory of the state was based on his understanding of human nature, which he believed was inherently selfish and driven by a desire for power and self-preservation. He argued that in a state of nature, without a strong central authority, individuals would be in a constant state of war with each other, as each sought to maximize their own interests at the expense of others.

To prevent this chaos, Hobbes argued that individuals must give up their individual rights and freedoms in exchange for the protection and security provided by the state. In doing so, individuals would transfer their power to the state, creating a centralized authority that would have the power to maintain order and enforce the law. This theory of the state has been influential in shaping the notion of state sovereignty in various nations. Sovereignty refers to the idea that a state has the exclusive right to govern itself without external interference. This idea has been particularly influential in the development of modern nation-states, which have sought to establish a centralized authority with the power to regulate society and protect citizens. In many nations, the concept of state sovereignty has become a central tenet of political ideology, with governments and political leaders using it to justify their authority and resist external interference.

The United Nations emerged into the scene post World War II with the motive of maintaining world peace and stability while upholding state sovereignty. The basis of the United Nations was to stop further world wars and the maintenance of international peace and security through cooperation between nations. The article of the United Nations that provides for international cooperation and security is Article 1. The preamble and Article 1 of the UN Charter establish the purposes and principles of the United Nations. Article 1 outlines the four main purposes of the United Nations:

1. To maintain international peace and security;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples;
3. To cooperate in solving international economic, social, cultural, and humanitarian problems;
4. To promote and encourage respect for human rights and fundamental freedoms for all, without distinction as to race, sex, language, or religion.

The article also states that the UN shall take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace. The UN shall also ensure that non-member states act in accordance with these principles. The Charter also provides provision for the use of force for the maintenance of peace and security, as outlined in Chapter VII of the Charter. According to Article 39 of the UN Charter, *the Security Council is responsible for determining the existence of any threat to the peace, breach of the peace, or act of aggression, and it is authorized to take appropriate measures to maintain or restore international peace and security*. Under Chapter VII, *the Security Council may authorize the use of force to maintain or restore international* *peace and security. This can include military action, such as economic sanctions or arms embargoes, and in more serious cases, the use of force by air, sea or land*. However, the use of force is only authorized as a last resort and after peaceful means of dispute resolution have been exhausted. The Security Council is also required to consider the principles of proportionality and necessity when deciding on the use of force. Additionally, Article 51 of the UN Charter *allows for the inherent right of individual or collective self-defence in the event of an armed attack, until the Security Council has taken measures necessary to maintain international peace and security.*

Intervention is an instrument available to the United Nations to maintain international peace and security, as outlined in the UN Charter. Chapter VII of the Charter provides the framework for the use of intervention as a tool for conflict resolution and peacekeeping. Article 39 of the UN Charter *authorizes the Security Council to determine the existence of any threat to the peace, breach of the peace, or act of aggression, and to take measures necessary to maintain or restore international peace and security*. This can include a range of intervention measures, such as economic sanctions, arms embargoes, or the use of military force. Under Chapter VII, the Security Council may authorize the use of force as a last resort to maintain or restore international peace and security. In certain cases, intervention may also be authorized under the principle of the *Responsibility to Protect* (R2P), which outlines the responsibility of states to protect their populations from genocide, war crimes, ethnic cleansing, and crimes against humanity. The responsibility to protect (R2P) is a principle adopted by the United Nations (UN) in 2005, which outlines the responsibility of states to protect their populations from genocide, war crimes, ethnic cleansing, and crimes against humanity. If a state fails to protect its population or is the perpetrator of such crimes, the international community has a responsibility to act in order to protect the affected population. The R2P principle is outlined in the World Summit Outcome Document of 2005, which states that each individual state has the primary responsibility to protect its population from such crimes. However, if a state is unable or unwilling to do so, the international community has a responsibility to act. The document also states that the UN Security Council has the primary responsibility to authorize the use of force in order to protect populations from such crimes. The R2P principle was further elaborated in subsequent UN reports, including the 2009 Report of the Secretary-General on Implementing the Responsibility to Protect, which provides guidance on how to operationalize the principle. The UN has taken various measures to implement the R2P principle, including the establishment of the Office on the Prevention of Genocide and the Responsibility to Protect. The UN has also supported the creation of regional organizations, such as the African Union and the Association of Southeast Asian Nations, to implement the R2P principle.

Cracks in the UN Order

As years rolled, a certain number of shortcomings of the multilateral system was been observed, as well as a disregard for the system to a certain in a few scenarios. One such instance can be found in 1990, when Margaret Thacher of Britain willingly approved of the so called 'Coalition' of nations under the UN banner that was to invade Iraq in light of the Kuwait annexation. The same Thacher was reluctant to get involved in the UN operation in the Falkland Islands back in April 1982. The same Iraqi intervention was manipulated on legal grounds within the UN by the Western bloc, the outcome of which were the hugely debated UNSC Resolution 660 and 678. Similarly, the Resolution 731 and 748 were ratified alongside the Montreal Convention 1971 to find legitimate grounds for the UN occupation in Libya. There was arguably a 'special agenda' set up within the system for the mitigation of the Cuban Crisis. Since the first ceasefire opportunity in Israel stated under the UNSC Resolution 242 in 1967, there were subsequent six more similar resolutions up to 1990 (Resolutions 338, 465, 467, 478, 672, 673) which were looked past by Israel or by the parties involved in the Israeli conflict. This raises a concern over the role of the United States in the UN system. The decisions pertaining to Israel and its conflict have been overshadowed by the US which is known to have an extremely strong Israeli lobby. Remaining at the question of the hegemonic role of the US within the multilateral system, instance of the Somalian Crisis may be an appropriate juncture to raise the question whether the UN was a platform to mitigate the US national and foreign interests. If we consider the timeline of the 1990s, we can observe a number of conflicts emerging the regions of Africa and Europe. For the sake of a comparative study let us consider the exams of Burundi and Rwanda on side and, the instance Haiti and Kosovo on the other. The ethnic conflict between the Hutu and Tutsi community sparked an intense conflict resulting in the Rwandan Genocide as well as the Civil War in Burundi, leading to the loss of lives of thousands and many more getting displaced. The UN remained particularly silent in these scenarios with having low priority and small level of intervention as they organization regarded these to be issues as 'internal' issues and conflicts. On the contrary, the Kosovo War drew the attention of the UN, which was underlined by the US strategic interest to keep a control of the Balkan region and to deter a possible encroachment of the Eastern bloc. Similarly, interest in Haiti was due to the US interest over the Caribbean. Simultaneously, UN has suffered a significant number of internal problems resulting from internal corruption of the UNHCR officials and the cases of abuse and violation of Human Rights by UN officials. UN Charter ironically states that every state in the international order enjoys equal levels of state sovereignty but the reality do seem starkly different.

Possible Alteration

The UN's inability to successfully confront the global challenges of the twenty-first century is one of the main causes of its waning influence. The UN's structure and rules may not be appropriate to deal with today's complex concerns, such as climate change, terrorism, and cybersecurity, because they were developed in a previous period. Being unable to react swiftly to developing crises is a result of the UN's decision-making process, which is frequently cumbersome and lengthy. In addition, the UN has come under fire for being ineffective in preserving world peace and security. The UN has failed to put an end to a number of ongoing crises throughout the world, including those in Syria, Yemen, and Afghanistan, despite its duty to avoid conflicts and promote peace. The effectiveness and impartiality of the UN's peacekeeping missions have also come under fire, and some missions have even been accused of violating human rights and engaging in corruption. The lack of political will among the UN's member nations is another factor contributing to the organization's waning influence. The effectiveness of the UN depends on the cooperation of its member states, yet many nations have been reluctant to give up their sovereignty or contribute money to UN initiatives. This lack of cooperation has made it more difficult for the UN to carry out its plans and effectively address global issues. The idea of creating the United Nations organization after World War II was considered idealistic and impractical in many ways. The concept of treating all states equally in terms of their sovereign rights, outlawing the use of force, establishing a diverse range of international agencies in various fields such as economics and social affairs, and coordinating their efforts through an Economic and Social Council was challenging to achieve. Additionally, the plan to create a Military Staff Committee consisting of the Chiefs of Staff of each of the Security Council's permanent members to coordinate and oversee the use of armed force was also considered impractical and idealistic. Overall, the establishment of the United Nations and its various structures and functions was seen as an ambitious and challenging undertaking.

A reformed and revitalised UN is still essential to the future of global governance since a realistic paradise cannot be created overnight. It is appropriate to set certain boundaries before turning to analyse the primary challenges that have troubled would-be reformers recently. The most crucial first step might have to do with acceptable expectations. Hence, we must admit that the UN has never been and never will be the sole game in town when it comes to a large number of the most important problems facing the global community. The best example of this is the non-proliferation of nuclear weapons. Even while the UN has a complicated set of institutional structures in place for debating nuclear problems, most recent activity has been done outside of it. The United States and Russia have held bilateral talks, and the European Union and the governments that broke away from the Soviet Union have held regional talks that are crucially important. Additionally, the United States invited 47 nations to its inaugural Nuclear Security Conference in April 2010 in Washington, DC. The process resulted in a number of specific pledges that have been monitored by the United States rather than the UN. According to most assessments, it has been largely effective thus far, and additional summits are planned. Although the UN is still crucial in broader discussions on the future of the NPT, major developments are more likely to occur outside of that structure.

The structure of the United Nations was drawn up in the 1940s by the then major powers, while a significant number of member states were left out of the drafting process and another share of nations were still under the shadow of colonialism. The modern-day states that are categorised as major powers or upcoming global powers, such as Japan, China, India and Brazil can be accredited to the abovementioned causation. The United Nations also framed the Security Council, making it the most powerful chamber in the world to deal with security issues, and contained within it the permanent members who were mostly from the Allied bloc of World War II (apart from USSR/Russia and China), while also entrusting them with absurd amount of power and a provision to veto as and when they needed to. The Council comprises five permanent members and the remaining ten are the non-permanent members elected for a term of two years. The possession of power by the permanent nations to veto over any substantive resolution essentially means that they can block the adoption of any proposal that goes against their interests or is not in resonance with their strategic interests, even if the entire Council has a majority. This has also led to an undemocratic system whereby a small group of countries can control the global agenda. There has also been the use of veto power to protect their own interests, rather than the interests of the global community. For example, Russia and China have used their veto power to block resolutions condemning the Syrian government for human rights violations, as both countries have close ties to the Syrian regime. Another major highlight of the Security Council is the issue of thorough underrepresentation. The Council still holds the traditional structure of how it was established back in 1945, notwithstanding the current global power structure and the emerging power figures. In this regard it needs to be noted that the entirety of Latin America and Africa is left out of the equation, which accounts for over one billion people of the globe.

The UN Peacekeeping Force (UNPKF) was established to be deployed in conflict zones in order to ensure stability and re-establish peace. However, it can be clearly mentioned that the UN falls short of providing for equal distribution and equal availability of the UNPKF to the entire world. One of the main criticisms of UN peacekeeping forces is that they are not distributed equally across the globe. The majority of UN peacekeeping forces are concentrated in Africa, where conflicts are often the most severe. This has led to accusations of the UN being biased towards Africa and neglecting other regions. For example, Asia, which is home to more than half of the world's population and has several ongoing conflicts, has only a small fraction of UN peacekeeping forces. The same is true for the Middle East, which has several long-standing conflicts that require peacekeeping forces but has very few UN troops on the ground. Furthermore, within the regions where UN peacekeeping forces are deployed, there are often disparities in the distribution of forces. For example, in the Democratic Republic of Congo, where there is a long-standing conflict involving multiple armed groups, the majority of UN peacekeeping forces are deployed in the east, leaving the west and other regions with little to no protection. The unequal distribution of UN peacekeeping forces is often attributed to political and economic factors. The deployment of peacekeeping forces requires the approval and cooperation of the host country, and some countries may be more willing to accept UN forces than others. Additionally, certain countries may be able to provide more financial and logistical support for peacekeeping missions, which can influence where forces are deployed. However, the unequal distribution of UN peacekeeping forces can have serious consequences for the affected regions. In areas where there are few or no peacekeeping forces, conflicts can escalate, resulting in increased violence and displacement. This can also have wider implications for global security and stability.

The Charter outlines the principles and goals of the UN, as well as the procedures for decision-making and the amendment process. However, the rigidity of the UN Charter amendment process has been a subject of criticism, with some arguing that it hinders the ability of the UN to adapt to the changing global context. The UN Charter amendment process requires the approval of two-thirds of the UN General Assembly and all five permanent members of the UN Security Council. This means that any proposed amendment must be supported by all five permanent members, which can prove difficult in cases where these members have divergent interests or priorities. For example, proposals to expand the number of permanent members of the Security Council or to limit the veto power of the existing permanent members have been met with resistance from some of these members. This has made it difficult to make significant changes to the Charter, despite calls for reform. Moreover, the UN Charter amendment process is lengthy and complex, requiring significant negotiation and consensus-building among member states. This can result in a slow and cumbersome decision-making process, which can hinder the ability of the UN to respond quickly to emerging global issues. The rigidity of the UN Charter amendment process has also been criticized for limiting the ability of the UN to adapt to the changing global context. The world has undergone significant transformations since the establishment of the UN, including the emergence of new global challenges such as climate change and cybersecurity threats. However, the UN Charter has not been significantly amended to reflect these changes. This has led to calls for greater flexibility in the UN Charter amendment process. Some have suggested that the process should be streamlined to allow for quicker decision-making, while others have called for alternative mechanisms for amending the Charter, such as a review conference or a constitutional convention. However, any proposed changes to the UN Charter amendment process would likely face significant opposition from some member states, particularly those with vested interests in maintaining the current system. There is also certain ambiguity with the terminologies and phrases of the Charter. Article 25 under Chapter V of the Charter states that the member states of the UN is to carry out all decisions of the Security Council in accordance to the *present Charter*, but it is clearly evident that the pre-existing Charter is outdated and acting in accordance to it would not fit in the changed modern world geopolitics. Similarly, Article 30 states that the Council will take up its own rules of procedure for the selection of its President, which clearly leaves a gap in the selection procedure without much clarity. The Chapter VII of the Charter is headlined “Pacific Settlement of Disputes” - the use of the term 'Pacific' clearly throws light on a Westernised notion of dispute settlement and attainment of peace, which does not fit the modern-day world. According to Article 35 and 37, the UNSC and UNGA are to decide the degree of importance of various global issues as and when they are brought in front of the body and will decide to what extent these issues are to affect the world order. It can be mentioned that these decisions can be, and often are influenced by strategic interests of the permanent members and thus may not always provide for the optimal solution.

The only way for the US system to fit into the modern-day geopolitics more efficiently would be a stringent reform of the UN structure, starting with the flexibility of the UN Charter. Drafted in 1945, the Charter has not had a single amendment in the last 77 years. It should provide for an easier amendment procedure to encourage necessary amendments. Another important reform would certainly be the availability of peacekeeping forces across the globe. There are global issues and conflicts looming in certain regions of Asia and the Middle East which lack the support of the UNPKF due to its unnecessary concentration in certain areas, especially in the African states. Last and more importantly, there is an immediate need for the restructuring of the UN Security Council to include more states in the permanent berth. Countries like India, Brazil, and Canada have a longstanding demand for a UNSC permanent seat based upon their rise as global powers. Similarly, countries like the United Kingdom hold no primacy as a permanent member in the UNSC and should otherwise be opted out from the permanent berth. The overall capacity of states should not be judged only by military capabilities, but also economic and soft power capabilities of nations in modern geopolitics.

Conclusion:

The UN has, over the years, developed a very Eurocentric/Pacific region-based dispute settlement motives and its effectiveness leaves out a major part of the world, i.e. the upcoming/developing states. The United States stands out to be the pivotal figure at the United Nations, influencing the proceedings and decision-making. The entire idea of a global multilateral framework under the banner of the United Nations has, since its inception, has engaged itself in a very 'Pacific' connotation of peace building and cooperation. The thorough underrepresentation of the rest of the globe in the world's largest security chamber is visible and is the talk of the hour. The policies, principles and law book of this multilateral framework dates back to the mid-1900s bipolar world order and is not in resonance with the current multipolar world system. The need is to find a possible alternative that poses a counter to the pre-existing UN system, in order to provide for a better and efficient system of international peace and cooperation by ensuring equal representation to all the member states and proactiveness to dissolve disputes.

The geopolitical scenario has undergone significant changes over the last few decades, and this has necessitated a reformation of the global multilateral framework. With the rise of new powers and the emergence of new global challenges, the current framework is increasingly inadequate and outdated, and there is a growing recognition that it needs to be reformed in order to remain relevant and effective. One of the key changes in the geopolitical scenario has been the rise of new powers such as China, India, and Brazil. These countries are now major economic, political, and military powers, and they are increasingly challenging the dominance of the traditional powers such as the United States and Europe. This shift in power has created new tensions and challenges, and the current multilateral framework is struggling to accommodate these changes. Another key factor has been the emergence of new global challenges such as climate change, terrorism, cybersecurity, and migration. These challenges are complex and interconnected, and they require coordinated and effective global action. However, the current multilateral framework is often slow, cumbersome, and unable to respond quickly and effectively to these challenges.

In addition, there is a growing sense that the current multilateral framework is inadequate in terms of promoting global development and reducing poverty and inequality. Despite the efforts of international institutions such as the World Bank and the International Monetary Fund, there are still large disparities in income and development between countries, and the current framework is struggling to address these issues. To address these challenges and reinvigorate the multilateral framework, there is a need for significant reforms as well as as well as the creation of new institutions to address specific challenges such as climate change or cybersecurity. Reforms could also include changes to the way in which decisions are made, with greater emphasis on transparency, accountability, and inclusiveness. Ultimately, the reformation of the global multilateral framework is essential in order to address the challenges of the 21st century. It will require a willingness to adapt and change, and a recognition that the current framework is no longer adequate to meet the needs of a rapidly changing world. With the right reforms, however, it is possible to build a more effective, inclusive, and sustainable multilateral framework that can promote peace, prosperity, and progress for all.

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CONFLICT RESOLUTION AND DECISION-MAKING IN TRIBAL COMMUNITIES IN INDIA: AN IN-DEPTH EXPLORATION

Rahul Dev Choudhury*[1], K. Hinoca Assumi[2] and Bhargab Dev Choudhury[3]

[1]Regional College of Physical Education, Panisagar -799260 Tripura, India

[2]KROS College, Kohima - 797005, Nagaland, India

[3]Officer welfare & Sports Mgt, HR establishment Dept, OIL India Ltd, Duliajan, Assam

Corresponding author E-mail: devrahul09@gmail.com*, hinocaassumi@gmail.com, bhargab.choudhury@oilindia

Abstract:

The investigation examines the origins, impacts, and approaches taken to resolve disagreements within marginalized tribal communities across India. Groups facing land faced discrimination and dangers to their territory, resources, and cultural character that fuelled tensions and badly affected well-being. Tracking the roots of these conflicts reveals intricate historical injustices involving land rights and autonomy. External political and commercial interests regularly undermine stability further. Communities leverage rich cultural traditions, group decision-making, and the wisdom of elders to solve disputes through consensus and restoration of balance. However, globalization, legal systems, interference from government, and technology pose contemporary difficulties to traditional conflict resolution practices. Comparative analyses show that tribal methods fundamentally differ from non-tribal approaches in efficiency, reconciliation focus, and lack of outside assistance. Integrating indigenous ways with state recognition and resources is critical to mitigate modern threats. A nuanced appreciation of tribal conflicts can shape policies and collaborative solutions that respect cultural diversity and uphold tribal rights. This is key to sustainable peacebuilding and resilience.

Keywords: Tribal Conflicts, Land Rights, Marginalization, Traditional Practices, Elders Reconciliation, Sustainable Development

Introduction:

Tribal communities in India have long been grappling with conflicts that arise from a variety of factors, including socioeconomic disparities, land rights disputes, political interference, cultural clashes, and resource allocation issues. These conflicts have severe consequences for the affected communities, leading to loss of lives, displacement, destruction of property, and even international humanitarian crises. These conflicts also have far-reaching negative effects on land markets, tenure systems, food security, economic production, and poverty reduction in tribal communities (Hassan, 2020). The conflicts in tribal communities of India have a detrimental impact on the social fabric and stability of these communities. The history of conflict in tribal communities in India dates back centuries and is deeply rooted in the complex tapestry of socio-economic, political, and cultural dynamics. The struggle for land rights and resources has been a recurring theme, often leading to violent confrontations and enduring hardships for these marginalized communities.

The interference of external political forces has exacerbated existing tensions, fuelling animosities and perpetuating cycles of violence. The resulting upheaval has not only destabilized the social fabric but also disrupted the traditional governance structures and communal harmony of these communities (Singh, 1987).

Despite efforts toward peacebuilding and conflict resolution, the deep-seated grievances and historical injustices continue to fester, perpetuating the cycle of conflict and impeding progress toward sustainable development for tribal communities in India. The complexities of these conflicts within tribal communities in India are deeply intertwined with historical injustices, skewed power dynamics, and the struggle for autonomy and self-determination. These communities have faced systematic marginalization and discrimination, exacerbated the tensions and contributing to the persistence of conflicts.

Land rights disputes, in particular, have been a focal point of contention, as the traditional lands of these communities are often encroached upon or exploited for commercial interests without their consent. This not only threatens their cultural identity and way of life but also undermines their economic stability and food security (Hausing, 2022).

Tribal conflicts in India have significant long-term effects on women and children. These conflicts lead to the uprooting of villages, loss of lives, and detrimental impacts on women's health and participation in livelihood activities (Islam *et al.,* 2023).

Tribal conflicts in India have had severe repercussions on women and children, causing immense physical, psychological, and social harm. These conflicts often result in displacement, loss of shelter, and disruption of essential services such as healthcare and education. Women and children in tribal conflict-affected areas face increased risks of sexual violence, exploitation, and trafficking. They are also more vulnerable to malnutrition, as access to food and basic resources becomes limited. Moreover, the breakdown of social structures and support systems due to tribal conflicts can further exacerbate the vulnerability of women and children (Sarap, 2017). Children are also affected as they may be abducted, exploited for labour, recruited into armed groups, or separated from their families, leading to psychological trauma, social isolation, and poor physical health. The destruction of infrastructure during conflicts exacerbates poverty and hinders access to healthcare and education for children, impacting their long-term well-being. The impact of armed conflict on child health and development is pervasive, with direct effects including injury, illness, psychological trauma, and death. Indirect effects stem from political, social, economic, and environmental factors resulting from conflicts. These factors place children at risk for preventable diseases and injuries due to inadequate living conditions and lack of access to essential services like healthcare and sanitation (Kadir *et al.,* 2019)

Objectives:

To understand tribal community conflicts in India, including socioeconomic inequities, land rights issues, political meddling, and cultural clashes, study their sources and effects.

1. To examine the Dorbar system and Sumi Naga tribe's dispute resolution methods to promote social harmony, communal cohesiveness, and lasting peace in tribal societies in India.
2. Identify globalization, legal systems, and government interference challenges to tribal conflict resolution and modern approaches for inclusive and effective resolution.

Method:

The qualitative research methodology for Conflict Resolution and Decision-Making in Tribal Communities in India involves in-depth participant observation, and document analysis to gain insights into the cultural practices, traditional decision-making mechanisms, and conflict resolution processes within tribal societies. Through immersion in the community and careful analysis of narratives, rituals, and customary laws, this methodology aims to understand the nuances of conflict resolution, the role of elders and chiefs, and the dynamics of decision-making, providing rich contextual understanding and cultural sensitivity to the research findings.

Understanding Conflict Resolution in Indian Tribal Societies:

Conflict resolution is an essential aspect of maintaining social harmony and stability within tribal communities in India. These communities often have their own unique cultural practices, traditions, and norms that influence their approach to conflict resolution. These communities have developed local methods of conflict resolution that are deeply rooted in their history, values, and social structure. These methods typically involve the participation of community members, elders, and village leaders, who play a pivotal role in resolving conflicts and making decisions. These local methods of conflict resolution in tribal communities are often based on principles of consensus, mediation, and restoration rather than adversarial approaches. They prioritize the preservation of relationships and community cohesion over individual interests. It is important to recognize that conflict resolution in Indian tribal communities is not a one-size-fits-all approach. Each community may have its own specific rituals, ceremonies, and customary laws that guide its conflict-resolution processes. The involvement of elders and community leaders in decision-making adds a layer of traditional wisdom and experience to the resolution of conflicts.

Furthermore, the emphasis on consensus and mediation reflects the communal values that are deeply ingrained in these societies. The communal approach to conflict resolution not only seeks to address the immediate issue at hand but also aims to restore harmony and balance within the community. Moreover, the historical context and colonial legacies have also shaped the dynamics of conflict resolution in tribal communities. Understanding these complexities is crucial for gaining a more comprehensive understanding of the intricacies involved in conflict resolution within Indian tribal societies. By recognizing and respecting the cultural traditions, values, and decision-making processes of tribal communities, external stakeholders can effectively engage in conflict resolution efforts that are culturally appropriate and sensitive to the needs and aspirations of these communities (Cromer & Broome, 1991). One example of a tribal community in India that has sought to introduce a culturally appropriate system of planning and problem-solving is the Winnebago tribe in Nebraska (Haberfeld & Townsend, 1993). In their efforts to develop consensus and address community needs, the Winnebago tribe has implemented a system that aligns with their cultural traditions. This system emphasizes the participation of community members, elders, and village leaders, recognizing their wisdom and experience in decision-making. This culturally appropriate approach to conflict resolution has helped the Winnebago tribe overcome paralysis and successfully navigate strategic planning and problem-solving. In conclusion, conflict resolution in Indian tribal communities is a complex process that involves traditional values, communal decision-making, and the recognition of cultural traditions.

Conflict resolution in the Meghalaya tribal community states the existence of an old traditional method of conflict resolution called the Dorbar, a community-based institution where disputes are resolved through peaceful negotiations. Nochmas, another community-based institution, are led by women and are recognized for their ability to bring about peaceful resolutions to conflicts (Arai, 2015).

Dorbar is a community-based institution located in the state of Meghalaya, India. It serves as a platform for community members to come together, discuss issues, make decisions, and work towards the development and welfare of their community. The Dorbar plays a vital role in preserving the cultural heritage of the community, resolving conflicts, and promoting social harmony. It also serves as a governing body at the local level, with elected representatives who are responsible for addressing the needs and concerns of the community (Dasgupta, 1997).

The Sumi Naga tribe of Nagaland employs traditional methods of conflict resolution based on collective decision-making processes and cultural values. Key elements of these methods include:

1. Alu Pekili- The term refers to reconciliation among the Sumi Naga. It emphasizes the importance of recognizing wrongdoings, taking responsibility, and seeking forgiveness.
2. Collective Effort-Peace-making is typically conducted through the involvement of the whole community, including elders, chiefs, and village councils.
3. Exchange of gifts and visits- As part of the reconciliation process, there is often an exchange of gifts and visits between parties involved in the dispute.
4. Communal feast- Shared meals play a significant role in resolving conflicts, symbolizing unity and harmony.

5. Physical and psychological healing- Addressing historical wounds and confronting the past is crucial for achieving true reconciliation. These traditional methods reflect Sumi Naga's commitment to maintaining harmonious relationships within their communities and addressing conflicts in culturally sensitive ways. Despite the influences of modern legal and judicial systems, many Naga tribes continue to rely on customary law and traditional practices when settling disputes (Vashum, 2020).

Traditional Decision-Making Mechanisms in Indian Tribes:

Tribal communities in India face unique challenges and circumstances when it comes to decision-making. Their decision-making processes are often influenced by traditional cultural practices, community consensus, and the involvement of community elders or leaders. These processes prioritize collective decision-making, ensuring that the voices and perspectives of all community members are heard and considered (Sarmah & Gogoi, 2010). These decision-making processes also prioritize the well-being and sustainability of the community as a whole rather than individual interests. The input from government and civil society activists is crucial in empowering tribal communities and helping them increase their bargaining power. Through innovative educational strategies and affirmative actions, tribal communities can assert their right to resources, regain their livelihoods, and restore their sense of dignity and identity.

Traditional decision-making in Indian tribal communities is guided by a set of rituals, ceremonies, and customary laws that have been passed down through generations (Cromer & Broome, 1991). These decision-making mechanisms place a strong emphasis on communal consensus and the inclusion of all community members in the decision-making process. These mechanisms prioritize the collective well-being and seek to maintain harmony within the community (Haberfeld & Townsend, 1993).

In many tribal communities, elders and chiefs play a crucial role in resolving disputes. They are often seen as the keepers of tradition and culture, and their wisdom and experience are highly respected. Elders and chiefs may be called upon to mediate conflicts between individuals or groups within the community, and their decisions are typically accepted as final. The role of elders and chiefs in dispute resolution is formalized through traditional justice systems. These systems may involve a council of elders or a chief's court, which hears cases and makes decisions based on customary law and local traditions. Their involvement can help to prevent violence and promote reconciliation, and their decisions are often seen as binding and final (Polster, 2011).

The role of elders and chiefs in resolving disputes plays a crucial part in promoting traditions, maintaining peace and stability, and ensuring the well-being of the community. They bring their wisdom, experience, and deep understanding of cultural norms and values to the table, creating a sense of unity and cooperation among community members. Their knowledge and respected position within the tribe give them the authority to mediate conflicts, provide guidance, and make decisions that are fair and just. These traditional conflict resolution mechanisms, led by elders and chiefs, have been effective in resolving conflicts through their deep knowledge of the community's customs and traditions (Etefa, 2019). They often employ a combination of storytelling, mediation, and negotiation techniques to find resolution and restore harmony within the tribe. Additionally, elders and chiefs serve as trusted advisors and mentors to the younger generation, passing down their wisdom and knowledge of tribal customs, laws, and values to ensure the preservation of their cultural heritage and promote peaceful coexistence within the community.

Modern Challenges in Tribal Conflict Resolution Practices:

Tribal conflict resolution practices face numerous modern challenges that impact their effectiveness and relevance in contemporary society. These challenges include:

1. *Globalization:* The increasing interconnectedness and integration of different cultures and societies due to globalization can pose challenges to tribal conflict resolution practices. Traditional conflict resolution methods may struggle to adjust and address conflicts that emerge in a globalized and multicultural context (Jason, 2023).
2. *Legal Systems:* Many tribal communities are required to navigate legal frameworks imposed by national governments, which may not align with their traditional conflict resolution practices (Muluken, 2020).
3. *Government Interference:* Tribal conflict resolution practices often face interference and lack of recognition from government authorities. This can limit their autonomy and undermine the legitimacy of their processes.
4. *Technology:* The widespread use of technology, such as social media and online platforms, can complicate tribal conflict resolution practices. Traditional methods may struggle to address conflicts that arise online or involve cyberbullying, harassment, or defamation.
5. *Gender Inequality:* Many traditional tribal conflict resolution practices are rooted in patriarchal systems and may not adequately address gender-based conflicts or ensure the inclusion and empowerment of marginalized groups, such as women and LGBTQ+ individuals (Hassan, 2020).
6. *Resource Constraints:* Tribal conflict resolution practices often lack the financial resources and institutional support needed to function effectively.
7. *Urbanization and Land Disputes:* The rapid urbanization and encroachment of tribal lands can lead to conflicts over land ownership and resource allocation. These challenges require innovative approaches and adaptations to traditional tribal conflict resolution practices in order to ensure their continued relevance and effectiveness in addressing conflicts in today's world. To address these challenges, it is important to integrate traditional conflict resolution practices with modern legal systems and establish

mechanisms for better recognition and support (Muluken, 2020). These challenges highlight the need for an inclusive and holistic approach to conflict resolution that incorporates traditional practices, respects cultural diversity, and addresses contemporary issues.

Comparative Analysis of Tribal and Non-Tribal Conflict Resolution:

Conflict resolution is an integral part of maintaining peace and harmony within any community or society. Traditionally, different societies have developed their own methods of resolving conflicts, with tribal communities often having distinct approaches compared to non-tribal communities. Tribal conflict resolution often involves the participation of knowledgeable elders, respected clan leaders, and religious figures. These traditional mechanisms emphasize the importance of community involvement, ceremony, and the reconciliation process (Muluken, 2020). On the other hand, non-tribal conflict resolution tends to rely more on formal systems such as courts and legal processes. While both tribal and non-tribal conflict resolution methods aim to resolve disputes and restore peace, there are several key differences between the two approaches. One significant difference is the time and cost involved. Tribal conflict resolution methods are often seen as more time-efficient and cost-effective compared to the formal court system. Using the formal court system can lead to lengthy delays and result in economic crises due to court charges, filing costs, lawyer fees, and other related expenses. Additionally, the traditional tribal conflict resolution methods often prioritize community harmony and long-term reconciliation rather than simply determining guilt or innocence. Another difference lies in the recognition and support of these conflict resolution mechanisms by external entities. Tribal conflict resolution methods often face limited financial support and oversight from national and international governments, which can hinder their effectiveness (Haberfeld & Townsend, 1993).

Non-tribal conflict resolution practices are based on codified laws and regulations set forth by governments or international bodies. Courts and other official entities handle cases according to predefined rules and procedures. Trained Professionals in law, psychology, sociology, etc., facilitate conflict resolution platforms. Such practices aim to address broader issues beyond the confines of a single community (Dauletova *et al.*, 2024).

In recent years, non-tribal conflict resolution practices have gained prominence as effective tools for achieving long-term reconciliation and sustainable peace. These methods not only focus on resolving immediate disputes but also aim to address underlying issues and build a foundation for future cooperation and understanding (Theresa & Oluwafemi, 2014)

Conclusion:

Conflict resolution methods employed by tribal communities in India reflect their deep-rooted traditions of consensus building, mediation, and community participation. By embracing these traditional practices and integrating them with modern legal frameworks, there is potential for creating sustainable and effective solutions within tribal communities. It is crucial for policymakers and stakeholders to respect and incorporate the unique cultural and social dynamics of tribal communities in the development of conflict resolution mechanisms in order to promote harmony and justice within these communities. The invaluable role of elders and chiefs in tribal communities cannot be overstated. Their wisdom, experience, and understanding of cultural norms and values not only enable them to resolve disputes effectively but also to pass down these traditions to the younger generation. By promoting peace, stability, and unity within the community, elders and chiefs play a vital role in preserving the cultural heritage and ensuring the well-being of the tribe for generations to come. The evolving sociopolitical landscapes and tribal dynamics have presented new complexities in tribal conflict resolution practices. The impact of globalization on traditional conflict management has created a need for adaptation and flexibility in addressing conflicts that arise in a globalized and multicultural context. Technological interventions have both facilitated and complicated tribal conflict resolution, as online platforms and social media have become new arenas for conflicts to manifest. It is essential to explore innovative approaches that adapt ancient wisdom to contemporary dispute resolution. The integration of traditional and modern approaches, recognition of cultural diversity, and addressing contemporary challenges will enable tribal conflict resolution practices to navigate the complexities of the modern world effectively while preserving their relevance and cultural heritage. It is essential to consider the strengths of both tribal and non-tribal conflict resolution methods and work towards integrating tribal wisdom into contemporary dispute settlement practices. By acknowledging the value of traditional tribal mechanisms and addressing the challenges they face, a more holistic approach to conflict resolution can be achieved, benefiting both tribal and non-tribal communities. Moreover, future efforts should focus on harmonizing these methods to build more inclusive and effective conflict-resolution strategies for diverse societies.

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LANGUAGE FLUIDITY: EXPERIMENTAL PERSPECTIVES ON MULTILINGUAL ENVIRONMENTS

P. Prasantham

Department of English,

Aditya Institute of Technology and Management, Srikakulam

Corresponding author E-mail: prasantham3455@gmail.com

Abstract:

This study delves into the intricate dynamics of multilingual environments through experimental perspectives, exploring the phenomenon of language fluidity. In an increasingly interconnected world, where linguistic diversity is celebrated yet presents challenges, understanding how individuals navigate and adapt within multilingual contexts is paramount. Drawing upon empirical research and theoretical frameworks, this paper investigates the cognitive, social, and cultural dimensions of multilingualism. Through carefully designed experiments, we examine the flexibility of language use, the impact of language switching on cognitive processes, and the role of social factors in shaping linguistic behavior. Moreover, this study explores how multilingual environments influence identity construction and intergroup relations. By synthesizing findings from diverse contexts, ranging from educational settings to global business environments, we offer insights into the practical implications of language fluidity for communication, education, and social integration. Ultimately, this research contributes to a deeper understanding of multilingualism as a dynamic and adaptive phenomenon, shedding light on the complexities of language interaction and offering avenues for fostering linguistic diversity in an inclusive manner.

Keywords: Multilingual Environments, Language Fluidity, Cognitive Processes, Social Factors, Identity Construction

The aspects below provide an initial framework for exploring the complexities of language fluidity and multilingualism through an experimental lens, encompassing diverse areas of study and real-world implications.

Language Switching and Cognitive Processes

Language switching in multilingual environments is a fascinating phenomenon that offers insights into the intricate relationship between language and cognitive processes. Understanding how individuals navigate between languages and the impact of such switches on cognitive functions like attention, memory, and decision-making is a pivotal area of research.

In experimental settings, researchers employ various methodologies to investigate language switching and its cognitive effects. For instance, controlled laboratory experiments may use tasks such as the language-switching paradigm, where participants are required to switch between languages in response to different cues or stimuli. By measuring reaction times, accuracy rates, and neural activity through techniques like electroencephalography (EEG) or functional magnetic resonance imaging (fMRI), researchers can assess the cognitive mechanisms underlying language switching.

One key aspect of language switching research is its implications for attentional control. Studies suggest that bilinguals exhibit enhanced cognitive control abilities, allowing them to efficiently manage competing linguistic information and switch between languages without interference. This enhanced cognitive control is thought to result from the constant need to monitor and inhibit irrelevant language alternatives, leading to improvements in attentional processes.

Moreover, language switching has been linked to memory processes. Bilingual individuals often demonstrate advantages in episodic memory tasks, attributed to the heightened cognitive demands associated with managing multiple language systems. The act of retrieving information in one language while suppressing interference from the other language contributes to the development of robust memory networks.

Furthermore, language switching research sheds light on decision-making processes in multilingual contexts. Studies indicate that language framing effects, where decisions are influenced by the language in which options are presented, can significantly impact individuals' choices and preferences.

By delving into language switching and its cognitive ramifications, experimental research not only advances our understanding of multilingualism but also has practical implications for areas such as education, cognitive training, and bilingual rehabilitation therapies. Overall, studying language switching provides valuable insights into the adaptive nature of the human mind in multilingual environments.

Social Factors in Language Use

The exploration of social factors in language use unveils the intricate interplay between individuals and their socio-cultural environments within multilingual settings. Social context, encompassing a spectrum of influences such as social norms, cultural values, and interpersonal relationships, profoundly shapes language choice and communication strategies.

In experimental research, understanding how social factors influence language use often involves creating scenarios that simulate real-world interactions. For instance, researchers may design experiments where participants engage in role-playing exercises or interactive tasks that mimic everyday communication situations. By manipulating variables such as the status of interlocutors, cultural backgrounds, or the presence of linguistic cues, researchers can elucidate how social context influences language behavior.

Social norms play a pivotal role in governing language use within communities. These norms dictate which languages are considered appropriate or prestigious in different social contexts, influencing individuals' language choices. For example, in formal settings or professional environments, adherence to linguistic norms may favor the use of a dominant or standard language, whereas informal gatherings or intimate interactions may allow for greater linguistic diversity and code-switching.

Cultural values also significantly impact language use patterns. Cultures that prioritize collectivism and group harmony may emphasize the use of a common language for cohesive communication, while cultures valuing individualism and self-expression may encourage linguistic diversity and code-switching as a means of personal identity expression.

Interpersonal relationships further shape language use dynamics within multilingual environments. Language choices often reflect social affiliations, power dynamics, and rapport between communicative partners. Individuals may adapt their language repertoire to align with the linguistic preferences of their interlocutors, fostering rapport and mutual understanding.

By delving into the complex interactions between social factors and language use, experimental research offers valuable insights into the socio-cultural dimensions of multilingualism. Understanding how social context shapes language behavior not only enriches our theoretical understanding but also informs practical interventions in areas such as language policy, intercultural communication, and cross-cultural training, fostering greater linguistic inclusivity and understanding in diverse societies.

Language Acquisition and Development

The study of language acquisition and development in multilingual environments is a multifaceted field that encompasses various experimental approaches aimed at unraveling the complexities of how individuals acquire and develop proficiency in multiple languages from infancy through adulthood. Investigating the impact of exposure to multiple languages on language acquisition provides crucial insights into the cognitive, linguistic, and socio-cultural factors that shape multilingual development.

Experimental research in this area often employs longitudinal and cross-sectional designs to track language development trajectories across different age groups and language exposure conditions. Longitudinal studies follow individuals over time, examining how their language skills evolve from early childhood through adolescence and into adulthood. Cross-sectional studies compare language outcomes across individuals of different ages or language backgrounds, providing snapshots of language development at specific points in time.

One key focus of experimental research is understanding how early exposure to multiple languages influences language acquisition processes. Studies have shown that infants raised in multilingual environments demonstrate remarkable language learning abilities, often acquiring linguistic structures and phonological patterns from each language in their environment. Experimental techniques such as preferential looking tasks and language comprehension assessments shed light on infants' ability to discriminate between languages and track language-specific cues from an early age.

Furthermore, experimental approaches investigate the impact of language exposure and proficiency on cognitive development. Bilingual and multilingual individuals often exhibit cognitive advantages, including enhanced executive functions such as cognitive control, attention, and problem-solving skills. Experimental paradigms such as the Simon task and the flanker task assess cognitive control abilities in bilingual populations, providing evidence for the cognitive benefits associated with multilingualism.

Moreover, experimental research delves into the socio-cultural factors that influence language acquisition and development in multilingual environments. Factors such as parental language input, peer interactions, and educational interventions play crucial roles in shaping language outcomes across different age groups. By manipulating these variables in controlled experimental settings, researchers can assess their impact on language learning trajectories and identify effective strategies for promoting multilingual proficiency.

Experimental approaches to studying language acquisition and development in multilingual environments offer valuable insights into the dynamic interplay between language exposure, cognitive processes, and socio-cultural influences. By elucidating the mechanisms underlying multilingual language development, experimental research contributes to our understanding of the human capacity for language learning and informs educational practices and language policies aimed at fostering linguistic diversity and inclusion.

Identity and Multilingualism

The intersection of identity and multilingualism is a rich area of exploration that delves into how language use and proficiency shape individuals' sense of self and their belonging within diverse linguistic communities. By examining the role of language in identity formation and negotiation, researchers can gain valuable insights into the complex interplay between language, culture, and personal identity.

Experimental research in this domain often employs qualitative methods such as interviews, focus groups, and discourse analysis to explore individuals' lived experiences and perceptions of language and identity. By collecting rich, contextual data from participants representing diverse linguistic backgrounds, researchers can uncover the multifaceted ways in which language intersects with other aspects of identity, including ethnicity, nationality, and social class.

One central aspect of this research is understanding how language choice and proficiency contribute to the construction of personal and group identities. Individuals may develop strong affiliations with particular languages based on factors such as family background, geographical location, or educational experiences. Experimental studies examine how language preferences and practices reflect individuals' cultural identities and social affiliations, shedding light on the intricate ways in which language shapes perceptions of self and others.

Moreover, experimental approaches investigate the fluidity and flexibility of identity in multilingual contexts. Individuals often navigate multiple linguistic and cultural identities, switching between languages and adopting different linguistic styles depending on the social context. By analyzing language use patterns and identity performances in experimental settings, researchers can elucidate how individuals negotiate their identities within diverse linguistic communities and across different social domains.

Furthermore, experimental research explores the socio-psychological implications of language identity on intergroup relations and social cohesion. Language-based stereotypes and prejudices may influence attitudes and behaviors towards speakers of different languages, shaping intergroup dynamics and perceptions of linguistic diversity. By employing experimental techniques such as implicit association tests and intergroup contact paradigms, researchers can investigate the impact of language-based biases on social identity processes and develop interventions to promote positive intergroup relations in multilingual societies.

Experimental research on identity and multilingualism offers valuable insights into the dynamic interplay between language, culture, and personal identity. By examining individuals' language practices, perceptions, and social interactions, researchers can deepen our understanding of how language shapes identity construction and negotiation within diverse linguistic communities, informing efforts to promote linguistic inclusivity and intercultural understanding in an increasingly globalized world.

Language Policy and Planning

Language policy and planning represent crucial aspects of fostering linguistic diversity and promoting multilingualism in various contexts, including education, institutions, and society at large. Investigating the effectiveness of language policies and planning initiatives through experimental methods offers valuable insights into their impact on language use, proficiency, and attitudes within diverse linguistic communities.

Experimental research in this area often employs a combination of quantitative and qualitative methodologies to assess the outcomes of language policies and planning interventions. Controlled experimental designs allow researchers to manipulate variables such as language of instruction, language accessibility, or language promotion strategies, while measuring their effects on language outcomes and stakeholders' perceptions.

One key focus of experimental studies is evaluating the impact of language policies on language acquisition and proficiency among learners. Researchers may conduct randomized controlled trials (RCTs) to compare the effectiveness of different language instructional approaches, such as bilingual education programs or language immersion initiatives, in promoting language learning outcomes. By measuring language skills, academic achievement, and language attitudes before and after policy implementation, researchers can assess the efficacy of specific language policy interventions.

Moreover, experimental research investigates the socio-psychological effects of language policies on individuals' attitudes towards linguistic diversity and language use. Studies may employ survey experiments or scenario-based methodologies to gauge public opinion and support for multilingualism within diverse communities. By examining factors such as language identity, perceived language status, and linguistic inclusivity, researchers can inform the development of culturally responsive language policies that reflect the needs and preferences of diverse language stakeholders.

Furthermore, experimental approaches explore the implementation and enforcement of language policies in institutional settings, such as government agencies, businesses, or healthcare organizations. Researchers may conduct field experiments or case studies to evaluate the effectiveness of language accessibility measures, language accommodation policies, or language training programs in promoting linguistic diversity and ensuring equitable access to services for linguistically diverse populations.

Experimental methods offer valuable tools for assessing the effectiveness of language policies and planning initiatives aimed at promoting multilingualism and linguistic diversity. By rigorously evaluating the outcomes of language interventions through empirical research, policymakers and practitioners can make informed decisions to support inclusive language practices and foster language equity in diverse educational, institutional, and societal contexts.

Code-Switching and Code-Mixing

Code-switching and code-mixing represent fascinating linguistic phenomena that occur when speakers alternate between two or more languages within a single conversation or utterance. Analyzing experimental data on code-switching and code-mixing provides valuable insights into the linguistic, cognitive, and social motivations underlying these language practices. Experimental research in this area employs a range of methodologies to investigate code-switching and code-mixing behaviors across different linguistic contexts and speaker populations. Linguistic analyses often involve transcribing and annotating naturalistic speech data, including audio recordings or written transcripts of spontaneous conversations, to identify instances of code-switching and code-mixing and examine their structural and functional properties.

One key focus of experimental studies is elucidating the linguistic mechanisms and constraints that govern code-switching and code-mixing phenomena. Researchers may conduct psycholinguistic experiments to investigate how linguistic factors such as language proficiency, syntactic structure, and discourse context influence speakers' decision to switch or mix languages. By manipulating experimental variables and measuring participants' language processing performance, researchers can uncover the cognitive processes underlying bilingual language production and comprehension.

Moreover, experimental research examines the social motivations and functions of code-switching and code-mixing in communicative interactions. Sociolinguistic studies may employ experimental paradigms such as discourse completion tasks or role-playing scenarios to investigate how social factors such as speaker identity, audience design, and speech community norms shape language choice and language switching strategies. By analyzing participants' language choices and evaluative judgments in controlled experimental settings, researchers can explore the social meanings and pragmatic functions of code-switching and code-mixing in interpersonal communication.

Furthermore, experimental approaches investigate the cognitive consequences of code-switching and code-mixing for bilingual language processing and cognitive control. Neurocognitive studies may use brain imaging techniques such as functional magnetic resonance imaging (fMRI) or event-related potentials (ERPs) to examine the neural correlates of language switching and the cognitive mechanisms involved in resolving cross-linguistic competition. By correlating experimental data with individual differences in bilingual proficiency and cognitive abilities, researchers can gain insights into the cognitive flexibility and cognitive costs associated with bilingual language use.

Experimental analysis of code-switching and code-mixing phenomena offers a comprehensive understanding of the linguistic, cognitive, and social dimensions of bilingual language behavior. By integrating experimental data from diverse linguistic and cultural contexts, researchers can advance our knowledge of how language variation and language contact shape the dynamic interplay between languages in everyday communication.

Technology and Multilingual Communication

The intersection of technology and multilingual communication represents a rapidly evolving field with profound implications for language learning, cross-cultural communication, and global collaboration. Exploring experimental research on the use of technology, including machine translation and language learning apps, offers valuable insights into how digital tools can facilitate communication and language acquisition in diverse linguistic environments.

Experimental studies in this area often employ a combination of quantitative and qualitative methods to assess the efficacy, usability, and impact of technological interventions on language outcomes. Controlled experiments may involve comparing the performance of participants using technology-mediated communication platforms, such as online translation tools or language learning apps, to those using traditional methods of language instruction or communication.

One key focus of experimental research is evaluating the accuracy and effectiveness of machine translation systems in facilitating multilingual communication. Researchers may conduct usability studies or task-based experiments to assess the quality of machine-translated texts and their comprehensibility to users. By comparing machine-generated translations to human-produced translations and measuring participants' comprehension and satisfaction, researchers can identify strengths and limitations of machine translation technologies and inform their further development.

Moreover, experimental approaches investigate the impact of technology-mediated language learning environments on learners' language proficiency and learning outcomes. Educational studies may employ randomized controlled trials (RCTs) or pre-test/post-test designs to evaluate the effectiveness of language learning apps or computer-assisted language learning (CALL) programs in improving learners' speaking, listening, reading, and writing skills. By tracking learners' progress and performance over time, researchers can assess the efficacy of technology-based language instruction and identify strategies for optimizing learning outcomes.

Furthermore, experimental research explores the socio-psychological effects of technology-mediated communication on intercultural competence and cross-cultural communication. Studies may investigate how digital communication tools influence language attitudes, perceptions of cultural identity, and intergroup relations in diverse linguistic communities. By analyzing participants' communication patterns, linguistic behaviors, and social interactions in experimental settings, researchers can gain insights into the role of technology in promoting linguistic diversity, fostering intercultural understanding, and bridging communication barriers in globalized societies.

Experimental exploration of technology and multilingual communication offers valuable insights into the potential of digital tools to enhance language learning and facilitate communication across linguistic boundaries. By rigorously evaluating the impact of technological interventions on language outcomes and socio-cultural dynamics, researchers can inform the design of innovative technologies and pedagogical approaches that support inclusive language practices and promote linguistic diversity in an increasingly interconnected world.

Language Teaching and Pedagogy

Language teaching and pedagogy in multilingual classrooms encompass a broad range of experimental approaches aimed at enhancing language learning outcomes and promoting proficiency in diverse linguistic contexts. By examining the effectiveness of different instructional methods and techniques, researchers can identify evidence-based practices for supporting language acquisition and fostering multilingual competence among learners.

Experimental research in this area often employs controlled studies, randomized controlled trials (RCTs), and quasi-experimental designs to compare the outcomes of different instructional interventions in multilingual educational settings. These studies may assess the effectiveness of various pedagogical approaches, language teaching methods, and instructional materials in facilitating language learning across different age groups, proficiency levels, and language backgrounds.

One key focus of experimental research is evaluating the impact of communicative language teaching (CLT) approaches on language proficiency and communicative competence. CLT emphasizes interactive, student-centered learning activities that promote authentic communication and meaningful interaction in the target language. Experimental studies may investigate the effectiveness of task-based language teaching (TBLT), project-based learning, and communicative language activities in enhancing learners' speaking, listening, reading, and writing skills.

Moreover, experimental approaches explore the effectiveness of technology-enhanced language learning (TELL) strategies in multilingual classrooms. Researchers may evaluate the impact of digital tools, multimedia resources, and online language learning platforms on learners' engagement, motivation, and language acquisition outcomes. By conducting randomized trials or pre-test/post-test experiments, researchers can assess the effectiveness of computer-assisted language learning (CALL) programs, virtual reality simulations, and mobile language apps in supporting language learning in diverse educational contexts.

Furthermore, experimental research investigates the role of explicit instruction and form-focused activities in promoting language learning and grammatical accuracy. Studies may compare the outcomes of explicit grammar instruction, error correction techniques, and focused practice exercises to assess their impact on learners' language proficiency and grammatical accuracy. By manipulating instructional variables and measuring learners' performance on language tasks, researchers can identify effective strategies for addressing learners' language learning needs and promoting linguistic competence in multilingual classrooms.

Experimental research on language teaching and pedagogy offers valuable insights into the effectiveness of different instructional methods and techniques for promoting language learning and proficiency in multilingual educational settings. By rigorously evaluating the outcomes of pedagogical interventions through empirical research, educators and language practitioners can make informed decisions about instructional practices and curriculum design to support diverse learners' language development and foster multilingual competence in an inclusive learning environment.

Neurocognitive Perspectives on Multilingualism

Neurocognitive perspectives on multilingualism delve into the intricate workings of the human brain to unravel the neural mechanisms underlying language processing in multilingual individuals. Experimental research in this field combines neuroimaging techniques such as functional magnetic resonance imaging (fMRI), electroencephalography (EEG), and magnetoencephalography (MEG) with psycholinguistic methodologies to investigate how the brain adapts to and manages multiple languages.

One primary focus of experimental studies is examining the structural and functional differences in the brains of monolingual and multilingual individuals. Neuroimaging studies have revealed that multilingualism is associated with structural changes in brain regions responsible for language processing, such as the left inferior frontal gyrus and the superior temporal gyrus. Functional imaging techniques further demonstrate that multilingual individuals recruit a broader network of brain regions during language tasks, suggesting enhanced cognitive control and language processing efficiency.

Moreover, experimental research investigates the neural mechanisms underlying the bilingual advantage phenomenon, where bilingual individuals demonstrate cognitive advantages in domains such as executive function, attentional control, and conflict resolution. Psycholinguistic studies employing tasks such as the Stroop task, the Simon task, and the flanker task have provided evidence for bilinguals' superior cognitive control abilities, attributed to the constant need to monitor and suppress competing language representations.

Furthermore, experimental approaches explore the impact of language proficiency and language experience on brain plasticity and neural adaptation in multilingual individuals. Longitudinal studies tracking language learners' neural development over time reveal dynamic changes in brain structure and function associated with language acquisition and proficiency. By correlating neural activation patterns with behavioral performance on language tasks, researchers can uncover the neurocognitive mechanisms underlying individual differences in multilingual language processing.

Experimental findings from neuroimaging and psycholinguistic studies offer valuable insights into the neural underpinnings of multilingualism and the cognitive advantages associated with bilingual language processing. By elucidating the complex interplay between language experience, brain structure, and cognitive function, researchers can deepen our understanding of the adaptive nature of the bilingual brain and inform educational practices and interventions aimed at promoting multilingualism and fostering cognitive resilience in diverse linguistic populations.

Globalization and Multilingual Communication

Globalization has transformed communication patterns and language use on a global scale, fostering unprecedented linguistic diversity and multilingual communication practices. Experimental research in this domain seeks to examine how globalization and digital communication technologies influence language behavior, communication patterns, and language diversity worldwide.

One key focus of experimental studies is investigating the impact of digital communication technologies on multilingualism and language use. With the advent of the internet, social media, and mobile communication devices, individuals have unprecedented access to diverse linguistic resources and communication platforms. Experimental approaches may involve analyzing linguistic data from online communication channels, such as social media platforms, chatrooms, and discussion forums, to explore how digital technologies shape language choice, language mixing, and language contact in virtual spaces.

Moreover, experimental research explores the role of digital literacy and language proficiency in navigating online multilingual environments. Studies may investigate how individuals adapt their language use and communication strategies in response to digital communication tools and platforms, such as machine translation services, language learning apps, and automatic speech recognition systems. By conducting experimental studies on language comprehension, language production, and language learning in digital contexts, researchers can assess the effectiveness and usability of digital tools for facilitating multilingual communication and linguistic diversity.

Furthermore, experimental approaches examine the socio-cultural implications of globalization on language attitudes, language ideologies, and language policy. Globalization has led to increased mobility, migration, and cultural exchange, resulting in linguistic diversity and language contact in diverse social contexts. Experimental studies may investigate how individuals perceive and evaluate linguistic diversity in globalized societies, as well as how language attitudes and ideologies shape language behavior and intergroup relations in multicultural settings.

Experimental evidence on globalization and multilingual communication offers valuable insights into the complex interplay between digital technologies, linguistic diversity, and social dynamics in a globalized world. By examining language behavior and communication practices in experimental settings, researchers can contribute to our understanding of how globalization shapes language use and identity, inform language policy and planning initiatives, and promote inclusive communication practices in diverse linguistic communities worldwide.

Conclusion:

From investigating language fluidity and code-switching to exploring the impact of digital technologies on multilingual communication, experimental approaches offer valuable insights into the complexities of language behavior, cognition, and social interaction. These studies shed light on the adaptive nature of language use, revealing how individuals navigate multilingual environments, negotiate their identities, and interact with others across linguistic boundaries. By employing rigorous experimental methodologies, researchers have uncovered the cognitive mechanisms underlying language processing, the socio-cultural factors shaping language attitudes, and the effectiveness of language teaching and technology-mediated communication strategies.

Furthermore, experimental findings inform practical interventions in areas such as education, language policy, and intercultural communication, providing evidence-based guidance for promoting linguistic diversity and fostering inclusive language practices in diverse contexts. As globalization continues to reshape communication patterns and language landscapes, experimental research remains essential for understanding the dynamic interplay between language, culture, and technology in an interconnected world. By embracing experimental approaches, researchers can continue to advance our understanding of multilingualism and contribute to building more inclusive and communicative societies.

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DANDA NATA-A TRIBAL FESTIVAL OF KANDHAMAL DISTRICT

Dibya Ranjan Tripathy

School of History,

Gangadhar Meher University, Sambalpur, Odisha, 8457020891, Email-Corresponding author E-mail: tripathydibya090@gmail.com

Abstract:

This present Paper wants to examine on the Danda Nata and the ceremonial activities in Kandhamal area. Danda Nata or Danda Yatra is usually regarded as a traditional celebration organized by rural agricultural groups and tribal people in Western and Southern Odisha, resembling religious festivities. It starts once a year, launching in the month of April (Chaitra), and continues for thirteen or twenty-one days that finish on Maha Vishuba Sankranti or Pana Sankranti. It involves not simply dance, music, drama, magic, circus, and stand-up comedy but also elaborate ceremonies and worships. It is a religious-theatrical performance done by the tribal or non-tribal people of Southern Odisha particularly Kandhamal district without any caste discrimination. The devotees of Danda Nata are designated as Dandua or Bhokta, and the chief of them called Pata Dandua or Pata Bhokta. The thirteen Bhoktas executed all ceremonial chores in Danda Nata. It was also separated into four stages; i.e., Dhuli Danda, Pani Danda, Agni Danda, and Suanga Danda. The Dhuli Danda possesses of sand service, physical activity, theatre, prank, etc. The Agni Danda and Pani Danda also encompass all the religious practices in Danda Nata. Lastly, the Nrutya Danda or Suanga Danda connects not only dance, music, and band but also theater, stand-up comedy, mime, etc. The two main gods of the Danda Nata are Lord Shiva and goddess Kali. It is also an admixture of Hindu and tribal deties. In Danda Nata, just a few of traditional musical instruments are used. A great variety and diversity of intriguing music is formed by utilizing a dhol, a mahuri, a flute, a mardal, a ghanta, a ghungur, a tasa, a lishan, etc.

Keywords: Danda Nata, Dandua, Bhokta, Suanga, Dhuli Danda, Pani Danda, Agni Danda, Mime, Flute etc.

Introduction:

Danda Nata or Danda Yatra is a significant and renowned folk event in South Odisha. It continues for for 13 days, completing on Maha Vishuba Sankranti, and initiates one time a year at the beginning of April. Kandhamal situated between 19^{0}34’ North 25^{0}54’ North latitude and between 84034’ East and 84^{0}48’ East longitude with a total area of 8,021 sq.kms. Consisting of 5709.83 sq.km forest area bounded by Boudh on the north, Rayagada in the south, Kalahandi on the west and Ganjam and Nayagarh on the east. The area is located at a height of 300 to 1100 meters above sea level. This folk theater contains an extensive collection of rituals in addition to dancing, singing, and acting. As a consequence, everyone, tribal and non-tribal, participates in this religious-theatrical event without regard to caste. There is significant importance to the time of year when Danda Nata is performed. Danda groups commence Danda with a somewhat religious atmosphere on the first day of Chaitro and go across villages barefoot for thirteen days practicing Danda Nata. A day's performance contains five separate periods of danda or punishment or penance, namely Dhuli Danda, Pani Danda, Agnidanda, Bana Danda and Suanga Danda. Scholarly perspectives on the birth of Danda Nata are inconsistent and confusing. As a consequence, the history of Danda Nata remains ambiguous because, although historians seek to guess using historical evidence, poets and danduas trace the mythical roots of the poem. It lacks any written records or text. It is a great ritual that has always been handed down from generation to generation. The highly devoted rural farming people have been performing it as an osha for millennia, wishing for the well-being of the whole universe. Because of the songs, dialogues, and proverbial phrases that the characters of the suangas utilize, Danda Nata has had a tremendous literary effect on the growth of folk literature. Danda Nata is a special sort of folk theater that involves many various dance techniques, musical genres, costumes, and makeup artistries. In different regions, this occurrence is seen lasting 21, 13, 7, or 3 days. However, it is celebrated for 13 days in the bulk of the Kandhamal district. This festival has relocated. It arose as a consequence of Ganjam, Boudh and Sonepur cultural effect. In this region, the festival has barely been around for a century. Everyone is encouraged to participate in this festival, irrespective of caste, with no representation of female participants.

Origin and Background of Danda Nata

Danda can refer to an array of various objects, such as stick, pole, staff, club, rod, chastisement, subjection, control, limitation, exercise, yama/control, time unit, punishment, and more. In Danda Nata, the name "Danda" refers to a "stick" or cane stick. It may also refer to a 'pole' that is worshiped during the Danda Nata performance and can be interpreted as Shiva and Shakti. The worship of a wooden pole has its roots in the Stambeswari cult, an ancient religion that is still followed by the indigenous people of Odisha. From the 5th to 11th century AD, the Keshari dynasty reigned over Eastern Odisha and was a prominent believer of Lord Shiva. Shaivism's proliferation was facilitated by their sponsorship and guardianship, resulting in the formation of hatred toward Buddhists. They were forbidden from attending Hindu temples, but finally started to worship Shiva once a year in Dandanata. Danda Nata, a traditional religious and theatrical performance, is supposed to have originated in the 8th or 9th century AD under the reign of the Somavanshi Kings of Koshal. Danda Nata gained popularity among rural agricultural communities and is supposed to have started in the areas between Boudh and Sonepur during the period of the Somavansi monarchs of Sonepur and the Bhanja rulers of khinjilimandala of Boudh. The dance developed popularity and got encouragement from the governing authorities of the time. The existence of the earliest Shiva temples in the area, such as the Koshaleswar temple of Baidyanath (Sonepur) from the 9th century AD, the Kapileswar Temple of Charda (Sonepur) from the 10th century AD, and the Shidhheswar temple of Jagati (Boudh) from the 9th century AD, further confirms this notion.

It believed that The Balaskumpa Danda Yatra Group is thought to be the first group in this district. Because Usata Sahoo of the the village of Balaskumpa written the songs chanted by different groups throughout this yatra. The last stanza of a Danda yatra song displays this.

"Iswar Parvati Dhyai
Usata Sahu Kahai
Balaskumpare Ghar
Shyam Sahura Kumar"

Time of the Performance

13 days before to Mesa Sankranti, also known as Maha Bisuba Sankranti (Solar Month Mesa), this celebration takes place. There is a song sung in this yatra that describes how the two main deities and significant figures of this festival, Iswar and Parvati, used to talk about the guidelines and norms of this festival.

Kumbha ante mina masa
Bhoga satara dibasa
Dakae asta sambhunku,jiba panitolibaku
Gaurilo, danda magi barunaku.

Stages of Danda Nata

The festival itself can be quite arduous for the devotees. They have to provide tremendous suffering to their body in the method of fasting, dancing, roaling on the ground at noon of the summer season without any reluctance to the intense heat of the summer sun and playign with fire. They have a great conviction that,if they would worship Lord Shiva and Goddess Parvati with extreme austerity by inflicting terrible pain to their bodies, the God and Goddess will happy with them and will bless rapidly. The followers of this dance or festivals were known as Danduas or Bhoktas, and chief of them called as pata Dandua or Pata Bhokta.there are 13 bhokta perform all rituals activities and moved from one village to another village or one place to another to perform their ritual and dance to propagate the mahima (glory) of Lord Siva and Goddess Parvati. Every day this festival is observed in five phases known as Dhuli Danda, Pani Danda, Bana Danda, Agni Danda and Nrutya Danda.

Dhuli Danda

Dhuli danda literary implies penance on a sandy terrain for around three hours. It comprises of a succession of worship, physical exercise, rolling on the ground and expressive pranks. After getting an invatition from the host, just after the noon, the danduas arrive into middle of the village pounding dhol and blowing mahuri and in front of the house of the host or any other designated site, where 3 or 4 wooden pillars are set on the ground, and they here for performance. Apart from modest deviations recorded during my field study in the performances of different Danda group, the genuine sequence of events of Dhuli Danda that lasts for mre than three to four hours is by and large the same. The theme, in short sequences highlight essentially the art of ploughing, farming and harvesting, performing individual somersault and wagon wheels, building of temple, digging of well and offering the God from the fruits of their gathered. A few, buildings via human shapes resembling pyramids are depicted. The gang is headed by the Pata Dandua /Bhokta.

Pani Danda

After completion of Dhuli Danda all devotees and participants proceed to the closest pond or river to wash and to execute another ritual. All bhuktas offer 13 dips in the water and collecged 13 fist of sand from the water. They built a Siva Linga by thise sand, and priest presented fried rice, fruits, malasse to all deities. Then a sarbat is cooked and distributed to the believers.

Bana Danda

The devotees and participants travel into the nearby forest or any other public park or exterior side of any other temple to take rest. There they create boiling sun dried rice and a curry without adding any spice and oil. At midnight this dish is presented to Goddess Kali and Lord Siva and dispersed among the attendees to consume. While eating, the drum is being hammered by the drum player since they are not permitted to hear any sound while eating save the drum sound, if any stone or hair piece is discovered in the rice they stopped eating it and continue in fasting.

Agni Danda

After consuming prasad immediately the Danda groups walk towards the village with a magnificent march which is famed as “Gada Pasiba/Danduali”. Two devotees with two Dandas (Fire stick) in their hands do fire dance while moving the village. They utilized dried salgums known as Jhuna during fire dancing. The two Danduas, play various acrobatic feats rolling in the dust, dancing and jumping, holding the ignited dandas in their hands whose flame rise high now and then and high, exhibit their excellence. After they reach the house of the host, they sing in chorus "Kala Rudramaniki Bhaje" and conclude the Agni danda.

Nrutya Danda/Suanga Danda

After completion of their move inside the village, they settle in a particular place of the village to perform the dance, popularly know as Suanga. The Suanga Danda is primarily the theatrical performance of Danda Nata. An open area of the village street is converted to a stage. Suanga danda is full of song, dance and music. Among the suangas Hara-Parvati, Chadheya-Chadheyani, Patra Saura-Saurani, Yogi-Yogiani, Binakar-Karuani, Phakir, Kandha-Kandhuni, Baidhan etc. appeared one after another to the tune of musicians and by their dance and singing preached the mohima (glory) of Lord Siva and Parvati. Before the commencement of suanga Parava dance (picture of Kali) is done magically. All the events continue until sunrise. Next day they transfer to another hamlet or venue to perform.

Meru or Maha Bishuba Sankranti end of Danda Nata

On the meru sankranti day the danda group return to their village, then they performed the dhuli danda in noon in front of temple. On thirteenth day i.e. on Mesa Sankranti or Maha Bisuba Sankranti they come back to their Kamanaghar for ending rite known as "Meru". At the evening a Yagnya Kunda or meru kunda (sacrificial ditch) has been excavated and two stumps are buried on both sides of the ditch, another sturdy stick is fastened over the ditch by the two stumps. Priest execute a specific ceremony by giving ghee to the fire within the ditch and Patta Bhukta is hung on the pole fastened above the ditch until two droplets of blood fall in to the flames of the ditch. Throughout these actions drum players, trumpets and bell players use to bit strongly all their musical instruments within the temple. At end the Bhukta tosses diverse fruits like mango, banana and delicious fried rice ball towards the tourists and devotees. Devotees gathered all these items as prasad or blessings of Lord Siva, Goddess Parvati and Kali.

Conclusion:

Danda Data is one of the most significant festivals of Kandhamal District. Whole district waits for these days excitedly. It promotes a harmonious interaction and joyous environment across the region. Though it is a borrowed event yet very acutely, devotionally and honestly the tribals engage in this festival and enjoy a lot. The traditions and practices of this dance has been change due to impact of modernisation. Now days instead of showing the suanga, modern operas and theatre i.e club dance, pop music modern style of make-up introduced in danda nata for commercial purpose. It is thereby losing its originality, simplicity and traditional characteristics. So everybody including Administration and organisers should take care to conserve and preserve this glorious intangible culture for future.

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FINANCIAL INCLUSION IN ASSAM: AN ANALYTICAL EVIDENCE FROM THE SUPPLY SIDE

Bikash Paul

Department of Commerce,

Gauhati University, Assam

Corresponding author E-mail: speak2biks@gmail.com

Abstract:

Financial inclusion is the process of including the vulnerable section of the society within the boundary of providing formal financial services. Financial inclusion is a concern around the world and in Indian context the Government and relevant institutions are working to enhance the reach of it. The financial inclusion status of Assam has been analysed in this paper utilizing the secondary sources of data. Financial inclusion status of each district has been separately analysed using their geographical dimensions i.e. urban and rural perspective using the method followed by Credit Rating Information Services of India Limited (CRISIL) in its CRISIL Inclusix (2013) index for measuring financial inclusion with some minor modification as per the data availability. The study has found that in Assam, 11% district have high, 11% district have average, 37% district have below average and 41% district have low financial inclusion score. Among the rural population of Assam five districts have been able to retain high score, four districts have attained above average score, nine districts have been able to manage below average score and nine districts have low score in financial inclusion. In the urban population of Assam only three districts have scored high, eleven districts have attained the above average level, ten districts have scored below average and three districts have remained low scoring in financial inclusion. The status of financial inclusion in Assam has not been able to attain the expected level and adequate attention is required particularly in the rural areas.

Keywords: Financial Inclusion, Financial Exclusion, Supply Side, Financial Inclusion Index, CRISIL Inclusix

Introduction:

The term ‘Financial Inclusion’ is an emerging concept around the world in the field of financial development. Financial inclusion traces its roots to the late 1990s, when UN Capital Development Fund (UNCDF)’s work at the local level often included support for micro credit institutions (United Nations Capital Development Fund, n.d). Gradually different financial services have been launched in different part of the world to include the poor population in using formal financial services. In the mid-20th century as a way to provide small loans to the poor, Dr. Muhammad Yunus and the Grameen Bank in Bangladesh pioneered the micro finance movement in 1970s, demonstrating that even the poorest individuals could be creditworthy.

Financial inclusion is a process of providing financial services to the door step of the financially excluded people at an affordable cost. Financial inclusion includes a wide range of financial services to be provided to the marginalized section of the society. The various financial services include savings, loans, insurance, payments, remittance facilities and financial counseling/advisory services by the formal financial system (Rangarajan, 2008). The concept of financial inclusion is a dynamic concept and is going through changes from time to time based on situations. The definition of Financial inclusion varies across countries and geographical regions based on their social, economic and cultural differences. The financial sector of a country plays a prominent role in defining financial inclusion as the development of financial sector enriches the suitable financial products and the importance and progressive steps given by the authorities and Government to the financially excluded. Reserve Bank of India (2011) has defined financial inclusion as "Financial Inclusion is the process of ensuring access to appropriate financial products and services needed by vulnerable groups such as weaker sections and low income groups at an affordable cost in a fair and transparent manner by mainstream Institutional players."

The importance of financial inclusion is not only limited to individuals or households, it has a wider approach. In micro level financial inclusion is a key player in eradicating poverty, building financial stability, risk management, improves standard of lives, reducing inequality etc. but in the national or macro level financial inclusion contributes to the inclusive economic growth by utilizing direct benefit transfer, utilizing the small individual savings for creation of credit, building healthy financial system etc. Access to affordable financial services would lead to increasing economic activities and employment opportunities for rural households with a possible multiplier effect on the economy.

The reverse situation of financial inclusion is termed as financial exclusion, where an individual is unable to access the formal financial services. The risk of being financially excluded is not equal among each and every individual. Some section of the society is more prone to financial exclusion as compared to the rest of the society. The inaccessibility of financial inclusion can broadly be divided in two perspectives, one perspective is individuals unable to reach the formal financial services due to obstacles associated with them such as low income, less knowledge, lack of interest etc. and another perspective is when financial institutions unable to reach the excluded section of the society for some reasons such as inappropriate service, high cost of services, clumsy documentation process etc.

The measurement of financial inclusion becomes necessary to evaluate the reach, accessibility and usage of financial products and services by the individuals. The dynamic nature and continuous process of financial inclusion leads to no universal measurement mechanism. Measurement of financial inclusion can broadly be classified from two perspectives; it can either be measured from the demand side (Demirgue-Kunt *et al.*, 2012), reflecting the information from the user's end or it can be from the supply side (Credit Rating Information Services of India Limited, 2013), reflecting the information from the service provider's end. However, authors like Sethy (2016) have used both the perspective together to attain financial inclusion. Financial Inclusion Index is the mechanism of measuring financial inclusion with the help of using the financial inclusion dimensions and indicators. A mathematical formula is constructed to depict the dimensions and the indicators of financial inclusion. Three types of primary dimensions are generally used for measuring financial inclusion; they are access indicators (reflecting outreach of financial services), usage indicators (regularity and duration of use of financial services) and quality (awareness and understanding of financial products, client's requirements, range of options available to customers). From this dimensions different indicators are selected to measure financial inclusion such as Account Penetration, Frequency of use and modes of use of Financial Services, Savings Behaviour (Formal and Informal), Borrowings i.e. Formal and Informal (Demirgue-Kunt *et al.,* 2014).

Review of Literature

Demirue-Kunt and Klapper (2012) in its landmark research titled *Measuring Financial Inclusion,* popularly known as Global Findex Database has studied 148 economies around the world and given three set of indicators, firstly formal accounts (transaction account with a financial institution), mechanism of use of account (frequency of use, mode of use) and purpose of use (personal or business), secondly savings behavior and thirdly sources of borrowings (formal and informal) for understanding of financial inclusion. The study has revealed that the higher income economies are in a much more advance stage then the developing and under developed economies in achieving financial inclusion.

Demirue-Kunt *et al.* (2017) in its policy research working paper by World Bank called *Financial Inclusion and Inclusive Growth: A Review of recent empirical evidence* has defined Financial Inclusion as a means to adults to have access and effective use of range of appropriate financial services. It implies that financial services have to be provided in a regulated manner as per the requirement of the people. Financial Inclusion starts with having a deposit or transaction account at a bank or other financial institutions or through a mobile money service provider, which can be used to make and receive payments and to store or save money.

Ayyagari and Beck (2015) contributed in Asian Development Bank in its working paper series titled *Financial Inclusion in Asia: An Overview* has defined financial inclusion considering both enterprises and households to be provided financial services at a reasonable cost. This definition emphasized that formal financial services should be able to meet the need of the service seekers and the policy makers should take this into consideration.

In Indian context the definition of financial inclusion has been defined by various authors and organizations in different dimensions, but the most widely recognized definition has been provided by the Committee on Financial Inclusion under the Chairmanship of C. Rangarajan

(2008). In its report Financial Inclusion has been defined as a process of ensuring access to financial services and timely and adequate credit at affordable cost to the underprivileged sections of the society. This definition has emphasized on providing easy access to financial services to all section of the society. Echoing with this definition Credit Rating Information Services of India Limited (2013) defined financial inclusion as the extent of access by all section of the society to formal financial services such as credit, deposit, insurance and pension.

Financial Inclusion versus Financial Exclusion measurement is a worldwide and continuous phenomenon. Various authors and international organizations (World Bank, International Monetary Fund, Asian Development Bank) have provided a large number of research for measuring financial inclusion and exclusion. It can be measured in two perspectives namely demand side and supply side. Demand side measurement is done from the primary data sources and supply side measurement is done from the service providers or regulators. Financial inclusion measurement has been mainly approached by the uses and access to the formal financial services by using supply side aggregate data (Camara *et al.,* 2014) but it cannot give a comprehensive measurement and both demand side and supply side data is needed for comprehensive view (Global Partnership for Financial Inclusion, 2012).

Demirgue-Kunt *et al.* (2012) popularly known as the Global Findex Database is considered to be the first of its nature to provide a detailed status of financial inclusion around the world from the demand side perspective. The Global Findex indicators measure the use of financial services, which is distinct from access to financial services. Access most often refers to the supply of services, while use is determined by demand as well as supply. Use refers to the levels and patterns of use of different financial services among different groups, such as poor people, youth and women. In this study three set of indicators have been accounted for, formal accounts, savings and borrowings. In the subsequent studies of the Global Findex new set of indicators has also been introduced. Global Partnership for Financial Inclusion (GPFI) has developed a more comprehensive and holistic set of financial indicators in 2016, commonly known as the G20 Financial Inclusion Indicators with the aim of deepening the understandability of the financial inclusion landscape, including indicators on the quality of financial services provisioning and consumption. The data sources used include World Bank Global Findex, IMF Financial Access Survey, Gallup World Poll, World Bank Financial Capability Survey etc. The G20 Financial Inclusion Indicators has given 14 indicators based on usage of financial services, 6 indicators based on access of financial services and 9 indicators based on source and coverage of financial services. In *National Strategy for Financial Inclusion 2019-24* the Reserve Bank of India (2020) have provided three dimensions broadly to measure financial inclusion as access, usage and quality. In the Indian context CRISIL Inclusix (2015) is widely recognized measure of financial inclusion. It is unique, robust and analytical tool that comprehensively measure financial inclusion based on Branch penetration (BP), Credit penetration (CP), Deposit penetration (DP) and Insurance penetration (IP) and weights financial inclusion against the ideal level for each of these dimensions.

Objectives:

The present study has been designed to find the status of financial inclusion in Assam. The primary objectives of the study are as follows:

1) To study the status of financial inclusion in the districts of Assam
2) To study the status of financial inclusion among the urban population in the districts of Assam and
3) To study the status of financial inclusion among the rural population in the districts of Assam

Methodology:

The present study is based on secondary sources of information. The secondary data has been used to gather the information from the supply side perspective to measure the status of financial inclusion with the use of financial inclusion index in Assam. The concept of 'Financial Inclusion' comprises of various dimensions. There is no single universally accepted measurement method is there for financial inclusion. However, mostly banking services are considered for measuring financial inclusion.

In the Indian context, Credit Rating Information Services of India Limited (CRISIL) has developed a multidimensional index called CRISIL Inclusix in 2013 with three dimensions and five parameters. Credit Rating Information Services of India Limited (CRISIL) has continuously measured financial inclusion and modified their measurement techniques by considering more dimensions and parameters. The latest CRISIL Inclusix was published in 2018 considering four dimensions and six parameters. In this study CRISIL Inclusix (2013) index for measuring financial inclusion has been used with some minor changes as per the data availability and CRISIL Inclusix (2014, 2015 and 2018) have not exactly been used due to non availability of data.

In the present study financial inclusion score has been calculated on the basis of five following indicators.

1) No. of branches per lakh of population in a district
2) No. of loan accounts per lakh of population in a district
3) No. of small borrowers loan accounts as defined by RBI per lakh of population in a district (small borrowers= borrowers with a sanctioned credit limit upto Rs. 2 lakh)
4) No. of agricultural advances per lakh of population in a district and
5) No. of deposit accounts per lakh of population in a district

The financial inclusion score as per CRISIL Inclusix (2013) is calculated in two steps as shown below:

Step 1: Normalisation of Parameters

All the five parameters have different units of measurement and these parameters cannot be aggregated directly to common unit for arriving at a composite index. Therefore, every parameter is first normalised using the Min-Max method of normalization to obtain a common unit of measurement.

$$X_i \text{ (Normalised)} = \frac{X_i - X_{(min)}}{X_{(max)} - X_{(min)}}$$

Where,

Xi = value for a particular parameter for the district 'i'

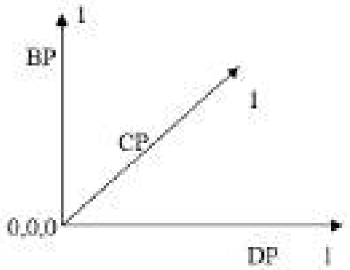
X (min) = minimum value for a particular parameter observed across all districts

X (max) = maximum value for a particular parameter observed across all districts

Normalisation converts the parameter data into a range of numbers between 0 and 1; where, 0 implies the worst performance (full financial exclusion) and 1 implies the best performance (full financial inclusion). The normalised value of each parameter is considered as parameter indices, which can easily be aggregated and are free from units and dimensions.

The Min-Max method of normalisation adopted in CRISIL Inclusix has been modified. It has used different values for maximum and minimum instead of observed values of maximum and minimum values. It determines the maximum and minimum values, which remains constant and rebased only after every five years. The ideal values of maximum and minimum facilitate inter-temporal comparison of the index which leads to assessment of increase in financial inclusion over time.

Step 2: Aggregation using the Displaced Ideal Method



$$\text{CRISIL Inclusix-District (I)} = 1 - \frac{\sqrt{(1-BP\ i)^2+(1-CP\ i)^2+(1-DP\ i)^2}}{\sqrt{3}}$$

In the second step the values of the three dimensions (after aggregation of the parameter indices) are aggregated. The three dimension indices namely Branch Penetration (BP), Credit Penetration (CP) and Deposit Penetration (DP) are represented in a three dimensional space ranging values from 0 as the minimum and 1 as the maximum (ideal) for each dimension.

Each district is represented by a particular point in the three dimensional space (0, 0, 0, and 1, 1, 1) shown below. CRISIL Inclusix is measured as the inverse of the Euclidean distance from the ideal point (1, 1, 1). The Euclidean Distance Method is used to calculate the distance between any two points in an n-dimensional space.

In the formula, the numerator of the second component is the euclidean distance of the district 'i' from the ideal point (1, 1, 1), normalising it in order to make the value lie between 0 and 1, and the inverse distance is considered so that the higher value corresponds to higher financial inclusion. CRISIL Inclusix measured on a scale of 0 to 100, where 100 is the maximum achievable. This score obtained by multiplying the score obtained in the above formula with 100.

Due to non availability of the ideal value of maximum the researcher has adopted the average of ten percent of the top districts (3 districts) as the maximum value and the observed minimum value has been used for normalizing the parameters. The observed maximum value is not considered for normalization as the parameters have reflected huge gap between the top scoring district with the rest of the districts and it will lead to cluster the low scoring districts. To reduce the impact of high scoring districts over the low scoring districts the maximum observed value is not taken into consideration. In the well known index of United Nations Development Programme the maximum values used in the Human Development Index (HDI) are chosen different from the observed value to maintain the parity between the developed and the under developed countries (United Nations Development Programme, 2015). For measuring financial inclusion of rural and urban areas two indicators namely Number of small borrowers loan accounts as defined by RBI per lakh of population in a district (small borrowers= borrowers with a sanctioned credit limit upto Rs. 2 lakh) and Number of agricultural advances per lakh of population in a district has not been considered due to non availability of data.

Analysis and Interpretation

This financial inclusion index provides scores for each district ranging from 0 to 100. CRISIL Inclusix (2013) has provided four categories based on the score of the index to determine the level of financial inclusion. The different levels of financial inclusion are shown below:

Table 1: CRISIL Inclusix scores representing the level of Financial Inclusion

CRISIL Inclusix score	Level of Financial Inclusion***
>55	High
Between 40.1 to 55.0	Above Average
Between 25.0 to 40.0	Below Average
<25	Low

Note: From "CRISIL Inclusix, An index measure India's progress on financial Inclusion. CRISIL, Volume-I." by *Credit Rating Information Services of India Limited*, 2013, P. 9. Copyright 2013 by CRISIL. Adopted with permission.

***The different colours used for each of the rows indicate level of financial inclusion score.

The district wise financial inclusion of Assam is shown in the table below:

Table 2: Financial Inclusion Index showing financial inclusion scores in the districts of Assam (as on 31st March 2020)

Sl No	Districts	Financial Inclusion Score	Status of Financial Inclusion score	District wise financial inclusion score rank
1	Baksa	4.49	Low	27
2	Barpeta	25.64	Below Average	15
3	Bongaigaon	27.57	Below Average	13
4	Cachar	29.74	Below Average	10
5	Chirang	20.10	Low	19
6	Darrang	24.73	Below Average	16
7	Dhemaji	24.05	Low	17
8	Dhubri	7.39	Low	25
9	Dibrugarh	55.88	High	3
10	Goalpara	18.65	Low	20
11	Golaghat	47.05	Above Average	4
12	Hailakandi	12.55	Low	24
13	Jorhat	59.64	High	2
14	Kamrup	41.51	Above Average	6
15	Kamrup Metropolitan	91.41	High	1
16	Karbi Anglong	14.16	Low	22
17	Karimganj	13.65	Low	23
18	Kokrajhar	6.85	Low	26
19	Lakhimpur	33.71	Below Average	9
20	Morigaon	25.75	Below Average	14
21	Nagaon	27.62	Below Average	12
22	Nalbari	39.30	Below Average	7
23	North Cachar Hills	20.97	Low	18
24	Sibsagar	42.30	Above Average	5
25	Sonitpur	29.25	Below Average	11
26	Tinsukia	34.77	Below Average	8
27	Udalguri	15.80	Low	21
28	Assam	35.19	Below Average	N/A

Table 3: Financial Inclusion Index showing financial inclusion scores among Rural and Urban population in the districts of Assam (as on 31st March 2020)

Sl No	Districts	Financial Inclusion score in Rural population	Status of Financial Inclusion score in Rural population	Financial Inclusion score in Urban population	Status of Financial Inclusion score in Urban population
1	Baksa	36.50	Below Average	0.00	Low
2	Barpeta	16.43	Low	55.21	High
3	Bongaigaon	19.47	Low	40.26	Above Average
4	Cachar	48.58	Above Average	26.92	Below Average
5	Chirang	32.63	Below Average	35.92	Below Average
6	Darrang	17.39	Low	65.61	High
7	Dhemaji	25.74	Below Average	53.75	Above Average
8	Dhubri	4.08	Low	33.12	Below Average
9	Dibrugarh	60.53	High	40.95	Above Average
10	Goalpara	24.12	Low	25.48	Below Average
11	Golaghat	56.60	High	54.58	Above Average
12	Hailakandi	5.32	Low	52.17	Above Average
13	Jorhat	46.80	Above Average	47.08	Above Average
14	Kamrup	76.09	High	38.46	Below Average
15	Kamrup Metropolitan	100.00	High	38.92	Below Average
16	Karbi Anglong	30.86	Below Average	23.63	Low
17	Karimganj	26.79	Below Average	34.11	Below Average
18	Kokrajhar	17.93	Low	32.80	Below Average
19	Lakhimpur	40.25	Above Average	52.23	Above Average
20	Morigaon	36.33	Below Average	44.06	Above Average
21	Nagaon	30.62	Below Average	37.78	Below Average
22	Nalbari	56.98	High	45.42	Above Average
23	North Cachar Hills	24.86	Below Average	17.57	Low
24	Sibsagar	43.92	Above Average	54.56	Above Average
25	Sonitpur	27.19	Below Average	53.66	Above Average
26	Tinsukia	14.06	Low	38.98	Below Average
27	Udalguri	23.27	Low	56.91	High
28	**Assam**	**34.41**	**Below Average**	**41.49**	**Above Average**

It is observed from the table that only three districts (11% of the total districts) have been able to reach the level of high score and only three districts (11% of the total districts) have been able to attain the score of above average level of financial inclusion. Ten districts (37% of the total districts) have scored below average and eleven districts (41% of the total districts) have scored low in the financial inclusion score. The state score of Assam is 35.19, which is below the average level of financial inclusion.

Among the rural population of Assam five districts have been able to retain high score, four districts have attained above average score, nine districts have been able to manage below average score and nine districts have low score in financial inclusion. Kamrup Metropolitan district has achieved the highest score of 100 and Dhubri districts have shown the lowest score of 4.08. The state score remained at the below average level in rural population.

In the urban population of Assam only three districts have scored high, eleven districts have attained the above average level, ten districts have scored below average and three districts have remained low scoring in financial inclusion. Baska district have scored zero due to non availability of urban population and Darrang district have scored the highest among the urban population of all the district of Assam. In the urban population, Assam has been able to attain the above average score. The urban population is comparatively more financially included than the rural population of Assam.

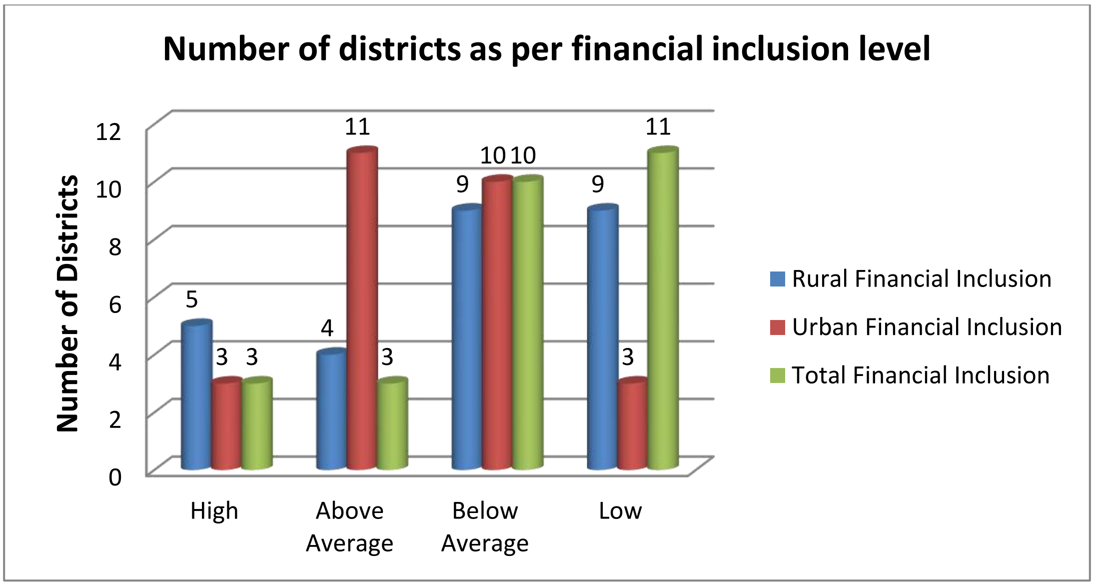


Figure 1: Level of Financial Inclusion in Assam (District wise and urban and rural population wise)

Diagram 4.4 depicts that there are only 5 districts in rural, 3 districts in urban and 3 districts in total have attained high financial inclusion score. Majority districts of the urban population have scored the above average level and only a few districts have scored low. As per total and rural population maximum numbers of districts have remained in the low scoring category. In urban, rural and total districts almost equal numbers of districts have scored below average.

Conclusion:

Financial inclusion is an essential tool for the growth of the marginalized section of the society. The contribution of financial inclusion is not limited to individuals only it also contributes to the national growth. Indian financial system has gone through diversified changes in the past decade but still its performance in financial inclusion has ample scope for expansion. The status of financial inclusion of Assam is a matter of concern as only 3 districts out of 32 districts have high financial score and 11 districts have low financial inclusion score. The supply side institutions should bring adequate change in their prevailing structure to bring more and more population within the reach of financial inclusion.

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UNION PERSPECTIVES TOWARDS INDUSTRIAL RELATIONS CLIMATE AND UNION EFFECTIVENESS: EVIDENCE FROM MALAYSIA

Jaya Ganesan

Alliance School of Business,

Alliance University, Bengaluru

Corresponding author E-mail: jaya12ganesan@gmail.com

Abstract:

Trade union effectiveness is a critical determinant for industrial democracy and the well-being of employees in a state dominated industrial relations system. The ability to interpret, decipher, sustain and redefine the demands of the members represented would ensure the effectiveness of trade unions at the workplace. Although trade unions in Malaysia generally play an important role in protecting the rights of workers, the trade union movement is being challenged by many factors. Even though the number of trade unions and trade union membership have been steadily increasing there is a decline in union density. Thus, there is a need to analyse the influence of industrial relations climate on trade union effectiveness in the Malaysian context. Responses from 120 union leaders from manufacturing industry were analysed using multiple regression techniques. Data analysis included descriptive statistics, factor analysis and multiple regressions using SPSS. This study provided empirical evidence on the various hypothesised relationships between variables stated above, which was lacking in previous studies. The study also indicated that unions appear to have limited power in maintaining strong bargaining relationships with management, organising new workplaces and influencing the need for union membership among new workers in existing workplaces. This study provided both theoretical and practical strategies for unions operating in a constraining environment and in an era where the power of unions in general has been sharply diminishing

Keywords: Trade Union Effectiveness, Industrial Relations Climate, Union Density, Malaysia

Introduction:

Organizations today are facing an increasing competitive and rapidly changing environment. A voluntary organization like the union is of no exception. Generally, trade unions provide members with the benefits of collective bargaining (e.g. job security, wages, fringe benefits and access to grievance procedures). However, there are several differences between unions and the workplace, specifically the lack of formal authority over members and the need for members‟ voluntary participation. For instance, the worker is paid by and works for the organization. In contrast, union members pay and expect the union to work for them. This difference in dynamics means that the union must convince union members of its usefulness and also emphasize the importance of member commitment to increase the union‟s effectiveness (Johari *et al.*, 2011; Tarumaraja et al.,2015). Trade unions therefore occupy a central role in upholding employees' rights as well as through their collective voice and bargaining power, uplifting their member's interest. Without the presence of the trade unions, employees will have no formal representation to deal with matters affecting them.

According to Gregor Gall Jack Fiorito, (2012), the trends in union membership and union density over the last three decades highlight the continual decline despite considerable human and financial resources which are recently expended. However, there is an equally alarming and important decline in the qualitative dimension of labour unionism and this concerns activism of the members. The presence of labour unions in the workplace has both good and bad points as far as business and society are concerned. Union leaders often accuse corporate heads and management of overemphasising profits, return on equity and earnings per share at the expense of the welfare and dignity of employees. Those on the management side believe that unions are bent on destroying free competition and enterprise (Rose *et al.*, 2011). Trade unions have traditionally been regarded as important instruments for protecting workers' interests at workplace.

Table 1 depicts the number of trade union in Malaysia based on the definition of trade unions under the Trade Unions Act 1959 classified by sector, industry and type i.e. inhouse and national. The total number of trade unions in Malaysia as at December 2018 is 751 of which 33.3 percent (254) is in the public sector while 66.7 percent (497) is in the private sector. Of 497 private sector unions, the in-house trade unions constitute the most with 613 unions while remaining 138 are national unions. The manufacturing and services sectors have the most number of private sector trade unions which reflects the current economic structure of Malaysia. These industries have become the main contributors to economic development replacing the role held by the agricultural sector for decades.

Table 1: Number of Trade Unions by Industry (December 2018)

Industry	Number Unions	Membership
Agriculture, Forestry and Fishing	58	85,364
Mining and Quarrying	9	3,433
Manufacturing	189	104,612
Electricity, Gas, Steam and Air Conditioning Supply	13	31,482
Water Supply; Sewerage, Waste Management and Remediation Activities	26	12,206

Construction	8	4,890
Wholesale and Retail Trade; Repair of Motor Vehicles and Motorcycles	26	34,543
Transportation and Storage	67	46,892
Accommodation and Food Service Activities	17	11,386
Information and Communication	22	14,913
Financial and Insurance/ Takaful Activities	47	44,875
Real Estate Activities	0	0
Professional, Scientific and Technical Activities	4	1,025
Administrative and Support Service Activities	60	39,858
Public Administration and Defence; Compulsory Social Security	68	106,206
Education	54	306,501
Human Health and Social Work Activities	36	69,507
Arts, Entertainment and Recreation	5	73
Other Service Activities	42	12,968
Total	**751**	**930,734**

Source: Department of Trade Union Affairs, Ministry of Human Resource Malaysia 2018

Research Objective

The study aims to achieve the following research objective:

To determine the relationship between industrial relations climate and trade union effectiveness.

Significance of the Study

Overall, this study sought to make the following contributions to the field of trade union effectiveness: (1) to build upon previous research and explore the significance of trade union effectiveness with the support of industrial relations climate and trade union characteristics ; (2) to shed some insight on the ongoing debate over what should be done on how to create a harmonious industrial relations climate and the strategies to achieve a strong trade union characteristics to maximise trade union effectiveness ; (3) to provide valuable information for industrial relations educators and trade union administrators, to help them adjust the course of theory. Lastly, this study may provide some fruitful avenues for expansion on previous trade union effectiveness studies, should the framework presented be examined from various aspects and applied using various theories.

Literature Review

Trade Union Effectiveness

The growth and the density of the trade union membership has always been stagnant for an over a past few decades. Only 9% of workers in Malaysia are unionised and this percentage has never been increased over the years despite the steady increase on population and the work opportunities in this country (Star, 2016). Malaysian union membership growth rate had showned a decreasing trend despite increasing number of growth of registered union and employment in this country (Ramasamy, 2010; Kumar *et al.,* 2013; Parasuraman,2007; Tarumaraja *et al.,* 2015; Aminuddin,2013).

Trade union effectiveness is indeed a critical component of membership resurgence, yet it has received scant attention in the theoretical or empirical literature. Union effectiveness can be viewed in terms of the unions ability to obtain legislative and policy concessions in peaklevel tripartite negotiations (Avdagic,2003), to use information technology in improving services of union to its members (Fiorito *et al.,* ., 2002), to promote fairness and participation for workers at high-risk against unfair treatment and outcomes in the workplace (Mellor, 2004), to defend the workers' rights (Bromberg, 2002), and to attract and retain members (Charlwood, 2004).

Boxall and Haynes (1997) suggested that unions are effective when they meet the expectations of their members with respect to the equitable outcomes in these areas (better pay and conditions, protection against arbitrary management decisions, etc.) regardless of whether or not workers are instrumentally and/or ideologically motivated. Meeting these ends depends on effective management of the primary or critical means of a union: its mode of engagement with employers.

What makes unions effective in the eyes of employees has not been researched on extensively (Bryson, 2003). Bryson (2003) observes that this lack of interest in labour union effectiveness is surprising given the dwindling union membership. According to Bryson (2003), unions need to identify practical methods like improving the perception of employees regarding union effectiveness as one way to recruit and retain membership. Bryson (2003) identified two broad category types of union effectiveness:

Union Organizational Effectiveness:

This category type encompasses the factors, which give the union the mandate or ability to represent its members by virtue of its health state as an organization.

Further Bryson (2003, p. 5) breaks down union organizational effectiveness into the following dimensions:

- Unions' ability to communicate and share information

- Usefulness of unions as a source of information and advice
- Unions' openness and accountability to members
- Union responsiveness to members' problems and complaints
- The power of the union
- How seriously management have to take the union

Union's ability to improve work and working conditions

According to Bryson (2003), the union's ability to improve work and working conditions can also be broken down into the following dimensions:

- Getting pay increase
- Offering protection against unfair treatment
- Working with management for improved performance
- Increasing managerial responsiveness to employees
- Making the workplace a better place to work
- Promotion of equal opportunities

According to Bryson (2003), the two types of effectiveness, signal a union, which is successful in representing its members in matters that concern them.

Satrya and Parasurman in 2011 demonstrated a conceptual framework to analyse the factors determining trade union effectiveness. This study compared the trade union effectiveness between Indonesian and Malaysian Postal industry using a qualitative case study approach using multi-method technique. The study conducted an interview among managers, union officials and employees. However, the study was only based on postal industry and hence the findings cannot be generalized. Another major drawback of this study is there were major amendments in the Malaysian labour laws in 2012 which brought in changes in the union strategies. Hence, there is a gap in the literature to further explore on factors influencing trade union effectiveness.

A few studies have been conducted on union effectiveness in Malaysia. These include;

Union Organisation and Effectiveness

An Empirical Study on In-house Union in Malaysia (Mohamed, Samsudin & Johari, 2010); Multi-dimensional Approach to Union Effectiveness – Case Studies from Malaysia and Indonesia (Satrya & Parasuraman,2011); The relationship between union organisation and union effectiveness: The role of union as moderator (Tarumaraja *et al.,* 2015) and Trade unions in Malaysia: Perspectives of employers and employees of unionised companies (Rose *et al.,* 2011).

Industrial Relations Climate

Industrial relations climate depicts the state and quality of union–management relations in an organization (e.g. Dastmalchian *et al.*1989; Martin 1976; Nicholson 1979). However, since the 1980s, industrial relations climate has increasingly been recognized as a multidimensional concept, particularly in light of the decline in trade union density and coverage, and an associated increase in non-union workplaces, the increased use of direct voice, and the relationship between workplace practices and organizational performance (e.g. Kersley *et al.* 2006).

Industrial relations climate influences the employees on the work performances and also in their effectiveness at workplaces (Angel and Perry, 1986; Cooke, 1992; Deery *et al.,* 1999; Wagar, 1997). In country like Malaysia, industrial relations climate also plays important role in determining effectiveness, performances, quality and also the safety of the employees (Nasurdin, 2006; Ali *et al.,* 2009; Abdullah, 2009; Qureshi *et al.,* 2014). However, there is no evidence in the literature to support how industrial relations climate favours trade union effectiveness in the Malaysian context. Thus, there is a strong need for a study to substantiate the relationship between industrial relations climate and trade union effectiveness.

As Barrett (1995), Bryson (2005), Kersley *et al.* (2006) and Purcell (1983) have commented, a more comprehensive study of industrial relations climate would consider organizational structures, practices, processes and outcomes that influence, and are influenced by, daily union–management and employee–management interactions at the workplace, because union– management relations are only one dimension of climate. More recently, industrial relations climate has been identified as a key mediating factor in the link between high-performance work systems and organizational performance and effectiveness (see Buttigieg and Gahan 2005; Ferris *et al.* 1999; Kersley *et al.* 2006). A mutual gains approach with employers has been shown to have positive performance effects because it induces a more co-operative industrial relations climate, enhancing both dual commitment and the participation of employees in organizational decision making (e.g. Deery and Iverson 2005; Godard and Delaney 2000; Snape and Chan 2000).

The term industrial relations climate is generally used to describe the nature and quality of relationship between labor and management (Katz, Kochan & Gobeille, 1985). Industrial relations climate is the degree to which the labor-management relations are cooperative or conflicting, reflected in the extent to which relations between management and employees are seen by participants as mutually trusting, respectful, and cooperative (Hammer, Currall & Stern, 1991). Payne and Pugh (1976) stated the usefulness of positive industrial relations climate as it improves employee motivation, satisfaction, quality of work life and overall organizational effectiveness. Industrial relations climate has increasingly been recognized as a multidimensional concept, particularly in light of the decline in trade union density and coverage, and an associated increase in non-union workplaces, the increased use of direct voice, and the relationship between workplace democratic practices and organizational performance (Kersley, Alpin, Forth, Bryson, Bewley, Dix and Oxenbridge, 2006). Further, according to Kersley - Oxenbridge *et al.* (2006) industrial relations climate affects workplace outcomes. Schneider and

Reichers (1983) stated that industrial relations climate is a function of the interactions between 'organizational members', individuals and groups within an organization.

At its simplest, industrial relations climate depicts the state and quality of union–management relations in an organization (Dastmalchian, Blyton and Adamson, 1989; Martin 1976; Nicholson 1979). However, since the 1980s, industrial relations climate has increasingly been recognized as a multidimensional concept, particularly in light of the decline in trade union density and coverage, and an associated increase in non-union workplaces, the increased use of direct voice, and the relationship between workplace practices and organizational performance (Kersley *et al.,* 2006; Pyman, Holland, Teicher and Cooper, 2010).

More recently, industrial relations climate has been identified as a key mediating factor in the link between high-performance work systems and organizational performance and effectiveness (Buttigieg and Gahan 2005; Ferris, Hochwater, Buckley, Harrell-Cook, and Frink, 1999; Kersley *et al.* 2006; Pyman *et al.*, 2010). A mutual gains approach with employers has been shown to have positive performance effects because it induces a more co-operative industrial relations climate, enhancing both dual commitment and the participation of employees in organizational decision making (Deery and Iverson 2005; Godard and Delaney 2000; Snape and Chan 2000).

Industrial relations climate is a subset of the organizational climate and refers to the degree to which employees, the union representatives, and management interact collaboratively with each other in the workplace (Kersley *et al.,* 2006). In other words, it depicts the quality of union–management relations in a given organization (Dastmalchian, Blyton, & Adamson, 1989; Pyman, Holland, Teicher, & Cooper, 2010). As the industrial relations climate is dependent on the interaction between different members of an organization, individuals within the organization are likely to have differing perceptions of the industrial relations climate (Pyman *et al.*, 2010). Employees who have positive perceptions of the industrial relations climate are likely to perceive the relationship between the management and the union as being respectful, harmonious, and cooperative (Snape & Redman, 2012).

Employee Voice

The term "employee voice" elicits different understanding to both scholars and practitioners of human resource management. Some of the existing definitions that have been provided for voice are inconclusive as they reflect its application in organizations. Dundon *et al.* (2004) observe that employee voice as a concept has competing meanings. Employee voice covers all types of opportunities where employee can have their say and exert some influence over work place decisions (Boxall and Purcell, 2011). Employee voice is also defined as speaking up on important issues and problems in an organization by employees (Dyne *et al.*, 2003).

Defining employee voice in a non-union context can be ambiguous and confusing. This is because trade unions have a defined structure and mechanism in place that has been established through literature and research in the past decades. Dundon *et al.,* (2004) suggests that employee voice has been interpreted in four different ways by academics and practitioners which are articulation of individual dissatisfaction to address issues and problems in the organisation, expression of collective organisation where employee voice is involved in collective bargaining, contribution to management decision making, and demonstration of mutuality and co-operative relationship between the employee and the employer. Managers in non-union organisations generally perceive voice as a process rather than an outcome (Wilkinson *et al.,* 2004).

Management Style

With regard to the definition of management style, findings of prior studies indicate that various definitions have been used in previous research (Zakaria and Hashim, 2017). Different authors have defined management styles in many different ways. For instance, in a study, Dundon and Rollinson (2011) referred to management styles as not only a manager's preferred approach to handling matters concerning employees and employment relations but also the styles reflect the way that the manager exercises his or her authority as well as makes decisions.

These studies found that management of these organizations emphasized on consultation and negotiation styles when dealing with their employees and trade unions (Zakaria and Hashim, 2017).

Although most work on trust in the workplace has focused on trust between the employee and the direct supervisor, researchers have begun exploring the links between the employee and the organization as represented by senior management (Holland, Cooper, & Sheehan, 2017; Morgan & Zeffane, 2003). Unlike the relationship between the employee and the supervisor, this relationship is characterized by less frequent and direct contact (Dirks & Ferrin, 2002;

Zhang, Tsui, Song, Li, & Jia, 2008) and is operationalized through formal procedures enacted through human resource management policies and practices.

Human Resource Management Practices

Specifically, HRM practices can be used for signalling that the organization supports its employees, values their contribution and takes care of their well-being (Chuang & Liao, 2010; Van De Voorde & Beijer, 2015), thereby creating a climate for well-being. Furthermore, HRM practices can be used by management to strengthen goal alignment and foster efficient work behaviours, thereby creating a climate for efficiency. There is continuing debate in the literature on whether unions have positive or negative effects on the work outcomes of employees (Pohler & Luchak, 2015).

Union Instrumentality

Union instrumentality has been conceptualized as a calculative or utilitarian relationship with the union on the part of the employee, which is based on the employee's cognitive assessment of the benefits and costs of union representation (Aryee & Chay, 2001). In other words, it refers to employees' assessment of how effective the union is in representing their interests (Valizade *et al.*, 2016). When deciding whether or not to join a union, participate in union activities, and be committed to the union, individuals assess the instrumentality associated with union representation in terms of whether the union is able to deliver benefits for its members (Zacharewicz, Martinez-Inigo, & Kelloway, 2016).

Methodology and Data Collection

A quantitative empirical research approach was chosen to investigate the research questions of the study. The main significance of the quantitative approach is to provide a concise answer to the research questions through the acquisition and analysis of information that can be gathered from survey. (Sekaran and Bougie, 2016).

Trade unions which are registered under Section 12 of the Trade Unions Act by the Trade Unions Affairs under the Ministry of Human Resource make the population of this study. In this study, the trade unions were represented by their respective officer in charge of the overall trade union functions and administration. The trade unions were selected for the following reasons:

They are the most appropriate organisations to provide detailed information about employees and their trade unions for the purpose of this study, and they are actively involved in the industrial relations functions. Furthermore, these officers are the key people who are involved in the planning and implementation (at various stages) industrial relations policies in these trade unions.

These 120 trade unions represented the respondents in this study. Therefore, the study adopts census method of sampling. A census method is a study of every unit, everyone or everything, in a population. It is known as a complete enumeration, which means a complete count. A census study occurs if the entire population is very small or it is reasonable to include the entire population (in this study all 741 employers whose company had a trade union were included). It is called a census sample because data is gathered on every member of the population (Fuller, 2011).

A self-administered questionnaire will be used for data collection. The dependent variable of the study was trade union effectiveness. The items used to measure trade union effectiveness were adapted from Bryson (2003. Industrial relations climate which is the independent variable was measured using the items adapted from Snape and Redman (2012) and Heery (2015).

Conclusion:

The results of this study would assist employers and the government to better understand the difficulties that unions encounter at protecting their members' workplace rights, through unionisation. The research has implications for unions, employers, and the state. For unionists, the framework provides the foundation for assisting organisations to focus strategically on some of the core issues affecting organisational achievement. The advantage of committing to a culture of organising is obvious, because this strategy builds a foundation for delivering a mix of tactics. More specifically, there are advantages for unions to invest their resources in delivering union-related training for members to develop workplace activism and commitment.

This study can be beneficial to managers, particularly for the unionised sector, as well as for government agencies and trade unions that are involved with UR and union growth. The study also contributes to the existing literature in term of the empirical results on the relationship between trade union goals, trade union methods, legislative regimes, government policies and management policies with trade union effectiveness which is inconclusive in prior literature. Most of these studies were done in the developed economies. It is hoped that future researchers will be able to utilise this study to extend the knowledge of trade union effectiveness even further.

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ENHANCING LEAD GENERATION STRATEGIES FOR IMPROVED PERFORMANCE IN TAMIL NADU'S HOSPITALITY SECTOR

Toopalli Sirisha* and G. Githanjali Jain

Department of Management Studies,

Sri Venkateswara College of Engineering, Tirupati-517507

*Corresponding author E-mail: thopallisirisha@gmail.com

Abstract:

This chapter delves into a comprehensive analysis of the efficacy of lead generation within the hospitality sector of Tamil Nadu, focusing on the myriad factors influencing the success of deals. The primary objective is to assess the performance of Business Development Executives (BDEs) in managing generated leads and to understand the strategies they employ to overcome challenges. Through this study, we aim to elucidate the proficiency of BDEs in navigating through generated leads and the associated hurdles they face. We further evaluate the satisfaction levels of companies when deals are presented to BDEs, examining how these professionals strategically maneuver through various forces and factors that significantly impact deal outcomes. The study identifies key elements influencing success in interactions with BDEs and highlights the strategies employed to drive deals toward successful completion. The methodological approach of this investigation involves the deployment of a meticulously designed "Structured Questionnaire" for data collection. This instrument enables a detailed exploration of the factors at play and provides insights into the strategic approaches of BDEs in the hospitality sector of Tamil Nadu.

Keywords: Lead Generation, Optimizing, Strategies, Lead, Hospitality.

Introduction:

Businesses strive to stay ahead and grow, and lead generation is a critical tool in achieving this goal. It is not merely about acquiring more customers but also about building strong and lasting relationships. Understanding the factors that make lead generation successful is crucial for companies aiming to thrive in a competitive market. Our study explores various aspects of lead generation, including the integration of new technologies and a deep understanding of customer needs. By examining these elements, we aim to provide valuable insights that can help businesses refine their strategies, enhancing their competitiveness and success. This study seeks to contribute to the broader field of marketing knowledge and support companies in making more informed growth decisions.

Objectives of the Study

1. Conduct an in-depth examination of the efficacy of lead generation within Oravel Stays Pvt Ltd.
2. Explore the factors influencing Business Development Executives (BDE) in lead generation.
3. Investigate the perspectives of Business Development Executives about lead generation.
4. Ascertain the satisfaction levels of Business Development Executives regarding their involvement in lead generation.
5. Provide well-considered recommendations to enhance and optimize lead generation activities.

Scope of the Study

The study's scope encompasses an examination of lead generation effectiveness within the organization, focusing on enhancing these processes through strategic interventions. Additionally, the research aims to facilitate the collection of valuable feedback, suggestions, and grievances, enabling the company to adapt and implement changes aligned with the preferences and requirements of its Owners/Partners. Ultimately, this approach seeks to optimize the lead selection, fostering improved effectiveness for future endeavours.

Data Analysis and Interpretation

This study employs a descriptive study approach; the research endeavors to address critical questions. The sampling technique adopted for the study is **the Probability Simple Random Sampling** method, with a sample size of 63.

Inferential Analysis

- Percentage analysis
- One-way Anova
- Correlation
- T-Test

Percentage Analysis

Table 1: Gender wise classification

Particular	No. of respondents	Percentage
Male	63	100
Female	0	0
total	100	100

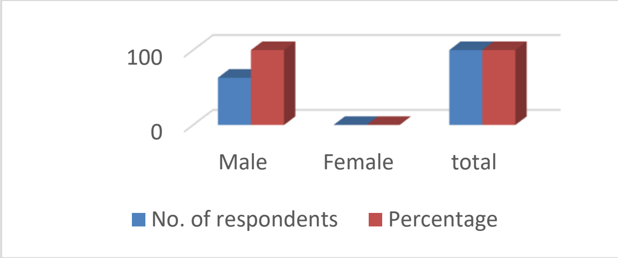

Figure 1: Gender wise classification

Interference:

The table indicates that 100% of the respondents are male, and there are no female respondents, implying an exclusive representation of the male gender among the participants.

Table 2: Age wise classification

Particular	No. of respondents	Percentage
Below 25	11	17.46
26-35	11	17.46
36-45	20	31.74
46-55	16	25.39
Above 56	5	7.93
Total	63	100

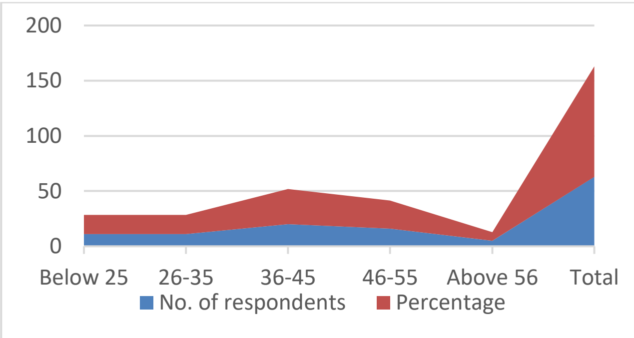

Figure 2: Age wise classification

Interference:

The tabulated data reveals a distribution of respondents across various age brackets, with 31.7% falling within the 36-45 age range, 25.3% in the 46-55 age category, 17.46% in the 26-35 age bracket, another 17.46% in the below 25 age range, and 7.93% in the above 56 age range.

Table 3: Working area wise classification

Particular	No. of respondents	Percentage
Inner city	31	49.20
outer city	32	50.80
Total	63	100

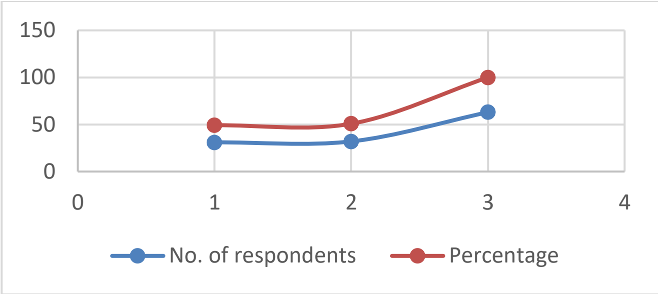

Figure 3: Working area wise classification

Interference:

The table illustrates that approximately 51% of the data pertains to outer city areas, while the remaining 49% corresponds to inner city areas.

Table 4: Consideration for data categorization wise classification

Particular	No. of respondents	Percentage
To save time	7	11.11
To prioritize leads	7	11.11
Neutral	17	26.98
To determine lead count	21	33.33
To know population	11	17.46
Total	**63**	**100**

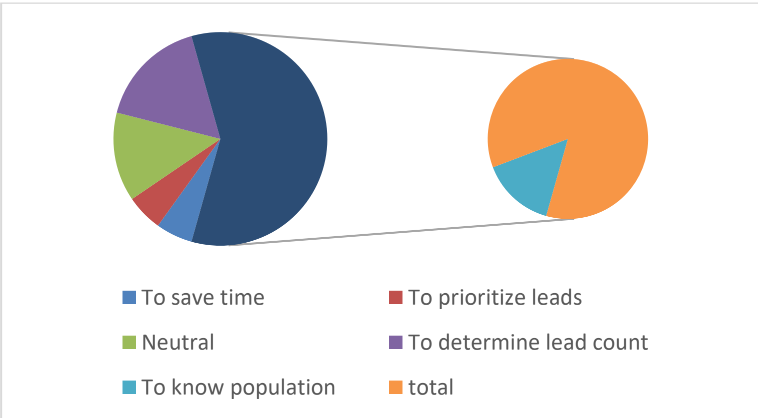

Figure 4: Consideration for data categorization wise classification

Interference:

The provided table indicates that approximately 33.33% of respondents favor determining lead count, 26.98% prioritize specifying location, 11.11% opt to prioritize leads, another 11.11% aim to save time, and the remaining 17.46% express an interest in understanding population demographics.

One-Way Anova Classification

Null Hypothesis (Ho):

There exists a substantial disparity between an individual's experience and the mean number of leads managed daily.

Alternate Hypothesis (H1):

There is an absence of noteworthy distinction between an individual's experience and the average number of leads handled per day.

Level of agreement	Below 3	4 to 6	7 to 9	10 to 12	Above 12
Below 1 year	7	6	3	2	0
2years	2	7	3	1	1
3years	4	2	4	0	0
4years	5	5	2	0	0
Above 5years	4	4	1	0	0

Anova: Single Factor

Summary

Groups	Count	Sum	Average	Variance
Below 3	5	22	4.4	3.3
4 to 6	5	24	4.8	3.7
7 to 9	5	13	2.6	1.3
10 to 12	5	3	0.6	0.8
Above 12	5	1	0.2	0.2

Anova Calculation

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	**89.04**	**4**	**22.26**	**11.96774**	**3.98E-05**	**2.866081**
Within Groups	**37.2**	**20**	**1.86**			
Total	**126.24**	**24**				

Tabulated value = 2.866< calculated value.

F-value> Table value Ho is accepted and H1 is rejected.

Inference:

The computed F value surpasses the critical table value, leading to the acceptance of the null hypothesis (Ho) and the rejection of the alternative hypothesis (H1). Consequently, we negate the alternative hypothesis and deduce that a noteworthy distinction exists between a given experience and the average number of leads managed daily.

Correlation

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables.

Null hypothesis (Ho):

There is a relationship between the areas working and Average leads handled per day**.**

Alternate hypothesis (H1):

There is no relationship between the areas working and Average leads handled per day**.**

Correlations

		Area mostly works for?	On an average total number of leads handled per day?
Area mostly works for?	Pearson Correlation	1	-.058
	Sig. (2-tailed)		.654
	N	63	63
On an average total number of leads handled per day?	Pearson Correlation	-.058	1
	Sig. (2-tailed)	.654	
	N	63	63

Inference:

The determined value of 0.654 is situated below the threshold of 1, indicating a discernible association between working areas and the mean total leads managed daily.

T-Test

The **t test** is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups. With all inferential statistics, we assume the dependent variable fits a normal distribution.

Null hypothesis (Ho):

There is a relationship between the age and income group**.**

Alternate hypothesis (H1):

There is no relationship between the age and income group**.**

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Age	63	2.87	1.184	.149
Income group	63	3.16	1.153	.145

One-Sample Test

	Test Value = 0				
	t	**df**	**Sig. (2-tailed)**	**Mean Difference**	**95% Confidence Interval of the Difference**
					value
Age	19.252	62	.000	2.873	2.57
Income group	21.746	62	.000	3.159	2.87

Inference:

The computed values for age and income, namely 19.252 and 21.746, exceed the critical thresholds of 2.57 and 2.87, respectively. Consequently, the evidence suggests an absence of a significant relationship between age and income groups.

Findings:

1. The survey results indicate that the entirety of respondents, constituting 100%, identified as male, with a conspicuous absence of any female participants. Age distribution reveals that a predominant 31.7% fall within the 36-45 age bracket, followed by 25.3% in the 46-55 range, 17.46% in the 26-35 range, 17.46% below 25 years, and 7.93% above 56 years.
2. Experience levels exhibit a majority of 34.92% with 3 years of professional background, followed by 30.15% with 4 years, 14.28% with 2 years, 11.11% with 1 year, and 9.52% boasting over 5 years of experience. In terms of income, the majority (33.33%) falls within the 30001-40000 range, with 23.80% in the 40001-50000 range, 20.63% in the 20001-30000 range, 14.28% above 50001, and a smaller 7.93% earning less than 20000.
3. Geographically, 51% of respondents hail from outer city areas, leaving the remaining 49% situated in inner city locales. Regarding lead-related preferences, approximately 33.33% lean towards determining lead count, 26.98% prefer specifying location, 11.11% prioritize leads for time efficiency, and the remaining 17.46% seek information about population dynamics.
4. In the context of daily workload, 47.61% handle 3 leads, 39.68% manage 4 to 6 leads, 11.11% tackle 7 to 9 leads, and a modest 1.58% contend with 10 to 12 leads. A noteworthy 34.92% make 4 attempts to secure a deal, while 15.87% make 2 attempts, 31.76% make 3 attempts, and 17.46% persist with above 5 attempts.
5. Opinions on the accuracy and currency of lead data vary, with 30.15% in agreement, 28.57% strongly agreeing, 20.63% adopting a neutral stance, 19.04% expressing disagreement, and a mere 1.58% strongly disagreeing. Similarly, sentiments towards the

effectiveness of cold calling display a range of perspectives, encompassing 30.15% in agreement, 28.57% strongly agreeing, 15.87% in disagreement, 14.28% maintaining a neutral standpoint, and 6.34% strongly disagreeing.

6. Regarding lead scheduling, 28.57% adopt a neutral position, 23.80% agree, 19.04% strongly agree, 17.46% dissent, and 11.11% strongly disagree with the notion that leads unfold according to schedule. Preferences for lead categorization include 31.75% favoring state-wise, 23.80% city-wise, 15.87% location-wise, 17.46% opting for an assorted approach, and 15.87% considering population-wise criteria.
7. Satisfaction levels with deal contributions showcase a majority of 33.33% expressing contentment, 22.22% expressing dissatisfaction, 12.69% reporting high satisfaction, and 9.52% expressing high dissatisfaction. Opinions towards approaching leads at specified times and dates present a diverse perspective, with 31.74% maintaining a neutral stance, 25.39% in agreement, 22.22% strongly agreeing, 14.28% in disagreement, and 6.34% strongly disagreeing.
8. Views on seasonal factors influencing deals range from 26.98% in disagreement to 23.80% adopting a neutral stance, 25.39% in agreement, 19.04% strongly agreeing, and 4.76% strongly disagreeing. In terms of monetary factors influencing deals, 34.92% express agreement, 25.39% strongly agree, 12.66% remain neutral, 20.63% express disagreement, and 6.34% strongly disagree.
9. Respondents express varied perspectives on the risk factor, with 34.92% leaning towards 'Maybe,' 33.34% negating any risk ('No'), and 31.74% affirming the presence of risk ('Yes'). Satisfaction levels with deals in outer areas reveal a majority of 41.26% expressing high satisfaction, 26.98% indicating dissatisfaction, 12.69% revealing high dissatisfaction, 9.52% maintaining neutrality, and another 9.52% expressing high satisfaction.
10. Partner response satisfaction levels show a majority of 39.68% expressing satisfaction, 26.98% indicating high satisfaction, 14.28% expressing dissatisfaction, 12.69% adopting a neutral stance, and 6.34% expressing high dissatisfaction. Overall satisfaction with offered deals demonstrates a majority of 44.44% expressing high satisfaction, 19.04% indicating satisfaction, 12.69% adopting a neutral stance, 17.46% expressing dissatisfaction, and 6.34% registering high dissatisfaction. Regarding the likelihood of meeting the owner, 30.15% express agreement, 28.57% strongly agree, 15.87% disagree, 14.28% maintain neutrality, and 11.11% strongly disagree.

Suggestions:

Considering the discerned patterns from the aforementioned findings, several insightful suggestions can be proffered for consideration:

1. **Gender Diversity Enhancement:** Given the exclusive male representation among respondents, it would be prudent to foster initiatives aimed at enhancing gender diversity within the surveyed population. Employing strategies to attract and engage female participants could lead to a more comprehensive and inclusive understanding of perspectives.
2. **Age-Centric Outreach:** Acknowledging the predominant presence within the 36-45 age bracket, tailored outreach efforts towards younger demographics (below 25 years) and those above 55 years may provide valuable insights into the nuanced preferences and challenges experienced by individuals across diverse age groups.
3. **Experience Enrichment Programs:** Recognizing the prevalence of respondents with 3 to 4 years of experience, the implementation of targeted professional development programs, particularly for those with less than one year and above five years of experience, could contribute to a more balanced and enriched respondent pool.
4. **Income Bracket Sensitivity:** Acknowledging the income distribution trends, tailored strategies for engaging participants within specific income brackets could yield more nuanced insights. Initiatives aimed at understanding the perspectives of those with incomes below 20,000 and above 50,000 may be particularly insightful.
5. **Geographic Variation Exploration:** Recognizing the nearly equal split between outer and inner city area respondents, further exploration into the geographical dynamics, perhaps through regional segmentation or urban-rural differentiations, could provide a more nuanced understanding of preferences and challenges.
6. **Refinement of Lead-Related Preferences:** Given the varied preferences for determining lead count, specifying location, and prioritizing leads, a more detailed examination of the factors influencing these choices could inform the development of tailored approaches that align more closely with respondent priorities.
7. **Workload Optimization Strategies:** In response to the prevailing workload distribution, exploring strategies to optimize productivity for those handling 4 to 6 leads or 7 to 9 leads daily may prove beneficial. This could involve refining lead management processes or introducing efficiency tools.
8. **Enhanced Deal Signing Attempts:** In light of the diverse approaches to deal signing attempts, further investigation into the factors influencing multiple attempts, especially those exceeding five, may offer insights into potential roadblocks. Tailoring strategies to overcome these challenges could improve overall deal success rates.
9. **Lead Data Accuracy Assurance:** Recognizing the varying degrees of agreement with lead data accuracy, initiatives to enhance and assure the accuracy and timeliness of lead data

could be considered. This may involve implementing robust data validation processes and systems.

10. **Strategic Cold Calling Reflection:** In response to the diverse perspectives on the efficacy of cold calling, conducting a detailed analysis of the factors influencing effectiveness, and tailoring cold calling strategies accordingly, may enhance the efficiency of this outreach method.

Conclusion:

In conclusion, the study illuminates the prevalent dynamics within the male-dominated respondent pool, emphasizing the need for enhanced gender diversity. The age, experience, and income distributions underscore the importance of targeted outreach strategies to capture a broader demographic spectrum. Geographic variations between outer and inner city areas prompt further exploration of regional nuances. Insights into lead-related preferences, workload management, and deal signing attempts offer valuable considerations for refining organizational strategies. The findings serve as a roadmap for future research, guiding organizations towards more effective approaches in lead management and client engagement. The nuanced suggestions provide actionable insights for tailored initiatives, emphasizing the importance of refining operational strategies based on respondent perspectives. Overall, the survey not only captures current trends but also lays the groundwork for more informed decision-making in the realms of business development and lead management.

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MNEMONICS: A SMART APPROACH OF LEARNING AND TEACHING SOCIAL STUDIES FOR COMPETITIVE EXAMINATIONS

Mohd Gufran Barkati and Jarrar Ahamad
Department of Education and Training, MANUU, Hyderabad
Corresponding author E-mail: gufranbarkati@manuu.edu.in, jarrar@manuu.edu.in

Introduction:

Social studies have an essential role to play in competitive examinations. SSC, Banking, Railway and UPSC are among the competitive exams in which social studies is a compulsory subject. Social science is an interdisciplinary field comprising history, political science, geography and economics as its constituent subjects. This is because it tests their knowledge and understanding of various social and political issues hence an important subject for aspiring candidates of competitive exams. Nonetheless, mastering such large volume of information may seem difficult to students who want to succeed in this field. Utilizing mnemonics can help students to better understand complicated cultural concepts and remember them effectively. Mnemonics are powerful cognitive tools that have been proven to enhance learning and memory retention across different subjects like social studies (Kerem & Rahman, 2022). Mnemonics involve various techniques like the acronym method and rhyming in creating a structured framework for effective teaching and learning (Greg, 2019). In addition to academic success, mnemonic devices also make knowledge enduring mainly when it comes to historical aspects of social studies (Greg, 2020). Hence, using mnemonic while preparing for competitive exams would be a smart approach in improving student success, ability to retain knowledge and comprehending complex historical concepts. This chapter discusses on the significance of mnemonics and how they assist learners preparing for competitive examinations.

What are Mnemonics?

The word “mnemonics” is derived from the Greek word “mnēmonikos” meaning memory or “related to memory” (Wikipedia). It can be in the form of images, abbreviations. rhymes or associations. A mnemonic is a memory aid that helps to store information in a memorable and easier to remember form. It helps strengthen mental associations between new information and previously learned information, which facilitates recall and recall. They have proven successful in many fields, including law, medicine and education.

Types of Mnemonics:

There are different mnemonics that match different learning styles and kinds of information:

- **Acronyms:** are the words that are formed using first letter of the word or phrases. Each letter in the acronyms stands for one piece of information.
- **Acrostics:** are sentences or phrases whose first letter represents the information to be remembered.
- **Visual Mnemonics:** Create mental images or visual representations of information to support memory. Such images are vivid and unforgettable at all times.
- **Rhymes:** Develop interesting phrases, rhymes that make it easier to remember some points. The rhyme's rhythm as well as repetition enhances memory retention.
- **Chunking:** Involves reducing data into smaller segments which are more manageable. Larger amount of information is easier to recall by association with related items.

Why Mnemonics are Particularly Useful in Social Studies?

Mnemonics are especially useful in social studies because the subject matter is complex and students must memorize and understand vast amounts of information. There are some reasons why mnemonic technology is especially effective in this case:

- **Gathering Huge Amounts of Data:** Social studies contains many subjects like history, geography, political science and economics. Mnemonics assist to systematize and compress these into manageable bits. For instance, a mnemonic can change a long list of historical events into an acronym or a story which will easily stick into the mind of a student easily.
- **Recalling Dates and Events:** One of the major problems with social studies is recalling many dates and events. Mnemonics can help the learners as well as teachers to memorize them in a more organized way. In a linking system, students may link certain dates to known numbers with lively pictures or words in place for better memory retention and recall.
- **Understanding Complex and Abstract Concepts:** Social studies is often characterized by intricate and abstruse concepts. However, this complexity can be simplified through mnemonics that break them down into smaller pieces that can be easily understood. For example, students could make acronyms where each letter represents an important concept or principle in order to aid comprehension of different elements of socio-political ideology.
- **Improving Long-term Memory:** By creating strong associations that generate vivid images which are more likely to be retained by the long-term memory as opposed to short-term memory stores; research on memory may assist improved retention over time. This becomes crucial especially because of social studies where students need information for longer periods before exams. The recording method, where one visualizes data at particular places, may promote a deep level processing.

- **Enhancing Interdisciplinary Relationships:** They have to relate historical events with geographic locations or economic conditions, which creates interdisciplinary relationships that underlie social science subjects. This way, mnemonics can help create a consistent story line or matrix and thus aid in organizing data from various spectrums making their interconnections easier at least mentally for future reference.
- **Reducing Cognitive Load:** Working memory capacity is constrained based on the cognitive load theory. By simplifying information and organizing it, mnemonics reduce the cognitive load helping learners to effectively process and store more information. This becomes particularly important at times of intense study periods while preparing for competitive exams where one has to deal with excessive amount of data.
- **Engaging Multiple Senses:** Memorization often involves the usage of visual, auditory and kinesthetic aspects facilitating multiple senses hence improving memory. For instance, composing a song or drawing a mind map helps learning become more interactive and memorable instead of just explaining them through words alone.
- **Increasing Motivation and Confidence:** Using rote learning can make learning funnier and less scary hence motivating students as well as building their self-confidence. When students have good ways to memorize things they are able to be connected with them better and are more likely to believe that they will be able remember them correctly on exams.
- **Improving Retrieval Cues:** Storage devices create strong search suggestions which facilitate access to stored information. For example, when you employ the keyword method; familiar word or image associated with new expression or concept works as a mental cue that activates retrieval of relevant information.
- **Customizability and flexibility:** The mnemonics are made in such a way that they can be easily customized by students to suit their own individualities. This adaptability enhances memory to be a useful tool for various learners who have got diverse likes or dislikes.

In a nutshell, mnemonics are quite helpful when it comes to social studies that deal with challenges particular to subjects in the form of dates, complex concepts and huge chunks of information that needs to be memorized. By organizing information, enhancing retention and making learning more interesting, mnemonics provide an efficient technique for students readying themselves for competitive social sciences tests.

Social Studies Mnemonics for Competitive Examinations:

In competitive examinations, questions about geographical, social, political, and economic events often challenge students to accurately recall them on time. Remembering the key events or concepts can be particularly difficult under exam conditions. Mnemonic devices provide an effective and efficient way to retain and recall such information, thereby improving performance and increasing scores. Here are some pertinent examples of mnemonics from Social Studies for enhancing memory retention and recall of key socio-economic and geo-political events.

Example-1: The First Anglo-Mysore War (1767-1769) was fought between Hyder Ali of Mysore and a coalition comprising the Marathas, the English (British East India Company), and the Nizam of Hyderabad. To remember who fought first Anglo-Mysore war, we have made an acronym **"Hyder Ali fought MEN"**.

H-Hyder Ali

M-Marathas

E-English

N-Nizams

Example-2: The spread of Buddhism was significantly influenced by ancient Indian kings such as Ashoka of the Mauryan Empire (268-232 BCE) and Kanishka of the Kushan Empire (c. 127-150 CE). Ashoka adopted Buddhism after the Kalinga War and promoted its teachings through edicts and missions. Kanishka supported Buddhism by convening the Fourth Buddhist Council and constructing stupas and monasteries, aiding in the religion's proliferation both within and beyond India. In order to remember the kings who followed Buddhism, we have made an Acrostic **"Buddhist Has Always Promote Universal Kindness"**.

B-Bimbisara

H-Harshavardhana

A-Ashoka

P-Prasenajit

U-Uday Sen

K-Kanishka

Example-3: In order to remember key events of French Revolution, Story as a method of Mnemonics could be a smarter way. For example- Imagine a character named Louis who lives in a country where bread is scarce. The people revolt (Storming of the Bastille), leading to Louis losing his head (Execution of Louis XVI), followed by chaos (Reign of Terror), and a general (Napoleon) rising to power.

Example-4: To remember schedules of Indian constitution, there is a very funny and interesting mnemonics **"TEARS OF OLD PM"** where each letter of the mnemonics represents a schedule (Jain Priya, 2021).

T-Territory	-	I Schedule
E-Emoluments	-	II Schedule
A-Affirmations/Oath	-	III Schedule

R-Rajya Sabha	-	IV Schedule
S-Scheduled areas	-	V Schedule
O-Other Scheduled areas	-	VI Schedule
F-Federal Provision	-	VII Schedule
O-Official Languages	-	VIII Schedule
L-Land Reforms	-	IX Schedule
D-Defection	-	X Schedule
P-Panchayats	-	XI Schedule
M-Municipalities	-	XII Schedule

Example-5: In India, six states have a bicameral legislature, meaning they have both a Legislative Assembly (Vidhan Sabha) and a Legislative Council (Vidhan Parishad). Here's a mnemonic to remember these states i.e. **"All Brave Kids Move To Uttar Pradesh".**

A - Andhra Pradesh

B - Bihar

K - Karnataka

M - Maharashtra

T - Telangana

U - Uttar Pradesh

Example-6: There are a total of eight Indian states through which Tropic of Cancer passes. Here is a mnemonic to remember these states i.e. **"Giant Rabbits Made Chilly Jam With Tasty Mangoes".**

G-Gujarat

R-Rajasthan

M-Madhya Pradesh

C-Chattisgarh

J-Jharkhand

W-West Bengal

T-Tripura

M-Mizoram

Example-07: In order to remember the countries with which India shares its borders in decreasing order of length, we just need to remember **BaChPaN** (*Collection of Mnemonics*, 2020).

Where,

- **Ba** stands for **Bangladesh**, which shares the longest border with India.
- **Ch** stands for **China**, the second-longest border.
- **Pa** stands for **Pakistan**, which comes third in border length.

- **N** stands for **Nepal**, which has the shortest border among these four.

Using **BaChPaN**, you can easily remember that India shares its longest to the shortest borders with Bangladesh, China, Pakistan, and Nepal.

Conclusion:

In conclusion, the application of mnemonics to the study of social studies for competitive exams is not merely a beneficial technique but a necessary one. It helps in memorizing huge amount of information easy and interesting so that students can achieve their academic goals and excel in their examinations. By making use of these techniques, candidates are able to retain information better and thus improve their performance on tests which makes them successful during competitive examinations.

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MOBILIZING MINDS: THE EVOLUTION AND IMPACT OF MOBILE ASSISTED LANGUAGE LEARNING IN EDUCATION

Vasanth Devan S and Prajeesh Tomy*

Department of English, School of Social Sciences and Languages,
Vellore Institute of Technology, Vellore – 632014, India
*Corresponding author E-mail: prajeesh.tomy@vit.ac.in

Abstract:

The rapid advancement of technology over the past several decades has revolutionized many aspects of life, including education. This paper explores the transformative potential of Mobile Assisted Language Learning (MALL) in language education. The evolution of mobile learning from simple gap filling tasks to sophisticated interactive tools and multimedia applications has opened new perspectives and methodologies for enhancing the learning experience. Mobile technology's increasing compactness and portability have popularized mobile learning, fundamentally altering educational landscapes and inspiring educators to integrate these tools into language teaching. This study also examines the advantages and challenges of mobile learning, emphasizing its accessibility, portability, and connectivity. It discusses the applications of MALL in universities, highlighting innovative tools such as SpeakingPal and m-training. Furthermore, a survey conducted in India reveals insights into mobile device ownership, internet usage, and the effectiveness of mobile learning apps among students. The findings underscore the potential of mobile technology in creating an inclusive and engaging learning environment, suggesting future directions for educational practices.

Keywords: Mobile Assisted Language Learning (MALL); Language Learning; Mobile Device; Survey.

Introduction:

Over the past several decades, there has been a rapid improvement in technology (Lienhard, 1979; Sood & Tellis, 2005), transforming nearly every aspect of our lives (Hamburg, 1984), including education (ValverdeBerrocoso *et al.*, 2022). Learning through a mobile medium has evolved from simple gapfilling tasks to highly sophisticated interactive tools and multimedia applications (Lazaro & Duart, 2023). Each technological advancement offers new perspectives and methodologies in teaching, enhancing the learning experience. As mobile technology becomes increasingly compact and portable (ContrerasNaranjo *et al.*, 2016), the concept of mobile learning has gained immense popularity (Crompton *et al.*, 2016), fundamentally altering the educational landscape (Pimmer *et al.*, 2016). These trends and improvements in mobile devices have inspired instructors, trainers, and investors to explore their potential in language teaching (GarcíaMartínez *et al.*, 2019). The use of mobile devices for learning was first suggested in the early 2000s in the UK and USA (Crompton *et al.*, 2016). This period marked the beginning of integrating mobile technology into educational settings. In August 2004, Duke

University pioneered this movement by distributing iPods to all students in its freshman class, enabling them to access course materials and lectures on the go Around the same time, a Korean firm initiated a similar approach by offering free downloadable college entrance exam lectures for students who purchased their iRiver multimedia players. These early experiments were among the first attempts at incorporating mobile devices into language learning, setting the stage for future innovations.

Since then, there has been an explosive increase in platforms and applications designed for mobile assisted learning, particularly in foreign language acquisition. Modern mobile learning platforms offer interactive exercises, real time feedback, and personalized learning paths. These tools utilize advanced technologies like artificial intelligence and machine learning to adapt to individual learner needs, making the learning process more effective and engaging. Moreover, advancements in mobile technology have facilitated the integration of multimedia elements into educational content, enhancing the learning experience. Videos, audio clips, interactive quizzes, and augmented reality applications are now commonplace in mobile learning environments, providing rich and immersive educational experiences. These tools make learning more enjoyable and cater to different learning styles, ensuring all students have the opportunity to succeed.

However, the evolution of mobile learning technology has significantly impacted education, particularly language learning. As mobile devices continue to evolve, so too will the methods and tools available for educators and learners. The future of mobile learning holds great promise, with endless possibilities for innovation and improvement in educational practices.

Review of Literature

a) Advantages and Disadvantages of Mobile Assisted Language Learning

The mobile phone is one of the most powerful handheld devices when compared to other pieces of modern technology (Hu *et al.*, 2010). Especially since the mobile provides services which enable learning on the go despite technical limitations (Barać *et al.*, 2014). With such a learning device, the learner can pace himself and can take up classes whenever and wherever (Wang, 2016). A person learning on a computer or an e-learner can learn in aclassroom environment like his home or office, online or offline (Nganji, 2018). On the other hand, mobile learner or m-learners do not have the need to be in front of a computer to attend classes (Alam & Aljohani, 2020). They can learn while on the bus, outside or even while working. All they need is their mobile phone. As a matter of fact, they can learn everywhere, all the time if they choose to. Two major characteristics of mobile phones is portability and connectivity (Singh, 2020). Nowadays, an internet connection or mobile data is very easily available which allows learners to stay connected to the learning website and to fellow learners anytime (Belo *et al.*, 2014). Portability allows learners to move their mobile devices and modify their learning materials. Due to the widespread influence and popularity of the mobile phone, teachers started to provide tools and software to enable learners to utilise their phones for learning. Moreover, when compared to devices like laptops and desktops, mobile phones are inexpensive and are available even in the most rural of areas and having the connectivity of mobile data allows information transfer between the instructor and student to be done easily. Although learning on the phone sounds very convenient, it comes with it's fair share of restraints. For example, a small screen makes it increasingly difficult to read, many phones at the current scenario might have tons of space but back when MALL was in its developmental stages, the phones came with minimum space and many multimedia limitations. Phones make it hard for people to operate MS Office applications like MS Word or MS Excel and phones with high processing power might be too expensive for the learner to buy. The instructor must keep these points in mind before handing out resource materials.

b) Examples of Mobile Learning

Mobile learning gives the learners the sense of proximity by connecting the members of the team and allowing easy interaction among them (Belo *et al.*, 2014). However, the best use of phones is while performing activities outside the classroom. For example, learners can use a more hands on approach and better their understanding of a topic. Real world experiments can be implemented using mobile phones too (Singh, 2020). A person's leisure time can be put to good use instead of whiling it away. Game based learning is an aspect of mobile learning where real world elements are incorporated into learning materials (Nganji, 2018). In this type of learning, mobile phones act as an interface between the real world and the game. Augmented reality may be used to implement game based learning. An example of this is Time Lab, which is a game about climate change and its effects (Wang, 2016). Students can record their progress and discuss it with classmates and even encourage each other to move forward. This can also be used for language learning to teach skills such as vocabulary, pronunciation, spelling, grammar, listening, and reading comprehension. Research indicates that gameplay can bring significant improvements in the student's basic skills and helps lay a pathway for future research and development of mobile assisted language learning (Alam & Aljohani, 2020).

c) Applications of MALL in Universities

Speaking Pal: Speaking Pal is one of the tools of mobile learning that provides speech recognition ability in a mobile phone, giving the users a new learning experience (Alam & Aljohani, 2020). A majority of the curriculum includes an array of real-life conversations, interactive activities, verbal communication exercises, and roleplays. These tasks make the student highly interactive and make them enjoy what they are studying. Nowadays, the language learners require a very specific skill set when it comes to languages and cultural knowledge. Most of this needs to be learned in a very small amount of time and must be applied in a variety of circumstances. To integrate such tools into the regular learning curriculum, universities must train the teachers to keep up with the current teaching trends and employ new and innovative teaching strategies which are student centric, collaborative, skill building, and properly paced (Singh, 2020).

M-training: M-training helps teachers acquire knowledge, skills, and competencies to teach both practical and vocational skills and give out information related to that specific subject

(Nganji, 2018). This is especially helpful for professional courses and colleges with technology based classrooms. To keep up with the competitive environment today, people often need to have more knowledge than the minimum requirement for that job or profession. They have to maintain, upgrade, and update their skills throughout their working life. M-training can be utilized in bringing about professional development (Wang, 2016).

Methodology:

The survey conducted by Professors Mohd Shoaib Ansari of Govt Kaktiya PG College, Jagdalpur (Bastar), Chhattisgarh, and Aditya Tripathi of Banaras Hindu University, Varanasi, titled "An Investigation of Effectiveness of Mobile Learning Apps in Higher Education in India," was employed in this study. The study involved circulating an online questionnaire among participants. The questionnaire comprised three sections: A, B, and C. Section A primarily addressed respondents' personal information, such as gender, age, educational background, affiliation, and discipline. Section B focused on students' awareness of mobile technologies and the internet. Lastly, section C inquired about students' awareness of mobile based language learning tools and their usability. The questionnaire utilized a 5point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5) for certain questions.

Results

a) Emographic Representations

The table 1 presents a demographic breakdown of 280 respondents across various academic levels and disciplines, with a gender distribution for each category. Here's a comprehensive interpretation:

- **Academic Levels**: The majority are undergraduate students (100%), followed by faculty (19.29%), postgraduates (19.64%), and research scholars (15.71%).
- **Gender Distribution**: Males are more prevalent in faculty (70%) and postgraduate levels (58.18%), while females are more represented among undergraduates (45.71%) and in the 'below 21 years' age group (63%).
- **Age Groups**: The largest age group is '21–30 years' (29.29%), indicating a young demographic, with a fairly even gender split.
- **Disciplines**: Science & Technology has the highest male representation (66.25%), while Arts & Humanities have a higher female presence (65%).

This data can be used to understand the diversity and representation in academic settings, which is crucial for policymaking and resource allocation. The cumulative percentages provide a clear picture of the overall distribution and can help identify trends or areas for further investigation. The data suggests a gender imbalance in certain disciplines and levels, which could be a point of focus for educational institutions aiming for gender parity. The age distribution highlights the youth centric nature of the respondent pool, which may reflect the target demographic for academic programs or research studies. Overall, the table offers valuable insights into the demographic profile of the respondents.

Table 1: Demographic Profile of the Respondents

Profile	*Classification*	*Total N=280*			*Percentage (100%)*
		Male-162 (57.86%)	*Female-118 (42.14%)*	*Cumulative*	
Study Level	U.G. Students	72	55	127	45.36
	P.G. Students	58	48	106	37.86
	Research Scholar	32	15	47	16.78
Age group	Below 21 years	45	38	83	29.64
	21 – 30 Years	96	71	167	59.64
	31 – 40 Years	21	09	30	10.72
Stream or Discipline	Arts & Humanities	38	25	63	22.50
	Commerce	32	21	53	18.93
	Science & Technology	52	38	90	32.14
	Social Science	31	32	63	22.5
	Medicine	09	02	11	3.93
Affiliation type	Central University	91	62	153	54.64
	Research Institute	16	12	28	10.00
	Open University	15	11	26	9.29
	Private University	24	25	49	17.5
	State University	16	8	24	8.57

Source: Compiled by authors using primary data.

b) Availability of Mobile Phones

In table 2 paints a vivid picture of the mobile device landscape, dominated by smartphones (65.72%). This overwhelming preference signifies a shift towards feature rich devices, offering functionalities like internet access, app stores, and multimedia capabilities. Tablets (18.57%) offer a similar experience in a more portable format, striking a balance between smartphones and basic phones (11.43%). The low presence of eBooks readers (4.28%) suggests a focus on broader content consumption beyond dedicated reading devices. Interestingly, the declining popularity of basic phones indicates a diminishing need for just call and text functionalities. This comprehensive analysis reveals a mobile ecosystem increasingly driven by connectivity, diverse applications, and a preference for a single device to manage various needs. These findings have significant implications for educational approaches, as educators can leverage the widespread smartphone ownership to create mobile friendly learning materials and utilize apps for interactive learning. Furthermore, understanding this device distribution is crucial for ensuring equitable access to educational resources, potentially requiring alternative methods for those who don't own smartphones.

Table 2: Student's Availability of Mobile Devices

Device Ownership	Respondents (N=280)	Percentage (100%)
Mobile Phone	32	11.43
Smart Phone	184	65.72
Table	52	18.57
Ebook reader	12	4.28

Source: Compiled by authors using primary data.

Smartphones are useful to us in multiple ways. It is resembling a computer more and more as the time passes and can soon surpass the capabilities of a computer. From the above table, we can observe that 77.15% have access to mobile phones. Of that 77%, only 65.72% of the people have access to a smartphone, the remaining 11.43% are using a normal mobile phone. 18.57% have access to tablets and only 4.28% have access to an Ebook Reader.

c) Purpose of using the Internet

Table 3 analyses the internet usage among 280 respondents reveals a landscape dominated by educational pursuits (96.07%) and social networking (83.21%). This highlights the internet's critical role in fostering learning and social connection. Essential uses like email (75.71%) and news (77.14%) showcase its importance for communication and staying informed. While entertainment (41.43%) plays a significant role, job searching (16.79%) and research (18.57%) appear less prevalent, potentially due to the demographics of the respondents or a preference for computers for these activities. This comprehensive analysis paints a picture of the internet as a powerful tool for education, social interaction, communication, and information access, with entertainment as a notable addition.

Table 3: Purpose of using the Internet

Purpose of using Internet	*Respondent N=280*	*Percentage (100%)*
Social Networking	233	83.21
Study and learning Purpose	269	96.07
News	212	77.14
E-mail	224	75.71
Research Purpose	47	48.57
Searching Job	198	16.79
Entertainment	116	41.43

Source: Compiled by authors using primary data.

d) Effectiveness of mobile learning apps

Table 4 analyses the user perception towards a mobile learning app used by 280 respondents paints a generally positive picture. While a very significant portion (42.14%) finds the app highly effective in aiding their learning, another substantial group (34.64%) perceives it as simply effective. This combined 76.78% suggests the app is largely successful. However, a closer look reveals a minority (23.21%) who rate it as somewhat effective (15.71%) or neutral (7.50%). This indicates that for a segment of the user base, the app's effectiveness is either limited or unclear. Interestingly, the low neutral rating (7.50%) suggests the app avoids negative perceptions. This data highlights the app's potential for significant learning impact but also unveils the need to investigate the factors influencing the varied user experiences. Addressing these variations through targeted improvements could ensure the app's effectiveness for all users.

Table 4: Effectiveness Measure

Measure of effectiveness	Respondents (N=280)	Percentage (100%)
Very effective	118	42.14
Effective	97	34.64
Somewhat effective	44	15.71
Neutral	21	7.50

Source: Compiled by authors using primary data.

Conclusion:

This analysis of mobile device ownership among 280 students paints a vivid picture of a mobile landscape dominated by smartphones (65.72%). This overwhelming preference signifies a significant shift towards feature rich devices, offering functionalities that cater to diverse needs. The declining popularity of basic phones (11.43%) underscores this trend, suggesting a diminishing reliance solely on call and text functionalities. Tablets (18.57%) offer a compromise between smartphones and basic phones, providing a more portable alternative for functionalities similar to smartphones. The low prevalence of e-readers (4.28%) suggests a focus on broader content consumption beyond dedicated reading devices. These findings have far-reaching implications, particularly for educational approaches. The widespread ownership of smartphones presents a unique opportunity for educators to leverage mobile technology for learning. By creating mobile friendly learning materials and utilizing interactive learning apps, educators can cater to the students' existing mobile habits and potentially enhance engagement. However, this trend also necessitates ensuring equitable access to educational resources. Understanding the distribution of mobile devices among students is crucial for identifying those who might require alternative methods due to a lack of smartphone ownership.

In conclusion, this analysis reveals a mobile ecosystem driven by connectivity, diverse applications, and a preference for a single device to manage various needs. By acknowledging this shift and adapting educational approaches accordingly, we can harness the potential of mobile technology to create a more inclusive and engaging learning environment for all students.

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NAVIGATING LINGUISTIC HURDLES: EVALUATING THE EFFECTIVENESS OF TRANSLATION-BASED ENGLISH LEARNING METHODS

Uma Devi S and Prajeesh Tomy*
Department of English, School of Social Sciences and Languages,
Vellore Institute of Technology, Vellore – 632014, India
*Corresponding author E-mail: prajeesh.tomy@vit.ac.in

Abstract:

In today's world, speaking English is considered one of the supreme challenges that people face daily. In the process, one may have to encounter many new experiences in society. Recent research affirms that learning new things using translation in classrooms with English as a Foreign Language method is developing every day. The main aim of this research is to investigate learners’ perceptions of these learning methods, to identify their relevance and to evaluate their effectiveness. To gain insights, students' feedback was collected through Google Forms by taking a survey consisting of common questions. Their responses provide significant details about their own experiences in following these methods, their preference for using these tools, the convenience of the course duration, and their interest in attending these classes. By examining the input from the learners, we can determine whether this is a preferable mode of learning. Teachers must comprehend this feedback about their teaching to resolve the issues in learning.

Keywords: Translation; Language learning; Teaching; Student perception;

Introduction:

Teachers in India find it difficult to teach English in a non-translation class. The survey found that many people believe this subject is an important tool for language learning as it helps students learn translation. Still, they are unsure whether every student will have an interest in taking the course. The drawback here is that students completely depend on translation tools like Google Translate and refuse to attend the physical classes, thinking they could save time. Additionally, the teaching process needs more content on abstracts and simple words to replace complicated words for a better understanding of the students, which will bore professional people. In this developed world, multilingual people could use this skill for their professional as well as academic purposes. Translation learning methods in EFL classrooms have been a major disputable argument among people for a long time. Some people do not recognise the potential value of this learning method. Some argue that this learning method is an efficient way to learn as it involves students' interest and motivation to learn by including many exercises. Newson (1988) insisted that using this methodology has some disadvantages:

(1) Translation encourages thinking in one language and transferring to another, with accompanying interference;

(2) deprives teacher and learner of the benefit of working within a single language;

(3) gives false belief of the idea that there is a perfect one-to-one correspondence between languages; and

(4) does not facilitate the achievement of generally accepted aims such as emphasis on the spoken language.

In the view of Calis and Dikilitas (2012: 5083), this translation method is not focused on making all learners a professional translator but on improving language learning by translation. By considering these things, the main aim of this study is to traverse students' views on learning translation in EFL classrooms in Tamil Nadu. The study aims to address two questions: 1. Are the students motivated to learn translation? 2. Does learning translation in non-translation class benefit them? Here the students’ views are taken as a base to conduct the study.

Literature Review

1. Students’ Views on Translation

This research highlights the significance of students' views in shaping their attitudes and it serves as a foundation for designing the teaching model that improves learning outcomes. As discussed before, this study aims to analyse students' behaviour in translation and also the importance of their viewpoint in EFL teaching. As illustrated by Flórez *et al.* (2012: 113), every student has a distinct perspective on the course, its contents and goals, its difficulty, the time required to invest in the course, and the role of teachers. Similarly, Wang (2009: 149) discusses the similarities and differences between students’ and teachers' views and their fluency in language learning and teaching. He also recommended that translation is an important tool for learning and one should practice more exercise to learn it completely.

2. Problems of Including Translation in Non-translation Classes

In analysing the students' view, I have identified an additional question: Is translation beneficial in non-translation classes and are students interested in it? The research tells us that teaching translation courses to students in non-translation classes is an overloading work. Larson (1986: 67) illustrated that students in the process of learning a language have to overcome two main issues: that is learning how to overcome translation problems as it is not the same as learning a particular language although they do it step by step; the other one is to decide which method is better for them to learn along with a translation. Vermes (2010: 83-85) disagreed and emphasized that it is important to consider translation as an informative tool and it is vital to increase students second language skills

3. Benefits of Translation

When questioned about the importance of language skill, none of them, including the academic group, disagreed with it. In general, among the four basic skills such as speaking, listening, reading and writing, language skill is considered as the fifth skill and a special skill for language teaching. As Rose (2000: 61) proclaimed, translation is the most vital social skill since it advances communication and creates understanding between two unknown people. However, some people conclude that translation is a skill that either cannot be learned or cannot be taught to others. They think that people are born with the skill in languages and they aim to become a good interpreter. But Tisgam (2009: 456) judged that this skill can be taught because it is a kind of activity that can be taught to others. Assuming these things, teachers should design their way of teaching and every student should feel that it is important to learn and develop translation skills. One should remember that excluding any of these points can put the students into confusion, they may be demotivated or they might not have an interest. The main goal of this teaching is to train and prepare a good translator who will become successful in developing these studies and to make students realize the importance of translation. Popovic (2001: 2) published about the need to teach translation in the classroom to help students enrich their English knowledge, that it can be the end but that end cannot be achieved as the goal. When a student eventually becomes a translator, the basic knowledge that he learned in the classroom gives him a strong foundation to develop his translation skills. While planning to take a translation course, teachers must ensure that the students learning the course would practice it with exercises regularly. Calis and Dikilitas (2012: 5083) highlighted the advantages of translation in language learning and his research justified that it did not aim to create a professional translator but to improvise these translation methods for learning a foreign language. Kelly and Bruen (2015: 13) raised their views on the role of translation in improving vocabulary. Generally, it is a comfortable tool either to learn or to teach and it replaces the existing learning and teaching methods. However scholars specify that translation would improve one's knowledge in language learning through other alternative analyses.

4. Students Interest

As students' interest is the main factor that leads to success, researchers have found the things that are necessary to find students' willingness and as a base for every teacher to decide on an efficient course plan. As Littlewood (1987: 53) spotted, in the life of humans, motivation and interest are important factors in doing a particular task. It is a critical fact that has some components: how the individual handles it, his need to achieve and succeed in it, his interest to have a new experience, and so on. These are some factors that have a base role in a learning situation. Reeve (2009: 169) disputed that stimulating one's inner motivation is vital because when teachers bring up activities to learn it seeks a student's initiative to learn. Their motivation is determined both by their external and internal factors that can start, assist and strengthen the process.

Methods

1. Place and Participants

This study was conducted among the students of prestigious colleges in Vellore -Tamil Nadu. Here a survey has been taken to investigate students' views on current English subject learning and their motivation and interest in translation learning. The participants in this study were 40 undergraduate students who are doing their English subject as one of their courses in college. By now these students have an average English learning experience for at least 12 years in their school. So, I considered their English proficiency level to be suitable to conduct this study. All of the participating students agreed to fill out the questionaries through Google Forms and this study was conducted in August 2020.

2. Instruments and Data Collection

The survey on student views was taken by online questions using Google Forms. The form consists of 20 semi-structured questions with a total of 10 questions. The data is divided into six sections that give us students' views on the importance of English subjects in translation, students' attitudes toward translation assignments, the benefits of their translation skill, their preferred materials and methods, their willingness to attend a course, their course length expectation with the help of vast literature review with few specifications the initial items were discussed and by that, we identified students' views and their other expectations.

3. Administration to Students

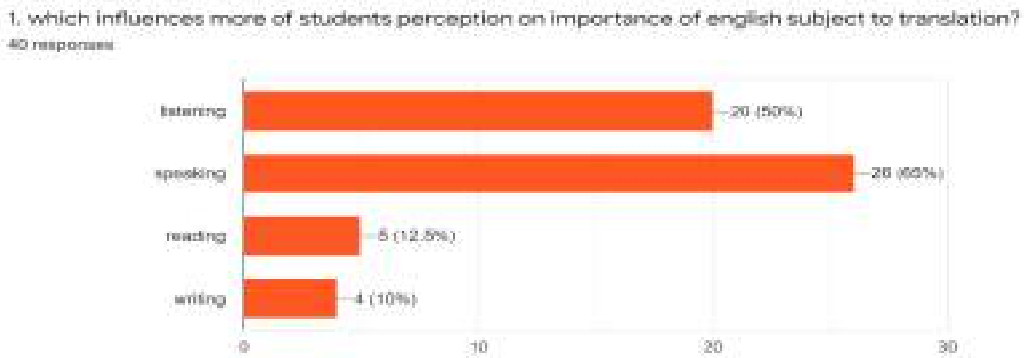
The online questions of students' views were distributed using social media to undergraduate students. Totally 40 students filled out the Google Form and submitted it. Here the students were asked to rate their preferred options like their perception of current EFL learning. Their responses were recorded.

Results and Discussions:

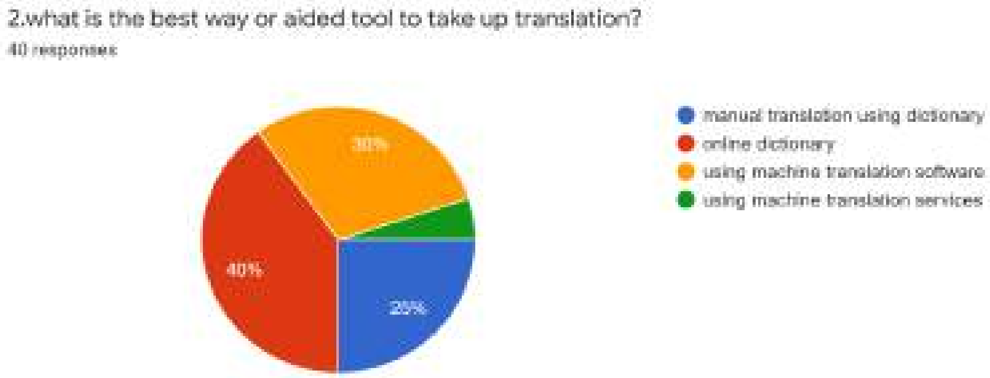
Analyzing the students' responses, the important data rated by students and their perception was gathered. From this, we conclude their motivation for the current English learning translation. Here comes the discussion on the survey

a) Students' Perception of the Importance of English Subject Matters in Translation

The students who conclude that the English subject is important in translation are ranked as follows: listening (50%), speaking (65%), reading (12.5%) and writing (10%). The table above shows each student's perception of the importance of English subject to translation. Here speaking skill is placed in the first rank. This tells us that students are aware that English-speaking communication is important. Students have seen its practical benefit in the professional field as communication is important in academic achievement. Listening skill is placed in second place as this skill is considered primary since by listening, these people get some ideas and information and by this one may get a well-paid interesting career. According to them speaking and listening are equally important and reading and writing are given third and fourth preference.

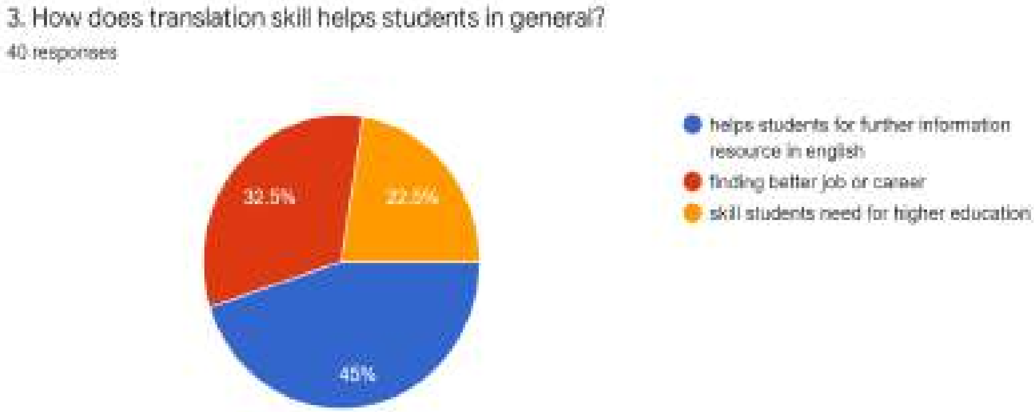


b) Student-aided Tools to Take Up Translation



From the survey, the online dictionary is given first preference with (40%) of students rating this tool. Second preference is given to machine translation software with (30%) ratings. Here the general tool used is Google Translator as it translates text from one language to another language and it can rephrase quotes, short phrases and articles. The third preference is given to manual translation using a dictionary (25%) since some students would have felt a manual dictionary is good and the fourth preference is for machine translation services.

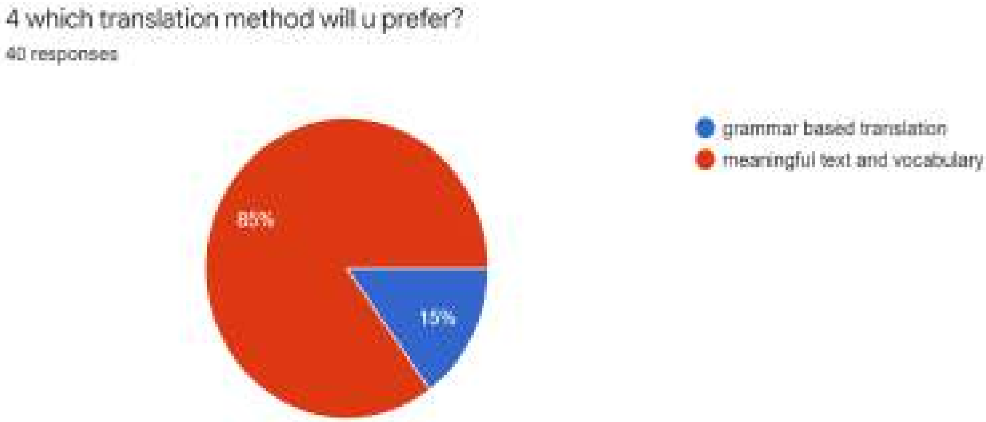
c) Students' Views on the Benefit of Translation Skill



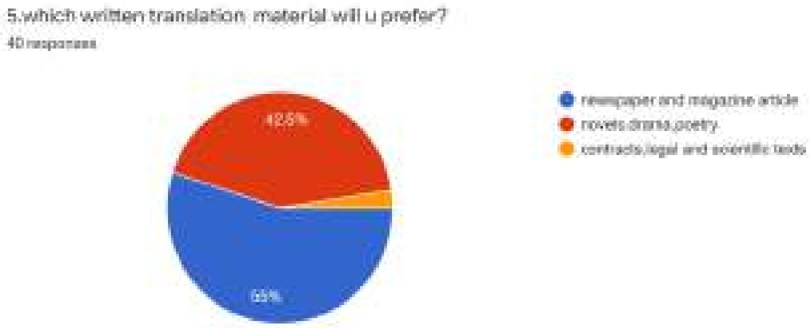
From this survey of 3 choices offered regarding the benefit of translation in learning, the first preference is given to translation helps students with further information resources in English (45%) as students must have felt it as a source to gain knowledge. The second preference is given to translation helps them to find a better job and career (32.5%) and the third preference is that they believe translation skill is needed for them in higher education (22.5%).

d) Students' Preference for Translation Methods

From the survey, 85% of the students prefer grammar-based translation since grammar gives meaning to the language format that is the words are combined in a correct phrase to produce a sentence and it improves one's writing skills but some students prefer that grammar should not be taught in class since they are learning it for years. On the other side, 15% of the students believe meaningful text and vocabulary are important since putting new words in the sentences improves one's knowledge.

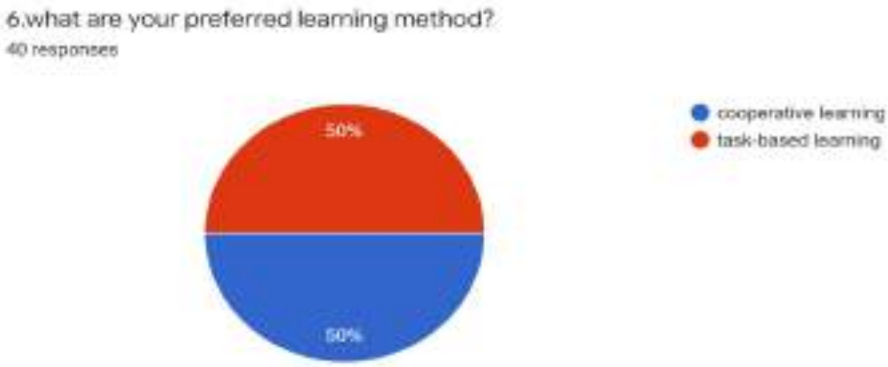


e) Students' Preference of Translation Material



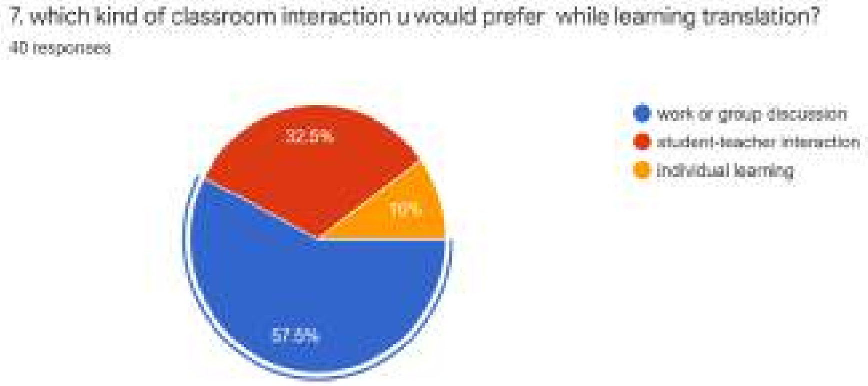
From the survey, 55% of the students prefer newspaper and magazine articles since they are the best sources to gain general knowledge and 42.5% of the students believe novels, drama and poetry are preferable materials to learn translation. On the other side, only 2.5% of the people prefer contracts, legal and scientific texts.

f) Preferred Translation Methods in the Classroom



From the survey, when it comes to classroom-based learning methods, students give equal preference for both cooperative learning and task-based learning methods. Here cooperative learning method is that where students' ability level is shown in groups and they are appreciated in groups. As Johnson (2009) concluded a teacher's responsibility in cooperative learning involves deciding the number of students in a group and equal distribution of students' work in a group.

g) Preferred Classroom Interactions

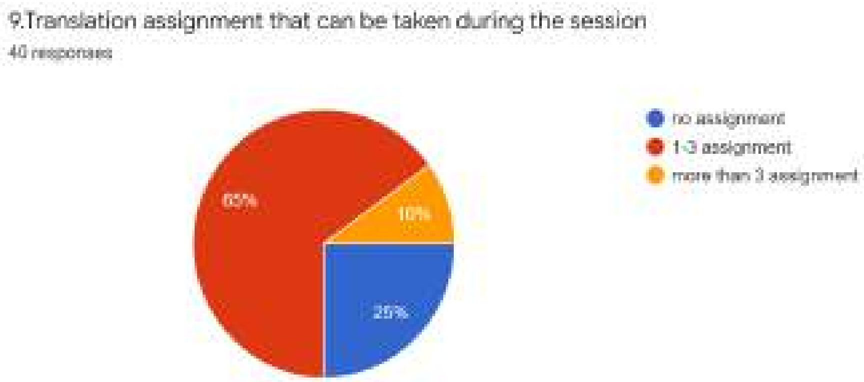


Here 57.5% of the students prefer work or group discussion and 32.5% of the students believe in student-teacher interaction. Johnson (1995) recommended that every student's view is important in conversation to learn something new and it makes the discussion interesting since the teacher also gives a return conversation in the discussion. 10% of the students prefer individual learning.

h) Students' Expectation of Course Duration

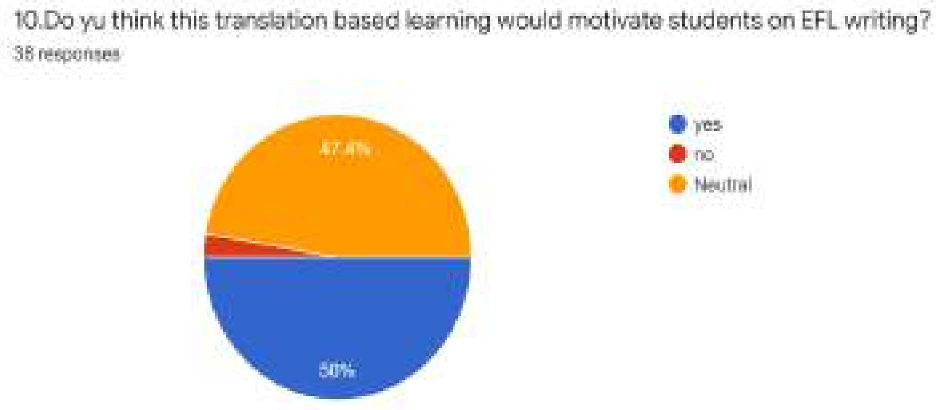
From the survey, 39% of the students prefer that in a month i.e., 3 sessions per week can be taken and the second preference is given to 2 sessions per week at the duration of 3-4 months and 17.1% of the students prefer only one class per week.

i) Preferred Translation Assignment During the Session



From the survey. 65% of the students prefer 1-3 assignments and the second preference is that 25% of the students prefer no assignment should be given and 10 % of the students prefer that more than 3 assignments should be given. When it comes to learning a new course, they can become well versed in that subject only when they practice more exercises.

j) Does this method motivate students?



Here 50% of the students give preference that it motivates them to learn and at the same time 47.4% of the students believe that it does not motivate them to learn a language using translation and 2.4% of the students remain neutral.

Conclusion:

Translation courses increase the knowledge of students in two different ways - communication and cultural understanding. From the students' aspect, EFL skills are vital because they develop their way of speaking and writing, and they also require the mastery of clear grammatical rules in conversation. From the survey of students, it is known that grammar is most important because it provides a good quality of writing and reading. As technology develops, languages expand the vocabulary that helps students in translation. Students' views on translation assignments show that translation can be done in non-translation classes. Students who are in the sixth semester acknowledged that they were asked to study more theory in English books. However, most students prefer to use machine translation in learning. From this, it is concluded that translation is much needed in non-translation classes. Students' feedback shows their interest in teacher interaction and working in groups over individual learning and their willingness and motivation reveal us their interest in attending the class.

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CRITIQUING WOMEN VICTIMIZATION OF CHIMAMANDA ADICHIE'S PURPLE HIBISCUS

Deepa Rani

Humanities and Social Sciences, MMEC,

Maharishi Markandeshwar (Deemed to be University), Mullana, Ambala-133207. Haryana.

*Corresponding author E-mail: deepumj122@gmail.com

Abstract:

The debut novel Purple Hibiscus is written by third-generation Nigerian author Chimamanda Adichie that explores issues of post-colonialism and domestic violence. It is set in a tumultuous time in the political history of Nigeria. It deals with women's struggle to achieve freedom from tradition, socio-political, and economic disempowerment, as well as male oppression. They have always been viewed as victims of male dominance. They are typically oppressed and mistreated every day. Women's oppression is one of the key tenets of postcolonial theory. Adichie's Purple Hibiscus explores domestic violence and women's struggle in patriarchal societies, highlighting their tireless efforts to escape tradition, socio-political, and economic oppression.

Keywords: Post-Colonialism, Women's Oppression, Patriarchal Societies.

Introduction:

Chimamanda Ngozi Adichie is widely regarded as the greatest English writer who was born in 1977 in Nigeria. She is very famous for her famous works. Her works are known for her iconic characters. Being a Nigeria writer, she completed her education from local university of Nigeria. She achieved BA and MA degrees from this university. She was born in Igbo-descent family that influenced her much in humanities. From her childhood, Adichie started reading English-Language stories. Her interested. Her works have been translated into over thirty languages. Her works have won many awards. Her debut novel *Purple Hibiscus* and second *Half of a Yellow Sun* were appreciated by many readers in the world. Her best-selling novels are widely read by readers.

The novel Purple Hibiscus setting represents Nigeria's struggle. Struggle for women's identity is the main theme of the novel. Here women are represented struggling for their identity. In her famous novel, Purple Hibiscus is known as feminist work that is full of challenges of women where men attempt to dehumanize women. Feminists have always been writing on the themes of Victimization, exploitation and oppression of women. They have been exploring various themes such as gender issues prevalent in contemporary society. Purple Hibiscus is an evident that explores social relationships. Thus African literature portrays patriarchal narratives. Adichie's Purple Hibiscus deals with the dehumanizing tendencies. The character Beatrice

Achike is treated as an ideal woman who has faced of humiliation and victimization. The novel advocates how this novel interrogates the operations of women in Nigerian society. The novel uses feminist theory and explores the repression of women. The chief character, Kambili Achike, shares her experiences of her father who was abusing her.

Being a renowned author of Nigeria, she was known for her dominant themes. She is very famous for her critical and social themes such as identity, race, and feminism. During her writing career, she received many prizes for her works. Her books have made a significant impact on the minds of the readers. The themes of these books have influenced and impressed the readers and influenced the critics too. On the basis of her books she has been placed among the most influential contemporary authors. The novel Purple Hibiscus is famous for its compelling nature that delves into various types of complexities such as family, religion, and politics in Nigeria.

Adichie explores feminism through the story of this novel. The main objective of Feminism in African novels is to show the feministic status of depressed and oppressed women. They have no social status in the beginning of the story. The author shows them as mean and inferior beings. The word 'feminism' means woman. Feminism tells the story of women and concentrates on issues that are concerned women. Feminism is a literary movement that tells the contemporary status of women in society. It tells us also about the discrimination and humiliation they are facing. African novel Purple Hibiscus teaches women's treatment and presents their condition. All the characters of the novels are based on the real background of the women. The story tells that men have many faces. They abuse them and consider them inferior and they don't obey them. Adichie's novel makes it clear that the story of the novel is based on her own aspects of life experiences. She became an author following the footprints of this Nigerian culture. Thus, the novel is based on the challenges that women face by men. Women undergo many dehumanizing tendencies of the menfolk. This is evident in the character of Mama who has to undergo a series of humiliation in her life.

The story of this particular novel is taken from the many aspects of her own life experiences. The author of the novel Adichie spent her childhood at the old home of Nigerian famous novelist Chinua Achebe. The impression of her meeting with Chinua Achebe made her a successful author in contemporary literature. She became very famous following the footprints of this Nigerian Novelist. *Things Fall Apart* is a postcolonial novel. It was written by African novelist Chinua Achebe during the early days of colonialism in Nigeria. The story deals with Igbo society. It is based on the critical complexities of Igbo traditions.

Adichie was very interested in African literature that explores various types of themes. All her novels are based on modern African themes. Her motivation to write these works stemmed from reading Chinua Achebe's works. Being the world's most influential women writer, she is celebrated globally for various themes of the works. She writes in a variety of genres. She has written numerous short stories and essays based on feminist topics. Her works have gained international acclaim. Most of her works explore the intersections of identity. Her works deal with diverse women's experiences and identities.

Chimamanda Adichie believes in authentic themes. She declares that these works can change the readers' minds. Her stories create empathy and provide perspectives that can change their perceptions. Adichie is a Nigerian distinguished and one of the famous writers of postcolonial feminist drama, novels, poems, essays, and plays. She was born in 1977 in Nigeria. She was very famous for her famous books *Purple Hibiscus, Half of a Yellow Sun* and *Americanah.* Her writing includes some more wonderful works like Notes on Grief, a children's book Mama's Sleeping Scarf, the book essays *We Should All Be Feminists, Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*, and a memoir.

Adichie's stories are based on the effects of the Nigerian Civil War fought between Nigeria and the Republic of Biafra. Most of the books are written during the War period. This war taught her much. Her works have won many acclaimed awards. Her writing explores various themes. Her works are famous for their styles and natural themes. She has written many excellent works including children's books, memoirs, book essays and collections, and novels. Her works deal with the dehumanizing tendencies of men over women. Women become a part of humiliation, oppression, and brutality. They are dominated and humiliated by men. On the other hand, women are crucial for human civilization and societal development. Despite cultural differences and age-specific changes, they have never been considered equal to men. They have been victims of male domination, oppression, and treated as inferiors and slaves.

A society cannot move generally without the active participation of women, who are an essential component of human civilization. While women's standing varies between cultures and age groups, the fact remains that women have never been viewed as being on par with men. The partition of society into classes is the source of oppression of women. Women are less likely than men to have job prospects and legal rights in the male-dominated culture. The practice of discriminating against women has been handed down through the generations as conventions.

Society views women as inferior, trivial, and peripheral, leading to discrimination and physical, sexual, mental, and verbal abuse. African women often suffer due to their color and weaker sex, and cultural practices often perpetuate this prejudice, resulting in their marriage to men. African women typically experience disadvantages because of their skin tone and inferior sex. Women in Africa are viewed as inferior to men. They are treated badly. They are abused verbally and tortured physically. A girl is taught that she is nothing more than a tool for men. Husbands beat them and blame them for different causes. They are primarily trained in the kitchen. Because males are thought to bear their families, they are raised nicely.

Ironically, women are primarily oppressed and ruled based on their gender, despite the fact that they play such a crucial role in raising the next generation. One of the most hotly debated subjects in the world today is feminism, which is still not fully realized. Giving women equal status and rights is, to put it simply, feminism. Regrettably, women are denied their fundamental rights everywhere in the world. It is always assumed that the woman is a "Secondary Sex." The struggle for women's rights is nothing new; women have been battling for these rights for a very long time, and they are still fighting now. The two major philosophers, Mary Wollstone Craft and John Stuart Mills, are credited with initiating the current feminist movement.

She makes the case that women's education is one of the most important needs. Adichie emphasized that women are more than just wives; as their husbands' companions, they contribute to the development of the country. Mary Wollstone Craft argues that women ought to have equal rights and status because they are valuable members of society who should not be treated like decorations or a commodity to be exchanged in marriages. Her primary goal was to educate women about their rights so that they would be well-informed.

Women have endured mistreatment and violence in many forms, including domestic and public abuse. Because they were viewed as less valuable members of society, women's voices were suppressed. The French philosopher, Simone De Beauvoir wrote the work *The Second Sex* that describes how males view women as follows: "She is sex, pure and simple. As a woman grows older, she is owned and controlled by her father, her husband, and then her sons.

Women are portrayed in books today in a different way than they were in the past, depending on the messages and objectives of the authors. "The helpless infant gradually becomes self-aware, skilled in the ways of the culture in which he or she was born," according to Giddens, "through socialization" (Giddens 2009, p. xxi). This study aims to explain how a young female writer depicts oppression by men and encourages victims to become friends in order to empower women and ultimately break free from oppression.

Under the general heading of feminism, women from all over the world-European, African, and Asian-are now speaking up to fight for their status and rights. Not only do philosophers, thinkers, and authors advocate for women's rights, but in recent times, celebrities have also stepped out to support this feminist movement. Emma Watson, a well-known Hollywood actress, has also come forward and launched the campaign, calling on men to support women in their battle for equality. She vehemently disagrees with the notion that feminism is anti-male. Rather, she makes a call to action for men to step up and support women in achieving parity in status and rights.

Therefore, it is not unexpected that, in order to comprehend how these ideas manifest in gender relations, African scholars have recently started to incorporate sex, gender, and violence into gender studies. As a result, among other topics, gender-based violence and how it is portrayed in these works must be examined in assessments of works written by women. This is due to the fact that gender-based violence is a recent development in literary criticism and a significant issue in many modern countries. Therefore, this study examines how gender-based violence is portrayed in Nigerian novels by comparing them to women's fiction in general, Adichie's books specifically, and the role that gender plays in the spread of violence.

Due to their delicate nature and the frequent confusion between the terms gender and sex, gender problems are frequently contentious in all discourses. Scholars have subsequently established the distinction between the two terminologies, which are in stark contrast to one another. Gender refers to the possibilities and economic, political, and cultural aspects.

Writing style: She is known for her descriptive and personal writing style. The writing style is very unique. Background to the Problem: Women are subjected to violence by men. Violence on women is exposed and interrogated the tragic situation women face in societies.

Objective of the Study: The study investigates the ways in which Adichie's Purple Hibiscus challenges different forms of violence against women in order to highlight the diverse effects that these forms of violence have on society as a whole.

This study aims to explain gender issues that are present in the Nigerian novel Purple Hibiscus. The underlying idea of this research is that literature serves as a chronicler of society, allowing for the analysis of societal concerns with the goal of improving society. Analyze how socially created identities and positions contribute to cruelty in patriarchal societies.

Statement of the problem:

The most frightening thing is how many Africans are unable to distinguish between African culture and the oppressive structures that limit African women's freedoms. The biggest danger facing the Black Conscience Movement is our incapacity to envision a time when African culture is free of subtle patriarchal overtones. Subsequently, Orabueze (114) said that we must dissect what it means to be African and examine more precisely what constitutes our culture and what practices are only dishes. My goal is to raise awareness of African culture, patriarchy, and the necessity of keeping the two apart. However, according to Opara and Chioma (2008), patriarchy is a social construction in which men dominate in the context of collective social life. As per Vasilyeva Ayala's argument, "women are expected to possess certain characteristics that define their gender and make them different from men, such as having a common criterion, experience, or condition." According to Ayala, in this aspect (or in some other respect), all women are viewed as distinct from all males. For instance, MacKinnon believed that the shared experience of being treated in a sexually objectifying manner determines women's gender and what makes them alike. In this way, all women are not the same as all males.

Significance of the study: The patriarchal society, which accepts gender differences in legal adulthood and inheritance rights, condones sexual and domestic abuse, and delays payment for work that is equal to or similar to it. The devaluation of women in the fields of education, business, politics, labor, household work, and inheritance is justified by patriarchy. In line with this, the patriarchal culture strongly reinforces male dominance over female domination, which is why males will withdraw from the family in order to maintain it. The findings will be very helpful in giving policymakers a foundation upon which to build policies that will raise the success rate of equality.

Our analysis provides appropriate attention to the study of gender. Max Weber's Power theory and Radical Feminist literary criticism provide the study's analytical framework. The primary source for this research is literature, and the traditional approach serves as the foundation for our data analysis.

The narrative centers on Palm Sunday, when Jaja first disobeys his father. Glass figurines and a holy book are broken, signifying Papa's use of Christianity as a dominating factor and revealing his violent rage. The figurines stand for vulnerability and enduring Papa's mistreatment. Papa's bloated face and shaky gait hint at his impending demise. Kambili shares her knowledge of suffering and love, as well as the stifling influence of religion in the home. During a family supper, fear is shown to be a strong motivator for Papa's disobedience.

In the current context, one of the crimes against women and children that goes unreported the most is domestic violence. It is a form of mistreatment or exploitation of people of all genders who could believe that their community condones or accepts violence of this kind. Sexual and physical abuse are major themes in the book Purple Hibiscus, as demonstrated by the victims Kambili and her mother Beatrice suffer. Despite the fact that we live in the twenty-first century, women continue to face numerous forms of violence that they cannot eradicate. Moreover, women are stifled by religion and culture everywhere in the world, and they do not break the patriarchal link that keeps them silent.

Relationship abuse is known with different set forms, such as sexual abuse, psychological and finally religious assault. This work investigates the brutality of domestic abuse in Adichie's Purple Hibiscus. Though much of the action happens at Eugene Achike's residence, the plot is set in post-independence Nigeria. Eugene is a successful Relationship abuse can take many different forms, such as emotional, sexual, psychological, or religious assault. This essay examines the brutality of domestic abuse. Though much of the action happens at Eugene Achike's residence, the plot is set in post-independence Nigeria.

A successful businessman, Eugene is a heartless husband who frequently mistreats his wife both physically and psychologically. Through the eyes of Kambili, the book's protagonist, one can sense the physical brutality at the start of the story. Kambili recounts the mistreatment of his own father, who was transformed into a heartless individual by a fervent kind of Catholicism and how he oppresses his wife and other family members by using the religious establishment as a weapon.

The first significant incident in Purple Hibiscus is a family crisis, which recurs regularly throughout the narrative. As a result, the first few lines of Purple Hibiscus warn of the danger of family members coexisting due to the paternal society's lack of designated free space. Readers might comprehend the novel's first violent incident through the character of Jaja, the Achike family's eldest son. Eugene is the only family member whose damaged heart is symbolized by Kambli's rage. Jaja looks after his mother Beatrice and sister Kambuli, despite the fact that he is a victim of his father's behavior. So, Eugene's aggression makes it evident to the reader what a vicious person he is.

The shattering of "figurines" represents Beatrice's fragile state metaphorically. After her husband's cruel torture, she spends some time with the figurines since they comfort and heal her hurting heart. As a result, the figurines represent Beatrice's helplessness and subservience. Beatrice puts up with her husband's cruel acts, acting in a passive manner. As a result, Beatrice is shown as a symbol of men's subjugation and silence. Even on Sundays, Beatrice handles the majority of the household chores, but Papa takes pleasure in his snooze and pays little attention to her anguish. This also draws attention to how differently men and women are positioned in society. As a result, Mama's responsibilities put her firmly in the home, where he has total power.

Without giving much thought to Beatrice's physical status, Eugene wishes to see Father Benedict along with his kids and wife. Beatrice's early pregnancy symptoms make her feel like death warmed up, and she is in desire to take rest in the car. She wishes to notify her spouse about health condition, but soon plans not to do so due to her husband's hurtful remarks. Now she declares kindly "My body doesn't feel right," she says. But father questioned, "Would you like to remain in the car?" Therefore, Papa's decision is final and he doesn't take his own wife's burdens or feelings into consideration. Beatrice thus hovers around Papa's perimeter without raising any concerns. She's not feeling well, but she had to accompany her spouse. She therefore manages her vomiting till she gets back home. It portrays the pitiful position in which women are repressed from disclosing their shady status to anyone, including their husbands, as a result of being made to live in a cage with anguished hearts.

In one instance, Beatrice's monstrous husband beat her mercilessly, treating her like a jute sack of rice. He hits her nonstop and even throws the table on her stomach, leaving her unable to protect the unborn child. Beatrice tells Ifeoma, a resident of Nusukku, about the difficult experience: “I got back from the hospital today… My blood finished on that floor even before he took me to St. Agnes. My doctor said there was nothing he could do to save it. Mama shook her head slowly. A thin line of tears crawled down her cheeks as though it had been a struggle for them to get out of her eyes” (Purple Hibiscus.248).

They acquire obedience and submissiveness, but they also lose sight of their own need to enjoy life to the fullest. In addition to feeling crushed and subjugated, Kambili and Jaja were also afraid for his mother's unborn child. Since Kambili and Jaja seem “odd”, Amaka, her cousin, would think this and ask her mother about it on whether they have any issues. As a traditional patriarch, Papa's harsh and dictatorial tendencies have psychologically scarred Kambili.

Lacking connections, Kambli, who constantly tried to get her patriarchal father's approval and praise, ultimately finding herself alone and depressed. When Kambili and Jaja journeyed from their hometown to Abba, where they saw the world of paradise, they both experienced a sense of freedom from authority because there are no social norms to obey. They take pleasure in chatting and laughing. "In Abba, Jaja and I had no schedules," the woman states. Eugene subjugates his wife and kids into frightened submission by using religious rituals over them. The spouse's lesser Men are so powerful because of their position; they believe they are the head of the household and stifle women's independence. Because she lacks financial independence and the ability to question her spouse, Beatrice is voiceless, weak, and powerless to defend herself against an abusive husband. Because Beatrice can't support herself. She has decided to stay in an abusive marriage. Her only option in this situation is to cry by herself.

For the benefit of her kids, she stays mute. As a devoted wife and mother, she gives her husband and kids a lot of service. "She cried for a long time... she cried until she fell asleep," notes Kambili. (Ph 24). One may argue that patriarchy prevents women from gaining access to the public realm by constantly attempting to dominate the home. Beatrice suffers from such heinous cruelty, but her children do as well. Using a long stick for physical punishment was Eugene's preferred technique. Because it helped them feel less pain after their father severely beat them.

As a result, he becomes enraged and punishes Kambili for breaking the holy laws he established. He had turned into an enthusiast for religion, to the point of blindness. In addition, he took pleasure in her daughter's cries. He forgets that boiling water burns his daughter's corpse, yet he naively believes that it purges all forms of sin.

He soaked my feet with steaming water. For a brief moment, I was so overcome with sheer, terrible misery upon making touch that I was emotionless. Thus, Eugene is shown as the tyrant and he mistreated his family. A desperate hope of a last-minute escape is left for the readers by Kambili's silence, dread, and suffering because of her own father's torture. Beatrice has lost her voice from years of being physically and mentally abused by Eugene, leaving her defenseless and mute even in the face of her children's anguish. Kambili does not question the morality of her father's choices; instead, she accepts the reality as it is.

Through the story of this novel, Papa beats his own wife and kids. He does this multiple times. There is quiet while Eugene is present and nobody in the house criticizes him. Because they are always terrified of Eugene, they are unable to locate the ideal circumstance. Because of their suffering, they are weak and passive and are unable to disclose the traumatic event to others. Eugene displays yet another furious outburst as he finds his father's picture in Kambili's hands. Eugene believed that the sin was also there in the painting of his pagan father. Thus, he severely chastised and battered her daughter to the brink of death. He is effective in using his children and wife, who are incapable of questioning him, as targets for these violent crimes. Using the religious establishment as an instrument of oppression, he cruelly punished Kambili. She weeps and states, "He started kicking me." He spoke incoherently, constantly, and a combination of Igbo and English.

The kicking accelerated in speed. My side, back, and legs experienced intense stinging that felt even more like bites due to the metal that came into contact with exposed skin. Taking a kicking A soft voice murmured, "Please, biko, please." More venom. Kambili, the main character, has suffered much because of her father's abuse. She is depressed more than just not only from the cruelty she witnesses from her mother, but also from the abuse her father inflicts on her in public. Eugene, her father, influences her both physically and emotionally. Children who are physically abused typically also suffer psychological effects in their minds. The cognitive development of young children is negatively impacted by the atrocities committed by their parents in front of them in their own homes. Characters like Kambili and Jaja go through significant psychological suffering in addition to physical suffering from Eugene, her fervent father. The way Kambili's father abuses her mother has also psychologically damaged her, and she has a secret longing for his death. She hates her mother's docile surrender and sometimes wonders why she doesn't protect her children from their awful father. Being unable to grow, Kambili practices imposed quiet and lives in a violent world.

Thus, intentional physical or psychological abuse of a family member by one partner constitutes domestic violence. The male antagonist Eugene, depicted as a despot is shown as horrific abuser who used to abuse his wife and children. His family members experience dominance and subordination, as well as psychological and physical violence. Being a great author, Adichie mocks women and suggests them to scream against their enslavement in an attempt to address their oppressors' consciences. According to Yetunde Akorede, "women are oppressed throughout Africa as men conceal their actions behind the openly visible facade of culture and religion" (196).Thus, women's enslavement is not unique to Nigeria; it is also possible everywhere in the nation.

The patriarchal society's brutality and oppression are highlighted in the novel Purple Hibiscus. In the book, the readers are urged to put an end to domestic abuse between family members. The word "empower women" is bandied about a lot, but its practical application and overall effectiveness are rarely discussed. The empowerment of subaltern women can be defined to promot their sense of self-worth. It also instills in them a feminist, egalitarian feeling. For subaltern women to be empowered, there must be an end to abuse, access to resources for education, economic independence, and choice. Domestic violence refers to domestic abuse. It has become a very serious issue in recent times, as Purple Hibiscus clearly illustrates. It can take many different forms and have varying effects on various people.

In Africa, women are shown as domestic and mean things. It is said they were regarded as mute animals. They were treated badly and these women had to serve dominant men without any feeling and ambition. Beatrice, a woman, was never a subject to her husband. Once she rejected for mean act and punished. She was beaten before her own children who were used to seeing the marks of her brutality. The character Beatrice is presented and appeared as very quiet. She is treated as a reserved woman in the novel. The story exposes the reality of the nature of her personality. She was a woman who keeps her kids safe and cares for them much. She is a kind hearted lady who always cares for all. But when her husband misbehaves with her kids, we see her in a different nature or mood. We see her as an independent. Beatrice disagrees with the notion or statement that victimhood is synonymous with voicelessness.

Conclusion:

Adichie illustrates women's oppression, tradition, religion, and domestic abuse in Purple Hibiscus. Additionally, she exhorts women to speak up and confront people who mistreat them.The novel's female protagonists, Ifeoma and Beatrice, are excellent examples of how women may stand up to male domination and declare their place in society. Beatrice is a prime example of the stereotype of African women as oppressed, silent, downtrodden, and subjugated; but, after making friends with Ifeoma, who offered her confidence, Beatrice underwent personal growth. By choosing to poison her husband, Beatrice confronts Eugene and takes the proactive step that eradicates all forms of masculine oppression. Additionally, Kambili's visit to Aunty Ifeoma's house inspires her to start a revolution since there she discovers her own voice, which fuels her yearning for independence. After Eugene passes away and Jaja is put in jail, Beatrice and Kambili take over the family company. The book also shows how women may band together, become friends, and help one another accomplish shared objectives. Adichie does a great job of illustrating this since success can be attained in groups and there is more likelihood of success when there is power in numbers. Consequently, because they are successful in freeing themselves from oppression, her female characters in the book show a strong response to living in a world where men predominate.

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THE FUTURE OF INDIAN EDUCATION: ANALYZING NEP 2020

G. Sathyavathy[1] and Umamakeswari G[2]

[1]Department of Medical Surgical Nursing,

Sri Manakula Vinayagar Nursing College, Kalitheerthal Kuppam, Pondicherry

[2]Department of Medical Surgical Nursing,

Chettinadu University Health and Science, Chennai.

Corresponding author E-mail: gsathyavathybablu@gmail.com, umakutty10@gmail.com

Abstract:

The National Education Policy (NEP) 2020 heralds a new era for Indian education, envisioning a transformative shift towards a holistic, inclusive, and technologically-driven system. This abstract examines the key objectives, principles, and challenges of NEP 2020, analyzing its potential impact on the future trajectory of Indian education. NEP 2020 prioritizes equity, inclusion, and flexibility, aiming to bridge socio-economic disparities, promote holistic development, and leverage technology to enhance learning outcomes. However, successful implementation of NEP 2020 faces challenges such as resource constraints, capacity building, and policy alignment. Nevertheless, NEP 2020 presents significant opportunities for innovation, collaboration, and transformative change in Indian education. By harnessing partnerships, digital technologies, and a culture of continuous improvement, India can realize the vision of NEP 2020 and build a future-ready education system that empowers every learner to thrive in a dynamic and interconnected world.

Keywords: Policy, Envisioning, Harnessing, Transformative, Technologically-Driven & Innovation

Introduction:

The National Education Policy (NEP) 2020 heralds a transformative era in Indian education, envisioning a future where learning is equitable, inclusive, and responsive to the needs of a dynamic society. NEP 2020's visionary objectives prioritize foundational literacy, holistic development, and technology integration, aiming to prepare learners for the challenges and opportunities of the 21st century. While NEP 2020 presents a roadmap for systemic reform, its successful implementation requires addressing challenges such as resource constraints and capacity building. Nevertheless, NEP 2020 offers significant opportunities for innovation and collaboration, positioning India to emerge as a global leader in education. In conclusion, analyzing NEP 2020 provides insights into the future direction of Indian education, offering a blueprint for creating a dynamic and future-ready education system.

Overview of the National Education Policy (Nep) 2020

The National Education Policy (NEP) 2020 is a landmark policy document that aims to overhaul the Indian education system, catering to the needs of the 21st century. It was approved by the Union Cabinet of India in July 2020, marking the first comprehensive reform in education policy in over three decades. NEP 2020 replaces the National Policy on Education, 1986, and its subsequent modifications.

The policy seeks to address the challenges and shortcomings of the existing education system while aligning it with the aspirations of a rapidly evolving society and economy. NEP 2020 envisions an education system that fosters critical thinking, creativity, innovation, and holistic development among learners, preparing them to thrive in a dynamic global environment.

Historical Context and Evolution of Education Policy in India

The evolution of education policy in India reflects the country's journey towards achieving universal access to quality education and promoting social justice and economic development.

Key milestones in the history of education policy in India include:

1. **Pre-Independence Era**: Before independence, education policy in India was largely shaped by colonial objectives, focusing on producing a compliant workforce to serve the interests of the British Empire. However, efforts were made by Indian reformers to promote indigenous education and vernacular languages.
2. **Post-Independence Period**: Following independence in 1947, education emerged as a priority area for nation-building and social transformation. The government launched various initiatives to expand access to education, including the establishment of primary schools, universities, and technical institutions. The Kothari Commission (1964-66) laid the foundation for modern education policy in independent India.
3. **Liberalization Era**: The 1990s witnessed significant changes in India's economic and educational landscape with the adoption of liberalization, privatization, and globalization (LPG) policies. Education reforms during this period aimed at promoting market-oriented approaches, privatization of higher education, and improving quality and accountability.
4. **Recent Reforms**: In recent decades, there have been several attempts to reform India's education system to address issues such as access, equity, quality, and relevance. The National Policy on Education, 1986, and its subsequent modifications provided the framework for these reforms. However, NEP 2020 represents the most comprehensive and forward-thinking reform in education policy in India in over three decades.

Principles and Objectives of NEP 2020

NEP 2020 is guided by several key principles and objectives, including:

1. **Equity and Inclusion**: Ensuring equitable access to quality education for all learners, regardless of their socio-economic background, gender, religion, or disability.
2. **Holistic Development**: Fostering the holistic development of learners, encompassing cognitive, social, emotional, and ethical dimensions.
3. **Flexibility and Choice**: Promoting flexibility in curriculum design, subject choices, and learning pathways to cater to the diverse needs and interests of learners.
4. **Quality and Excellence**: Enhancing the quality and relevance of education at all levels, from early childhood to higher education, through improved teaching standards, infrastructure, and learning outcomes.
5. **Technology Integration**: Leveraging technology to enhance teaching, learning, and assessment processes, and to bridge the digital divide in education.
6. **Multilingualism and Cultural Diversity**: Promoting multilingual education and preserving the linguistic and cultural diversity of India's heritage.
7. **Teacher Empowerment and Professional Development**: Empowering teachers through continuous professional development, support, and recognition, to enhance teaching quality and effectiveness.
8. **Governance and Accountability**: Strengthening governance mechanisms and promoting transparency, autonomy, and accountability in the education system.

By adhering to these principles and objectives, NEP 2020 aims to transform the Indian education system into a vibrant, inclusive, and forward-thinking ecosystem that prepares learners to meet the challenges and opportunities of the 21st century.

Equity and Inclusion in NEP 2020

Addressing Disparities in Access to Education:

- NEP 2020 recognizes the persistent disparities in access to education across different regions, socio-economic groups, genders, and marginalized communities in India.
- The policy emphasizes the need to address these disparities through targeted interventions, including improving infrastructure in underserved areas, providing transportation facilities, and offering scholarships and financial assistance to economically disadvantaged students.
- NEP 2020 also advocates for the integration of innovative approaches, such as open and distance learning, to reach remote and marginalized communities and ensure their inclusion in the education system.

Promoting Inclusive Education for Marginalized and Disadvantaged Groups:

- NEP 2020 places a strong emphasis on promoting inclusive education for marginalized and disadvantaged groups, including children with disabilities, socio-economically disadvantaged students, and those from minority communities.
- The policy advocates for the removal of barriers to access and participation in education, such as discriminatory practices, physical barriers, and social stigma.
- NEP 2020 encourages the development of inclusive education strategies, curriculum adaptations, and support services to meet the diverse needs of learners and ensure their full participation and inclusion in mainstream education settings.

Role of NEP 2020 in Ensuring Equitable Opportunities for All Learners:

- NEP 2020 aims to ensure equitable opportunities for all learners by addressing systemic barriers and promoting inclusive policies and practices.
- The policy advocates for the expansion of early childhood care and education (ECCE) programs to reach all children, especially those from marginalized and disadvantaged backgrounds, to provide them with a strong foundation for learning.
- NEP 2020 emphasizes the importance of holistic and multidimensional assessments to recognize and support the diverse talents, interests, and learning styles of learners, thereby ensuring that all students have equal opportunities to succeed.
- The policy also calls for the implementation of affirmative action measures, such as reservation policies and targeted interventions, to address historical inequalities and promote social justice in education.

Holistic Development in NEP 2020

Shifting from Rote Learning to Holistic Development:

- NEP 2020 recognizes the limitations of rote learning and the need for a shift towards holistic development that fosters critical thinking, creativity, and problem-solving skills among students.
- The policy advocates for a curriculum redesign that emphasizes conceptual understanding, application-based learning, and hands-on experiences, rather than memorization and reproduction of facts.
- NEP 2020 encourages the adoption of learner-centered pedagogies, such as inquiry-based learning, project-based learning, and experiential learning, to engage students actively in the learning process and promote deeper understanding and retention of knowledge.

Emphasis on Cognitive, Social, Emotional, and Ethical Development:

- NEP 2020 emphasizes the importance of nurturing the cognitive, social, emotional, and ethical dimensions of learners' development, alongside academic achievement.
- The policy calls for the integration of life skills education, social-emotional learning (SEL), and values-based education into the curriculum to promote the holistic development of students.
- NEP 2020 recognizes the role of education in fostering empathy, compassion, resilience, and ethical values, essential for students to navigate complex societal challenges and contribute positively to their communities.

Integrating Extracurricular Activities, Arts, and Sports into the Curriculum:

- NEP 2020 advocates for a holistic approach to education that goes beyond academic learning to encompass extracurricular activities, arts, and sports.
- The policy emphasizes the integration of extracurricular activities, such as music, dance, drama, visual arts, and sports, into the school curriculum to provide students with opportunities for creative expression, physical development, and personal growth.
- NEP 2020 recognizes the potential of extracurricular activities to enhance students' social skills, teamwork, leadership, and resilience, complementing their academic learning and contributing to their overall well-being.

Flexibility and Choice in NEP 2020

Multidisciplinary Approach to Learning:

- NEP 2020 advocates for a multidisciplinary approach to learning that transcends traditional disciplinary boundaries and encourages integration across diverse subject areas.
- The policy emphasizes the importance of promoting interdisciplinary studies, project-based learning, and experiential learning opportunities to enable students to make connections between different disciplines and apply their knowledge in real-world contexts.

- NEP 2020 aims to foster creativity, critical thinking, and problem-solving skills by exposing students to diverse perspectives and approaches through a multidisciplinary curriculum.

Introduction of Vocational Education and Skill Development:

- NEP 2020 recognizes the importance of vocational education and skill development in preparing students for the demands of the 21st-century workforce and promoting economic growth and social mobility.
- The policy advocates for the integration of vocational education and skill development programs into mainstream education from the secondary level onwards, offering students opportunities to acquire practical skills, technical knowledge, and entrepreneurial competencies.
- NEP 2020 aims to bridge the gap between academic learning and industry requirements by aligning vocational education programs with emerging sectors and market trends, thereby enhancing students' employability and promoting lifelong learning.

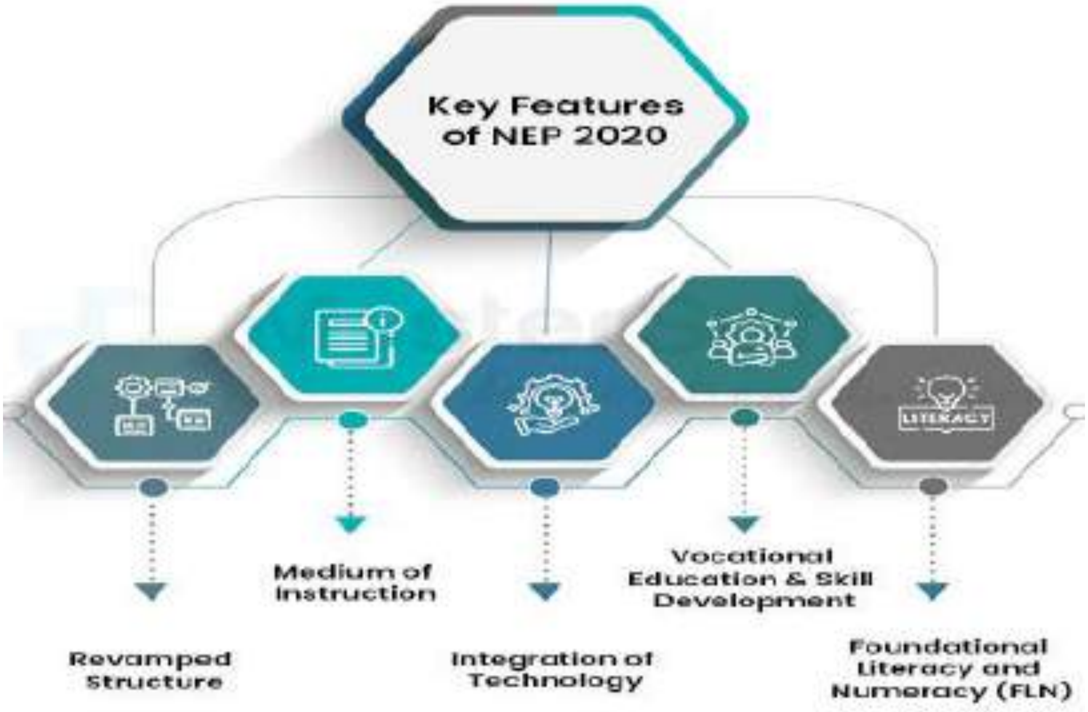
Promoting Flexibility in Curriculum Design and Subject Choices:

- NEP 2020 emphasizes the need to promote flexibility in curriculum design and subject choices to cater to the diverse interests, aptitudes, and career aspirations of students.
- The policy advocates for the introduction of a flexible credit-based system that allows students to choose from a wide range of elective subjects, interdisciplinary courses, and vocational modules based on their individual preferences and goals.
- NEP 2020 encourages schools and educational institutions to offer diverse pathways and learning opportunities, including academic, vocational, and skill-based programs, to accommodate the varied needs and talents of students and promote holistic development.

Quality and Excellence in NEP 2020

Enhancing Teaching Quality and Professionalism:

- NEP 2020 recognizes the pivotal role of teachers in shaping the quality of education and aims to enhance teaching quality and professionalism across all levels of education.
- The policy emphasizes the importance of recruiting well-trained, motivated, and qualified teachers through rigorous selection processes based on merit, competency, and suitability for the profession.
- NEP 2020 calls for the establishment of clear standards and benchmarks for teaching quality, including effective classroom management, pedagogical competence, and student engagement, to ensure excellence in teaching practices.



Strategies for Teacher Training and Professional Development:

- NEP 2020 prioritizes teacher training and professional development as key components of enhancing teaching quality and effectiveness.
- The policy advocates for the development and implementation of comprehensive teacher training programs, both pre-service and in-service, focusing on pedagogical techniques, subject knowledge, classroom management, and technology integration.
- NEP 2020 encourages the use of innovative approaches, such as mentorship programs, peer learning communities, and online courses, to provide ongoing support and professional development opportunities for teachers throughout their careers.

Ensuring Quality Standards in Educational Institutions:

- NEP 2020 aims to ensure quality standards in educational institutions by promoting accountability, transparency, and continuous improvement mechanisms.
- The policy advocates for the establishment of robust accreditation and assessment frameworks to evaluate the quality of educational institutions based on predefined criteria, including infrastructure, teaching-learning processes, student outcomes, and governance practices.
- NEP 2020 emphasizes the importance of regular monitoring, evaluation, and feedback mechanisms to identify areas for improvement and support institutions in achieving and maintaining high-quality standards.

Technology Integration in NEP 2020

Leveraging Technology for Personalized Learning:

- NEP 2020 recognizes the transformative potential of technology in education and emphasizes its use to facilitate personalized learning experiences tailored to individual student needs, interests, and learning styles.
- The policy advocates for the integration of digital tools, educational software, and online platforms to provide interactive and adaptive learning resources that allow students to learn at their own pace and explore topics in depth.
- NEP 2020 encourages the development of digital content, multimedia resources, and virtual learning environments to enhance engagement, motivation, and retention among learners, promoting active participation and self-directed learning.

Digital Literacy Skills for Students and Educators:

- NEP 2020 highlights the importance of equipping students and educators with digital literacy skills to effectively navigate and leverage technology for learning and teaching purposes.
- The policy calls for the integration of digital literacy and ICT (Information and Communication Technology) skills into the school curriculum from an early age, enabling students to become proficient in using digital tools, accessing online resources, and critically evaluating digital content.
- NEP 2020 also emphasizes the need for continuous professional development programs to enhance educators' digital literacy skills and confidence in integrating technology into their teaching practices, ensuring that they can effectively leverage technology to enhance learning outcomes.

Challenges and Opportunities of Technology Integration in Education:

- NEP 2020 acknowledges the challenges and opportunities associated with technology integration in education and seeks to address them through strategic planning, capacity building, and policy support.
- Challenges include issues related to access to technology and digital infrastructure, particularly in rural and underserved areas, as well as concerns about digital divide, privacy, security, and online safety.
- Opportunities include the potential for technology to expand access to education, improve learning outcomes, and enhance collaboration and communication among students and educators. Technology also offers innovative solutions for personalized learning, assessment, and feedback, as well as opportunities for lifelong learning and professional development.

Language And Cultural Diversity in NEP 2020

Promotion of Multilingual Education:

- NEP 2020 recognizes the linguistic diversity of India and emphasizes the promotion of multilingual education as a means of preserving cultural heritage and promoting inclusive learning environments.
- The policy advocates for a flexible approach to language learning, wherein students have the opportunity to learn in their mother tongue or regional language alongside the national language and English.
- NEP 2020 encourages the development of bilingual and multilingual instructional materials, teaching resources, and assessments to support language learning and proficiency in multiple languages among students.

Preservation of Regional Languages and Indigenous Knowledge:

- NEP 2020 highlights the importance of preserving regional languages and indigenous knowledge systems as valuable components of India's cultural heritage and identity.
- The policy calls for the promotion and integration of regional languages and indigenous knowledge into the school curriculum, ensuring that students have opportunities to learn about and engage with diverse linguistic and cultural traditions.
- NEP 2020 also emphasizes the role of educational institutions in documenting, preserving, and promoting indigenous languages and knowledge through research, publications, and community outreach initiatives.

Fostering Cultural Inclusivity and Diversity in Education:

- NEP 2020 aims to foster cultural inclusivity and diversity in education by promoting respect, appreciation, and understanding of different cultures, languages, and identities.

- The policy advocates for the incorporation of multicultural perspectives, literature, and arts into the curriculum to expose students to diverse cultural traditions and foster empathy, tolerance, and global citizenship.
- NEP 2020 encourages schools to celebrate cultural festivals, organize cultural exchange programs, and engage with local communities to promote cross-cultural understanding and appreciation.

Teachers in NEP 2020

Teachers play a pivotal role in the implementation and success of the National Education Policy (NEP) 2020. The policy recognizes the crucial role that teachers play in shaping the future of education and emphasizes their professional development, empowerment, and support.

Aspects of NEP 2020 concerning teachers:

1. **Teacher Training and Professional Development**: NEP 2020 underscores the importance of continuous professional development for teachers to keep pace with evolving pedagogical practices, subject knowledge, and technological advancements. It advocates for the establishment of robust teacher training programs, both pre-service and in-service, focusing on innovative teaching methodologies, classroom management techniques, and assessment strategies.
2. **Enhancing Teacher Quality**: The policy emphasizes the recruitment of well-trained, motivated, and qualified teachers to ensure high standards of teaching and learning. It calls for rigorous teacher recruitment processes based on merit, competency, and suitability for the profession. Additionally, NEP 2020 promotes the recognition and reward of outstanding teachers through incentives, awards, and career progression opportunities.
3. **Autonomy and Empowerment**: NEP 2020 advocates for granting greater autonomy and empowerment to teachers, enabling them to exercise creativity, flexibility, and discretion in their teaching practices. It encourages a shift from a culture of micromanagement to one that trusts and empowers teachers to innovate and adapt teaching methods to meet the diverse needs of students.
4. **Teacher Motivation and Well-being**: Recognizing the challenges faced by teachers, including heavy workloads, inadequate resources, and limited support systems, NEP 2020 prioritizes the well-being and motivation of teachers. It calls for measures to improve working conditions, provide professional support networks, and address factors contributing to teacher stress and burnout.
5. **Inclusive Education and Diversity Training**: NEP 2020 emphasizes the importance of inclusive education and equipping teachers with the knowledge and skills to support diverse learners, including those with special needs, from disadvantaged backgrounds, or with diverse linguistic and cultural backgrounds. It advocates for comprehensive

diversity training programs to promote inclusive teaching practices and create supportive learning environments for all students.

6. **Digital Literacy and Technology Integration**: In line with the increasing role of technology in education, NEP 2020 emphasizes the need to enhance teachers' digital literacy skills and their ability to effectively integrate technology into teaching and learning processes. It calls for the provision of training and resources to help teachers leverage digital tools and platforms for personalized and interactive learning experiences.
7. **Teacher Accountability and Assessment**: NEP 2020 recognizes the importance of teacher accountability in ensuring quality education outcomes. It calls for the development of robust systems for teacher assessment and performance evaluation, including feedback mechanisms, peer reviews, and student evaluations, to support continuous improvement and accountability in the teaching profession.

Overall, NEP 2020 envisions a transformative role for teachers as key agents of change in the education system. By investing in their training, empowerment, and well-being, the policy aims to elevate the status of teachers and enable them to fulfill their vital role in nurturing the next generation of learners.

Governance and Implementation in NEP 2020

Decentralization and Autonomy in Education Governance:

- NEP 2020 advocates for decentralization and autonomy in education governance to empower local communities, educational institutions, and state governments to take ownership of educational planning, decision-making, and implementation.
- The policy calls for the establishment of school complexes and clusters to promote collaboration and resource-sharing among neighboring schools, enabling them to collectively address local educational needs and challenges.
- NEP 2020 encourages the delegation of administrative and financial powers to school management committees, parent-teacher associations, and local education authorities to enhance accountability, responsiveness, and efficiency in education governance.

Strategies for Effective Implementation of NEP 2020

- NEP 2020 outlines several strategies for the effective implementation of its provisions, including:
  - Developing a comprehensive action plan with clear timelines, responsibilities, and milestones for the implementation of NEP 2020.
  - Establishing dedicated implementation units or task forces at the national, state, and district levels to oversee and coordinate the implementation process.
  - Conducting capacity-building programs and training workshops for educators, administrators, and other stakeholders to familiarize them with the key principles, objectives, and provisions of NEP 2020.

- Engaging with stakeholders, including government agencies, educational institutions, civil society organizations, and community groups, to solicit feedback, mobilize support, and foster collaboration in the implementation of NEP 2020.

Role of Stakeholders in Driving Educational Reforms

- NEP 2020 recognizes the importance of engaging stakeholders, including policymakers, educators, parents, students, community leaders, and civil society organizations, in driving educational reforms and ensuring the successful implementation of NEP 2020.
- The policy emphasizes the need for collaborative decision-making processes that involve stakeholders at all stages of policy formulation, implementation, and evaluation.
- NEP 2020 encourages active participation and involvement of stakeholders in school management, governance structures, and decision-making bodies to promote transparency, accountability, and inclusivity in education.

Assessment and Accountability in Education: Towards a Competency-Based Approach

Assessment and accountability are integral components of any education system, playing a crucial role in evaluating student learning outcomes, measuring institutional effectiveness, and driving continuous improvement. In recent years, there has been a growing recognition of the need to reform traditional assessment practices and enhance transparency and accountability mechanisms to better meet the evolving needs of learners and stakeholders. This essay explores the shift towards competency-based assessment, the importance of ensuring transparency and accountability in education, and the challenges associated with assessment reform and monitoring mechanisms.

Shift towards Competency-Based Assessment:

Traditional assessment methods often rely on standardized tests and examinations that focus on memorization and regurgitation of information, leading to a narrow and often superficial understanding of student proficiency. In contrast, competency-based assessment places emphasis on measuring students' mastery of specific knowledge, skills, and abilities required for success in real-world contexts. This shift towards competency-based assessment aligns with the broader goals of education to prepare students for lifelong learning, critical thinking, problem-solving, and adaptability in a rapidly changing world.

Competency-based assessment allows for a more holistic and authentic evaluation of student learning by assessing not only what students know but also what they can do with their knowledge. This approach emphasizes the demonstration of skills through performance tasks, projects, portfolios, and other formative and summative assessments that provide meaningful insights into students' abilities to apply their learning in practical situations. By focusing on mastery rather than memorization, competency-based assessment promotes deeper learning, fosters student engagement, and enhances the relevance and authenticity of assessment practices.

Ensuring Transparency and Accountability in Education:

Transparency and accountability are essential principles that underpin effective governance and management of education systems. Transparent and accountable practices promote trust, integrity, and equity in education by providing stakeholders with access to accurate information, decision-making processes, and performance data. In the context of assessment, transparency entails clear communication of assessment criteria, objectives, and expectations to students, educators, parents, and policymakers, ensuring that assessment practices are fair, consistent, and aligned with educational goals.

Accountability in education refers to the responsibility of educational institutions, policymakers, and stakeholders to ensure that resources are effectively utilized, learning outcomes are achieved, and students are provided with high-quality education. Accountability mechanisms may include performance-based funding, standardized testing, school inspections, and public reporting of educational outcomes. However, accountability should not be limited to punitive measures or narrow indicators of success but should encompass a holistic understanding of educational quality and impact.

Challenges of Assessment Reform and Monitoring Mechanisms

Despite the potential benefits of assessment reform and accountability measures, implementing meaningful change in assessment practices and monitoring mechanisms can be challenging.

Some of the key challenges include:

1. **Resistance to Change**: Traditional assessment practices are deeply ingrained in educational systems, and there may be resistance from stakeholders, including educators, administrators, and policymakers, to adopt new approaches.
2. **Resource Constraints**: Implementing competency-based assessment and establishing robust accountability mechanisms require significant resources, including time, funding, and professional development opportunities for educators.
3. **Validity and Reliability**: Ensuring the validity and reliability of competency-based assessments can be complex, requiring careful design, implementation, and evaluation to measure students' mastery of competencies accurately.
4. **Equity and Accessibility**: There may be disparities in access to resources, support, and opportunities for students from different socio-economic backgrounds, which can impact their ability to demonstrate competency and succeed in competency-based assessments.
5. **Data Privacy and Security**: The collection, storage, and use of assessment data raise concerns about privacy, security, and confidentiality, requiring appropriate safeguards and ethical guidelines to protect students' rights and interests.

Future Directions and Challenges in Indian Education

The future of education in India holds both promise and complexity as the nation strives to meet the evolving needs of learners in a rapidly changing world. This essay explores the anticipated trends in Indian education, challenges in the implementation of the National Education Policy (NEP) 2020, and opportunities for innovation and collaboration to shape the future of education.

Anticipating Future Trends in Indian Education

1. **Technology Integration**: With the increasing digitization of society, technology is expected to play a more significant role in education. This includes the adoption of online learning platforms, digital resources, and personalized learning technologies to enhance accessibility, flexibility, and engagement in education.
2. **Skill Development**: There will be a growing emphasis on equipping students with 21st-century skills such as critical thinking, creativity, communication, and collaboration to prepare them for the demands of the future workforce and global economy.
3. **Inclusive Education**: There will be a heightened focus on promoting inclusive education practices to ensure equitable access and opportunities for all learners, including those with disabilities, from marginalized communities, and with diverse learning needs.
4. **Lifelong Learning**: Education will no longer be confined to formal schooling but will encompass lifelong learning opportunities that enable individuals to continuously update their skills, adapt to technological advancements, and pursue personal and professional development throughout their lives.

Addressing Challenges in the Implementation of NEP 2020

1. **Resource Allocation**: One of the primary challenges in implementing NEP 2020 is ensuring adequate funding and resources to support the ambitious reforms outlined in the policy. This includes investment in infrastructure, teacher training, technology integration, and support services for marginalized communities.
2. **Capacity Building**: Implementing competency-based education, multilingual instruction, and other innovative practices outlined in NEP 2020 requires extensive capacity building among educators, administrators, and policymakers to effectively implement and sustain the reforms.
3. **Policy Alignment**: Coordinating efforts across different levels of government, educational institutions, and stakeholders to align policies, regulations, and practices with the objectives of NEP 2020 poses a significant challenge, requiring effective communication, collaboration, and consensus-building.
4. **Cultural and Linguistic Diversity**: India's cultural and linguistic diversity presents unique challenges in implementing NEP 2020's provisions for multilingual education,

regional language instruction, and preservation of indigenous knowledge, requiring tailored approaches and strategies to address diverse needs and contexts.

Opportunities for Innovation and Collaboration in Education

1. **Partnerships with Industry**: Collaboration between educational institutions and industry partners can facilitate the development of job-relevant skills, internships, apprenticeships, and entrepreneurship opportunities for students, bridging the gap between education and employment.
2. **Community Engagement**: Engaging with local communities, NGOs, and civil society organizations can enrich learning experiences, promote community-led initiatives, and address socio-economic disparities in education through targeted interventions and support programs.
3. **Technology-Driven Solutions**: Leveraging technology for innovation in education, including AI, machine learning, virtual reality, and gamification, can enhance teaching effectiveness, personalize learning experiences, and expand access to quality education, especially in remote and underserved areas.
4. **Research and Evaluation**: Investing in educational research, evaluation, and data analytics can inform evidence-based decision-making, monitor progress towards policy goals, and identify best practices and areas for improvement in education delivery and outcomes.

NEP 2020 represents a landmark moment in the history of Indian education, offering a comprehensive roadmap for reform and renewal. By prioritizing equity, inclusion, flexibility, and technology integration, NEP 2020 lays the foundation for a more responsive, resilient, and future-ready education system that empowers every learner to fulfill their potential and contribute to the nation's progress. As India embarks on the journey of implementing NEP 2020, it must harness the collective efforts of all stakeholders, seize opportunities for innovation, and navigate challenges with determination and foresight to realize the promise of a transformed education landscape.

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ENHANCING BRAND PRESENCE AT RETAIL: THE POWER OF TRADE MARKETING

Tanisha Singh and Dileep Kumar Singh*
Narsee Monjee Institute of Management Studies (NMIMS), Hyderabad
*Corresponding author E-mail: dileep.udai@gmail.com

Introduction:

Trade Marketing is a vital approach centered on expanding item request inside the supply chain, particularly focusing on retailers, wholesalers, and merchants and the customers. The essential objective of trade marketing is to set up and support a solid, commonly advantageous relationship between producers and their Trade accomplices, guaranteeing that items are well-represented, advanced, and promptly accessible in retail settings (Dupuis & Tissier-Desbordes, 1996). This includes a extend of exercises, such as planning and actualizing campaigns, advertising Trade promotions and rebates, and giving uncommon motivating forces for retailers to stock and prioritize particular products.

Trade promoting procedures regularly incorporate compelling promoting procedures to upgrade item perceivability and offer inside stores. This includes the vital arrangement of items on racks, making alluring in-store shows, and utilizing point-of-sale materials to capture the consideration of customers. Furthermore, Trade showcasing endeavors may envelop preparing programs for retail staff to guarantee they are learned approximately the items and can successfully advance them to consumers (Wright & Heaton, 2006).

By centering on the needs and inspirations of Trade accomplices, Trade showcasing points to optimize retail execution, increment item accessibility, and drive deals. This approach benefits producers by boosting their showcase share and deals but also makes a difference in retailers and wholesalers by upgrading their item offerings and making strides their productivity. Eventually, trade marketing serves as a basic interface between generation and utilization, guaranteeing that items move productively and successfully through the supply chain to reach the end consumer (Witkowski, 2005).

ATL: Above the Line Marketing

Above the Line (ATL) showcasing is a procedure pointed at coming to a wide group of audience, ordinarily through mass media channels that have a wide reach. The essential objective of ATL promoting is to construct brand mindfulness and build up a worldwide nearness. (Varul, 2014).

Traditional Media in ATL Marketing

Television and print media are the foundation of conventional ATL showcasing. Tv commercials can reach millions of watchers over different socioeconomics, making it an perfect stage for brands to present items, pass on messages, and make enduring impressions. Tall generation values and vital situation amid well-known programming can essentially intensify a brand's visibility (Golding, 2009). Print media, counting daily papers and magazines, moreover plays a pivotal part in ATL showcasing. Whereas it may not offer the quickness of tv, print media gives a substantial and persevering nearness. Promotions in broadly perused distributions can target particular socioeconomics based on readership profiles, guaranteeing that the message comes to potential clients effectively (Alexander & Nicholls, 2006).

Outdoor Advertising

Billboards are another key component of ATL showcasing, unmistakable to an endless group of people in high-traffic zones. Conventional announcements depend on impactful visuals and brief informing to get the consideration of bystanders. In the mean-time, advanced announcements consolidate innovation to make intelligently and energetic shows, frequently connected to real-time information and social media patterns. This meeting of conventional and advanced approaches permits for more locks in and versatile showcasing campaigns (Gopalakrishna & Lilien, 2012).

Celebrity Endorsements

One of the most powerful components of ATL promoting is celebrity supports. Leveraging the ubiquity and validity of celebrities, brands can essentially impact buyer behavior and inclinations. A well-known identity underwriting an item can improve brand discernment, cultivate believe, and drive higher engagement and deals. This methodology taps into the optimistic values of shoppers, partner the brand with the way of life and victory of the celebrity (Sarmento, Farhangmehr, & Simões, 2015).

Digital Showcasing in ATL

In later a long time, advanced showcasing has risen as a crucial component of ATL promoting (Tafesse & Skallerud, 2017). Computerized stages empower brands to reach a worldwide gathering of people with uncommon exactness and interactivity. Key aspects of computerized showcasing include:

1. **Content Showcasing:** Making profitable, significant substance to pull in and lock in a target audience.
2. **Video Showcasing:** Utilizing stages like YouTube and social media to disseminate locks in video content.
3. **Social Media Promoting:** Saddling the control of social systems to advance brand messages and connected with consumers.

4. Email Promoting: Sending focused on messages to a wide group of audience, regularly utilized for promotions and updates.

5. SEO: This ensures using vital keywords to gain audience organically.

6. SEM: Utilizing paid publicizing to increment perceivability on look engines.

BTL: Below the Line Marketing

Below the Line (BTL) showcasing centers on coordinate communication with a particular target group of people, emphasizing personalization and customization. Not at all like ATL, which looks for mass offer, BTL points for more insinuate and focused on intelligent. Key components of BTL showcasing include:

Trade Marketing

Trade showcasing is a basic viewpoint of BTL, including procedures that upgrade the relationship between brands and retailers. This incorporates Trade promotions and motivations outlined to empower retailers to stock and advance the brand's items. Relationship building with clients is foremost, cultivating devotion and rehash business (Osungbadegun, 2019).

Modern Trade and POSM

Stand-alone present day Trade, such as strength stores, and Point of Sales Materials (POSM) are fundamentally to BTL promoting. These procedures center on upgrading the client involvement at the point of buy. POSM incorporates shows, standards, and other limited time materials outlined to draw in consideration and drive deals inside the retail environment.

Trade Marketing

Trade showcasing alludes to the cluster of methodologies and strategies that companies utilize to advance their items to retailers, wholesalers, and wholesalers. Not at all like consumer-focused showcasing, trade marketing is planned to construct solid connections with these mediators, guaranteeing that items are promptly accessible, appealingly shown, and prioritized by retailers. The extreme objective is to drive item perceivability and deals inside the retail environment, profiting both the producer and the retailer (Sasaka, 2012).

Key Destinations of Trade Marketing

1. Increase Item Accessibility: Guaranteeing that items are reliably accessible on retail racks is pivotal. Trade marketers work to minimize stockouts and guarantee productive supply chain administration so that retailers can keep up satisfactory stock levels.
2. Enhance Item Perceivability: Key situation of items inside stores is fundamental. Trade promoting endeavors center on securing premium rack space, end-cap shows, and other noticeable areas that pull in buyer attention.
3. Drive Retailer Inclination: Making items appealing to retailers includes advertising compelling Trade promotions, competitive estimating, and motivations. By making commonly useful terms, producers empower retailers to prioritize their items over

competitors'.

4. Boost Deals Through Promotions: Trade promotions, such as rebates, bulk buying motivations, and in-store shows, are planned to fortify deals. These promotions can target both retailers and end buyers, driving higher volume purchases.

There are numerous sorts of Trade promoting strategies like Trade promotions, Trade motivating forces, SAMT, relationship building.

Presentation to Trade Promotion: Driving Retail Victory through Key Engagement

Trade promotion includes a set of vital promoting exercises outlined to improve the perceivability and deals of items inside retail situations. These promotions are pointed basically at retailers, wholesalers, and merchants, with the objective of empowering them to stock, show, and effectively advance a manufacturer’s items. By making compelling motivations for these Trade accomplices, producers can secure superior rack situation, increment item perceivability, and eventually drive higher deals volumes. The importance of Trade promotion lies in its capacity to bridge the gap between producers and retailers, cultivating solid associations that advantage both parties. For producers, Trade promotions imply to guarantee that their items are accessible and conspicuously highlighted in stores, whereas retailers’ advantage from expanded foot fall and deals lies in the fact that items are getting sold. This advantageous relationship is vital in a competitive showcase where item separation and customer engagement are key to success (Balat, Brambilla, & Porto, 2009). One of the essential shapes of Trade promotion is the utilization of signage that are deliberately set inside the retail environment to pull in customer consideration and highlight particular items. Compelling signage can altogether improve a product’s perceivability, making it more likely to be taken note and acquired by customers. It alludes to visual design planned to pass on data to a particular group of people. It plays a vital part in directing, educating, and impacting choices in different settings, particularly in retail situations. Diverse sorts of signage sheets are utilized based on the particular needs and settings. Here are a few common types:

1. **Acrylic Composite Board**: These are solid, high-quality sheets frequently utilized for both indoor and open air signage. They offer a smooth, cutting edge see and can be customized with different colors and finishes.
2. **Non-lit Sheets**: These are straightforward, conventional sheets without any inside lighting. They depend on encompassing light and are cost-effective for essential signage needs.
3. **GSB: Shine Sign Board**: These sheets are inside lit, regularly with Driven lights, making them exceedingly obvious at night. They are commonly utilized for storefronts and open air publicizing to draw in consideration in low-light conditions.
4. **Flange Sheets:** Mounted opposite to a divider, rib sheets expand outwards, making them obvious from numerous points. They are perfect for pulling in foot activity on active streets.
5. **Flex Sheets:** Made from adaptable materials, these sheets are lightweight and simple to introduce. They are frequently utilized for brief promotions and occasions due to their cost-effectiveness and versatility.
6. **Clip on Sheets:** These sheets permit for simple changing of design, making them appropriate for areas where data needs to be overhauled regularly, such as menus or occasion schedules

Advertising and Media (ANM)

The tie-ups are key collaborations between brands and media outlets to improve brand nearness, perceivability, and client dependability. These associations use the broad reach and impact of media stages to accomplish a few key destinations for the brand.

1. Provide Exclusiveness to the Brand: ANM tie-ups can secure elite publicizing openings, sponsorships, or branded substance, guaranteeing that the brand stands out and is not dominated by competitors. This restrictiveness fortifies the brand's interesting character and prestige.
2. Increase Perceivability and Mindfulness: By joining forces with prevalent media channels, the brand picks up get to a wide group of people. Visit introduction through TV, radio, print, or computerized media increments brand mindfulness and keeps the brand top-of-mind for consumers.
3. Encourage Frequent Consumption: Nonstop and reliable brand informing through ANM tie-ups can impact shopper behavior, empowering clients to frequently select the brand's items.
4. Ensure Brand Specificity: Viable ANM campaigns emphasize the brand's special offering focuses and benefits, empowering clients to particularly inquire for the brand, indeed when confronted with other alternatives. For illustration, a solid media nearness can

make clients particularly ask Pepsi.

5. Motivate Suggestions: Positive media depictions and supports can improve the brand's notoriety, propelling fulfilled clients to suggest the brand to companions and family. Word- of-mouth suggestions, supported by media perceivability, can essentially boost brand dependability and draw in unused customers.

Eat and Dine tie-ups speak to an imaginative approach to Trade promotion, including organizations with nourishment and refreshment foundations. This can incorporate items in eatery menus or co-branded promotions that offer rebates or uncommon bargains when acquiring from both the retailer and the dining foundation. Such tie-ups not only increment item’s perception but also gives one of a kind way to lock in shoppers in diverse settings.

Events and sponsorships are too significant in Trade promotion, advertising openings to make buzz and straightforwardly connected with clients. Item dispatch occasions, in-store showings, and community sponsorships can create energy and drive foot fall to retail areas. These occasions give a stage for buyers to involvement items firsthand, cultivating a more profound association with the brand (Sarmento, Simões, & Farhangmehr, 2015).

Free sampling is another compelling Trade promotion strategy, permitting customers to attempt items some time recently making a buy. In-store testing booths or booths give a hands-on encounter, empowering trial and selection. In-store branding, which includes making particular brand areas or topical shows inside the store, is pivotal for keeping up a solid brand nearness. Devoted regions for a brand’s items upgrade acknowledgment and devotion, whereas topical shows adjusted with seasons or uncommon events pull in customer intrigued and boost sales (Pharr, 2011).

The benefits of Trade promotion are multifaceted. By securing superior rack space and improving item’s perspective, these promotions increment the probability of purchase. They moreover reinforce connections with retailers by advertising appealing motivations and back, guaranteeing long-term collaboration. Also, Trade promotions lock in customers straightforwardly, making vital shopping encounters and cultivating brand loyalty.

Stand-Alone Modern Trade: Revolutionizing Retail

Stand-alone Modern Trade speaks to a noteworthy promotion in the retail division, characterized by large-scale, organized, and frequently chain-based operations. These retail outlets work autonomously and are known for their sweeping physical impressions, regularly possessing considerable spaces to oblige a differing extend of items beneath one roof.

The characterizing includes of stand-alone cutting edge Trade is its capacity to offer a comprehensive shopping involvement. These stores include different counters or divisions catering to different item categories such as basic supplies, gadgets, attire, and family products.

This division not as it were encouraging simpler route for clients but also improves comfort by giving a one-stop goal for diverse shopping needs.

Many stand-alone modern Trade outlets are portion of bigger retail chains, guaranteeing consistency in quality, benefit guidelines, and estimating over diverse areas. This chain-based show leverages centralized obtainment and dissemination frameworks, empowering productive stock administration and fetched reserve funds through economies of scale.

Technologically progressed framework is another trademark of cutting-edge Trade outlets. They coordinated modern frameworks like point-of-sale (POS) computer program, stock administration instruments, and client relationship administration (CRM) frameworks. These innovations streamline operations, progress benefit conveyance, and back personalized client intelligent, in this manner upgrading in general shopping experiences (Hodges, Palma, & Hall, 2010).

Strategically found in high-traffic ranges such as urban centers, shopping centers, and private complexes, stand-alone modern Trade stores maximize perceivability and availability. Their prime areas pull in a consistent stream of clients, contributing to maintained commerce execution and client engagement.

Customer involvement is a need in Modern Trade. These outlets emphasize well-organized item shows, and a clean shopping environment to guarantee a charming and helpful shopping involvement. Extra administrations such as domestic conveyance, online shopping stages, and dependability programs assist improve client fulfillment and retention. Despite their preferences, stand-alone Modern Trade faces challenges. High operational costs, counting lease, utilities, staffing, and innovation ventures, can affect productivity. Strongly competition from conventional retailers and e-commerce stages requires ceaseless development and competitive estimating procedures to keep up advertise share and buyer loyalty (Dupuis & Tissier-Desbordes, 1996).

POSM:

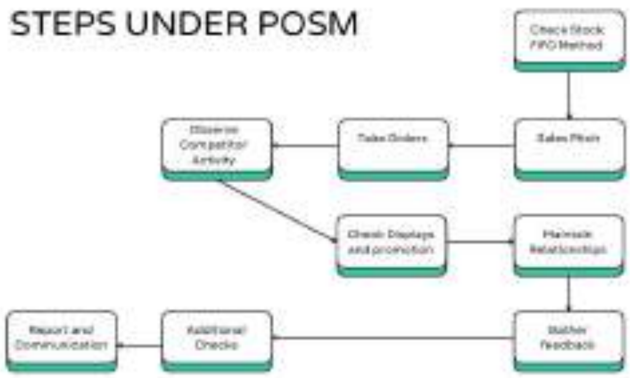
Point of Sales Materials (POSM) are indispensably to Modern Trade, altogether improving the retail encounter and driving deals through vital in-store special endeavors. POSM incorporates different materials such as signage, rack talkers, standees, and computerized screens, all outlined to impact customer behavior at the point of deal. POSM plays a significant part in boosting brand perceivability inside retail spaces. Eye- catching shows and well-placed signage guarantee that items stand out to customers, making them more discernible and expanding the probability of buy. This perceivability is crucial in advanced Trade situations where different brands compete for customer consideration (Witkowski, 2005).

Moreover, POSM viably communicates promotions, rebates, and uncommon offers straightforwardly to buyers, empowering deals through clear and prompt special data. These materials also teach shoppers item benefits, highlights, and utilization, which is especially important for unused or complex items that require clarification. By giving this data at the point of deal, POSM makes a difference buyers make educated obtaining choices, altogether impacting their buying behavior (Wright & Heaton, 2006).

Moreover, POSM improves the shopping encounter by making the store environment more locks in and outwardly engaging. Imaginative and intuitively shows draw in shoppers' consideration and contribute to a positive shopping climate. Deliberately set POSM guides buyer behavior inside the store, such as floor decals and directional signage that lead clients to special zones or unused item segments. Rack talkers and wobblers highlight particular items, drawing consideration to things that might something else be neglected. Supporting broader showcasing campaigns, POSM guarantees reliable informing over different touchpoints. Coordinates with other promoting endeavors such as publicizing and advanced campaigns, POSM makes a difference fortify brand messages and promotions, making a cohesive and bound together showcasing procedure (Varul, 2014). Besides, POSM is especially viable in driving drive buys by situating appealing shows close checkout ranges or high-traffic walkways, capitalizing on last-minute buying decisions.

The adequacy of POSM can be measured and analyzed to gage shopper reaction and progress future campaigns. Retailers can track deals information, client input, and in-store behavior to evaluate which materials are most compelling in driving engagement and sales.

In the profoundly competitive environment of advanced Trade, POSM plays a pivotal part in separating brands and upgrading the shopping involvement (Golding, 2009). By successfully utilizing POSM, retailers can increment item perceivability, drive deals, and construct more grounded associations with shoppers, eventually driving to more prominent brand dependability and showcase share.



Steps:

1. Check Stock (FIFO Method): Ensure freshness by selling oldest stock first.
2. Sales Pitch: Engage with store staff, highlight product benefits.

3. Take Orders: Record restocking needs accurately.
4. Observe Competitor Activity: Monitor competitor products and promotions.
5. Check Displays and Promotions: Ensure proper product placement and visibility.
6. Maintain Relationships: Build rapport with store staff and address concerns.
7. Gather Feedback: Collect insights on product performance and customer preferences.
8. Additional Checks: Ensure cleanliness, correct pricing, and no expired products.
9. Report and Communicate: Provide daily reports to managers and address issues.

Trade Incentives

Trade motivating forces are a significant viewpoint of Trade showcasing, planned to propel and impact channel accomplices such as merchants, wholesalers, and retailers to prioritize a brand's items or administrations. These motivating forces come in different shapes, each custom fitted to drive particular behaviors that adjust with the brand's key goals. One common sort of Trade motivation is the dependability program. In dependability programs, businesspeople amass focuses based on their deals execution. At the conclusion of an indicated period, these focuses can be recovered for rebates, free items, or other rewards.

For occurrence, a businessperson might get a certain number of focuses for each case of refreshments sold, which can afterward be traded for free bottles.(Alexander & Nicholls, 2006). Another frame of Trade incentives includes particular targets and rewards. If retailers accomplish deals targets, they are remunerated with important things or administrations. For case, upon coming to a deals breakthrough, a retailer might get high- value rewards such as a double-door fridge (visi cooler), which makes a difference in way better putting away and showing the brand's items. Other rewards may incorporate (UTC), which give extra capacity space whereas keeping up the aesthetics and usefulness of the retail space, or limited time things like branded menu cards that upgrade the brand's perceivability and showcasing inside the store (Gopalakrishna & Lilien, 2012).

These motivations are deliberately outlined to make a win-win circumstance. For the brand, it guarantees more prominent perceivability and deals through devoted rack space and excited promotion by retailers. For the retailers, it offers unmistakable benefits that can move forward their operations and benefit. The motivational viewpoint of Trade incentives can lead to expanded brand devotion and inclination, as retailers regularly prioritize stocking and prescribing brands that give the most beneficial rewards (Sarmento, Farhangmehr, & Simões, 2010)

Relationship Building

In Trade marketing, relationship building is a foundation of effective transactions and long-term organizations. Building up believe and compatibility with key partners such as retailers, merchants, and wholesalers is fundamental for cultivating collaboration and securing favorable terms. The significance of these connections cannot be exaggerated, as they straightforwardly impact the adequacy of promoting techniques and the by and large development of the business (Tafesse & Skallerud, 2017).

First, a prominent believe is the establishment of any solid commerce relationship. In the setting of Trade promoting, believe is built through steady and dependable intuitive.

When Trade marketers reliably meet their commitments, give exact data, and illustrate unwavering quality, they construct a notoriety for reliability. This believe makes partners more willing to lock in in open discourses and collaborative problem-solving, which are basic amid negotiations (Osungbadegun, 2019).

Understanding the needs of accomplices is another basic perspective of relationship building. Trade marketers must take the time to tune in to their accomplices, get the trade challenges, and distinguish what drives their victory. This understanding permits marketers to tailor their proposition and arrangements to meet the particular needs of each accomplice, making their offers more alluring and pertinent. For case, if a wholesaler is fundamentally concerned with decreasing costs, a Trade advertiser might offer arrangements that streamline supply chain forms or give motivating forces for bulk purchases.

Effective communication is key to keeping up solid connections. Straightforward and visit communication makes a difference to adjust desires and address any concerns instantly. By keeping accomplices educated almost unused items, promotions, and changes in arrangements, Trade marketers can guarantee that their accomplices feel esteemed and included. This straightforwardness moreover expands to sharing execution information and bits of knowledge, which can offer assistance accomplices make educated choices and optimize their possess operations (Sasaka, 2012).

Delivering esteem is central to supporting solid connections. Trade marketers must ceaselessly illustrate how their items and administrations include esteem to their partners' businesses. This seem be through prevalent item quality, competitive estimating, promoting bolster, or elite promotions .When accomplices see substantial benefits from the relationship, they are more likely to stay committed and enthusiastic(Sarmento, Simões, & Farhangmehr, 2015).

Building solid connections too includes a degree of adaptability and flexibility. Trade marketers must be willing to arrange terms that are commonly useful, or maybe than inflexibly following to their claim motivation. By illustrating a readiness to adjust, Trade marketers appear their commitment to the association and their understanding of the partner's trade environment (Balat, Brambilla, & Porto, 2009).

Long-term associations are the result of supported endeavors in relationship building. These associations are characterized by common regard, shared objectives, and collaborative development. Over time, solid connections can lead to more favorable terms, such as superior rack space, particular treatment, and elite understandings. Besides, long-term accomplices are more likely to bolster unused item dispatches, take part in joint showcasing activities, and give profitable feedback.

Conclusion:

Trade marketing plays a pivotal role in bridging the gap between manufacturers and retailers, ensuring products are effectively promoted, well-represented, and readily available to consumers. By employing strategic tools and techniques such as trade promotions, ATL and BTL marketing, POSM, and relationship building, companies can significantly enhance product visibility, drive sales, and foster strong, mutually beneficial partnerships. These efforts not only boost market share and sales for manufacturers but also improve the product offerings and profitability for retailers, ultimately leading to a seamless flow of goods through the supply chain and a better shopping experience for consumers.

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UNDERSTANDING INDIA'S E-COMMERCE LEGAL FRAMEWORK

Osceen Mishra
Dr. Shakuntala Misra National Rehabilitation University (DSMNRU),
Lucknow, U. P. 226017
Corresponding author E-mail: osceenmishra@gmail.com

Abstract:

This paper aims to provide a comprehensive analysis of India's e-commerce legal framework, exploring its multifaceted regulatory landscape and its implications for businesses and consumers alike. In recent years, India has witnessed a rapid proliferation of e-commerce platforms, transforming the way goods and services are bought and sold. Amidst this digital revolution, understanding the legal foundations governing these transactions becomes increasingly crucial. This study examines key aspects such as regulatory compliance requirements, consumer rights protection, data privacy laws, and the evolving regulatory responses to emerging challenges in the e-commerce sector. By synthesizing recent legislative developments and judicial interpretations, this paper seeks to illuminate the complexities and nuances of India's evolving e-commerce legal framework.

Keywords: E-Commerce, Legal Framework, Regulatory Landscape, Consumer Rights, Data Privacy Laws, Emerging Challenges.

Introduction:

Electronic commerce, has revolutionized the way businesses operate and consumers shop globally. At its core, e-commerce leverages the internet and digital technologies to facilitate the buying and selling of goods and services, transcending geographical boundaries and time zones. This phenomenon has democratized access to markets, enabling businesses of all sizes to reach a global audience with unprecedented ease. For consumers, e-commerce offers unparalleled convenience, allowing them to browse and purchase products from the comfort of their homes or on the go.

The rapid growth of e-commerce has not only reshaped traditional retail but has also spurred innovation in logistics, payment systems, and customer service. As e-commerce continues to evolve, its impact on economies, societies, and daily lives remains profound, influencing everything from employment patterns to urban development and global trade dynamics.

In recent years, India has emerged as a vibrant hub for e-commerce, witnessing exponential growth driven by technological advancements and changing consumer behaviors. This rapid expansion, however, necessitates a robust legal framework to regulate and sustain the dynamic e-commerce ecosystem. Understanding India's e-commerce legal framework is crucial not only for businesses navigating this burgeoning market but also for policymakers and consumers alike. This introduction aims to explore the key facets of India's evolving e-commerce laws, shedding light on their implications and significance in fostering a fair and secure digital marketplace.

India's journey into the realm of e-commerce has been marked by transformative shifts in commerce and trade, propelled by digital innovation and widespread internet accessibility. As the world's fastest-growing major economy, India presents a unique landscape where traditional market practices converge with modern digital transactions, posing both opportunities and challenges. Against this backdrop, comprehending the intricacies of India's e-commerce legal framework becomes paramount. This framework encompasses a spectrum of regulations governing aspects such as consumer protection, data privacy, intellectual property rights, taxation, and competition. Each of these areas plays a crucial role in shaping the operational landscape for e-commerce entities, influencing business strategies, consumer trust, and market dynamics. Moreover, as India aligns itself with global standards and practices, there is a continual evolution of these laws to adapt to the rapidly changing digital economy.

This evolution reflects the government's efforts to strike a balance between promoting innovation and safeguarding the interests of all stakeholders involved in the e-commerce ecosystem. In this exploration of India's e-commerce legal framework, we delve deeper into its foundational pillars, analyse recent developments, and assess their implications on the future trajectory of e-commerce in one of the world's most promising markets. By unravelling these complexities, stakeholders can navigate with clarity and confidence, contributing to a sustainable and inclusive digital economy in India.

Review of Literature:

Nitin Kumar, Jhensanam Anusara, Md Altab Hossin, Md Kamruzzaman Sarkar, Bouasone Chanthamith, Sita Shah, Md Imrul Hasan Russe (2018): The purpose of this study is to explore the status of e-commerce in India. It also explores the challenges and opportunities of e-commerce in India in the perspective of the global economy. A meta-analysis is employed in this study to determine the objectives. The article has used the secondary materials extensively. It reveals that the speed of growth of e-commerce in India is satisfactory but lower than China and USA. The article finds out same opportunities like India already adopted modern ICTs, 4G technologies, available broadband and so many local e-commerce businesses. But it still faces same problems like poor telecom infrastructure, no strict legal bans, lack of good attitude towards technologies and poor academic syllabus regarding e-commerce. The article suggests that a proper step should be taken by the government and private agencies to implement ICT based academic syllabus, update legal frameworks, developing ICT infrastructure and creating awareness of the man people for effective implementation of e-commerce for sustainable economic growth.

Amit K Kashyap and Mahima Chaudhary (2023): This research focuses on the study of doctrinal and analytical approach to examine India's present Cyber Security Laws and Guidelines. It assesses their effectiveness in addressing legal concerns with security, privacy, and data protection inside the country. It also evaluates the legal structure that governs the link between e-commerce and Cyber Laws in India. This research will provide a thorough overview of the present condition of cyber security regulations in India, setting the way for prospective reforms and progress in this critical area.

Heba Habib (2021): This paper examines electronic contract regulation in the context of business-to-consumer transactions. The technological advancement and cross-border nature of e-commerce have posed significant challenges to the Egyptian legal framework highlighting the limitations of general commercial contract rules with regards to electronic contracts.

Sodiq O. Omoola and Umar A. Oseni (2016): This article analyses the approaches to ODR legislations for consumer protection in selected jurisdictions. The article finds that a comparative legal approach with some leverage on legal borrowing can help to create the required legal environment for ODR in other jurisdictions.

Schubert, Petra, Kummer, Mathias and Leimstoll (2004): In this study the researchers focus of the discussion is the legal use of costumer profiles for e-commerce applications. Since most legal issues are difficult to understand for non-lawyers the paper makes use of a case study, which shows explicitly what ecommerce vendors need to keep in mind when implementing personalization on their Web sites.

Aleksy Kwilinski, Ruslan Volynets, Inna Berdnik, Mykhailo Holovko and Pavlo Berzin (2019): The article focuses on the study of the essence of the concept of e-commerce and the features of its legal regulation. It was established within the framework of the activities of which bodies at the international level the settlement of legal issues related to e-commerce and the priority directions of such activities are carried out. Attention was paid to regulatory documents in the field of e-commerce regulation of such specialized world organizations as the European Union, the UN Commission on International Trade Law, the UN Economic Commission for Europe and the UN Center for Trade Facilitation and E-business, the World Labor Organization.

Phet Sengpunya (2019): This study aims to investigate how ASEAN develops its regional legal system, in particular, the legal framework for its integration of e-commerce sector, and how ASEAN envisages its legal framework to govern and facilitate e-commerce transactions in the region in future. The study also introduces e-commerce law at an international level, especially of the United Nations and of the European Union, to help understand international perspectives on e-commerce law. This study presents the organization of ASEAN to introduce the structure of ASEAN and how it is like and different from the European Union.

Haimanti Roy and Basanti Mathew Merlin (2022): An attempt has been made out by the researcher in this paper to widely discuss about the legal environment and compliance with regard to e-commerce in the digitalized global market. Also, this paper further describes the long arm statues and jurisdiction aspect relating to the disputes and issues in E-Commerce.

Dr. Bhupender Singh (2013): This paper analyses the various opportunities of electronic commerce. It provides an overview of the general e-commerce industry in India from 2007 to 2011. This paper highlights the main challenges and opportunities that the Indian e-commerce industry will face in the coming years.

Maulik Sharma (2023): This paper deals with the legal framework for E-commerce and various legal issues. Even after being governed by multiple existing laws and regulations, they need to be revised to deal with issues related to the growing e-commerce use in India. In 2000, the Indian government passed the Information and Technology Act, recognizing digital records, digital signatures, and other electronic transactions as lawful. This paper outlines the rules governing E-commerce in India, the shortcomings of current laws, and some recommendations for the need for a new law regulating the E-commerce industries and their transactions.

Simona, Bianca, and Liliana Adela (2017): The purpose of this study is to identify the behaviour of customers in the online environment. Online commerce is less developed in the Czech Republic, Romania, Poland, Lithuania, Ireland, Bulgaria, Estonia, Slovenia, and Norway. But, the advantages of ecommerce weigh more for the consumer than the problems they face, for example: online shoppers will continue to make online purchases even if they have experienced delays in delivering goods/services, damaged products, online fraud, technical problems, or difficulties in finding information about the warranty of goods/services.

E-commerce

Electronic Commerce refers to the buying and selling of goods and services using the internet or other electronic means. It involves the transaction of money, data, and services between businesses, consumers, and governments conducted electronically rather than through traditional physical exchanges or face-to-face interactions.

Key aspects of e-commerce include:

- **Online platforms**: E-commerce transactions typically take place on websites or mobile apps where products or services are listed, and purchases can be made electronically.
- **Electronic payments**: Payments in e-commerce are facilitated electronically through various methods such as credit cards, debit cards, digital wallets, bank transfers, or other online payment systems.

- **Global reach**: E-commerce enables businesses to reach a global audience, breaking down geographical barriers and expanding market potential beyond local or regional limitations.
- **Convenience**: Customers benefit from the convenience of shopping online anytime and from anywhere with internet access, avoiding the need to visit physical stores.
- **Efficiency**: E-commerce streamlines business processes including inventory management, order processing, and customer support through automation and digital tools.
- **Types of E-commerce**: E-commerce can be categorized into various types including business-to-consumer (B2C), business-to-business (B2B), consumer-to-consumer (C2C), and others depending on the nature of transactions and participants involved.

Definition

- **Ministry of Electronics and Information Technology (MeitY):**
  E - Commerce is a type of business model, or segment of a larger business model, that enables a firm or individual to conduct business over an electronic network, typically the internet. Electronic commerce operates in all four of the major market segments: business to business, business to consumer, consumer to consumer and consumer to business.
- **Consumer Protection Act, 2019:**
  E-Commerce means "buying or selling of goods or services including digital products over digital or electronic network."
- **Central GST Act, 2017:**
  "Electronic commerce" means the supply of goods or services or both, including digital products over digital or electronic network.
- **World Trade Organisation (WTO):**
  The term "electronic commerce" is understood to mean the production, distribution, marketing, sale or delivery of goods and services by electronic means. (Work Programme on Electronic Commerce, 1998)

Legal and regulatory framework of e-commerce platforms in India

In the dynamic world of business, the emergence of e-commerce has profoundly impacted economies and people's lives. E-commerce represents a transformative approach to conducting business online, facilitating buying and selling of goods and services through electronic platforms. E-commerce leverages various electronic services such as the internet, electronic money transfers, and electronic data interchange. It provides customers with unprecedented access to a marketplace where transactions can be completed efficiently and conveniently. Transactions are conducted via electronic funds transfer systems, including debit cards, credit cards, and other digital payment methods. The popularity of e-commerce has surged globally due to its customer-centric nature and the ease of conducting business online. It has significantly influenced numerous industries, displacing traditional non-e-commerce transactions in the process. In India, the e-commerce sector has experienced rapid growth, albeit with significant challenges. The long-term success of Indian businesses in this sector hinges on their ability to adapt to evolving market conditions. While some enterprises successfully embraced e-commerce and established a robust online presence, others struggled to keep pace with the competitive landscape, leading to their eventual closure. E-commerce continues to expand its presence across all facets of business and consumer services, underscoring its integral role in modern commerce worldwide.

India lacks specific legislation dedicated solely to e-commerce, the regulatory landscape governing this sector encompasses various rules and regulations across different areas.

Several ministries and departments of the Indian government oversee and regulate aspects of e-commerce:

- **Ministry of Electronics and Information Technology**: This ministry is responsible for technical aspects of e-commerce, including data confidentiality and security, under the Information Technology Act.
- **Department of Consumer Affairs**: Issues related to consumer protection in e-commerce fall under the purview of this department. It ensures that consumers' rights are safeguarded in online transactions.
- **Department for Promotion of Industry and Internal Trade (DPIIT)**: Matters concerning foreign investment in e-commerce are managed by DPIIT. It formulates policies and guidelines to regulate foreign direct investment (FDI) in the e-commerce sector.
- **Department of Commerce**: This department handles international trade negotiations related to e-commerce, representing India's interests in global forums such as the World Trade Organization (WTO).

While these ministries and departments oversee various aspects of e-commerce regulation, the absence of a comprehensive e-commerce law means that regulations are often derived from existing laws that govern related areas such as IT, consumer protection, and foreign investment. This regulatory framework aims to address the complexities and challenges posed by the rapid growth of e-commerce.

The legal framework governing e-commerce in India draws from several key legislations and regulations to ensure various aspects of online business operations are covered. Here are some of the pertinent laws and regulations:

Indian Contract Act, 1872: This Act governs the validity of e-contracts, emphasizing that agreements formed electronically must meet the conditions of offer, acceptance, free consent, and legal consideration as per Section 10.

Sale of Goods Act, 1930: While originally designed for traditional business transactions, this Act now applies to e-commerce transactions as well, particularly concerning contract performance under Sections 31 to 44.

Information Technology Act, 2000: This Act covers a wide range of aspects relevant to e-commerce, including electronic signatures, data protection (under Section 43A), and regulations for intermediaries hosting online content.

Consumer Protection Act, 2019: Recently amended, this Act includes provisions specific to e-commerce (under the Consumer Protection (E-Commerce) Rules, 2020). It mandates that e-commerce platforms provide essential information to consumers regarding products, payment methods, delivery terms, and grievance redressal mechanisms.

Payment and Settlement Systems Act, 2007: This Act regulates payment systems in India, including those used in e-commerce transactions. It requires adherence to guidelines set by the Reserve Bank of India (RBI) for secure online payments and mandates the use of Nodal Accounts for settling payments to merchants.

Central Goods and Services Tax (CGST) Act, 2017: E-commerce operators are subject to specific provisions under this Act, including mandatory registration for GST regardless of turnover, tax collection at source obligations, and compliance with GST payment requirements.

These laws collectively provide a robust legal framework that addresses various facets of e-commerce operations in India, ensuring consumer protection, legal validity of contracts, data security, taxation, and regulatory compliance for online businesses. As the e-commerce sector continues to evolve, these laws are periodically updated and amended to accommodate emerging trends and challenges in digital commerce.

Conclusion:

This study comprehensively analyzed India's e-commerce legal framework, emphasizing its complex regulatory landscape and implications for businesses and consumers. As e-commerce continues to expand rapidly in India, regulatory compliance, consumer protection, and technological adaptation remain pivotal. The Consumer Protection Act, 2019, stands as a significant advancement in safeguarding consumer rights in digital transactions. Moving forward, regulatory agility and stakeholder collaboration will be essential to address emerging challenges and foster a conducive environment for sustainable e-commerce growth, ensuring India remains at the forefront of the global digital economy.

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LEVERAGING TECHNOLOGY TO DRIVE FINANCIAL GROWTH: A CASE STUDY OF PNC BANK

G. Manickam and A. Nishath Sultana

MEASI Institute of Management, Ch-14

Corresponding author E-mail: manickamg@measiim.edu.in, nishath.sultana@measiim.edu.in

Synopsis:

PNC Bank, a highly diversified financial services organization with assets exceeding $70 billion, sought to enhance customer service and operational efficiency by integrating valuable information from various data sources into a unified user interface. As a leader in the financial services market, the company needed an effective e-business solution that could integrate disparate finance, sales, marketing, product, and customer service databases to improve customer service and employee performance. The challenge faced by PNC Bank was the need to consolidate data from multiple systems and present it in a way that was both user-friendly and actionable. To meet this challenge, PNC Bank turned to Casahl's ecKnowledge platform. This solution allowed the company to break free from the limitations of Lotus Notes, automate the data transfer to an Oracle datamart, and link it to legacy data from other systems. Once integrated, the data was analyzed using advanced reporting tools such as Cognos Impromptu and Powerplay Enterprise, enabling ad-hoc and OLAP reporting. With ecKnowledge, PNC Bank was able to unlock valuable insights from legacy systems, which were previously difficult to access for end users. This integration not only enhanced the decision-making process but also led to improved customer satisfaction and higher employee performance. The B2C capabilities provided by the solution helped PNC Bank continue to innovate and maintain its position as a market leader in the financial services sector, offering a wide range of products and services across retail, business, and corporate markets.

Learning Objectives

- To understand the role of data integration in enhancing customer satisfaction and operational efficiency.
- To analyze the impact of e-business solutions in the financial services sector.
- To explore strategies for leveraging technology for competitive advantage.
- To identify challenges and solutions in managing data from diverse sources.

Discussion Questions

1. What were the key challenges faced by PNC Bank in managing its customer service operations?
2. How did Casahl's ecKnowledge provide a solution to PNC Bank's data integration needs?
3. What benefits did PNC Bank achieve through this e-business solution?

4. How can PNC Bank further leverage technology to maintain its competitive edge?
5. What are the potential risks associated with relying heavily on integrated data systems?

Suggested Teaching Plan and Objectives

Activity	Instructional Strategy	Duration (Minutes)
Q1: Class Discussion	Facilitate discussion on PNC Bank's challenges and customer service needs.	45 minutes
Q2: Group Discussion	Small groups analyze how Casahl's solution addressed PNC Bank's issues.	45 minutes
Q3: Group Discussion	Discuss potential future strategies and risks of data integration.	45 minutes

Roadmap for the Discussion

1. **Introduction (10 mins)**: Overview of PNC Bank, its challenges, and goals.
2. **Key Issues (15 mins)**: Discussion on the complexities of data integration and customer service.
3. **Solution Analysis (30 mins)**: Exploring the role of ecKnowledge and its impact.
4. **Future Strategies (20 mins)**: Brainstorming potential enhancements and risk mitigation.
5. **Conclusion (15 mins)**: Summarizing the learning outcomes and takeaways.

SWOT Analysis

Strengths

- Large asset base and market leadership.
- Innovative and technology-driven approach.
- Diverse and experienced leadership team.
- Enhanced data integration and customer service capabilities.

Weaknesses

- Dependence on legacy systems before adopting the solution.
- Potential risks in managing complex data integration systems.

Opportunities

- Expanding e-business solutions to other areas.
- Leveraging customer insights for personalized services.
- Increasing operational efficiency through advanced analytics.

Threats

- Competition in financial services and technology innovation.
- Cybersecurity risks associated with integrated data systems.
- Potential disruption if the system fails or becomes outdated.

Conclusion:

The implementation of Casahl's ecKnowledge solution at PNC Bank successfully addressed the challenges of data integration and improved both customer service and employee performance. By breaking down the silos between various data sources, including finance, sales, marketing, and customer service, PNC Bank was able to create a seamless and user-friendly interface that provided a unified view of critical information. This integration not only allowed the bank to unlock valuable insights from legacy databases but also enhanced the efficiency of decision-making processes. The ability to automate data transfer to an Oracle datamart and leverage advanced reporting tools such as Cognos Impromptu and Powerplay Enterprise empowered PNC's staff to perform deeper, more accurate analyses in real-time. This data-driven approach improved the bank's ability to serve its customers by providing timely and relevant information, thus increasing customer satisfaction levels. Additionally, the integration streamlined internal operations, leading to higher employee performance and productivity. The solution not only met PNC Bank's immediate need for better data management but also positioned the company for continued innovation and market leadership. With the added benefit of maintaining its competitive edge in providing new finance and banking technology, PNC Bank was able to further solidify its status as one of the nation's largest and most successful financial services organizations. The case demonstrates the critical role of integrating business systems and data in driving operational success and enhancing customer experiences in today's competitive financial services industry.

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THE PRODUCTION OF ALPHA'S "RAPIDO": AN ANALYSIS OF THE CASE

D. Charumathi and Govindarajan

MEASI Institute of Management, Ch-14

Corresponding author E-mail: charumathi.d@measiim.edu.in, agrajan@measiim.edu.in

Synopsis:

Alpha, a manufacturing company, produces a product called "RAPIDO," which requires meticulous inventory management and efficient production planning to meet sales targets while controlling costs. The case focuses on the challenges faced by the company in balancing these elements for the month of June 2019. The primary objective for Alpha is to meet its sales targets while ensuring that inventory levels and production resources are managed in an optimal way to reduce costs and maximize output. To achieve this, Alpha must effectively allocate materials, labor, and other resources to meet the expected demand for "RAPIDO" while preventing excess stock or production delays that could disrupt the company's operations. The case provides specific data related to sales figures, product pricing, and the resource requirements needed for the production process. The company faces the task of coordinating the availability of raw materials, setting production schedules, and ensuring that labor is utilized efficiently. This coordination is essential to avoid overproduction or underproduction, both of which could lead to increased costs, loss of revenue, or missed sales opportunities. The challenge is further compounded by the need to assess and manage the cost of labor, raw materials, and other production inputs in a way that keeps costs within budget and meets customer demand. Alpha also needs to consider its pricing strategy, as pricing directly impacts the sales volume and profitability of "RAPIDO." Effective inventory management plays a crucial role in determining the pricing structure, as the cost of holding inventory, including storage, spoilage, and obsolescence, must be factored into the pricing decisions. Additionally, the company must assess its production processes to ensure that they are as cost-effective as possible without sacrificing product quality or customer satisfaction. The case explores the difficulties of material and labor allocation, specifically focusing on optimizing these resources to maximize output and minimize cost. This requires close collaboration between the production team, inventory managers, and sales departments to ensure that all components are working together to achieve the company's financial and operational goals. The data provided in the case helps highlight the complexities involved in balancing supply chain management, resource allocation, and sales targets. The case provides data on sales, pricing, and resource requirements, highlighting the challenges of material and labor allocation to optimize cost and output.

Learning Objectives

1. Understand inventory planning and its impact on production and cost.

2. Apply break-even analysis and cost allocation in a manufacturing scenario.
3. Analyze and optimize resource utilization (materials and labor).
4. Develop a strategic plan to balance production, inventory, and sales effectively.
5. Strengthen decision-making skills through practical applications of management principles.

Discussion Questions

Q1. How many units of RAPIDO need to be produced during June 2019?

Discuss the relationship between sales, opening/closing inventories, and production.

Q2. What are the total requirements for direct material AA during June 2019, including purchases?

Explore calculations for material needs and the importance of inventory management.

Q3. How many labor hours are required to produce RAPIDO for June 2019, and what is the associated labor cost?

Examine labor planning and cost implications for production targets.

Teaching Plan and Objectives

Activity	Instructional Strategy	Duration (Minutes)	Objective
Q1: Class Discussion	Facilitated brainstorming	45 minutes	Understand production planning using inventory and sales data.
Q2: Group Discussion	Collaborative problem-solving	45 minutes	Calculate direct material requirements and develop purchasing strategies.
Q3: Group Discussion	Analytical teamwork	45 minutes	Plan labor allocation and estimate costs for meeting production needs.

Roadmap for the Discussion

Introduction to the Case

Overview of RAPIDO production and June 2019 targets.

Discuss the importance of inventory management and resource planning.

Analysis of Production Needs (Q1)

2. Analysis of Production Needs (Q1)

- Formula:
$$\text{Production Units} = \text{Sales Units} + \text{Closing Inventory} - \text{Opening Inventory}$$
- Walkthrough calculation:
$$1,00,000 + 7,500 - 21,800 = 85,700 \text{ units to be produced.}$$

3. Material Requirements (Q2)
   - Formula:
     $$\text{Material Needed} = (\text{Production Units} \times \text{Material per Unit}) + \text{Closing Inventory} - \text{Opening Inventory}$$
   - Calculation:
     $$(85,700 \times 4) + 11,000 - 21,800 = 3,48,000 \text{ units required.}$$
   - Discuss implications for material purchases and inventory levels.
4. Labor Requirements (Q3)
   - Formula for hours:
     $$\text{Labor Hours} = \text{Production Units} \times \text{Labor per Unit (in hours)}$$
   - Formula for cost:
     $$\text{Labor Cost} = \text{Labor Hours} \times \text{Hourly Rate}$$
   - Calculation:
     $$\text{Labor Hours} = 85,700 \times 0.25 = 21,425 \text{ hours.}$$
     $$\text{Labor Cost} = 21,425 \times 40 = 8,57,000 \text{ INR.}$$

Group Synthesis and Recommendations

Present findings on production, material, and labor plans.

Discuss ways to optimize costs and efficiency.

SWOT Analysis

Strengths	**Weaknesses**
- Clear production goals.	- Dependence on accurate forecasts.
- Defined labor and material needs.	- Potential bottlenecks in labor allocation.
- Efficient inventory targets.	- Limited flexibility in material supply.
Opportunities	**Threats**
- Streamlining production costs.	- Risk of inventory shortages or overstocking.
- Improved labor productivity.	- Market volatility affecting material costs.

Conclusion:

In conclusion, Alpha's "RAPIDO" production case highlights the critical challenges faced by manufacturers in balancing inventory management, production planning, and cost optimization. By aiming to meet sales targets while efficiently managing material and labor resources, Alpha demonstrates the complexities involved in ensuring a seamless flow between production processes and sales demand. The case emphasizes the need for careful planning and forecasting to align inventory levels with production requirements, while also controlling costs to avoid inefficiencies. The challenges presented in the case underscore the importance of developing robust systems for inventory tracking, resource allocation, and production scheduling to optimize both cost and output. By applying strategic solutions to these issues, Alpha can enhance its operational efficiency and better position itself to meet future market demands, thereby achieving a competitive edge in the industry. The case offers valuable insights into the interconnectedness of various factors in production planning, highlighting the importance of agility and precision in decision-making to ensure sustained business growth.

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ACHIEVING A BALANCE BETWEEN PERFORMANCE AND PERSONAL GROWTH: THE RAHIM LIMITED CASE STUDY

B Latha Lavanya and Kalaivani Balaji

MEASI Institute of Management, Chennai, Tamil Nadu

Corresponding author E-mail: latha.lavanya@measiim.edu.in,
kalaivani.balaji@measiim.edu.in

Synopsis:

Rahim Limited, a manufacturer of automotive components, has an annual performance appraisal system for its 1,500 employees, including 250 supervisors and executives. The system assesses employees based on several parameters: sense of responsibility, initiative, punctuality, community activity, potential for development, and dependability. However, the inclusion of community activity and potential for development led to lower scores for some employees, resulting in a halt to their annual increments in 1998-99. This decision sparked discontent among the supervisors and executives, who argued that these criteria were irrelevant to their performance and should not affect their pay raises or promotions. They requested a more objective system, focusing solely on job performance. The managing director of the company must now decide how to address these concerns.

Learning Objectives

1. Understand the implications of performance appraisal systems in organizations.
2. Evaluate the effectiveness of subjective and objective performance appraisal criteria.
3. Examine the balance between fairness and objectivity in performance appraisal.
4. Identify potential biases in performance appraisal systems and how they can be mitigated.

Discussion Questions

1. **Class Discussion:**
   - What are the advantages and disadvantages of including community activity and potential for development in a performance appraisal system? Should these factors be part of the evaluation for pay raises and promotions?
2. **Group Discussion:**
   - How can Rahim Limited revise its performance appraisal system to ensure fairness, transparency, and objectivity, while still assessing personal attributes that may impact organizational development?
3. **Group Discussion:**
   - How should Rahim Limited balance the need for objective performance metrics with the potential for personal development, motivation, and employee morale?

Teaching Plan and Objectives:

Activity	Instructional Strategy	Duration (Minutes)
Q1: Class Discussion	Discuss the pros and cons of subjective vs. objective criteria in performance appraisals. Explore real-world examples of appraisal system biases.	45 minutes
Q2: Group Discussion	Break into groups to brainstorm ways to improve Rahim Limited's performance appraisal system, focusing on fairness and transparency.	45 minutes
Q3: Group Discussion	Have groups discuss how Rahim Limited can motivate employees through performance appraisals, while maintaining an objective, performance-based system.	45 minutes

Roadmap for the Discussion:

- **Introduction (10 minutes):** Introduce the performance appraisal system at Rahim Limited, highlighting the issue raised by the supervisors and executives regarding the inclusion of community activity and potential for development.
- **Explanation of Performance Appraisal Systems (15 minutes):** Provide an overview of performance appraisal systems, explaining the difference between subjective and objective criteria and how they affect decision-making.
- **Class Discussion (15 minutes):** Facilitate a discussion on the inclusion of personal development criteria like community activity in performance appraisals. Discuss the pros and cons of these criteria in the context of organizational performance and employee satisfaction.
- **Group Work (30 minutes):** Divide students into groups to redesign Rahim Limited's performance appraisal system. Focus on balancing fairness, objectivity, and the inclusion of personal development factors.
- **Summary and Debrief (15 minutes):** Review the key ideas from the discussion and group work, emphasizing the importance of clear, objective performance criteria and how to improve employee morale while maintaining fairness.
- **SWOT Analysis:**

Strengths	Weaknesses
- Comprehensive evaluation criteria	- Inclusion of subjective factors may create bias
- Focus on multiple aspects of performance	- Lack of clarity in performance standards may lead to confusion
- Aims to assess growth potential of employees	- Community activity and potential for development may not be directly linked to job performance

Opportunities	**Threats**
- Can improve employee engagement and development	- Potential for employee dissatisfaction due to perceived unfairness
- Opportunity to revise the system to focus on measurable job performance	- Risk of demotivating employees if the system is not perceived as transparent or fair
- Enhance fairness in promotions and increments	- High turnover if employees feel undervalued or misunderstood

Conclusion:

The case highlights the challenges in performance appraisal systems where subjective criteria (like community activity and potential for development) can conflict with employees' expectations of fairness, especially when linked to critical outcomes like pay raises and promotions. In conclusion, Rahim Limited's annual performance appraisal system, while designed to assess a broad range of employee qualities, has raised significant concerns regarding its fairness and relevance, particularly for supervisors and executives. The inclusion of subjective criteria such as community activity and potential for development led to lower performance scores for some employees, which in turn impacted their pay raises and promotions. This sparked dissatisfaction, especially among higher-level staff, who felt that such criteria were irrelevant to their actual job performance. The case underscores the importance of aligning performance appraisal systems with clear, measurable job-related outcomes, particularly for senior roles, where employees may value more direct performance indicators tied to their core responsibilities. As the managing director considers the next steps, it is crucial to find a balance between recognizing employees' broader contributions and ensuring that appraisal criteria are both relevant and fair. Moving forward, Rahim Limited could benefit from revising the system to prioritize key performance indicators (KPIs) directly tied to job performance while offering opportunities for personal development without affecting salary progression. This approach would likely foster greater employee satisfaction, transparency, and motivation, contributing to a more harmonious work environment.

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RECLAIMING MARKET LEADERSHIP: SAMSUNG'S STRATEGY FOR CUSTOMER RETENTION CASE STUDY

M. Riaz Ahamed and S Sumiya
MEASI Institute of Management, Ch-14
Corresponding author E-mail: riaz.ahmed@measiim.edu.in, sumiya.s@measiim.edu.in

Synopsis:

Samsung, a former leader in the smartphone market, faced significant challenges in maintaining customer loyalty as competitors began to offer more innovative features and applications. This shift in the competitive landscape led to a growing trend of customer switching, with many users seeking more advanced or feature-rich alternatives. In response to this decline in loyalty, Samsung's marketing team developed and implemented a series of strategies aimed at enhancing customer value and reigniting interest in the brand. One of the key initiatives was the introduction of a unique "application contest," designed to encourage both existing and potential customers to engage more deeply with the Samsung ecosystem. The contest rewarded customers who downloaded the most applications from Samsung's app store with the opportunity to win a new Samsung smartphone. This innovative approach not only incentivized customers to explore and use more of Samsung's products and services, but it also helped to drive customer retention by rewarding loyalty and engagement. Additionally, by integrating unique features into their smartphones, Samsung aimed to differentiate itself from competitors and provide added value to its users. The combination of these efforts allowed Samsung to strengthen its relationship with current customers while attracting new ones, ultimately revitalizing its position in the market. Through these strategic moves, Samsung sought to not only recover its lost market share but also create a more loyal customer base, ensuring long-term success in an increasingly competitive market. The case highlights the importance of adapting to market shifts and leveraging customer engagement strategies to maintain a strong brand presence.

Learning Objectives

Understand the challenges of maintaining market leadership in a competitive industry.

- Analyze the role of customer value creation in retaining customers and acquiring new ones.
- Explore innovative marketing strategies to address customer brand switching.
- Evaluate the effectiveness of customer engagement campaigns in a competitive market.

Discussion Questions

1. What were the primary reasons for Samsung's customers switching to other brands?

2. How effective were Samsung's strategies in addressing customer brand switching?
3. What additional measures could Samsung implement to sustain customer loyalty?
4. How can Samsung differentiate its offerings to stand out in a competitive smartphone market?
5. What metrics should Samsung track to measure the success of its retention strategies?

Teaching Plan and Objectives

Activity	Instructional Strategy	Duration (Minutes)
Q1: Class Discussion	Discuss reasons for customer brand switching and how Samsung identified them.	45 minutes
Q2: Group Discussion	Groups analyze the effectiveness of Samsung's application contest and value addition.	45 minutes
Q3: Group Discussion	Groups propose additional strategies for customer retention and differentiation.	45 minutes

Roadmap for the Discussion

1. **Introduction (10 minutes):** Overview of Samsung's market position and challenges.
2. **Problem Identification (15 minutes):** Discuss the root causes of customer switching.
3. **Analysis of Strategies (20 minutes):** Evaluate the effectiveness of the application contest and other measures.
4. **Proposed Solutions (25 minutes):** Explore additional strategies for customer retention and competitive differentiation.
5. **Measuring Success (10 minutes):** Identify key performance indicators (KPIs) to track the success of implemented strategies.

SWOT Analysis

Strengths	**Weaknesses**
Established brand with a loyal customer base.	Decline in customer loyalty due to lack of unique features.
Strong R&D capabilities for feature enhancement.	Reliance on marketing campaigns for customer retention.
Opportunities	**Threats**
Expanding customer engagement through innovative campaigns.	Increasing competition with feature-rich alternatives.
Leveraging technology to create differentiated products.	Erosion of market share due to faster innovation by competitors.

Conclusion:

Samsung's strategic response to the decline in customer loyalty and market leadership highlights the critical importance of innovation, customer engagement, and brand differentiation in a highly competitive industry. By launching the "application contest," Samsung not only incentivized existing users to explore and engage more deeply with its ecosystem, but also attracted new customers by offering valuable rewards. This initiative, combined with the integration of unique features in its smartphones, allowed Samsung to offer enhanced value and differentiate itself from its competitors. The case underscores how effectively leveraging customer engagement strategies can contribute to both customer retention and acquisition, which are essential for regaining market leadership. Through these initiatives, Samsung was able to restore customer confidence and reinforce its brand loyalty, ensuring a more sustainable competitive advantage. The success of these efforts emphasizes the importance of adapting to market changes and continuously innovating to meet customer needs in a fast-evolving technology sector.

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Beyond Boundaries: Research in Humanities, Social Sciences, Commerce and Management Volume II (ISBN: 978-93-95847-81-0)

About Editors

Dr. Deepa Rani, a distinguished academic, holds a Bachelor's Degree from the University of Delhi, a Master's Degree from DAV Girls College, KUK, and a Ph.D. in English Literature from Gurukul Kangri University. She is an Assistant Professor at Maharishi Markandeshwar (Deemed to be University). She cleared one of the prestigious exams NET in 2019. She has extensive experience in teaching and research, with a prolific record of publications in esteemed journals and presentations at international conferences. As an editor for "Beyond Boundaries: Research in Humanities, Social Sciences Commerce and Management," Dr. Rani will bring her deep expertise and passion for interdisciplinary scholarship to the journal. Her commitment to academic excellence and her proficiency in English literature will greatly contribute to the journal's goal of broadening the scope of humanities and social sciences research.

Dr. L. Thirupathi is currently working as an Assistant Professor in the Department of Political Science, Government City College(A) Hyderabad, Telangana, State. He is a post-graduate in Political Science and Ph.D. in Political Science from Osmania University Hyderabad. He has qualified UGC NET thrice in Political Science. He has been award with the State Best Teacher by Govt. of Telangana and MRP award by ICSSR in the academic year 2023-24. He has contributed 14 book chapters and published more than 28 Articles in reputed National & International Journals. He has presented research papers at National and International conferences/workshops held in different Universities and colleges in India. He also contributed 08 edited books and 14 book chapters on various topics.He is serving as a Teacher and has 12 years and 06 months of experience teaching in Government Degree colleges at both undergraduate and postgraduate levels (2 years). His research interest is the Panchayati Raj System, Indian Constitution, Western and Indian political thought, comparative political studies and international relations. He had worked as coordinator IQAC as well as Coordinator NAAC. He also acted as a Judge for the District level "Youth Parliament at Jangaon. His Student Study Project got a Second Prize and Appreciation Certificate from the Commissionerate of Collegiate Education Government of Telangana for Outstanding Role as a Supervisor for Jignasa -State Level Student Study Project (2019-20) in Telangana State.

Dr. Archna Tanwar is an accomplished Assistant Professor of English with a Ph.D. in English Literature from Gurukul Kangri University, Haridwar. Her research interests encompass contemporary retellings of Indian epics, focusing on figures like Sita, Ram, and Ravana in modern literature. She has published several papers in esteemed journals, including UGC CARE listed journals, and presented at numerous international conferences. Dr. Tanwar is a qualified NTA UGC NET scholar and has earned multiple state eligibility tests certifications. She is known for her dynamic teaching methods, inspiring students in both online and offline settings, and her contributions to literature and education.

Roopal Gangwar is a distinguished graduate in Biotechnology with honors and holds an MBA in Operations. Since 2022, she has been an integral part of the College of Agribusiness Management, G.B Pant University of Agriculture & Technology, Pantnagar, Uttarakhand; where her dedication and passion for her goals have been evident in her numerous achievements. Demonstrating her academic prowess, Roopal has successfully cracked the UGC NET examination three times, showcasing her expertise and commitment to her field. Recently, Roopal expanded her professional horizons by completing an internship in France under the DEFIAA program. This international experience has enriched her perspective and provided her with valuable insights into global agribusiness practices. Currently, Roopal holds the esteemed position of Junior Research Fellow at the College of Agribusiness Management, Govind Ballabh Pant University of Agriculture & Technology, Pantnagar, India, where she works under the esteemed guidance of Dean Dr. R.S. Jadoun. In this role, she continues to make significant contributions to the field, consistently working on various research papers and publications. Her relentless pursuit of knowledge and excellence positions her as a rising star in the agribusiness sector, and her work is poised to make a lasting impact on the industry.

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ISBN 978-93-95847-81-0

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