

ISSN: 2349 - 0217

CARMEL BLAZE

A JOURNAL OF MULTIDISCIPLINARY RESEARCH



CARMEL COLLEGE (AUTONOMOUS)
MALA - 680732

Volume 15

Issue 1

July 2023

CARMEL BLAZE

A JOURNAL OF MULTIDISCIPLINARY RESEARCH

Carmel Blaze, a research journal published biannually by Carmel College (Autonomous), Mala invites research and review articles on any discipline before 30th December. The article will be peer reviewed by expert committee members in respective fields and the acceptance will be intimated to the first author. No part of this publication may be reproduced without first seeking the written permission from the publisher.

Subscription Details:

Those who want to subscribe to the journal can contact the Chief Editor, Carmel Blaze in the following address. Annual subscription rate –Rs. 300

*The Editor
Carmel Blaze
Carmel College (Autonomous)
Mala-680732
Thrissur (Dt), Kerala
Phone: 0480-2890247, Fax: 0480-2890247
E-mail: research@carmelcollegemala.ac.in*

CARMEL BLAZE

A JOURNAL OF MULTIDISCIPLINARY RESEARCH

VOLUME 15

ISSUE 1

JULY 2023



CARMEL COLLEGE (AUTONOMOUS)
MALA

CARMEL BLAZE

Managing Editor:

Dr. Sr. Kochuthressia K, P

Principial

Carmel College (Auonomous), Mala

Editorial Board:

- *Dr. Vidya Francis*
- *Dr. Sandhya P. A*
- *Dr. Jismy Joseph*

Advisory Committee:

- *Dr. Justin Kombarakkaran, New Mexicon Tech , U S A.*
- *Prof. Dr. N. Prasantha Kumar, Sree Sankaracharya Universisty of Sanskrit, Kalady.*
- *Dr. Prem Prabhakaran Department of Advanced Matrials And chemical Engineering Hannam Universisty*
- *Dr. Jossy George, Principal, Christ Institute of Management, Pune.*
- *Prof. A. Satheesh, Head, Department of History, University of Kerala,*
- *Dr. A. Shaji, Faculty Member, Department of History, School of Distance Education, Universisty of Kerala*
- *Dr. P. Renjini, Asst. Prof., Department of History, Nirmala College, Coimbatore, Tamil Nadu.*
- *Dr. Anoop Anand, DRDO, Pune.*
- *Dr Sara Neena T.T (Retd.), Head, Department of Sociology Vimala College Thrissur*
- *Rev. Dr. Saju Vadakkumpadan CMI , Student Adviser and Spiritual Director, Campbllsville University, Campbllsville, KY42718, USA*

Review committee

1. *Dr. Andria Gonsalaz*
Department of Sociology,
Head & Associate Professor
Esthapana College, USA
E mail: andriag2002@gmail.com
2. *Dr. Dorothy Davis* Associate
Professor of Education Campbellsville
, University Campbellsville KY42718, USA
E mail: dldavis@campbellsville.edu
3. *Dr. Maya M*
Assistant Professor,
Department of Sociology and Social Work,
CHRIST (Deemed to be University) Bangalore
E mail: maya.m@christuniversity.in
4. *Dr. Shackira AM,*
Assistant Professor,
Department of Botany,
Sir Sayed College,
Taliparamba, Kannur
E Mail: shackiramajeed@gmail.com
5. *Lekshmi V Nair*
Associate Professor and Head,
Department of Humanities,
Indian institute of Spaces Science and Technology
E mail: ivnair@iist.ac.in
6. *Dr. Saju M.I*
Assistant Professor
Department of Mathematics
St. Thomas College, Thrissur
E mail: sajumambilly@gmail.com
7. *Dr. Lishamol Thomas*
Assistant Professor and Research Guide, De-
partment of Statistics
Devamatha college, Kuravilangad
E mail id: lishatomy@gmail.com
8. *Dr. Anamika Chakraborty*
Assistant Professor and HOD
Department of English
Srikrishna College, West Bengal
E mail: anaamika1975@yahoo.in
9. *Dr. Anitha P.*
Assistant Professor
Department of Mathematics
B.J.M Govt. College, Chavara, Kollam
E mail id: anitabenson321@gmail.com
10. *Dr. Jenish Paul*
Assistant Professor and Research
Guide, Department of Chemistry,
Union Christian College, Aluva
E mail id: jenishpaul@uccollege.edu.in
11. *Midhun Dominic C D*
Assistant Professor,
Department of Chemistry,
Sacred Heart College, Thevara
E mail id: midhundominic@shcollege.ac.in
12. *Dr. Jayalatha Gopalakrishnan*
Associate Professor,
Dept. of Polymer Science & Rubber
Technology, CUSAT
E mail id: gjayalatha@gmail.com
13. *Dr. Anil Kumar P*
Asst. Professor & Head
Department of Political Science
PM Govt. College, Chalakudy, Potta
E mail id: anilsopanam@gmail.com
14. *Dr. Dimpi Divakaran*
Director General,
Institute of Parliamentary Affairs
Thiruvananthapuram
E mail id: dimprvd@gmail.com

15. Dr Sabu Thomas
Assistant Professor,
Department of Political Science,
Government Brennan College, Thalassery,
email id: sabu6655@gmail.com

17. Dr Madhusoodanan Karthia N. V
Assistant Professor
P G Department of Commerce
Panampilly Memorial Govt. College
email id: madhunjaloor@gmail.com

19. Dr. Tessa Paul P.
Professor (Rtd),
Dept. of Botany,
Christ College (Autonomous),
Irinjalakuda, Kerala, India
Mail id: tessyjohnt@gmail.com

21. Dr. Annam Sini A P
Assistant Professor,
Department of Malayalam,
Little Flower College,
Guruvayoor, Thrissur
Email: annamsini@littleflowercollege.edu.in

23. Dr. Mr. Sudheep Elayidom
Associate Professor,
Division of Computer Science & Engineering,
School of Engineering, CUSAT, Ekm.
email id: sudheepelayidom@gmail.com

25. Deepa K, G
Asst. Professor,
Department of Physics
Kerala University
email id: deepa@keralauniversity.ac.in

27. Dr. Ram Binod Ray
Assistant Professor,
Department of Hindi and Comparative
Literature,
Central University of Kerala,
email id: rambinodraycuk@gmail.com

16. Dr Vineeth K. M
Assistant Professor,
P G Department of Commerce
Government College, Tripunithura
email id: vineethmenon@gmail.com

18. Dr. Manju Madhavan
Assistant Professor,
Department of Botany,
Vimala College (Autonomous) Thrissur
manjumadhavan@vimalacollege.edu.in

20. Dr. Jency K A
Assistant Professor,
Department of Malayalam,
St. Josephs College (Autonomous)
Irinjalakuda, Thrissur
Email: jencypaul81@gmail.com

22. Dr. Binsu C Koor
Professor, School of Engineering
Cochin University of Science and Technology
Kochi - 682022, Kerala, India
Email Id: binsu@cusat.ac.in

24. Shinta. G. Nellai
Assistant Professor,
Department of Malayalam,
Prajyothimikethan College
Pudukkad, Thrissur
Email: shintageorge@gmail.com

26. Dr. Jeeja Tharakan
Assistant Professor,
Dept. of Zoology,
St. Aloysius College, Elthuruth
E mail: jeejatharakan@gmail.com

28. Dr. J ohns Naduvathi
Department of Physics
St. Thomas Autonomous College,
Thrissur
email id: johnsnaduvathi@gmail.com

29. Dr. Priya
Associate Professor,
PG Department of Hindi and Research
Government Arts and Science College,
Meenchanda, Kozhikode
email id: priyaradhan1972@gmail.com

30. Dr. Shibi Chembra
Assistant Professor ,
Department of Hindi,
University of Calicut,
Malappuram
email id: shibichembra@gmail.com

31. Dr. Preetha Raj D.
Assistant Professor
Department of History
S.N.College
Chempazhanthi, Thiruvananthapuram
E-mail: preetharajd@gmail.com

32. Dr. Bindhu K Ravi
Assistant Professor & Head
Department of History,
JHMS&B NSS College for Women
Niramankara, Thiruvananthapuram.
email id: ravisivan35@gmail.com

33. Dr. Jeevamol Joy
Assistant Professor
Sri C Achutha Menon Government College,
Thrissur
email id: jeeva.loy@gmail.com

34. Dr. V. S. Prasanth
Assistant Professor,
Department of History,
Lakshimpuram College of Arts and Science,
Neyyur, Kanyakumari
email id: siniprasanth4@gmail.com

35. Dr. N. Umadevi
Associate Professor
BSMED
Bharathiar University
Coimbatore
email id: umadevi@buc.edu.in

36. Dr. C.G. Shyamala
Assistant Professor and Research Guide
PG Department of English and
Research Centre for Comparative Studies,
Mercy College, Palakkad, Kerala
E mail: cgsm2007@gmail.com

37. Dr. Jumi Kalita
Assistant Professor
Department of English
Kamrup College, Chamata,
Nalbari District, Assam- 781306
E mail: jumikalita1982@gmail.com

From the desk of the Chief Editor

Dear Authors and Readers,

It is with great pleasure that I announce the release of Volume 15, Issue 1 of our esteemed journal, the Carmel Blaze. As the Chief Editor, I am thrilled to present yet another collection of peer-reviewed articles that span a diverse array of disciplines. This volume stands as a testament to the dedication and expertise of our distinguished faculty members, whose groundbreaking research has illuminated topics of profound contemporary significance.

In an era characterized by an evolving landscape in academia, where educators and scholars are championing a New Education Policy fostering interdisciplinary and multidisciplinary education, our journal stands at the forefront of this paradigm shift. Through its pages, we embrace the ethos of both teaching and learning, intertwining these with the pursuit of cutting-edge research. We recognize that it is through this dynamic fusion that an educator remains truly abreast of the ever-changing currents in knowledge.

Traditionally, the sanctuaries of learning were confined to the noble art of teaching. Yet, it is the scholarly endeavors of our faculty members that elevate these institutions into veritable Centers of Excellence. Their innovative ideas not only propel their personal growth but also catalyze the advancement of their respective departments, thus weaving an intricate tapestry that threads through the entire institute's progress.

I extend my heartfelt gratitude to our diligent reviewers, whose meticulous assessment has been instrumental in maintaining the impeccable standards of our journal. Their commitment to nurturing the spirit of inquiry is commendable and deeply valued.

Equally, my appreciation extends to the authors whose invaluable research contributions have paved the way for the successful publication of this volume.

As we move forward, I encourage all stakeholders of this academic community to continue their unwavering support. Your involvement remains the cornerstone of our success. Your insights, discoveries, and collaborations fuel the very essence of the Carmel Blaze. Together, we shall continue to illuminate the path of knowledge and inspire future generations of researchers, educators, and learners.

With anticipation and gratitude,

Chief Editor

Multidisciplinary Journal Carmel Blaze

CONTENTS

1. **A Study on Artificial Intelligence in E- Commerce 01**
Divya Chandran
2. **Corporate Social Responsibility of Educational Institutions : A
New Paradigm of the Globalized ERA13**
Aswin K
3. **Financial Empowerment of Rural Entrepreneurs in Kerala
through Pradhan Mantri Mudra Yojana23**
Kalanjali Deayanam
4. **Recent Trends in E-Learning: A Review.....35**
Lakshmi Anand
5. **ലത്തൻബത്തരിയിലെ ലുത്തിനിയകൾ - ഒരു സാംസ്കാരിക വിശകലനം48**
മെറിൻ പ്രമാൻസിസ്
6. **Impact of Racial Stereotypes Portrayed in Select Popular
Malayalam Cinema.....55**
Keerthy Sophiya Ponnachan
7. **ആലാഹയുടെ പെൺമക്കളിലെ നാടോടി സംസ്കാരജ്വലിക.....72**
രാജേഷ്വരി പി. കെ
8. **The Queer and the Complex Dimension of the Personal/Political:
A Study of Hansal Mehta’s ALIGARH83**
Linda P. Joseph
9. **Realignment of Learner-Centric Environment in Higher Educa-
tion Institutions with the Principles of NEP 2020.....94**
Sheena Sarah Winny
10. **Synthesis and Characterization of Thin Films of CTS
Using Silar Technique.....106**
Maya Mathew, Chaithanya K., Arya P.U.

A STUDY ON ARTIFICIAL INTELLIGENCE IN E-COMMERCE

Divya Chandran

*Assistant. Professor, Department of Vocational Studies
Carmel College (Autonomous) Mala*

Received: 27 December 2022; Accepted: 09 July 2023; Published: 31 July 2023

Abstract

AI has a significant impact on the E-Commerce sector's ability to offer improved consumer experiences and creative solutions. One of the most notable ways artificial intelligence is used in E-Commerce is through product suggestions, tailored shopping experiences, virtual assistants, chatbots, and voice search. To better understand their customers, generate new leads, and improve the customer experience, many E-Commerce companies are already utilizing AI in some way. For merchants, E-Commerce industries have opened up new possibilities. The surge in sales for retailers has also never been so great. This study analyses the current state of the use of AI technology in the field of E-Commerce, briefly summarised the situation and future prospects of E- Commerce, and risks involved.

Key words: Artificial Intelligence, Machine Learning, Future prospects, Risks.

Introduction

E-commerce, often known as electronic commerce, refers to the purchasing and selling of products, services, and items over the internet. E-commerce is sometimes referred to as internet commerce or electronic

trade. These services are delivered online via a network of computers. Data, money, and fund transfers are also regarded as e-commerce.

Being conscious of the fact that developments in E-Commerce are revolutionizing the world of online buying and making brick-and-mortar stores a thing of the past. Businesses eagerly anticipate developing strategies to improve client satisfaction and satisfy the growing desire for expansion.

Artificial intelligence is the most significant technical advancement transforming E-Commerce for the better (AI). Retailers may more effectively use information, promote items, and target customer demands thanks to the automation trend.

The first image that springs to mind when we hear the phrase "artificial intelligence (AI)" is a bizarre plot device that is frequently used in science fiction books and films. The idea of algorithms and learning technologies, which serve as the basis for automation and much more, are central to AI when it comes to the E-Commerce sector.

Objectives of the Study

- To know e-commerce's state as it stands today
- To examine the effect of artificial intelligence in e commerce

Scope of the Study

The purpose of the study is to determine how artificial intelligence is affecting e-commerce. A diligent attempt has been made to cover every area of the study. Analysis of artificial intelligence's present impact on e-commerce has been carried out for this goal.

The objective of this study is to analyze artificial intelligence in e-commerce. Both primary and secondary data have been extracted from the data. Questionnaires were employed as the research tool in this study. It was developed with the study's effects in consideration. Data is used using the basic percentage method. Convenience sampling is used to choose the sampling unit for the study. The study's chosen research methodology is the convenient research. 25 respondents made up the study's sample size.

Primary Data

Questions and interviews were used to gather primary data by visiting the industrial premises and various departments within it. Primary data are those that are collected fresh and for the first time and are thus unique in character. Both the questionnaire method and the interview method were used to get it from the industrial workers.

Secondary Data

It is gathered from the company's internal records, including library records, trade publications, various training programs that have already been held, and their responses, etc. The officials of the factory's pursued department also conduct it. Many periodicals, tools, and other references were also very significant in this study. Secondary data offers a better perspective on the issue.

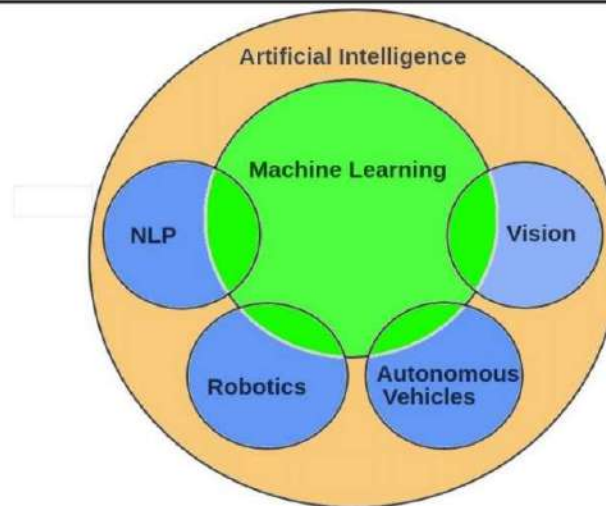
Review of Literature

1.1 Meaning of Artificial Intelligence

A subfield of computer science called artificial intelligence (AI), also referred to as machine intelligence, focuses on creating and controlling machinery that can learn to make decisions and take actions independently on behalf of a human. Artificial intelligence is a topic that, in its most basic form, combines computer science and substantial datasets to facilitate problem-solving. Additionally, it includes the branches of artificial intelligence known as deep learning and machine learning, which are commonly addressed together. These fields use AI algorithms to build expert systems that make predictions or categorize information based on incoming data. Artificial intelligence's potential applications have been studied in a variety of fields, including business, manufacturing, education, marketing, and financial management.

Artificial intelligence is considered to be a new interdisciplinary technological science that develops theoretical methods, technologies, and applications for the simulation and expansion of human intelligence. The application of artificial intelligence has been examined in sectors such as health care, business, education, manufacturing, marketing, and financial management

Artificial intelligence systems should be able to communicate in plain language, process information for storing and presenting, automatically reason from stored data to answer questions and reach new conclusions, and learn from new situations and patterns of behaviour through machine learning.



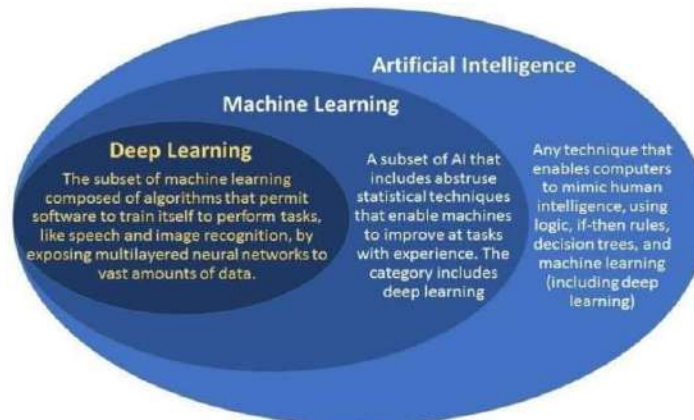
1.2 Artificial Intelligence and Machine Learning

The ability of a computer system to imitate human cognitive processes like learning and problem-solving is known as artificial intelligence. A computer system can replicate human reasoning to learn from new knowledge and make judgments through artificial intelligence (AI).

An application of AI is machine learning. It is the technique of applying mathematical representations of data to aid a computer in learning without being explicitly instructed. This makes it possible for a computer system to keep picking up new skills and getting better as it goes along.

Artificial intelligence (AI) is a tool that "intelligent" computers use to think and act independently. A computer system's intelligence is built through machine learning. Use of a neural network, which is a collection of algorithms designed after the human brain, is one method for teaching a computer to imitate human reasoning. With the aid of deep learning, the neural network aids the computer system in achieving AI. Because of their

tight relationship, the debate over AI vs. machine learning is actually a discussion of how the two technologies interact.



Artificial Intelligence use in E-Commerce

All facets of our existence are being invaded by AI. Artificial intelligence is now practically ubiquitous, from the growing number of self-checkout cash registers to airport security checks. According to a Gartner analysis, businesses supporting AI have grown by 270% over the past four years. However, there are still a lot of myths around everything AI-related. For instance, despite AI being a field of study that is about 70 years old, many people still believe it to be relatively recent.

AI is becoming a significant component of the corporate sector as many brick-and-mortar companies want to enter the E-Commerce space. It's enhancing interaction and engagement with digital touch points as well. Incorporating AI into your E-Commerce website can increase sales while also enhancing productivity and efficiency.

There are many variations of artificial intelligence. Search engines, image analysis software, virtual assistants, and speech and facial

recognition systems are all examples of artificial intelligence in software.

Innovative solutions and improved consumer experiences are greatly aided by AI in the E-Commerce sector. The most notable applications of AI in E-Commerce include product suggestions, customized shopping experiences, virtual assistants, chatbots, and voice search.

Voice Commerce and Virtual Assistant

In order to comprehend consumer inquiries and provide the appropriate support, chatbots known as E-Commerce virtual assistants (VAs) use technology for language processing and machine learning. All of us have experience using Apple's Siri, Google Assistant, and Alexa. Due to their availability around-the-clock and ability to address inquiries with ease, virtual assistants are preferred by E-Commerce enterprises. The scalability of a business is also improved, which is significant. Researching products, creating listings, and managing inventory are just a few of the activities that virtual assistants may handle. Virtual assistants (VAs) offer customers quick, simple access to information.

Smart search

To find products on an e-commerce website, many users use the search bar. Finding the actual desired item is the largest challenge here, and it should go without saying that these clients are most likely to make a buy compared to those who are just "window shopping". Many people frequently fail to find what they're looking for, even after using pertinent keywords.

Smart search, which combines merchandising and search, is also known as "searchandizing." It combines online search methods with

Carmel Blaze

merchandising strategies. Searchandizing combines cutting- edge capabilities with traditional search methods, such as faceted search, navigation, auto complete, recommended product listings, recent searches, and many others. Utilizing behavioural data, E-Commerce platforms leverage image annotation to provide individualized, user-friendly, and practical search experiences.

Personalization

Customizing the buying experience to each customer's unique needs, wants, preferences, and tastes is known as personalization in the E-Commerce sector. For instance, they could display recently viewed items, carry out an automatic tailored email campaign, or make a list of specifically chosenthings.

Personalization was a part of the E-Commerce industry before the implementation of AI. However, now, computers can now crunch big bytes of data that enable optimization and real-timeanalytics. E-Commerce stores have hundreds of thousands of products and, correspondingly, many, many customers regularly.

Software or an algorithm can quickly analyze the data on the spot and fetch trends in customer behavior. With personalized product recommendations, E-Commerce stores can benefit from customers' inclination to impulse buy. You can also cross-sell or up sell products by recommending different products to the customers at the checkout depending on their preferred brands and categories.

Automation

Online shops are now accessible 24/7 on a variety of channels. Most of the time, automation is necessary for this. Merchants can save time,

ISSN: 2349-0217

energy, and operating capital by automating customer care. When it comes to automation, AI may be a huge assistance to owners of E-Commerce businesses.

An E-Commerce company may manage and carry out all repetitive operations with automation, and the workflow on the front and back ends is made simpler. With the help of artificial intelligence (AI), E-Commerce companies can automate everything from promoting new products across numerous channels to synchronising sales, spotting high-risk transactions, giving loyal consumers discounts, etc. Additionally, giving automated chatbots the responsibility of responding to common inquiries frees up E-Commerce business owners to concentrate on trickier inquiries.

Remarketing to potential prospects

Remarketing is more akin to reminding the target market about an E-Commerce business's brand and its products. Retargeting tries to connect with consumers who are already your clients or website visitors. These clients may have previously made a purchase from you or they may have abandoned their shopping cart before making a purchase.

An E-Commerce company can determine each customer's behavioural pattern using AI computer vision by analyzing sales data and the most popular products that are seen or bought. Later, you can utilize this information to entice them back to your E-Commerce website. Here, push notifications are the most effective remarketing tactic. There is little chance that clients will become irritated by these messages because they are brief and basic. Personalized push alerts that enable direct connection are another tool available to e-Commerce businesses.

Businesses employ AI in their remarketing strategies as a practical and affordable tactic. Remarketing puts your company at the top of the customer's list of priorities. Your name will therefore be one of the first to appear when they shop online the following time.

Future of E-Commerce with AI

AI is constantly shifting the E-Commerce sector. It now affects how an E-Commerce store promotes and offers products to clients. AI is enhancing the online shopping experience for both customers and businesses by providing a highly personalized purchasing experience with the aid of virtual buying assistants.

In order to interact, divide, and retarget their customers, E-Commerce companies can use the technology's advanced methods to analyze huge data and discover client behaviour. The success of an online business is largely dependent on its ability to deliver a highly tailored client experience. Artificial intelligence (AI) programmes may recognize and analyze customer data to estimate future spending trends and provide product suggestions based on the consumers' browsing habits.

Artificial intelligence has a promising future in e-commerce. AI is expected to have a significant positive impact on the retail sector. The global artificial intelligence in e-commerce business is booming; with a thousand-fold increase in overall revenue anticipated between 2022 and 2030.

Risks and limitations of artificial Intelligence in E-Commerce

The lack of technical people with the requisite expertise and training to efficiently deploy and manage AI technologies is another major barrier

to AI adoption. According to research, there is a shortage of experienced data scientists as well as other specialized data workers proficient in machine learning, building strong models, etc.

Another important factor in choosing AI technologies is the price. Businesses that lack in-house expertise or are unaccustomed to AI frequently have to outsource, which presents problems with cost and upkeep. Smart technologies can be expensive due to their complexity, and you may also incur additional fees for continuous maintenance and repairs. The cost of computing for developing data models, etc.

Software programmes must be updated frequently in order to react to the shifting business environment, and in the event of a breakdown, there is a risk of losing critical code or data. This usually requires extensive effort and money to restore. With AI, this risk is comparable to that of normal software development, though. These dangers can be reduced if the system is well-designed and individuals purchasing AI are aware of their needs and available solutions.

References

- George Luger, *Artificial Intelligence: Structures and Strategies for Complex Problem Solving*, Fourth Edition Addison-Wesley, 2002 -- *Introduction to Artificial Intelligence*, fourth edition.
- Nils J. Nilsson, *Artificial Intelligence: A New Synthesis*, Morgan Kaufmann Publishers, 1998 -- introductory textbook on artificial intelligence.
- Stuart Russell and Peter Norvig, *Artificial Intelligence: A Modern Approach*, Second Edition, Prentice-Hall, 2003 -- the leading introductory textbook in the field.

- Peter Norvig, AI on the Web, <http://aima.cs.berkeley.edu/ai.html>
-- a list of over 800 links on various aspects of artificial intelligence.
- Khrais L (2020) Role of artificial intelligence in shaping consumer demand in e-commerce.
- Future Internet 12(12)
- Delina R, Vajda V (2006) Theory and practice of electronic commerce. Grafotlač, Prešov
- Hagberg J, Sundstrom M, Egels-Zandén N (2016) The digitalization of retailing: an exploratory
Frame work. Int J Retail Distrib Manage 44:694–712
- Menaka B, Seethal K (2018) Recent trends in E-commerce. Shanlax Int J Commerce 6(1):40–44
- Ullman L (2013) Effortless e-commerce with PHP and MySQL. New Riders, San Francisco
- Swathi B, Babu SS, Ayyavaraiah M (2019) Artificial intelligence: characteristics, subfields, techniques and future predictions. J Mech Continua Math Sci 14(6):127–135
- Shankar V (2018) How artificial intelligence (AI) is reshaping retailing. J Retail 94(4):6–11
- Loureiro SMC, Guerreiro J, Tussyadiah I (2021) Artificial intelligence in business: state of the art and future research agenda. J Bus Res 129:911–92

**CORPORATE SOCIAL RESPONSIBILITY OF EDUCATIONAL
INSTITUTIONS: A NEW PARADIGM OF THE GLOBALIZED
ERA**

Aswin K

*Ph.D. Research Scholar, Department of Business Administration &
Management, Faculty of Fisheries Management
Kerala University of Fisheries and Ocean Studies (KUFOS), Kochi*

Received: 30 June 2023; Accepted: 28 July 2023; Published: 31 July 2023

Abstract

Corporate Social Responsibility is one of the profound and propagated aspect of routine functioning in any organization today. As per the amendment of the Companies' Act in 2013 called for the compulsory adherence of CSR activities as to tax clearance is vital for a firm. This has been identified as a measure to gauge the responsibility of the company towards the surrounding society onto all living and non-living strata. All the corporate firms falling under the ambit of the Companies' Act follows the same. CSR framework is identified as a key factor in sustaining and surviving for their positions in the competitive marketplace today. This article/ paper emphasizes the impetus in the conduction of CSR activities of educational institutions and its relevance as to a new paradigm in the globalized era and also a periscopic view to this societal & vital approach.

Keywords: - CSR, Globalization, Society, Responsibility & Educational Institutions.

Introduction

LPG Policy – Liberalization, Privatization and Globalization Policy has brought in many changes to the economic fabric of India and hence it's very popular with the name “New Economic Reforms/ Policies” of the Government of India. A globalized economy along with the partnership of privatization has brought in enormous changes to the overall economy within which the transformation of academia is phenomenal and worth notable. Privatization of higher education institutions in these days are solid illustrations of the aforementioned transformation. Adaptability of business-like approaches have reached to its paramount level of significance where it emphasizes the struggle for survival and sustenance in the competitive marketplace which is prevalent these days. A strategic CSR framework is thus identified as a valid solution towards the questions raised as a part of the survival/ sustenance, as the case may be. These elements altogether constitutes the significant role of CSR activities in MNCs which is vital when dealing with international business and trade. The competition prevalent in the current marketplace paves a plethora of rethinking and materializing the dreams of the society around them. As the foremost values of education are imparting environmental, social and ethical responsibilities and values, the added value of the educational institutions taking up CSR activities is beyond compare and worth remarkable too.

CSR – A Bird's Eye view on to the Indian Context

The New Economic Policy (NEP) of the Government of India has brought in phenomenal changes which opened a gateway of opportunities in enhancing trade and business links with different parts of the world.

This has compelled many of the companies to base their operations in India with either their production/ office operations are based from India. This has brought the economic fabric of the nation into a paradigm shift with which it had adequately catered the public and private sectors alike. The paradigm shift from the earlier LPQ – Licensing, Permitting and Quota system has facilitated easy and better relationship building with various giants from different trades and nations. The change has brought in enormous competition from within and outside as to the extent of freed policies amiable for any trade(s). CSR, as a base of emphasis in the current day age back to the Thirukkural which is very famous which enumerated the acts of an entity towards the world around. Putting forward community interests and likings were to be fostered than to the company's own requirements. It underlines the betterment of the society as a key exponent towards the growth and prosperity of the organization. A value system inculcating the niche of the environmental, social and ethical has catapulted many organizations today.

Globalization: Impact on CSR

Globalization as such is not home to plentiful opportunities in expansion and overall development, moreover it's a home to unprecedented challenges which may be foreseen or unforeseen in nature. The adaptability to these challenges calls for another challenge with many of the MNCs. The challenges may be at the global level, industrial level and at the operational level etc. CSR is just a key determinant which is a most sought after and dealt with aspect in many MNCs today. The corporates especially multinational corporations considers the vital aspect of disseminating the moral/ ethical, social values etc. when on employing

Carmel Blaze

their operations under the spectrum of international business. The place of CSR is very remarkable as to the formulation of key business strategies and decisions which directly determines the sustenance/ survival of the organization, especially in India.

Globalization, in this regard promotes the outreach of CSR all through the world which collectively attempts for a swift revival of the lost environmental lacunae around. CSR calls for a vital implication which positions the brand in a safe pole or which may be posed in a threat-rich position, if the social responsibility/ accountability part is not considered vital for the brand to sustain.

Global Trends in CSR

Critical Issues: The main role of a corporate is value creation. Value creation may be enumerated as to:-

1. Job creation
2. Products and services
3. Innovation
4. Taxes
5. Contribution to community.

The critical issues discussed above constitutes to the main role of a corporate's responsibility which may even be called as Value Creation.

Job creation as such to any organization is vital and it is these human resources who plan, execute and implement the other facets of value creation. Hence, the role played is essentially a value creation as well. Products and services generate a value which is both in monetary and moral aspects.

Ex: - An educational movie creates a value both in monetary as well as moral respects. Morals are not worth buyable by payment but the same regard may be put under the tag of value creation.

3I – Innovation, Intelligence and Inclusion are the three key elements which any organization currently looks for. Innovation, among others holds a better position. An unmatched innovation is the outcome of the employment of intelligence which makes inclusion furthermore easier.

Taxes also plays an impeccable role in this regard.

Contribution to community is the sole aim of any CSR activity thus initiated by any corporate. This is upheld and hence this appears to be critical/ complex, it holds a position as to the most inevitable aspect.

Complex Issues: The definition of CSR varies according to geographical and cultural backdrops and to time, industry and corporate culture.

An Indian firm imbibes its own value base as to the conduction of CSR activities and is clear with the fact cited above. Stakeholders from an array of industries clearly define the risks within, bottom lines and the modus operandi leading to the conversion of corporate philosophies into action. It is with this conversion, the philosophies are turned out to be philanthropic visions which drives the organization to burgeon and excel in the competitive galaxy these days.

A Kaleidoscopic View on the Indian CSR Expenditure of 2021-22 FY

According to the National CSR Portal of Ministry of Corporate Affairs, Government of India, a greater exponent of expenditure is found in CSR Spending both from the Public and Private Companies. Following

Carmel Blaze

table indicates the excerpts (consolidated and customized specifically to the sector) from the latest data published by MCA, GoI for 2021-22 FY.

Parameter / Dimension	Public Sector Undertaking	Corporate Company
Total CSR Expenditure	₹. 4313.46 Cr (17%)	₹. 21619.34 Cr (83%)
Total Companies	313	18310
Total Sectors	14	14
Rank of Education Sector*	2	2
Total Contribution to Education Sector*	₹. 977.66 Cr	₹. 7404.32 Cr
Top Player and Contribution	ONGC Limited (₹. 436.19 Cr)	Reliance Industries Limited (₹. 812.33 Cr)

Table 1: Insights from National CSR Portal - MCA, GoI (Secondary Data)

***Education Sector is an amalgamation of contribution to Differently-abled and Livelihood apart from the standalone Education as per the National CSR Portal – MCA, GoI.*

Developing Educational Leaders

Educational institutions these days have undergone phenomenal changes in terms of the organizational structure/ hierarchy. The supreme-led system of leadership has changed which brought a new paradigm of collective leadership towards attainment and achievement of

organizational goals and targets. The people-led or the peer-led groups have won much of acclaim in today's organizational context. The position with which the educational institutions behold in this aspect is very much at impetus. This ever-evolving aspect of the leadership shift has materialized many unthinkable and unexplored vistas to be functional to the realm of real-time.

The rapid shift from the Great Man Theory of early 1900s have been reframed by the current leadership scholars with a better dimension pertinent to the globalized era.

The position/ designation based leadership has swept across to more on competence and acumen based with which calls as the need of the hour and the century. The environment cannot as such be altered by the top chairs, the adequate contributions from other levels are again an important one. The top level can be a visionary in devising better of strategies, decision making and forward planning to drive organizational excellence. But it is through the other levels, these visions are transformed into workable and achievable missions. The vision enlightens the aspect of lateral development as to people of various organizations work towards collective development which may drive to a different route of triumphs for self, the firm and the society at large.

Suggestion Gamut: Road to Improvement of CSR in Education: A Perisopic View

Education is the Backbone of any economy. Today, we live in a very dynamic space of excessive competition and exemplary competency. Further this necessitates the prevalence of education in transformation of the entire landscape of our nation. Initiatives to manage this change of the

governments at all levels, from education to skilling and vice-versa is the thrust of our country.

Certain aspects that needs predominant consideration (though many initiatives were spearheaded in this area) are as below:

- A. Any progressive action should undergo and undertake a people-centric approach. It should be aptly and amply backed by ecological, economic and educational paradigms.
- B. Education to be promulgated as the only medium of transacting and exchanging culture and values among the mankind.
- C. Development of skills should be kept in the parlance of equality that is offered in the dimension of education as a whole.
- D. Attempts to be made in order to supply trained and efficient manpower to the talent pool of the teaching fraternity. The noble mission of education and skilling as the case may be achieved only through the trained human resource.
- E. A Curriculum Framework should encompass a component of Rural Immersion whereby the learners are exposed to the real face of the society in this ever-changing developmental phase.
- F. “Think Global: Act Local” Ideology to be imbibed in the educational and skilling interventions as to imprint the value of the resources we have within, before one set out.
- G. Commitment to the Nation-building is the core of everything that you do, be it in educational or CSR perspectives. Essentially, your commitment may act as a Building Block with which the nation progresses to the level next position.

Conclusion

Globalization has brought formidable challenges and prosperous opportunities which acted as a catalyst to the economy of the Indian subcontinent as such. The disparity in terms of income/ wages, gender discrimination are some of the moral issues which are being dealt under the purview of the CSR generally. The aspect of ethical issues are taken at face value as it is this ethics which positions a company/ a firm to a better height. The environmental issues as to the different types of pollution, health issues, global warming and overuse of plastic are some issues which welcomes the attention of the empaneled CSR consortium of any firm to act better, amiable and commendable to and for the society in its big picture. The global perception into the take of every multinational corporate is taken as to the value based formulation of corporate decisions and bias-free decisions. Good governance as such remains and reminds the steady adherence and articulation of all the facets of this multifarious responsible scheme.

CSR may also be expanded as “Churner of Societal Revival” as it churns the axle of societal revival with the adequate amalgamation of values and ethics which forms the base for all.

References

- Singh, A., & Kaushik, T. (2018). Corporate Social Responsibility and Its Impact on the Indian education sector. CHITKARA: Journal of Issues and Ideas in Education.
- Deshmukh, P. (2017). Corporate Social Responsibility and Education Sector. International Journal of Management.

- Gulavani, S., Nayak, N., & Nayak, M. (2016). CSR in Higher Education. *Journal of Business and Management*, 37-39.
- Demb, A. & Neubauber, F.F. (1992a&b), "The Corporate Board: Confronting the Paradoxes", OUP, Oxford.
- Downs, A. (1967), *Inside Bureaucracy*, Little Brown & Co., Boston.
- www.csr.gov.in
- www.mca.gov.in
- www.iica.nic.in
- www.icsi.edu/csr
- www.indiacsr.in

FINANCIAL EMPOWERMENT OF RURAL ENTREPRENEURS IN KERALA THROUGH PRADHAN MANTRI MUDRA YOJANA

Kalanjali Deayanam

*Assistant Professor, Department of Management,
University Institute of Technology, Adoor, Kerala*

Received: 30 June 2023; Accepted: 28 July 2023; Published: 31 July 2023

Abstract

Financial empowerment is the empowerment or ability of a person to access and handle finance for various purposes including investment in the business. This study aims to find out the influence of financial support scheme like Pradhan Mantri Mudra Yojana on the financial empowerment of rural entrepreneurs in Kerala. PMMY is a flagship scheme introduced by central Government to provide financial assistance to the micro and small enterprises in our country. Financial empowerment through the scheme is measured through the variables viz. Factors compelled to obtain Mudra loan to start enterprise, Factors influenced to participate in Mudra loan, Awareness about PMMY, Operational details of PMMY, Approach of Loaner financial institution, Monetary mechanism for the utilisation and repayment of the loan fund

Key Words: Rural entrepreneurship, Pradhan Mantri Mudra Yojana, Financial empowerment

Introduction

The micro, small and medium enterprises and the entrepreneurial initiatives play an alternative role for the growth and development of such

Carmel Blaze

economies. Entrepreneurship helps in the process of economic growth and development by creating both direct and indirect employment (Miller, 1983). There are so many financial institutions including commercial and development banks have been extending financial support to micro, small and medium industries in rural areas as a part of Government policy since the bank nationalisation in 1969 ((Brown and Eisenhardt, 1998). So many entrepreneurship supporting institutions are operating in India to support rural entrepreneurs. The Government of India has implemented many entrepreneurship developments Schemes to support Micro Small Medium Enterprises including start-ups over the past decade through this institutional framework and the majority of the schemes are performing well. The most recent and popular schemes among them are Pradhan Manti Mudra Yojana,

The Government of India has launched Pradhan Mantri Mudra Yojana (PMMY) on 8th April 2015 under the Ministry of Finance to provide formal access of financial facility to Non-Corporate Small Business Sector. It is only a refinance agency for member lending institutions and not a direct lending financial institution to micro and small entrepreneurs. MUDRA provides refinance support to its intermediaries viz. Banks, Micro Finance Institutions and NBFCs, who are in the business of lending for income-generating activities in the non-farm sector in manufacturing, processing, trading or service sector and who in turn will finance the beneficiaries (Mudra, 2018). The study aims to find out whether the rural entrepreneurs have achieved financial empowerment through the scheme.

Review of Literature.

Reid (1996) indicated that Micro small enterprises find difficulties in getting loans from banks due to the required documents and conditions which include financial reports, ID cards, detailed project reports family cards. In the initial stage, many enterprises cannot meet these criteria due to their inadequate information about documentation. Micro and small entrepreneurs' conditions are worse due to inadequate finance and inability to repay loans.

Fielden *et al.* (2000) found that 75 per cent of the world's Micro Small Enterprises worry about how to do bookkeeping; 67 per cent of MSEs faces difficulties in obtaining enough capital, and 56 per cent state they do not have a guaranteed income. These enterprises are not financially empowered due to varied reasons

Zamperi (2012) found some difficulties faced by micro and small enterprises in getting financial assistance from the financial institution and government schemes. Other bottlenecks which vary based on the nature of activity run by the enterprises were a bureaucratic delay, lack of training, unpleasant business environment.

Mahadevappa (2014) studied the relationship between institutional finance and entrepreneurship development and causality between the former and latter. The study pointed out that there is a positive relationship between economic development and entrepreneurship development. The study explained the role of institutional finance in entrepreneurial development and revealed that institution finance has a long-term relationship with employment, net and gross fixed capital. But there was

no stability in this relation. The study established a cause-and-effect relationship between institutional finance and entrepreneurship development.

Bhustali(2018) evaluated the role of Government Institutions, Non-government Organizations and financial institutions in developing entrepreneurship and problems faced by entrepreneurs in running enterprises by taking 400 entrepreneurs as samples. The study revealed that government organizations, non-government organization and financial institutions are actively participating in developing entrepreneurship in the study area and the major challenges faced by entrepreneurs were financial, infrastructural, marketing, manufacturing, training and personal.

Shailendra Kumar Gupta (2022) analysed the Financial Performance of MUDRA Yojna for the time period of 2015-2019. The study results that MUDRA loans have made a positive impact on the bottom-line of MSMEs, but the values of loans sanctioned and disbursed are insufficient to meet their business needs. The study also pointed out that after the implementation of Pradhan Mantri Mudra Yojana, families across the India have seen improved lifestyles as they are now able to deliver quality education to their children and are creating large number of employment opportunities for others as well.

Umila Bharti and Manisha Verma (2023) analysed the crucial role of Pradhan Mantra Mudra Yojana scheme in providing funding to unfunded segments. The study concluded that the scheme was successful in mitigating the impact of covid pandemic and has served the unserved and underserved segment of the Indian society efficiently. But the needs

and requirements of the micro borrowers have been modified in this dynamic environment, so the strategies of the scheme should be modified.

Objectives

1. To examine the influence of Pradhan Mantri Mudra Yojana on the financial empowerment of rural entrepreneurs.
2. To assess the level of financial empowerment of rural beneficiaries of Pradhan Mantri Mudra Yojana.

Hypothesis

H₁: The PMMY scheme provides financial empowerment to the rural entrepreneurs in Kerala.

Methodology

Multi stage random sampling technique has been used for the collection of primary data. Samples were collected from 400 respondents from 3 districts of Kerala. Data analysis was done using Statistical Package for Social Science version. The statistical tools used are Mean, Median, SD, One Sample Wilcoxon Signed Rank Test, Fried Man Test.

Analysis and Discussions**Table 1. Financial Empowerment through PMMY**

Sl. No	Variables	Percentage stated high positive rating	Mean	S. D	Median
1	Factors compelled to obtain Mudra loan	75.0	4.51	0.67	4.86
2	Factors influencing Participation in Mudra Scheme	82.51	4.70	0.58	5.00
3	Awareness about PMMY	80.0	4.65	0.60	4.75
4	Operational Details of PMMY	64.2	3.83	0.83	3.63
5	Approach of Loaner Financial Institutions	56.0	3.65	0.58	3.75
6	Monitory mechanism for the utilisation of loan fund	51.0	3.16	0.41	3.25
	Financial Empowerment through PMMY	68.1	4.08	0.48	4.11

Source: Primary Data

Table 1 shows the overall score of the percentage and mean score analysis. As shown by the table all the six variables such as Factors compelled to obtain Mudra Loan, Factors influencing Participation in Mudra Scheme, Awareness about PMMY, Operational Details of PMMY, Approach of Loaner Financial Institutions and Monitory mechanism for the utilisation of Loan fund have been rated with a high score by the majority of 68.1 per cent of the loanee beneficiaries of the Mudra scheme. The result is reiterated by the overall mean score obtained for the six variables with a value of 4.08 which well above the statistical mean of 3. So, the mean value also established that the respondent of the

study has given a high rating on the variables and their financial empowerment through the scheme is rated as high.

Testing of Hypothesis (H1)

H₁: The PMMY scheme imparts financial empowerment to the rural entrepreneurs in Kerala.

Table 8. Summary Statistics of the Dimensions of Financial Empowerment of the Rural Entrepreneurs in Kerala

Sl. No.	Dimensions of Financial Empowerment	Mean	S.D.	Skewness	Kurtosis	Median	N	Cronbach's Alpha (α)	Financial Empowerment Index (%)	One-Sample Wilcoxon Signed Rank Test Results*	
										Z-Statistic	p-value
1	Factors compelled to obtain Mudra loan	4.51	0.67	-2.59	9.35	4.86	450	.820	90.3	17.51	<.001
2	Factors influencing participation in Mudra scheme	4.70	0.58	-4.38	23.45	5.00	450	.847	94.0	18.06	<.001
3	Awareness about PMMY	4.65	0.60	-3.87	19.22	4.75	450	.871	93.0	17.90	<.001
4	Operational details of PMMY	3.83	0.83	-0.20	0.26	3.63	450	.929	76.6	15.29	<.001
5	Approach of Loaner Financial Institutions	3.65	0.58	-1.20	4.39	3.75	450	.744	73.1	15.00	<.001
6	Monitory mechanism to ensure the utilisation and repayment of Loan fund	3.16	0.41	-2.67	10.04	3.25	450	.519	63.2	11.66	<.001
	Financial Empowerment	4.08	0.48	-4.29	24.19	4.11	450	.941	81.5	17.25	<.001

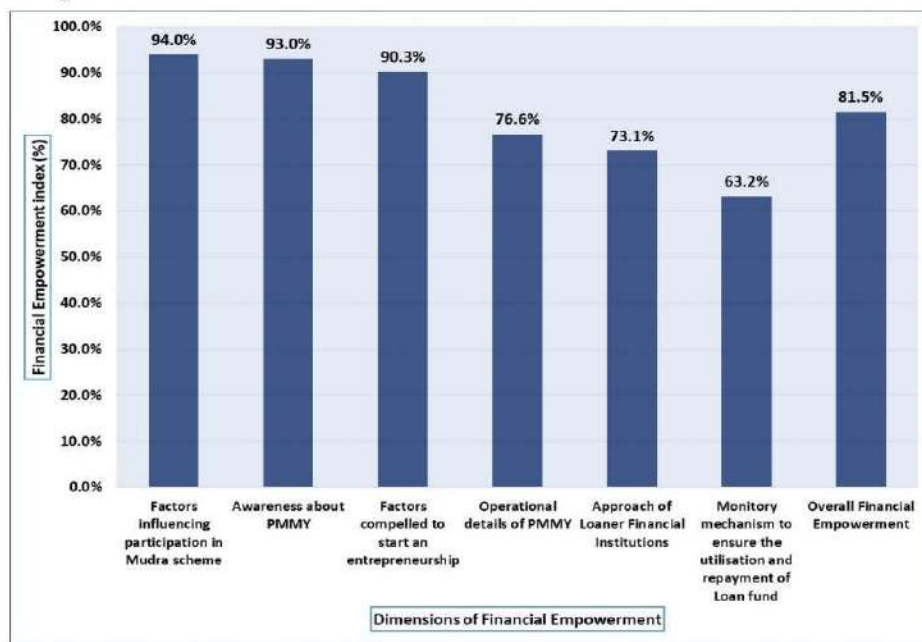
Note: *Hypothesised median = 3

Source: Primary Data

Carmel Blaze

The exploratory data analysis results for the financial empowerment constructs and its six constructs listed in Table 2 showed non-normality in the distribution of all the seven constructs, therefore, a non-parametric approach was followed for the analysis of these constructs. The sample data analysis showed that median of the financial empowerment construct and all its components were higher than 3. A one-sample Wilcoxon signed rank test was performed to test whether the population median of these variables was significantly different from 3, the value at the centre point of the scale. The test results reported in Table 2 clearly show that the population median value was significantly different from 3, therefore, it can be inferred that the financial empowerment of the rural entrepreneurs in Kerala was significantly higher than the moderate level. It lends empirical support to our hypothesis that PMMY imparts financial empowerment to the rural entrepreneurs in Kerala.

Figure 6.11 Dimensions of Financial Empowerment of the Rural Entrepreneurs in Kerala



A Friedman test was conducted to determine whether intensity of different dimensions of the financial empowerment of entrepreneurs were different in the population. The test results showed that there was a statistically significant difference in the intensity of different dimensions of the financial empowerment of entrepreneurs in Kerala, $\chi^2(5) = 1250.93, p < .001$. The result is exhibited in Table 6.28.

Table 6.28. Friedman Test Results

Sl. No.	Dimensions of Financial Empowerment	Mean Rank	Friedman Test Statistics	
1	Factors influencing participation in Mudra scheme	4.75	χ^2	1250.925
2	Awareness about PMMY	4.55		
3	Factors compelled to take Mudra Loan to start entrepreneurship	4.65	df	5
4	Operational Details of PMMY	3.08	p - value	<.001
5	Approach of Loaner Financial Institutions	2.52		
6	Monitory mechanism to ensure the utilisation and repayment of Loan fund	1.45	N	450

Source: Primary Data.

Findings

The six factors of dimension of financial empowerment such as Factors compelled to take Mudra Loan to start an enterprise, Factors influencing participation in Mudra scheme, Awareness about PMMY, Operational Details of PMMY, Approach of Loaner Financial Institutions, Monitory mechanism to ensure the utilisation and repayment of Loan fund shows the mean value of 4.51 and median value of 4.86 , mean value of 4.70 and median value of 5.00, mean value of 4.65 and median value of 4.75 , mean value of 3.83 and median value of 3.63, mean value of 3.65

Carmel Blaze

and median value of 3.75, mean value of 3.16 and median value of 3.25 respectively. The result is reiterated by the overall mean score obtained for the six variables with a value of 4.08 and a median value of 4.11 which well above the statistical median value of 3. That is, more than half of the beneficiaries of the scheme has opined a positive higher rating on the operationalities of the scheme through these variables. That means operationalities of the scheme shows strong influence on participants of the scheme and it is evident in terms of mean and median value that the financial empowerment of the rural entrepreneurs in Kerala was significantly higher than the moderate level. It lends empirical support to our hypothesis that PMMY provides financial empowerment to the rural entrepreneurs in Kerala.

Conclusion

Pradhan Mantri Mudra Yojana is a financial support scheme to provide credit to micro and small entrepreneurs of our country. Loans under the scheme have made a positive impact on the micro and small industries .Since its inception, year by year the value of disbursal has been showing a tremendous increase with regard to the amount of loan sanctioned and distributed to the beneficiaries .In that context, the present study assumes greater importance because it aimed to examine the level of financial empowerment of rural beneficiaries of the scheme in Kerala. Level of financial empowerment means how far the operationalities of the scheme influenced rural beneficiaries of the scheme. The main objective of the study was to assess the level of financial empowerment of rural entrepreneurs of PMMY. Financial empowerment has been assessed through six factors related to the modus operandi of the scheme and the

result has shown a high rating in this regard. The financial empowerments of rural entrepreneurs are found to be high based on the result of the assessment. So it is concluded that majority of rural beneficiaries of the scheme in Kerala are more financially empowered.

References

- Annual Report MUDRA 2018, Micro Units Development and Refinance Agency Ltd. Accessed from www.mudra.org.in
- Brown, S. L., and Eisenhardt, K. M. (1998), *Competing on the edge: Strategy as structured chaos*, Boston, MA: Harvard Business Press.
- Iranna S. Bhustali(2018) *Entrepreneurship Development in Vijayapura District*, Karnatak University, Dharwad.
- Mahadevappa M.M (2014) *An Economic Analysis of Institutional Finance and Entrepreneurial Development: With Special Reference to Mysore District*, University of Mysore, Mysore
- Manish Agarwal (2017), “Pradhan Mantri Mudra Yojana: A critical review”, *Parikalpana - KIIT Journal of Management*, V.13, pp. 97-106
- Miller, D. (1983), “The correlates of entrepreneurship in three types of firms”, *Management Science*, Vol. 29, No. 7, pp. 770-791.
- Reid, G.C. (1996), “Mature micro-firms and their experience of funding shortages”, *Small Business Economics*, Vol. 8 No. 1, pp. 27-37

- Shailendra Kumar Gupta (2022) Research Report on Financial Performance of MUDRA Yojana for the time period of 2015-2019, Asian Journal of Management, Volume - 13, Issue- 3,
- Sumit Kumar Gupta, Kedar Nath Matho, Niraj Dhar Dubey (2017), “Role of MUDRA Yojana in Promotion of Financial Inclusion in Jharkhand”. *International Journal of Trend in Scientific Research and Development*. Vol.1, I.6, pp.172-185.
- Syed Zamberi Ahmad (2012), “Micro, small and medium-sized enterprises development in the Kingdom of Saudi Arabia”, World Journal of Entrepreneurship, Management and Sustainable Development Vol. 8 No. 4, pp. 217-232.
- Umila Bharti and Manisha Verma (2023) Pradhan Mantri Mudra Yojana: Transforming India by ‘Funding the Unfunded’, Journal of Business Management and Information Systems, Volume-10 | Issue-1

RECENT TRENDS IN E-LEARNING: A REVIEW***Lakshmi Anand****Assistant Professor, Dept. of Software Development
Carmel College (Autonomous), Mala*Received: 29 December 2022; Accepted: 12 July 2023; Published: 31 July 2023

Abstract

This paper examines the various technologies that can be used to facilitate teaching and learning within e-Learning systems. The importance of these technologies for education educators and system developers is clear. It is essential to identify the most appropriate e-learning technologies that meet the personal requirements in teaching and provide the best learning opportunities for students. Given the current situation in which educational systems are facing immediate demands from the Covid-19 pandemic, classroom based education practices are being replaced by remote activities. Trends are emerging in the development of many of the available technologies which can be framed in web environments and Virtual Reality amongst other emerging technologies. Therefore, the decision to use a specific technology must be backed by solid research and strong evidence. This paper reviews many of these e-Learning systems technologies and provides information on their use, opportunities, and trends in development.

Keywords: e-Learning, e-Learning technologies, virtual reality, remote activities, e-learning systems

Introduction

Since the phrase was originally used in the late 1990s by Gerhard and Mayr [1], there have been numerous definitions of e-Learning. The definition of e-learning according to [2] is "all electronically aided learning and teaching activities that are procedural in character and seek to conduct the construction of knowledge with reference to individual experience, practice, and knowledge of the learner. Systems for information and communication, whether or not they are networked, that are specifically designed to implement the learning process.

Students and teachers must be knowledgeable about and comfortable using the tools that are available to them. While initially not thought of as teaching tools, such as Facebook, they are increasingly present in the teaching and learning environments as the availability of technology to educators continues to rise quickly. There are rising demands that educators possess advanced technological skills and a broad knowledge of a variety of technologies. Teachers are under growing strain as a result of these demands [3].

E-Technologies and Resources

Some of the most popular technologies and resources utilized by teachers and students when implementing e-Learning systems are:

A. Tools for evaluation

The questionnaire and survey tools, e- Examinations, and those for visualization and development of activities, whose conception and design was focused to encourage student learning and allow a better understanding of student behavior in teaching environments, are among the formative and summative evaluation tools used in higher education.

The surveys or online questions are created as a testing tool or as a teaching tool with built-in automatic feedback.

Both web-based survey tools and LMSs can be used to create surveys. According to Angus and Watson [4], using these online tools helps students study more.

With the increasing use of online exams (e-Examinations), efforts are being made to move from multiple choice questions to more advanced software tools, such as question banks and random test generators. There are also many visualization tools that allow teachers to better understand students' cognitive levels and how students can progress through learning concepts and material. These tools are not focused on student assessment, but rather provide a means to understand student behavior patterns, which allows for better assessment processes.

B. Asynchronous Communication

E-mail is a widely used asynchronous communication tool for one to one or one-to-any online communication in educational settings. E-mail can transmit files such as text, graphics and other multimedia content with or in messages. E-mail's strengths include its immediacy, ability to connect and remain connected, ease of use, and flexibility. However, these strengths can also be seen as weaknesses, as they create an expectation that the educator is always connected and reachable. Other weaknesses for Koehler and Mishra [5] are the high rate of misunderstandings due to the lack of nonverbal triggers (e.g., tone of voice, mood), the need to define and enforce limits and labels, and the need to maintain social distance (e.g. in correspondence with distance students developing courses in a different language).

C. Synchronous communication

Synchronous communication is the most technically compatible mode of communication, the closest to face to face communication, and it has the immediacy that asynchronous communication lacks. It can be text-based or audio-based, and it can include video, multimedia and the ability to use documents and the desktop. It can be done through chat rooms, instant messaging or video conferencing, which are commonly used in education. After the Covid 19 pandemic, many educational organizations had to initiate distance education activities around the world, which led to the need for synchronous tools to enable communication in an environment where government organizations dictated measures to maintain social distance because face to face education is not possible at the moment. Many LMS include small group video conferences, Webinars, professional development for teachers, virtual assistants as online facilitators, among other resources.

D. Digital Repositories

These technologies classify the many different content management systems (CMS) and the search engines (SERPs) that index them. Typical higher education digital repositories include online bibliographic databases (OBD) which provide abstracts and indexing of worldwide scientific and technical documents in wide-ranging disciplines. Today, there are over 100 BOD's, including Web of Science (Web of Science), Scopus (Web of Knowledge), PubMed (Mediaplex), IEEE Xplore (Google Scholar), etc., which are easily accessible through institutional libraries. Research of hybrid applications of e-Learning uses the technology of harvesting Pedagogical (PG) Agents, e.g., the architecture proposed by[6], which provide students with agents that

automate the information in these contexts.

Another form of digital repository is learning repository, which is created from a combination of internal and external resources, enabling academics to acquire and share these resources. An e-Portfolio, on the other hand, is a kind of digital repository that focuses on an individual's collection of artifacts and facilitates the collection, sharing, and presentation of learning outcomes and other professional accomplishments through a digital medium. Today, e-Portfolios are being used in innovative ways in domains that connect education to the domain of planning, professional development and are even being used as resources for summative evaluation within the educational process, as well as integrated learning at work (IKEA). In this context, it is important to emphasize the importance of having a shared framework of content requirements and technical environments.

E. Podcasts and streaming

Podcasts are audio or video files used as educational resources in this case. They can be produced and made available for download from the internet to a computer/mobile device that is able to play MP3/MP4 files on request. An alternative to podcasts is streaming files. Streaming files contain data sent in a compressed format and are played at the destination in real time. These media are being used in educational activities, particularly in distance learning. Podcasts have even been used in prestigious universities all over the world that now distribute their lectures via services that include them. The use of podcasts created by teachers and students in Learning Management Systems (LMS) has been extensively researched and according to Hew the most common use is the delivery of lectures and additional recordings.

Some Current and Future Trends in the Development of E-Learning Systems

A. Semantic Web Technologies (SWT) and Ontologies in the design and development of e-Learning systems

E-Learning integration with the semantic web has led to some significant findings [7] in e-Learning research, highlighting the synergy between SWT and educational theories and practices for the development of e-learning technologies that incorporate and use theories of teaching / learning, which support the education process more effectively. E-learning environments use media as tools for improved communication and interaction with learners. The studies [8], [9] and [10] in relation to ontologies and semantic Web in e-learning are notable for the use and governance of ontologies for their capacity for sharing and reuse, and are essential for facilitating semantic interoperability. The scope of the research was broad, probably due to the large number of technologies involved, which are increasingly important for the design and development of pedagogy applications. Other studies have focused on interoperability and annotation, as well as on reuse and intelligent/ adaptive systems, which allow for the integration of various systems and learning through SWT.

B. Hybrid e-Learning Systems

A pedagogical agent, are intelligent agents with a pedagogical agenda [11] and are referred to characters generated by computational resources, to be used in educational environments, with the purpose of performing pedagogical activities. A pedagogical agent is an anthropomorphic virtual character [12], used in an online learning

environment for educational purposes and to serve as a learning support tool, providing help and guidance, demonstrating principles, procedures and examples to assist students in understanding, processing and storing knowledge and information, so that they can learn at any time and in any place. From the e-learning point of view, there are two types of agents that are of special interest to researchers [13]: harvesters and pedagogues. Harvesting agents collect learning material from heterogeneous online repositories. The central properties of the agent technology (e.g., parallel and distributed execution, mobility and communication between agents) can bring significant benefits to the harvesting process.

C. Collaborative E-Learning

Computer-supported Collaborative Learning (CSCL) was first studied in the early 90s and centered on how computers could help groups of students improve their Learning [14] by creating small groups learning communities. This paradigm is based on social constructivism theories [15]. In a CSCL setting, students learn in groups through interactions between which they are able to: formulate questions, explain and justify their opinions, explain their reasoning, and present before their peers [16]. The primary form of collaboration in a CSCL setting is the support based on networks, such as: Video conferencing email chat social networks forums 3D environments collaborative virtual environments (CVE): immersive simulators virtual learning environments serious games 3D virtual worlds

Nowadays, there are interesting CSCL implementations in tutoring systems that demonstrate the advantages of student interaction during problem solving, such as [17]. They argue that in a situation where there is an increase in student numbers and a decrease in teacher growth rate,

educational challenges arise because there is not enough support for students in eLearning activities. They propose collaborative learning as the solution to this problem, in a collaborative e-Learning model using cloud computing, having developed a prototype whose empirical evaluations demonstrated the effectiveness of their proposed approach.

D. VR and AR in e-Learning environments

According to [33], the three main characteristics of VR are: Sensory immersion: where the user is able to look around, usually with the help of an immersion helmet; Interactive simulation: consisting of a simulation in the sense that it recreates a virtual world; Digital simulation: where the physical objects are only represented as digital representations in a computer; Implicit interaction: giving the user some degree of control over their experiences, usually through the use of sensors and/or input devices like joysticks/keyboards.

In [18], design a prototype virtual laboratory dedicated to dimensional and geometrical metrology, with traditional simulated measuring equipment (caliper, micrometer etc.) and coordinate measuring equipment. Measurement simulation can be performed in a 3D space, based on part models with dimensions, orientations, positions and shapes (shape mask model), and on measuring equipment models with measurement uncertainties (measuring device models).

E. Remote Labs

Laboratories were originally designed to perform research and create knowledge. They were introduced into the student curriculum at the end of the 19th century in the US [19]. They are considered to be absolutely necessary in engineering education because the theoretical

knowledge presented to students in class is adequately matched with practical experiences through laboratory experiments. The term “remote laboratory” refers to laboratory experiments that can be performed remotely from a remote location. This offers many advantages in educational settings as compared to a traditional laboratory. Remote Labs and Virtual Reality are often discussed as tools in the educational environment [20]. They provide a practical and motivating way to teach students and are thus an interesting subject for scientific research.

Conclusions and Recommendations

A Review of Recent Research and Development in e-Learning Systems, E-Technologies and Development Trends in These Promising Areas of Research and Development A period in which there were many innovations and changes in various aspects such as technological and methodological, which became another component of a much more complex technological ecosystem based on interoperable services that meet the needs of institutions and individuals A Comprehensive Review of Emerging Research and Development Issues in e-Learning, Focusing on the factors that influence these trends Teachers and students are confronted with a huge amount of material to study and research, and in many cases they don't know how to filter it which discourages them from interacting with the system. Some e-Technologies, particularly the adaptive e-Learning, can be useful because it acts as the personal tutor for them, and in this case there are many challenges related to the proper methods and strategies.

Finally, this paper, which is based on a short review of the e-Learning & e-Technology systems, enabled us to focus on some technical and operational aspects that can contribute to the design, design and

development of these systems, which will certainly support the work of students and teachers.

References

- J. Gerhard and P. Mayr, “Competing in the e-learning environment strategies for universities,” in *Proceedings of the Annual Hawaii International Conference on System Sciences*, 2002, pp. 3270–3279, doi: 10.1109/HICSS.2002.994405.
- D. Tavangarian, M. E. Leypold, K. Nölting, M. Röser, and D. Voigt, “Is e-Learning the Solution for Individual Learning?” *Electronic Journal of e-Learning*, vol. 2, no. 2, pp. 273–280, 2004.
- K. Orton-Johnson, “I’ve stuck to the path I’m afraid’: Exploring student non-use of blended learning,” *British Journal of Education Technology*, vol. 40, no. 5, pp. 837–847, 2009, doi: 10.1111/j.1467- 8535.2008.00860.x.
- F. J. García-Peñalvo and A. M. Pardo, “Una revisión actualizada del concepto de eLearning. Décimo Aniversario,” *Education in the Knowledge Society*, vol. 16, no. 1, p. 119, 2015, doi: 10.14201/eks2015161119144.
- H. R. Maturana and F. J. Varela, *De máquinas y seres vivos; una teoría sobre la organización biológica*. Santiago de Chile: Editorial Universitaria, 1998.
- F. J. García-Peñalvo, R. Colomo-Palacios, and M. D. Lytras, “Informal learning in work environments: Training with the Social Web in the workplace,” *Behaviour and Information Technology*, vol. 31, no. 8, pp. 753–755, 2012, doi: 10.1080/0144929X.2012.661548.

- S. D. Angus and J. Watson, “Does regular online testing enhance student learning in the numerical sciences? Robust evidence from a large data set,” *British Journal of Education Technology*, vol. 40, no. 2, pp. 255–272, 2009, doi: 10.1111/j.1467-8535.2008.00916.x.
- L. Dawley, “The tools for successful online teaching? By Lisa Dawley,” *British Journal of Education Technology*, vol. 38, no. 5, pp. 949–950, 2007, doi: 10.1111/j.1467-8535.2007.00749_8.x.
- M. J. Koehler, P. Mishra, and W. Cain, “What is Technological Pedagogical Content Knowledge (TPACK)?,” *Journal of Education*, vol. 193, no. 3, pp. 13–19, 2013, doi: 10.1177/002205741319300303.
- S. L. Huang and C. W. Yang, “Designing a semantic bliki system to support different types of knowledge and adaptive learning,” *Computers and Education*, vol. 53, no. 3, pp. 701–712, 2009, doi: 10.1016/j.compedu.2009.04.011.
- M. Rutter, “Messenger in The Barn: networking in a learning environment,” *Alt-J*, vol. 17, no. 1, pp. 33–47, 2009, doi: 10.1080/09687760802649863.
- M. Ivanovic, D. Mitrovic, Z. Budimac, L. Jerinic, and C. Badica, “HAPA: Harvester and pedagogical agents in e-learning environments,” *International Journal of Computers, Communications and Control*, vol. 10, no. 2, pp. 200–210, 2015, doi: 10.15837/ijccc.2015.2.1753.
- C. Dorninger and C. Schrack, “Future learning strategy and ePortfolios in education,” in *International Journal of Emerging*

- Technologies in Learning, vol. 3, no. 1, M. Kendall and B. Samways, Eds. Milano, Italy: Springer, 2008, pp. 11–14.
- K. F. Hew, “Use of audio podcast in K-12 and higher education: A review of research topics and methodologies,” *Educational Technology Research and Development*, vol. 57, no. 3, pp. 333–357, 2009, doi: 10.1007/s11423-008-9108-3.
 - A. Middleton, “Beyond podcasting: creative approaches to designing educational audio,” *Alt-J*, vol. 17, no. 2, pp. 143–155, 2009, doi: 10.1080/09687760903033082.
 - C. Sutton-Brady, K. M. Scott, L. Taylor, G. Carabetta, and S. Clark, “The value of using short-format podcasts to enhance learning and teaching,” *Alt-J*, vol. 17, no. 3, pp. 219–232, 2009, doi: 10.1080/09687760903247609.
 - J. Sheridan, R. Alany, and D. J. Brake, “Pharmacy students’ views and experiences of Turnitin®- An online tool for detecting academic dishonesty,” *Pharmacy Education*, vol. 5, no. 3–4, pp. 241–250, 2005, doi: 10.1080/15602210500288977.
 - C.-A. Chao, W. J. Wilhelm, and B. D. Neureuther, “A study of electronic detection and pedagogical approaches for reducing plagiarism,” *Journal of Research in Business Education*, vol. 51, no. 1, pp. 31–42, 2009.
 - S. Isotani et al., “A Semantic Web-based authoring tool to facilitate the planning of collaborative learning scenarios compliant with learning theories,” *Computers and Education*, vol. 63, pp. 267–284, 2013, doi: 10.1016/j.compedu.2012.12.009.

- L. Aroyo and D. Dicheva, “The new challenges for e-learning: The Educational Semantic Web,” *Educational Technology and Society*, vol. 7, no. 4, pp. 59–69, 2004.

ലന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ - ഒരു സാംസ്കാരിക വിശകലനം

മെറിൻ ഫ്രാൻസിസ്
അസിസ്റ്റന്റ് പ്രൊഫസർ, മലയാളവിഭാഗം
കാർമ്മൽ കോളേജ്(ഓട്ടോണമസ്), മാള

Received: 16 February 2023; Accepted: 24 July 2023; Published: 31 July 2023

പ്രബന്ധ സംഗ്രഹം

വേറിട്ട ആഖ്യാന തന്ത്രങ്ങളിലൂടെയും വ്യത്യസ്തമായ പ്രമേയ സ്വീകരണത്തിലൂടെയും ഭാഷയുടെ ശക്തമായ പ്രയോഗസാധ്യതകളെ സാഹിത്യലോകത്തിനു പരിചയപ്പെടുത്തിയ എൻ. എസ്. മാധവന്റെ ‘ലന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ’ ചരിത്രത്തോടും സംസ്കാരത്തോടും സങ്കീർണ്ണമായി സംവദിക്കുന്ന ഒരു നോവലാണ്. ലന്തൻബത്തേരി എന്ന സാങ്കല്പിക തുരുത്തിന്റെ സാംസ്കാരിക സ്വത്വമന്വേഷിക്കുന്ന കഥാഖ്യാന ശൈലികൊണ്ട് മലയാള നോവൽ ചരിത്രത്തിലെ നിർണ്ണാക ബിന്ദുവായി ഈ കൃതി മാറി. വൈദേശികാധിപത്യത്തിനു കീഴിലകപ്പെടുന്ന കോളനികളുടെ ജീവിത ചിത്രം സൂക്ഷ്മമായി വരച്ചിട്ട ഈ നോവൽ ജനതയുടെ സാംസ്കാരിക സങ്കലനങ്ങളുടെ ഗൗരവതലങ്ങളെ ഒട്ടേറെ ചർച്ചകൾക്ക് വിധേയമാക്കുന്നുണ്ട്.

താക്കോൽവാക്കുകൾ : ഡച്ചുകാർ, ലന്തൻബത്തേരി, ചവിട്ടു നാടകം, ലത്തീൻ കത്തോലിക്കർ

ദേശചരിത്രപരവും സാംസ്കാരികവുമായ കണ്ടെത്തലുകൾക്ക് വ്യക്തിനിഷ്ഠമായ സാഹിത്യപരിഭാഷ്യങ്ങൾ സൃഷ്ടിക്കപ്പെടുന്ന ഉത്തരാധുനിക സാഹിത്യാന്തരീക്ഷത്തിൽ, ഒട്ടേറെ വായനാസാധ്യത

കൾ ആസ്വാദകർക്കുമുന്നിൽ തുറന്നിട്ട നോവലാണ് ലന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ. എൻ. എസ് മാധവൻ എന്ന അതുല്യനായ സാഹിത്യപ്രതിഭയുടെ തൂലികത്തുമ്പിൽ നിന്നും മലയാളനോവൽസാഹിത്യത്തിനു ലഭിച്ച വ്യത്യസ്തമായ ഒരു രചനയാണ് ഈ നോവൽ. കോളനിവൽകൃത സമൂഹങ്ങളിലും അധിനിവേശാനന്തര സംസ്കാരങ്ങളിലും സംഭവിക്കുന്ന മാറ്റങ്ങളുടെ വ്യക്തമായ ചിത്രം ഇവിടെ കാണാം. എറണാകുളം നഗരത്തിനും കടലിനുമിടയ്ക്കുള്ള പ്രത്യേക ഭൂമിശാസ്ത്രത്തെ അടിസ്ഥാനമാക്കി, ജസീക്കയെന്ന പെൺകുട്ടിയുടെ കാഴ്ചകളിലൂടെയും കേൾവികളിലൂടെയുമാണ് കഥ പുരോഗമിയ്ക്കുന്നത്. കേരളത്തിന്റെ രാഷ്ട്രീയ- സാംസ്കാരിക ചരിത്രത്തിൽ പ്രത്യേകമായ പരാമർശം നേടിയ തുറമുഖപ്രദേശമാണ് നോവലിലെ കഥയിടം. ലന്തൻബത്തേരി എന്ന പേരാണ് ഈ സ്ഥലത്തിന് നോവലിസ്റ്റ് നൽകിയിരിക്കുന്നത്. ലോകത്തിന്റെ വിവിധ ഭാഗങ്ങളിൽ കോളനികളുണ്ടായിരുന്ന ലന്തക്കാരുടെ കീഴിലായിരുന്ന കൊച്ചിയിലെ ഭൂരിഭാഗം തുറമുഖപ്രദേശങ്ങൾ. ഡച്ച് അധിനിവേശാനന്തര കാലഘട്ടമാണ് നോവലിൽ പ്രതിപാദിക്കുന്നത് എന്നതിന്റെ സൂചനയാണ് 'ലന്തൻബത്തേരി' എന്ന സ്ഥലപേര്. അധിനിവേശത്തിലൂടെയും മറ്റും മിശ്ര സംസ്കാരം ഉടലെടുത്ത ഏതു സ്ഥലവും നോവലിലെ ഇടത്തിനു പകരം വെയ്ക്കാവുന്നതാണ്.

പോഞ്ഞിക്കര, മുളവുകാട്, ബോൾഗാട്ടി, വൈപ്പിൻ ഭാഗങ്ങളാണ് കഥയിലെ ഭൂമിശാസ്ത്രപരമായ പശ്ചാത്തലമെങ്കിലും ലന്തൻബത്തേരി എന്ന ഒറ്റപ്പെട്ട തുരുത്തായി ആ പ്രദേശങ്ങളെ മൊത്തത്തിൽ കണക്കാക്കിയിരിക്കുന്നു. ഡച്ചുകാർ കൊച്ചിയിൽ കമ്പോഞ്ഞിക്കാട് എന്ന സ്ഥലത്ത് ബംഗ്ലാവുകളും കൊട്ടാരങ്ങളും പണിയുകയും അവിടെ അഞ്ചു പീരങ്കികൾ സ്ഥാപിക്കുകയും ചെയ്തു. ഈ സ്ഥലം ഡച്ചുബാറ്ററിയാണ് അറിയപ്പെട്ടു. പിന്നീട് ലന്തൻബ

Carmel Blaze

ത്തേരിയായി അതുമാറി. ചുറ്റുമുള്ള ജലപ്പുരപ്പിലെ ഓളങ്ങളും കാറ്റും പറയുന്ന കഥകളാണ് ലന്തൻബത്തേരിക്കാരുടെ ചരിത്രബോധത്തെ രൂപപ്പെടുത്തുന്നതും വളർത്തുന്നതുമെന്ന വസ്തുത കഥാഗതിയിൽ നിന്ന് വ്യക്തമാണ്. കേരളത്തിലെ പല തീരപ്രദേശങ്ങളും സങ്കര സംസ്കാരത്തിന്റെയും സാക്ഷ്യങ്ങളാണ്. ലന്തൻബത്തേരിയും ഇതിൽനിന്നും വ്യത്യസ്തമല്ല. ലത്തീൻ കത്തോലിക്ക വിഭാഗക്കാരായ പരിവർത്തിത ക്രിസ്ത്യൻ സമൂഹത്തിന്റെ കഥ കൂടിയാണ് ഈ നോവൽ.

ഡച്ചുകാരും അതിലേറെ പോർച്ചുഗീസുകാരും കേരളത്തിലെ തുറമുഖപ്രദേശങ്ങളിൽ നടത്തിയ മതപ്രവർത്തനങ്ങളുടെ ബാക്കിപത്രമായിട്ടാണ് ലത്തീൻ ക്രിസ്ത്യാനികളുടെ ഉത്ഭവം. സ്വാഭാവികമായും, വൈദേശിക സ്വാധീനഫലമായുണ്ടായ സങ്കര - സംസ്കാരത്തിനുമകളാണ് അവർ. ഭാഷയിലും വേഷത്തിലും ജീവിതരീതികളിലും മറ്റു സാംസ്കാരിക സാഹചര്യങ്ങളിലും ഭക്ഷണക്രമത്തിൽപ്പോലും ഈ സ്വാധീനം വ്യക്തമായിക്കാണാം.

ഏറെ ശ്രദ്ധേയമായ രേഖപ്പെടുത്തലുകൾ മലയാള ഭാഷയെക്കുറിച്ച് ഈ കൃതിയിലുണ്ട്.

“മലയാളം നമ്മുടെ കടൽത്തീരം പോലെയാണ്. അവിടെ ദൂരെ നിന്നുള്ള കപ്പലുകൾ അടുത്തുകൊണ്ടിരിക്കുന്നു. പല അക്ഷരങ്ങളിലും വിദേശവാക്കുകൾ സ്വീകരിക്കാൻ വേണ്ടി മാത്രം- തുറമുഖങ്ങളെപ്പോലെ”.

(ലന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ, പുറം 98)

മലയാളഭാഷയുടെ സവിശേഷമായ ഘടനയുടെ ഒരു സൂചനയാണ് നോവലിൽ രാഘവൻമാഷ് എന്ന കഥാപാത്രം നൽകുന്നത്.

വൈദേശികാധിനിവേശങ്ങൾക്ക് അടിമപ്പെട്ട ഒരു സമൂഹം ഭാഷാപരമായി കൈമുതലാക്കിയ സങ്കരപദസമ്പത്താണ് മലയാളത്തെ ഇത്രമാത്രം സമ്പന്നമാക്കുന്നത്. ലത്തീൻഭരണത്തിൻ്റെ ഒരു തുരുത്തായതുകൊണ്ട്, അവിടെ നടക്കാവുന്ന സാംസ്കാരിക അധിനിവേശങ്ങളെക്കുറിച്ച് നോവൽ തുടർന്നു പറയുന്നു.

“നിലത്തിരുന്ന് ഊണുകഴിക്കുന്ന ഇലയ്ക്കുപകരം പറങ്കികൾ നമുക്ക് കോപ്പയും പിഞ്ഞാണവും തന്നപ്പോൾ, ഭക്ഷണമെടുത്ത് എവിടെ വേണമെങ്കിലും പോകാമെന്നായി. നിലത്തിരുന്ന നമ്മുടെ നട്ടെല്ലു നിവർത്തിയ മേശയും കസേരയും വിദേശ വാക്കുകളാണ്. അന്നു വീടുകളിൽ ജനലുകളുണ്ടായിരുന്നില്ല.... ലത്തീൻബംഗ്ലാവു കൊണ്ടു വന്നു. അതൊരു ഹിന്ദുസ്ഥാനി വാക്കാണെങ്കിലും, ബംഗ്ലാവിൽ ഒരു കുടുംബത്തിനേ താമസിക്കാൻ പറ്റുകയുള്ളൂ. അവർ തൻകാര്യം നോക്കി, മേശ, കസേര, കോപ്പ, പിഞ്ഞാണം എല്ലാമായി ജീവിച്ചു. പറങ്കി പിന്നെ വീടിനു തുറസ്സു കൊടുത്തു. വരാന്ത അവന്റെ വാക്കാണ്”. (പുറം 98)

ലത്തീൻഭരണത്തിലേ സാമൂഹികഭാഷാഘടനയെ മാത്രമല്ല, മലയാളഭാഷയെ തന്നെ അധിനിവേശം എങ്ങിനെ മാറ്റി മറിച്ചു എന്ന് ഇവിടെ സ്പഷ്ടമാണ്.

ഡച്ചുകാരും പോർച്ചുഗീസുകാരും ഒരുപോലെ, ലത്തീൻഭരണത്തിയുടെ സംസ്കാരത്തെ സ്വാധീനിച്ചിട്ടുണ്ട്. ലത്തീൻഭരണത്തിൻ്റെ എന്ന സ്ഥലനാമം തന്നെ ഡച്ച് അധിനിവേശത്തിൻ്റെ ഭാഗമാണെങ്കിൽ, തുറമുഖപ്രദേശങ്ങളിൽ പോർച്ചുഗീസുകാർക്കുണ്ടായിരുന്ന പലരീതിയിലുള്ള ഇടപെടലുകൾ ലത്തീൻഭരണത്തിയുടെ കലാജീവിതത്തെ സ്വാധീനിച്ചിട്ടുള്ളതായി, നോവലിൽ പറയുന്നു.

Carmel Blaze

പോർച്ചുഗീസ് അധിനിവേശഫലമായി കേരളത്തിലെ തുറമുഖപ്രദേശം ക്രിസ്ത്യനികൾക്കിടയിൽ രൂപം കൊണ്ട കലാരൂപം എന്ന നിലക്ക് ചവിട്ടുനാടകത്തിന് കേരളീയ കലാപാരമ്പര്യത്തിൽ ഏറെ സ്ഥാനമുണ്ട്. കോളനിവൽകരണത്തിന്റെ നന്മതിന്മകളെക്കുറിച്ചുള്ള വിവേചനങ്ങൾ ചർച്ചകൾക്ക് വഴി മാറുന്ന സന്ദർഭത്തിൽ, അധിനിവേശത്തിന്റെ നല്ല ഫലങ്ങളായി എണ്ണപ്പെടുന്നവയാണ് കലാപരമായ കുട്ടിച്ചേർക്കലുകൾ. കേരളക്രൈസ്തവർ, തനതായ ഒരു കലാപാരമ്പര്യം കാത്തുസൂക്ഷിക്കുന്നവരാണ്. വൈദേശിക സാംസ്കാരിക സങ്കലനത്തിന്റെ ഫലമായിട്ടാണ് ചവിട്ടുനാടകത്തിന്റെ തനതായ രൂപഘടനയ്ക്ക് ഇത്രയും ഗാംഭീര്യം കൈവന്നത്. വൈദേശികാധിപത്യത്തിൻ കീഴിൽ അടിമത്തമനുഭവിച്ച ജനതകൾ എപ്പോഴും സ്വന്തം സംസ്കാരത്തനിമയിലേക്ക് അന്വേഷണാത്മകമായി ആഴ്ന്നിറങ്ങുന്നവരാണ്. സ്വമതസ്ഥരുടെ ഇടയിലെങ്കിലും, നിലവിലുണ്ടായിരുന്ന സാംസ്കാരിക രൂപങ്ങളും സംവേദനരീതികളും പുനഃസ്ഥാപിക്കാനുള്ള ശ്രമങ്ങൾ അവർ നടത്തും. യൂറോപ്യൻ നവോത്ഥാനത്തെത്തുടർന്ന് കേരളത്തിലുണ്ടായ ക്രിസ്ത്യൻ മതനവീകരണപ്രസ്ഥാനത്തിന്റെ ഫലമായിരുന്നു കാറൽമാൻ ചരിതവും ബുശീന, ജനോവ നാടകങ്ങളും. കേരളത്തിൽ കൊച്ചി തുറമുഖ പ്രദേശങ്ങളിലാണ് ചവിട്ടുനാടകം വളർന്നു വികസിച്ചത്. യൂറോപ്യരുടെ കാറൽമാൻ ചരിതവും മറ്റും വിദേശാഗമനത്തോടെ, കേരള പാരമ്പര്യത്തിന്റെ ഭാഗമായി, കൊച്ചി പ്രദേശത്ത്, ലന്തൻബത്തേരിയിലാണ് ചവിട്ടുനാടകപ്രവർത്തനം ധാരാളമായി നടന്നതെന്ന് നോവലിൽ പറയുന്നു. ലന്തൻബത്തേരിക്കാരുടെ സാംസ്കാരിക പ്രതിനിധീകരണമാണ് ചവിട്ടുനാടകം. അതിന്റെ വീരചരിത്രകഥകളെ അധികരിച്ചാണ് ആ സമൂഹത്തിന്റെ കലാപാരമ്പര്യം നിലനിൽക്കുന്നത്. ചവിട്ടുനാടകം ഒരു ജനതയുടെ സ്വത്യാന്വേഷണത്തിന്റെ തെളിവാണിത്. അവർ ലപ്പോഴും ജീവിക്കുന്ന ചവിട്ടുനാടകകഥാപാത്രങ്ങളായി മാറുന്നതും

അതുകൊണ്ടാണ്. നാടകം മാത്രമല്ല, കൊച്ചിയിലേക്കു വിരുന്നുവന്ന പരിഷ്കാരങ്ങളെല്ലാം തങ്ങളുടെ സ്വത്വത്തിന്റെ ഭാഗമാണെന്ന് അവർ തിരിച്ചറിയുന്നു. ചവിട്ടു നാടകം പകൽ കളിക്കാൻ പള്ളി ആവശ്യപ്പെട്ടപ്പോൾ, രാത്രിയിൽ മാത്രമെ ഞങ്ങൾ കളിക്കൂ എന്നു നാടകക്കാർ പറയുന്നതും, അതു കാണാൻ പോകുന്നവർക്ക് പള്ളി വിലക്കുണ്ടെന്നു പറയുമ്പോൾ, ലക്ഷങ്ങൾ മരക്കുരിശ് പിടിച്ച് കുർബാന കാണുന്നതും ലന്തൻബത്തേരിക്കാരുടെ ജീവന്റെ ഭാഗമായി ചവിട്ടു നാടകം മാറിയിരിക്കുന്നതിന്റെ തെളിവുകളാണ്.

ചരിത്രം കനത്തുകിടക്കുന്ന സ്ഥലമാണ് ലന്തൻബത്തേരി എന്ന നിരൂപകമതം ഏറെ അർത്ഥവത്താണ്. വൈദേശികാധിപത്യത്തിൽ നിന്ന് മോചിതരായെങ്കിലും അധിനിവേശത്തിന്റെ ഫലമായുണ്ടായ സങ്കരസംസ്കാരത്തിന്റെ അനുകൂല പ്രതികൂല ഫലങ്ങൾ ഇന്നും ലന്തൻബത്തേരിയുടെ സാമൂഹിക - സാംസ്കാരികാന്തരീക്ഷത്തിൽ തങ്ങി നിൽക്കുന്നു. ദീപ് അഥവാ തുരുത്ത് വെള്ളത്താൽ ചുറ്റപ്പെട്ടതിനാൽ ഒറ്റപ്പെട്ട സ്ഥലമാണ്. ഒറ്റപ്പെടലല്ല, പൊതുബോധങ്ങളിൽ നിന്നും പൊതുധാര സമൂഹത്തിൽ നിന്നും ഒഴിവാക്കപ്പെട്ട തിരസ്കൃതന്റെ ദുഃഖമാണ് ലന്തൻബത്തേരി എന്ന തുരുത്ത്. ഈ അവഗണനകൾക്കിടയിലും തങ്ങൾക്കു പകർന്നു കിട്ടിയ ചില നന്മകളെ മുറുകെ പിടിക്കാൻ ഈ തുരുത്ത് എന്നും ശ്രദ്ധിച്ചിരുന്നു.

തിരസ്കൃതരുടെ ദുഃഖത്തെ സാഹിത്യത്തിലേക്ക് ആവാഹിച്ച്, ചരിത്രത്തിന്റെ പൊതുധാരയിലേയ്ക്കെത്തിക്കാനുള്ള സാമൂഹിക ഉത്തരവാദിത്തം പല നോവലിസ്റ്റുകളും ഇന്ന് ഏറ്റെടുക്കുന്നുണ്ട്. അത്തരം സാഹിത്യശ്രമങ്ങൾ ശ്രദ്ധേയമാകുന്നതിന്റെ ആസ്വാദനപരിസരവും ശക്തമായിക്കൊണ്ടിരിക്കുന്നു. നവചരിത്രവാദികൾ അവകാശപ്പെടുന്നതുപോലെ, നോവൽ ചരിത്രവും ചരിത്രം നോവലുമാകുന്ന പ്രസ്തുത അന്തരീക്ഷമാണ് 'ലന്തൻബത്തേരിയിലെ ലുത്തിനി

Carmel Blaze

യകളിലുള്ളത്. ഒന്നും സ്വന്തമായി കരുതാൻ അവകാശമില്ലാത്ത ലന്തൻബത്തേരിയിൽ ഉണ്ടാകുന്നതെല്ലാം സാംസ്കാരിക സാമൂഹികാധിനിവേശങ്ങളിലൂടെ മാത്രമാണ്. ആർക്കും എപ്പോഴും കയ്യടക്കാവുന്ന ഇത്തരം തുരുത്തുകളിലെ ജീവിതങ്ങൾക്ക് സാഹിത്യപരമോ സാംസ്കാരികമായോ ഉള്ള അടയാളപ്പെടുത്തലുകൾ അനിവാര്യമാണ്. ചരിത്രത്തിൽ ഇടം നേടാനുള്ള ബഹിഷ്കൃതന്റെ സ്വത്വസ്ഥാപനതരയാണ് ഇത്തരം അടയാളപ്പെടുത്തലുകളുടെ സ്രോതസ്. ഇവിടെ 'ലന്തൻബത്തേരി' യെന്ന തുരുത്ത് പ്രസ്തുത രേഖപ്പെടുത്തലുകളുടെ ശക്തമായ ഒരു ഭൂമികയാണ്.

സഹായകഗ്രന്ഥങ്ങൾ

1. മാധവൻ എൻ. എസ്- ലന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ ഡി. സി ബുക്ക്സ്, കോട്ടയം -2013
2. ഷാജി ജേക്കബ്ബ് - നോവൽ ചരിത്രത്തിന്റെ പാഠഭേദം, കുറുൻ ബുക്ക്സ്, തൃശ്ശൂർ- 2003

IMPACT OF RACIAL STEREOTYPES PORTRAYED IN SELECT POPULAR MALAYALAM CINEMA

Keerthy Sophiya Ponnachan

*Assistant Professor, Department of English
Carmel College (Autonomous), Mala*

Received: 5 February 2023; Accepted: 16 July 2023; Published: 31 July 2023

Race has historically been a contentious issue all around the world. Race continues to play a significant role in how individuals form identities and engage with the culture at large, shaping various structures of society including social, political, and economic. The film industry is one such structure that offers a lens through which various aspects of race can play out and be discussed. Films as a medium of representation play a huge role in defining race and racial order. Films construct images of people, places, beliefs, and ideas in the spectator. Hence it is essential to study how race is constructed in Malayalam movies as this illuminates' societal constructions of race.

The film industry of Kerala is more affluent and extremely influential than any form of art. It is a flourishing industry that produces an average of 150 films per year and has won global recognition for its artistic merits and thematic experiments. Malayalam cinema, also known as Mollywood, is a regional film industry based in the southern state of Kerala in India. The cinematic tradition in Kerala dates back to the early 1920s with the release of the first Silent film, *Vigathakumaran* (The Lost Child). Over the years, Malayalam cinema has gained recognition for its unique storytelling techniques and realistic portrayals. It has produced a plethora of talented actors, directors, and technicians who have made significant contributions to the Indian film industry as a whole. Malayalam

Carmel Blaze

cinema is renowned for its socially relevant themes and exploration of deep-rooted cultural and political issues. With its distinct narrative style and bold content, it has garnered a loyal fan base not only in Kerala but also among cinema audiences worldwide.

Racial stereotypes refer to preconceived ideas and beliefs about individuals or groups based on their racial backgrounds. These stereotypes often simplify and generalize complex identities, perpetuating discriminatory attitudes and behaviours. In the context of popular Malayalam cinema, racial stereotypes can have a significant impact on the audience. Portrayals that perpetuate these stereotypes can contribute to the reinforcement of prejudice and discrimination, further dividing people based on their race. Moreover, these stereotypes can reinforce power imbalances, where certain races are consistently portrayed as inferior or superior to others. As a result, the audience may internalize these stereotypes, leading to biased assumptions and a limited understanding of different racial groups.

Racial stereotypes depicted in popular Malayalam cinema exert a notable impact on the attitudes and beliefs of the audience. By perpetuating racial stereotypes, these films reinforce existing biases and contribute to the formation of prejudiced opinions. The portrayal of certain racial groups as aggressive, criminal, or unintelligent reinforces negative stereotypes and fuels discrimination. The audience, especially those who lack exposure to diverse cultures, may internalize these stereotypes and base their perceptions and interactions on these distorted representations. Consequently, racial stereotypes in popular Malayalam cinema have the power to shape the audience's attitudes toward different racial groups, leading to further marginalization and stigmatization. It is therefore crucial

to critically analyse and challenge these stereotypes to promote greater inclusivity and understanding in our society.

Popular Malayalam cinema has been a significant source of entertainment and cultural representation in Kerala. However, one cannot overlook the impact of racial stereotypes portrayed among the audience. These stereotypes can shape people's perceptions and contribute to unconscious bias and discrimination. In the film industry, the portrayal of characters from different races often relies on exaggerated physical features and cultural stereotypes, reinforcing preconceived notions. For instance, characters belonging to The African or Chinese community are often depicted as exotic and caricatured figures, perpetuating racial insensitivity. This portrayal not only upholds existing stereotypes but also fails to promote a more nuanced understanding of racial diversity and cultural acceptance. To address this issue, filmmakers must challenge these stereotypes, portray diverse characters authentically, and promote inclusivity in their Storytelling.

In addition to reflecting societal changes, Malayalam cinema has also played a significant role in reinforcing racial stereotypes, particularly among the audience. The portrayal of different ethnic groups in movies has often led to the perpetuation of stereotypes and biases. For instance, the depiction of North Indians as loud, flamboyant characters with exaggerated accents has created a perception that is based on caricatures rather than reality. Similarly, the portrayal of people from northeastern states as exotic and mysterious has perpetuated a sense of otherness, leading to cultural and racial biases. This influence of Malayalam cinema on shaping the audience's perception and attitudes towards different racial and ethnic groups necessitates a critical examination of the industry's

Carmel Blaze

responsibility in mitigating stereotypes and promoting inclusivity. The purpose of this paper is to reveal how Malayalam Cinema has portrayed race in popular movies. These movies are enjoyed in mainstream media which is reflected in ratings and revenue and the diverse cast and crew.

Malayalam films have managed to gain immense popularity and reach not only within the state of Kerala but also among audiences across the globe. The captivating stories, powerful performances, and unique cinematic styles have contributed to the wide recognition of Malayalam cinema. In recent years, the industry has witnessed significant growth in terms of its fan base and box office collections. Additionally, the advent of online streaming platforms has further expanded the reach of Malayalam films to a global audience. This increased popularity can be attributed to the quality of content produced, highlighting diverse and relatable themes that resonate with audiences of different cultures and backgrounds. The success of Malayalam films has certainly helped position the industry as a key player in the Indian film fraternity. In earlier times especially in the 1980s and 90's the only people who watched Malayalam commercial films outside of India were members of the Keralite Diaspora. Non-Malayalis would not take such an effort to watch Malayalam movies during that time since social media and OTT platforms were not so popular.

The analysis of selected films demonstrates how racial stereotypes are perpetuated, shaping the mindset of the audience. These stereotypes not only reinforce existing prejudices but also have the potential to generate new biases. The visual and auditory elements of cinema, combined with compelling narratives, evoke emotional responses that can shape individuals' understanding and perception of different races and

ethnic groups. As such, filmmakers, writers, and artists must be conscious of their responsibility in challenging and debunking stereotypes, to foster a more inclusive and equitable society.

Racial stereotypes have long been prevalent not only in Western cinema but also in popular Malayalam cinema. These stereotypes have a direct impact on the audience and often perpetuate harmful biases and prejudices. In popular Malayalam cinema, characters belonging to certain races are often portrayed stereotypically, reinforcing existing stereotypes and disregarding their individuality. This portrayal not only limits the representation of various races but also contributes to the marginalization and discrimination faced by these groups in society. Moreover, the audience, being exposed to such stereotypes, may internalize them, leading to the perpetuation of biases and prejudices in their own lives. It is therefore crucial for filmmakers and the audience to critically examine and challenge these racial stereotypes present in popular Malayalam cinema.

Akkare Akkare Akkare is a popular Malayalam cinema released in 1990, directed by Priyadarshan and written by Sreenivasan. It is a sequel to *Nadodikkattu* released in 1987 and *Pattanapravesham* released in 1988. The movie revolves around Two criminal investigators Ramdas and Vijayan who are played by the veteran actors Mohanlal and Sreenivasan. In *Akkare Akkare Akkare*, Ramdas aka Dasan and Vijayan go to the United States of America in search of a priceless gold crown that was stolen from India. The only clue that they have is a piece of torn black shirt and the pseudonym “Paul Barber”. The comic duo begins their adventure with these clues. Dasan and Vijayan are two of the most celebrated characters in the Malayalam film industry even now.

Carmel Blaze

In a particular scene of the movie, it is seen that Dasan and Vijayan in search of the remains of the torn black shirt they have as evidence of who stole the gold crown, visit Sivadasa Menon's home suspecting that he is the culprit. While Sivadasa Menon was an official of the Indian Embassy in America who was the person who funded bringing Dasan and Vijayan for the investigation. Dasan and Vijayan dress up and did makeup to look like African- Americans. They introduce themselves as people who do laundry for Sivadasa Menon's wife. When Sivadasa Menon's wife feels suspicious about them, Dasan and Vijayan tell her that they are 'Original Black Negros'. The statement 'Original Black Negros' can be seen as a zenith of racism.

While racial abuse still prevails in many parts of the world, it is disturbing to watch an Indian film making fun of African- Americans. Indians have had their fair share of racial abuse and stereotypes over time. The elements used to portray Indian characters in many major movies by non-Indian directors make it hardly relatable to even Indians. Even though this scene had created laughter among the audience over the years, a deeper introspection brings out that this scene is not as hilarious as it seems and needs to be discussed about the stereotyping of African- Americans in movies.

In this scene of the movie, the makeup and dialogue of the lead characters were highly inappropriate and racist. When a popular movie like *Akkare Akkare Akkare* features people of another race in such a manner, it shall give a false impression in the mind of the spectator. The audience who does not get a chance to interact with an African- American in real life might feel that whatever ever portrayed in the movie is true and whenever they happen to see such a person, the perception of the spectator

will be what they saw in the movie. Movies must try to ensure that they do not try to promote racist stereotypical images in their work since the reach of that would be far and wide, because now by the coming of social media and OTT platforms Malayalam cinema is being noticed by people all around the world.

Ittymaani: Made in China is a Malayalam comedy movie released in 2019 directed and written by Jibi Joju. The movie revolves around the Ittymaani played by Mohanlal. The movie gives a glimpse into the lives of a small catholic community in a village in Kerala. Ittymaani was born and raised in China until the age of 10 and from there he and his family moved to India. Now Ittymaani runs a Chinese restaurant and a catering service in his hometown Kunnampalam which was begun by his grandfather. Just like China, Kunnampalam is a place known for its duplicate goods industry, and at the outset of the film, it's revealed that Ittymaani does business by making artificial cashew nuts. Ittymaani's grandfather was also a part of the duplicate goods industry in China for many years. The jokes about China's duplicate goods industry are aptly weaved into the dialogue of the film.

The Chinese language has been spoken regularly in the movie by the major characters. The dialogues spoken in accented Mandarin are fascinating to listen to. At the beginning of the movie a song titled 'Bomma Bomma' has Chinese and Malayalam lyrics in it sung by Liu Shuang, M. G. Sreekumar, and Teresa Rose Geo. The destination in which the song is shot, and the costumes of the artists reflect the Chinese culture. But within the song, there are certain words like 'Ching Ching, Ching Chang, Ping Pong' which are considered racist in many parts of the world. Its usage is considered as mocking the Chinese language and its people.

Carmel Blaze

When such words are used in mainstream popular movies the audience will normalize using these words in public which will be offensive to Chinese people.

Several common racial stereotypes in popular Malayalam cinema are often portrayed, which have a significant impact on the audience. One such stereotype is the portrayal of North Indians as villains or troublemakers. This stereotype perpetuates the idea that people from North India are inherently evil, problematic, loud, aggressive, and cunning. This depiction not only reinforces negative stereotypes but also creates a sense of “otherness” towards North Indians, leading to the marginalization and discrimination of this group in society. The industry must recognize the power it holds in shaping public perceptions and take responsibility for portraying diverse ethnicities and cultures accurately and sensitively.

Another common stereotype is the representation of Africans as exotic and aggressive individuals. Additionally, there is often a stereotypical portrayal of people from the Northeast as naïve or backward. This reinforces regional biases and prejudices among the audience. These racial stereotypes in popular Malayalam cinema contribute to the perpetuation of harmful biases and prejudice within society.

Stereotypes related to skin colour and physical appearance continue to have a significant impact on the audience portrayed in popular Malayalam cinema. Skin colour has been consistently linked to beauty standards in Indian society, and this notion is often reinforced through the portrayal of lighter-skinned actors and actresses as the leads in films. Additionally, physical appearance plays a crucial role in determining a character’s personality and societal position in these films. Characters with darker skin tones are often typecast into roles that depict them as lower-

class individuals or villains, perpetuating negative stereotypes. This reinforces the belief that fairer individuals are superior and more socially acceptable, while those with darker skin are marginalized and face discrimination. Unfortunately, these stereotypes have a profound influence on the perceptions and attitudes of the audience, contributing to the perpetuation of colourism and societal biases.

To further explore the issue of stereotypes, it is essential to delve into the aspects of culture, language, and behaviour. Stereotypes often arise from a lack of understanding and a tendency to generalize a particular group based on their cultural background. In the context of popular Malayalam cinema, these stereotypes have a profound impact on the audience. The portrayal of certain cultures as exotic or backward, the exaggerated use of regional dialects as comedic elements, and the depiction of specific behavioural patterns often reinforce existing stereotypes. By perpetuating these stereotypes, popular cinema not only influences the audience's perception of different cultures but also contributes to the marginalization and discrimination of certain communities. Therefore, it is crucial to acknowledge and challenge these stereotypes to foster a more inclusive and diverse representation in popular media.

Alongside racial stereotypes, popular Malayalam cinema also disseminates gender-related stereotypes. Women are typically portrayed as subservient characters, reinforcing patriarchal norms within society. They are often portrayed as fragile and in need of protection, an image that limits their agency and perpetuates the notion of male superiority. Moreover, the idealized portrayal of women as docile and virtuous reinforces traditional gender roles and discourages independence and

Carmel Blaze

ambition. This representation not only underrepresents the diversity and complexity of women's experiences but also plays a role in perpetuating gender inequality and discrimination. By continuously reaffirming these gender-related stereotypes, popular Malayalam cinema contributes to the larger discourse on gender and reinforces harmful societal norms.

In popular Malayalam cinema, racial stereotypes are often used as a comedic tool, further reinforcing these harmful notions. The impact of these stereotypes on the audience is two-fold; on one hand, they reinforce existing prejudices and biases, and on the other hand, they create a distorted image of racial identities, preventing a more nuanced understanding and appreciation of diverse cultures and identities. When audiences repeatedly see members of a particular race being depicted stereotypically, it can lead to the normalization of these stereotypes and contribute to the perpetuation of racial discrimination in society. Moreover, these portrayals can create a sense of otherness and alienation among marginalized communities, further exacerbating existing inequalities. The audience becomes susceptible to internalizing these stereotypes, leading to prejudice, discrimination, and a distorted perception of racial and ethnic identities. Therefore, it is crucial for the media industry to critically reflect on the impact of racial stereotypes to promote inclusivity and dismantle harmful narratives.

The maintenance of power imbalances in society is a pervasive issue that has been explored in various fields, including popular Malayalam cinema. In the context of racial stereotypes, these films often perpetuate and reinforce existing power structures by portraying certain races and ethnicities in a negative light. These stereotypes not only serve to devalue and demean marginalized groups but also allow those in power to maintain

their dominance and control. By perpetuating racial stereotypes, popular Malayalam cinema contributes to the systematic oppression of certain communities and reinforces the status quo. This maintenance of power imbalances further marginalizes already oppressed groups and perpetuates social injustices within society

Furthermore, the impact of racial stereotypes extends beyond mere entertainment value and spills over into real-world social dynamics. Popular Malayalam cinema often reinforces and perpetuates social barriers, contributing to the exclusion of certain groups based on their race and ethnicity. The portrayal of certain races or ethnicities in derogatory or stereotypical ways influences the way the audience perceives and interacts with individuals from these groups. This can have serious consequences, as it fosters discrimination, prejudice, and marginalization. By perpetuating social barriers and exclusion, popular Malayalam cinema effectively promotes a divisive and unequal society, hindering progress toward a more inclusive and equitable society. It is crucial to recognize and challenge the creation of these social barriers to foster a more harmonious and inclusive society.

In the realm of Popular Malayalam Cinema, the impact of racial stereotypes on the audience cannot be disregarded. The cinema industry, being a powerful medium of entertainment and education, plays a significant role in shaping societal perspectives and attitudes. However, racial stereotypes depicted in these films have led to the reinforcement of biases and prejudices. The audience, heavily influenced by these on-screen portrayals, often replicate these stereotypes in their real lives, perpetuating discrimination and inequality. The negative consequences are far-reaching, as they hinder social progress and cultural

Carmel Blaze

understanding. Consequently, filmmakers and audiences alike must engage in a critical analysis of the impact of racial stereotypes in Popular Malayalam Cinema, fostering meaningful change and promoting inclusivity.

In addition to perpetuating racial stereotypes, popular Malayalam cinema also plays a significant role in spreading systematic racism. This is evident through the limited representation and marginalization of certain racial and ethnic groups. The Dominant narrative in these films often reinforces the notion of racial superiority, with the portrayal of white characters as more desirable and superior in terms of beauty, intelligence, and social status. This idealization and glorification of white beauty standards further marginalizes and alienates individuals from other racial backgrounds, contributing to the perpetuation of systematic racism. Moreover, the perpetuation of racial stereotypes in popular cinema results in the internalization and normalization of these biases perpetuating systematic racism at both the individual and societal levels.

In popular Malayalam cinema, the impact of racial stereotypes among the audience is undeniable. Racial stereotypes have been consistently showcased in movies, perpetuating the idea of predominant racial identities, and reinforcing categorical biases. These films often depict characters with exaggerated physical attributes representing certain races, thereby creating a distorted image of various ethnicities. As a result, the audience consumes these stereotypes, leading to the development of discriminatory beliefs and prejudices. Moreover, the stereotypes not only affect the perceptions of individuals belonging to different races but also hinder societal progress by promoting negative cultural narratives. Therefore, it is crucial to acknowledge and address the impact of racial

stereotypes in popular Malayalam cinema to foster a more inclusive and tolerant society.

One of the challenges in addressing the impact of racial stereotypes among the audience portrayed in popular Malayalam cinema is the deeply entrenched nature of these stereotypes in society. These stereotypes have been perpetuated for generations through various mediums, including cinema, and have become deeply ingrained in the minds of the audience. However, this also presents an opportunity to challenge and reshape these stereotypes. The influence and reach of popular cinema cannot be understated, and by promoting more diverse and inclusive narratives, the industry has the potential to play a significant role in changing societal attitudes toward race. This requires a concerted effort by filmmakers, actors, and other stakeholders to break away from traditional tropes and present more nuanced and authentic representations of racial and ethnic minorities.

The responsibility of filmmakers, producers, and actors in addressing the impact of racial stereotypes among audiences for trade in popular Malayalam cinema cannot be overstated. They hold a significant influence on society and have the power to shape perceptions and attitudes. Therefore, it is incumbent upon them to use their platforms responsibly and ensure that they do not perpetuate harmful stereotypes or contribute to racial biases. Filmmakers should strive to create diverse and inclusive narratives that accurately represent various racial and ethnic groups. They should actively be challenged and subvert stereotypes by giving voice to marginalized communities and telling their stories authentically. In addition, producers and actors should be conscious of the roles they choose to take on and should actively seek out projects that promote

Carmel Blaze

diversity and challenge stereotypes. By fully feeling their responsibility, these individuals can help foster a more inclusive and equitable society.

By showcasing different perspectives, experiences, and cultures, filmmakers can create a more inclusive and representative cinematic landscape. This can be achieved through various means such as casting diverse actors, highlighting authentic narratives, and fostering collaborations with marginalized communities. Additionally, film festivals and forums dedicated to promoting diversity in cinema can provide a platform for underrepresented voices and help to dismantle racial stereotypes. By working towards greater diversity and inclusivity, the film industry can contribute to the broader goal of creating a society that celebrates and embraces the richness of multiculturalism.

The potential for a positive impact on audience perceptions and attitudes in popular Malayalam cinema should not be underestimated. While it is true that racial stereotypes have often been portrayed in these films, there is an opportunity for filmmakers to challenge and confront these stereotypes to promote a more inclusive and progressive society. By presenting complex and multidimensional characters from diverse backgrounds, the industry can help reshape audience perceptions and foster empathy and understanding. Additionally, by addressing the consequences and harmful effects of racial stereotypes, filmmakers can raise awareness and encourage discussions that can lead to positive change. It is crucial for filmmakers to recognize the power they hold in influencing audience perceptions and to utilize this power responsibly to create a more inclusive and accepting society.

One of the significant issues in popular Malayalam cinema is the impact of racial stereotypes on the audience. Racial stereotypes have been

ingrained in the cultural fabric of society for centuries, and cinema plays a crucial role in perpetuating the stereotypes. In Malayalam cinema, particularly, the portrayal of characters from other races often reinforces existing stereotypes, leading to the perpetuation of racial biases among the audience. These stereotypes not only create a distorted image of certain races but also contribute to the marginalization and discrimination faced by these communities in real life. Therefore, it is essential for filmmakers and other stakeholders in the industry to critically examine and challenge these stereotypes to promote a more inclusive and equitable society.

Commercial cinema is a powerful medium that shows a mirror to society. It showcases the cultural, religious, and political diversity of places, regions, and people. It is important to ensure that racist stereotypical images are not promoted through this medium so that it won't create false images in the mind of the spectator. Movies must be mindful and not inconsiderate when it comes to the feelings of foreigners. It doesn't mean that themes that are tailor-made for foreign audiences are needed, instead, their sensitivities need to be respected while a movie is envisioned.

Works Cited

- Akkare Akkare Akkare. Priyadarshan, Seven Arts Release., 1990.
- “Column | Malayalam Filmmakers Need to Be Watchful of Racist Stereotypes.” *On Manorama*, www.onmanorama.com/lifestyle/keralaspora/2019/09/17/malayalam-filmmakers-need-to-be-watchful-of-racist-stereotypes.html. Accessed 5 Feb. 2023
- George, Anjana. “Black Is Still the Old Black: In Mollywood, Colour Prejudice Is as Alive as Ever.” *The Times of India*,

<https://timesofindia.indiatimes.com/entertainment/malayalam/movies/news/black-is-still-the-old-black-in-mollywood-colour-prejudice-is-as-alive-as-ever/articleshow/61404868.cms>.

Accessed 5 Feb. 2023

- Fanon, Frantz. *Black Skin, White Masks*. Grove Press, 1994.
- Hooks, Bell. *Black Looks: Race and Representations*. South End Press. Boston, 1992
- “Ittymaani Made in China Review: Mohanlal in Family Mould.” *On Manorama*, www.onmanorama.com/entertainment/movie-reviews/2019/09/06/ittymaani-made-in-china-mohanlal-movie-review-updates.html. Accessed 5 Feb. 2023.
- “Ittymaani: Made in China Movie Review: A Weak Story with a Weaker Script.” *The Times of India*, timesofindia.indiatimes.com/entertainment/malayalam/movie-reviews/ittymaani-made-in-china/movie-review/71007704.cms?from=mdr. Accessed 5 Feb. 2023.
- Mukundan, Vimal. “Throwing Fresh Light on the “Dark” Side of Malayalam Cinema.” *The Times of India*, timesofindia.indiatimes.com/blogs/tracking-indian-communities/throwing-fresh-light-on-the-dark-side-of-malayalam-cinema/. Accessed 5 Feb. 2023.
- P.M, Muhammad Shaheer, Jokes Apart: Critiquing the ‘coloured’ Jokes on Gender and Side Kicks in Malayalam Movies. *World Wide Journal of Mutidisciplinary Research and Development*. Feb 2021. ISSN: 2454-6615

- Thapa, Shaurya. "15 Stereotypes Indians Are Tired of Seeing in Western Movies & TV." *ScreenRant*, 5 Dec. 2022, <https://screenrant.com/indian-stereotypes-western-film-tv/>.

‘ആലാഹയുടെ പെൺമക്കളി’ലെ നാടോടി സംസ്കാരഭൂമിക

രാജേശ്വരി പി. കെ
അസിസ്റ്റന്റ് പ്രൊഫസർ, മലയാളവിഭാഗം,
കാർമ്മൽ കോളേജ്(ഓട്ടോണമസ്), മാള

Received: 16 February 2023; Accepted: 24 July 2023; Published: 31 July 2023

പ്രബന്ധസംഗ്രഹം

ലിഖിതചരിത്രത്തിനു നേരെയുള്ള അലിഖിതചരിത്രത്തിന്റെ ഓർമ്മപ്പെടുത്തലാണ് സാറാ ജോസഫിന്റെ ‘ആലാഹയുടെ പെൺമക്കൾ’. നോവൽരചനകൾക്ക് കഥാഖ്യാനങ്ങൾ എന്നതിനപ്പുറം സാമൂഹികരേഖകൾ എന്ന നിലയിലും പ്രസക്തിയുണ്ടെന്ന് തെളിയിക്കുകയാണ് ഈ നോവൽ. നഗരവൽക്കരണത്തിന്റെ കുത്തൊഴുക്കിൽ പാർശ്വവൽക്കരിക്കപ്പെട്ട ഒരു ജനതയുടെ പ്രതിരോധചിത്രണം, പെൺകരുത്തിന്റെ ആഖ്യാനതന്ത്രങ്ങളിലൂടെ ആവിഷ്കരിക്കപ്പെട്ടപ്പോൾ മലയാള നോവലിൽ ഒരു വ്യത്യസ്ത വായനാനുഭവം രൂപപ്പെടുകയായിരുന്നു. പ്രാദേശിക സ്വത്വത്തിന്റെ പുനരാവിഷ്കരണം സാധ്യമാക്കിയ ‘ആലാഹയുടെ പെൺമക്കളി’ ലെ ഫോക് അംഗങ്ങളെ കണ്ടെത്തുകയാണ് ഈ പ്രബന്ധത്തിന്റെ ലക്ഷ്യം.

താക്കോൽവാക്കുകൾ : ആലാഹയുടെ പെൺമക്കൾ, സാറാ ജോസഫ്, ഫോക്ലോർ, ലിഖിതചരിത്രം, പ്രാദേശികത

പ്രമേയതലത്തിലും പ്രതിപാദനതലത്തിലും ഫോക്ലോറിന്റെ സ്വാധീനം സാഹിത്യകൃതികളിൽ വ്യക്തമാണ്. സാഹിത്യം സമൂഹത്തിന്റെ പ്രതിഫലനമാണെന്നിരിക്കെ, ആചാരവിശ്വാസങ്ങൾ, ചടങ്ങുകൾ, ആഘോഷങ്ങൾ, അനുഷ്ഠാനങ്ങൾ, സംഗീതം, നൃത്തം,

അഭിനയം, ഭാഷ, വേഷം, ഭക്ഷണം, മറ്റു ഭൗതിക വസ്തുക്കൾ എന്നിങ്ങനെ ഫോക്ലോറിന്റെ പഠനപരിധിയിൽ ഉൾപ്പെടുന്നവയ്ക്കെല്ലാം സാഹിത്യകൃതികളിലും സ്ഥാനമുണ്ട്. അതിനാൽ ഫോക്ലോർ പഠനങ്ങൾക്ക് സാഹിത്യ ചർച്ചകളിൽ പ്രസക്തി കൈവന്നിരിക്കുന്നു.

പ്രാദേശിക തനിമയുടെ സൗന്ദര്യംകൊണ്ട് സാഹിത്യസൃഷ്ടിയുടെ പ്രതിപാദനതലം ശക്തമാകുന്ന ആസ്വാദനാനുഭവമാണ് ‘ആലാഹയുടെ പെൺമക്കളു’ടേത്. ക്രിസ്ത്യൻ ഫോക്ലോറുകളുടെ വിശാലമായ ലോകമാണത്. ചരിത്രത്തിൽ തങ്ങൾക്ക് നഷ്ടപ്പെട്ട ഇടങ്ങൾക്കായി വാദിക്കുന്ന മുറിവേറ്റ ഒരു വലിയ സമൂഹം അവിടെയുണ്ട്. അവരുടെ ശക്തമായ പ്രതികരണങ്ങൾ പലതും ഉയിർകൊള്ളുന്നത് ശക്തമായ ഒരു നാടോടിഭൂമികയിൽ നിന്നാണ്. സമൂഹത്തെ നിയന്ത്രിക്കുന്ന അധികാരസ്ഥാപനങ്ങളിൽ ശക്തമാണ് മതം. ക്രിസ്തുമത വിശ്വാസികളായ കോക്കാഞ്ചറക്കാരാണ് ‘ആലാഹയുടെ പെൺമക്കളു’ടെ കേന്ദ്രം. മതപരമായ അനവധി ഫോക്‌ലോറുകൾ ഇഴചേർന്നാണ് കോക്കാഞ്ചറയുടെ സാമൂഹിക ജീവിതം രൂപപ്പെട്ടിരിക്കുന്നത്. ഏതൊരു സമൂഹത്തിന്റെയും അനുദിനജീവിതം അതനുവർത്തിക്കുന്ന ആചാരവിശ്വാസങ്ങളിലും അനുഷ്ഠാനങ്ങളിലും അധിഷ്ഠിതമാണ്. ജനനം, വിവാഹം, മരണം തുടങ്ങിയ ജീവിത സന്ദർഭങ്ങളും മതപരമായ മറ്റു സവിശേഷസാഹചര്യങ്ങളും ഇത്തരം അനുഷ്ഠാനങ്ങൾക്ക് വേദികളാണ്.

നോവലിന്റെ ഊർജ്ജരേഖയായി വർത്തിക്കുന്ന ആലാഹയുടെ നമസ്കാരം ഒരു ക്രിസ്ത്യൻ ഫോക്ലോറാണ്. ഉച്ചാടനകർമ്മങ്ങൾ, അതിനുള്ള മന്ത്രങ്ങൾ, ജപങ്ങൾ, സൂക്തങ്ങൾ, പ്രാർത്ഥനകൾ എന്നിവയെല്ലാം ഓരോ സമൂഹത്തിനും സ്വന്തമായുണ്ട്.

Carmel Blaze

പൈശാചികശക്തിയെ ബഹിഷ്കരിക്കാൻ ദൈവികശക്തിക്കു മാത്രമേ കഴിയൂ എന്ന ക്രൈസ്തവവിശ്വാസത്തിന്റെ പ്രയോക്താവായി നോവലിൽ വരുന്നത് മറിയഞ്ചേടത്തിയാണ്. പൈശാചികവാസത്തെയും തത്ഫലമായുള്ള ബുദ്ധിമുട്ടുകളെയും (കുഞ്ഞുങ്ങളുടെ അകാരണമായ കരച്ചിൽ, പ്രകൃതിക്ഷോഭം,) നിയന്ത്രിക്കാനും ഇല്ലാതാക്കാനും ഈ നമസ്കാരം ചൊല്ലും. നോവലിന്റെ അവസാനഭാഗത്ത് ഈ നമസ്കാരം ചേർത്തിട്ടുണ്ട് (പുറം 147). ആലാഹയുടെ നമസ്കാരത്തിന്റെ യഥാർത്ഥ രൂപത്തെപ്പറ്റിയും കൃത്യമായ പ്രയോഗരീതികളെപ്പറ്റിയും വ്യക്തമായ അറിവുള്ളവർ തൃശൂർ ക്രിസ്ത്യാനികൾക്കിടയിൽ വളരെ കുറവാണ്. അറിവുള്ളവർ തന്നെ വ്യത്യസ്ത അഭിപ്രായക്കാരാണ്. ഈ നമസ്കാരത്തിന്റെ കൈമാറ്റം വാമൊഴിയായി രഹസ്യമായി നടത്തേണ്ടതാണെന്ന് നോവലിൽ പറയുന്നു. (വാമൊഴിയായുള്ള കൈമാറ്റം ഒരു ഫോക് പ്രത്യേകതയാണ്).

‘ആലാഹയുടെ നമസ്കാരം’ ചൊല്ലി ചാഴി വിലക്കാരും ങ്ങെന്നും അസമയത്തും അകാരണമായും കരയുന്ന കുട്ടികളുടെ കരച്ചിലടക്കാനുണ്ടെന്നും നോവലിൽ പരാമർശമുണ്ട്. ‘ആലാഹ’ എന്നാൽ ‘മാലാഖ’ എന്നാണർത്ഥം. ‘ദൈവത്തിന്റെ മാലാഖ’ എന്ന് ഒരു കുട്ടർ വാദിക്കുമ്പോൾ ‘ദൈവം’ എന്ന വിശാലമായ ആശയത്തെ ആ വാക്കിനു പിന്നിൽ കാണുന്നവരുമുണ്ട്. എന്തുതന്നെയായാലും ആധുനിക ക്രിസ്ത്യൻ കുട്ടായ്മകൾക്ക് ആലാഹയുടെ നമസ്കാരവും അതിന്റെ പ്രയോഗവും അന്യമാണ്; അതൊരു മുതഫോക്ലോറാണ്. മാത്രമല്ല, ഉച്ചാടന കർമ്മങ്ങളും പൈശാചിക ബഹിഷ്കരണം ലക്ഷ്യം വച്ചുള്ള പ്രവൃത്തികളും പ്രയോഗങ്ങളും അല്മായർ (സാധാരണ ക്രിസ്ത്യൻ വിശ്വാസികൾ) ചെയ്യരുത്

എന്നും സഭ നിർദ്ദേശിച്ചിരിക്കുന്ന സന്നദ്ധതശ്രേഷ്ഠർക്കു മാത്രമേ അതിന്നധികാരമുള്ളൂ എന്നും സഭയുടെ കല്പനയുമാണ്.

പൈശാചികബാധയൊഴിപ്പിക്കാനുള്ള കർമ്മം എന്ന നിലയിൽ ബാധോപദ്രവമുള്ളവരെ ഒല്ലൂർ മാലാഖയുടെ നടയിൽകൊണ്ടു പോയി തുള്ളിക്കുന്നതിനെക്കുറിച്ചും ദുഷ്ടശക്തികൾ ഒഴിഞ്ഞുപോകാൻ വെഞ്ചിരിച്ച കുരിശു ഭവനത്തിൽ സൂക്ഷിക്കുന്നതിനെക്കുറിച്ചും കൃതിയിൽ സൂചനകളുണ്ട്. പക്ഷിപീഡ, ബാധയൊഴിപ്പിക്കൽ തുടങ്ങിയ ഹൈന്ദവ ഫോക്ലോറികളുമായുള്ള ഒരു താരതമ്യം ഇവിടെ പ്രസക്തമാണ്. പ്രേതപിശാചുക്കളെ മനുഷ്യർ നഗ്നനേത്രങ്ങൾ കൊണ്ടു കാണുന്നത് ദോഷമാണ് എന്ന നാടൻവിലക്കിനെക്കുറിച്ച് മറിയഞ്ചേടത്തി എന്ന കഥാപാത്രം പറയുന്നത് നോക്കുക.

“മ്മള് മനിഷന്മാര്ടെ പച്ചക്കണ്ണോണ്ട് അങ്ങൻത്തെ കാഴ്ചോളൊന്നും കണ്ടുടാ.... കണ്ണ് പൊട്ടാത്തത് കുര്ത്തം....” (പുറം 31).

അവണേങ്ങാടൻ, ചാത്തൻ, തെണ്ടൻ, വാരോതനാൻ എന്നിങ്ങനെ പൈശാചികശക്തികളെ സൂചിപ്പിക്കുന്ന പല നാടൻ പദപ്രയോഗങ്ങളും നോവലിലുണ്ട്.

ക്രിസ്തുമതവിശ്വാസപ്രകാരം അതി വിശുദ്ധമായ ഏഴു കൂദാശകളിൽ ഒന്നാണ് വിവാഹം. വിവാഹവുമായി ബന്ധപ്പെട്ട് ക്രിസ്ത്യാനികൾക്കിടയിൽ നിലനിൽക്കുന്ന ഒട്ടനവധി വർണ്ണാഭമായ ചടങ്ങുകളെപ്പറ്റി നോവലിൽ പ്രതിപാദിക്കുന്നുണ്ട്. വിവാഹം ഉറപ്പിച്ചുകഴിഞ്ഞാൽ പള്ളിയിൽ മൂന്നു ഞായറാഴ്ചകളായി വിളിച്ചുചൊല്ലണം. വിവാഹം പരസ്യപ്പെടുത്തലാണിതെന്നു പറയാം. വധുഗൃഹത്തിൽ ഈ ദിവസങ്ങളിൽ ‘ഒന്നങ്ങല്ലൂ കുത്തൽ’ , ‘പൊഴു

തെല്ലു വയ്ക്കൽ’ തുടങ്ങിയ ചടങ്ങുകൾ നടക്കും. ക്ഷണിക്കപ്പെട്ട സ്ത്രീകളെല്ലാം ചേർന്ന് വിവാഹാവശ്യത്തിനുള്ള അരി തയ്യാറാക്കുന്നതാണ് ‘ഒണങ്ങെല്ലു കുത്തൽ’. ഇതുമായി ബന്ധപ്പെട്ട് ക്രിസ്ത്യൻ കൂട്ടായ്മകൾക്കിടയിൽ നിലനിൽക്കുന്ന ഒരു നാടൻപാട്ടിന്റെ ഏതാനും വരികളും നോവലിലുണ്ട്.

“മങ്ങല്ലൂ ... മെന്നാ ... തിന്റെ
ഭങ്ങി പാ...റവാ...തിന്ന്
എങ്ങും നീ റഞ്ഞാകന്നീ
അങ്ങുന്നാ രുളീ ചെയ്കാ....
കറ്റാർക്കു....ഴലിയാളേ....
പെറ്റുവളർത്തീ... യമ്മാ
ചുറ്റുമീ രിയ്ക്കും ജനം
കുറ്റം കു.... റവു കണ്ടാൽ
പെറ്റ മാ... താവിനെപ്പോൽ
കുറ്റം പൊ ...റുത്തീടേണം
..... ”

..... എന്നുള്ള വരികൾ നാടൻ പാട്ടിന്റെ നാടോടിത്തനിമയും ലാളിത്യവും നിറഞ്ഞുനിൽക്കുന്നവയാണ്. വിവാഹത്തിനുമുമ്പുള്ള ‘സമ്മതം ചോദിയ്ക്കൽ’ (മന:സമ്മതം) എന്ന ചടങ്ങിനെക്കുറിച്ച് ഒരു സൂചനയേ കൃതിയിലുള്ളൂ. അതിനുശേഷമുള്ള ‘കല്ലുറണം കുളിപ്പിയ്ക്കൽ’, ‘പണം പൊലിയ്ക്കൽ’ എന്നീ ചടങ്ങുകളെക്കുറിച്ച് വ്യക്തമായി പറയുന്നുണ്ട് (പുറം 43, 47). വിവാഹം കഴിഞ്ഞുള്ള ‘മറുപള്ളി കുമ്പിടൽ’ എന്ന ചടങ്ങിനെപ്പറ്റി പ്രത്യേക പരാമർശമുണ്ട്. നോമ്പുകാലത്ത് വിവാഹം പാടില്ല എന്ന വിലക്കിനെക്കുറിച്ചും പറയുന്നുണ്ട്.

പ്രാദേശികമായ ക്രൈസ്തവാരാധനകളിൽ പ്രാധാന്യമാണ് പള്ളിത്തിരുനാളുകൾ. പ്രത്യേകിച്ചു, തൃശൂർ ജില്ല തിരുനാളുകൾക്ക് പ്രസിദ്ധമാണ്. ഓരോ ഇടവകപള്ളിയിലും കൂടിവെച്ച വിശുദ്ധന്റെ തിരുനാൾ കേമമായി ആഘോഷിക്കും. ഒരു വർഷത്തെ ഇടവകജനത്തിന്റെ കാത്തിരിപ്പാണ് അതിനു പിന്നിലുള്ളത്. കുർബാന, ലഭി ണ്, നൊവേന, അമ്പെഴുന്നള്ളിക്കൽ, നഗാരം കൊട്ടിയറിയിക്കൽ, പ്രദക്ഷിണം തുടങ്ങി കൂട്ടായ്മയുടെ വിശ്വാസപ്രഖ്യാപനം ലക്ഷ്യം വയ്ക്കുന്ന ഒട്ടേറെ ആചാരാനുഷ്ഠാനങ്ങളും ചടങ്ങുകളും കോക്കാഞ്ചറക്കാരുടെ സജീവപങ്കാളിത്തത്തോടെ ദേവാലയത്തിൽ നടത്തപ്പെടുന്നതായി കാണാം. കോക്കാഞ്ചറക്കാരുടെ അതിഥി സൽക്കാരവും സദ്യവട്ടങ്ങളും വിവരിച്ചിരിക്കുന്നതും ശ്രദ്ധേയമാണ്.

മനുഷ്യശക്തിക്കതീതമായി വന്നുഭവിക്കുന്ന ജീവിത പ്രതിസന്ധികളിൽ ഓരോ കൂട്ടായ്മയും അഭയം കാണുന്നത് ദൈവിക ശക്തിയിലാണ്. മതപരമായ ജീവിതവിശ്വാസങ്ങൾക്കും അനുബന്ധ പ്രവൃത്തികൾക്കും അടിസ്ഥാനം ഇതാണ്. ഭക്തിയാണ് ഏകരക്ഷ. തങ്ങളുടെ ദുഃഖദുരിതങ്ങളും വേദനകളും വിശുദ്ധരോട് (ദൈവത്തിന്റെ സന്നിധിയിൽ മനുഷ്യർക്കു വേണ്ടി ഇവർ മധ്യസ്ഥ്യം വഹിച്ചു പ്രാർത്ഥിക്കുന്നു എന്നു വിശ്വാസം) ഏറ്റുപറയുകയും പ്രത്യക്ഷമായി അതിനുവേണ്ട ക്രിയകൾ നടത്തുകയും ചെയ്യുന്ന ഒരു തുറന്ന നിഷ്കളങ്കകൂട്ടായ്മയാണ് കോക്കാഞ്ചറയിലുള്ളത്.

വിശുദ്ധരുടെ കപ്പലുകളിൽ മെഴുകുതിരി കത്തിക്കുക, ഒല്ലൂർ റപ്പായേൽ മാലാഖയുടെ നടയിൽ ചെന്ന് കുട്ടികളെ പുറത്തിരുത്തി മാതാപിതാക്കൾ മുട്ടുകുത്തി നടകയറുക, മാനസാന്തരപ്രാർത്ഥനകൾ വിശുദ്ധരുടെ നാമത്തിൽ നടത്തുക, വി. കന്യകാമറിയത്തോടുള്ള ഭക്തിയുടെ പ്രകടനമായി കൊന്തയും വെന്തിങ്ങയും ധരിക്കുക, വിശുദ്ധരുടെ തിരുനാളുകൾ കൊണ്ടാടുക തുടങ്ങിയവയെല്ലാം

Carmel Blaze

മേൽപറഞ്ഞ താതികാടിസ്ഥാനത്തിൽ വിലയിരുത്തപ്പെടേണ്ട ഫോക്ലോറുകളാണ്. ജീവിത പ്രതിസന്ധികളിൽ അവർ ആശ്രയിക്കുന്ന മറ്റൊരു വിശുദ്ധനാണ് അവുസേപ്പു പുണ്യാളൻ എന്നു വിളിക്കപ്പെടുന്ന സെന്റ് ജോസഫ്.

ഭാരതത്തിലും പ്രത്യേകിച്ച് കേരളത്തിലും മറ്റു പ്രദേശങ്ങളിലും ക്രിസ്തുമതം പ്രചരിപ്പിച്ച ക്രിസ്തുശിഷ്യനായ വി. തോമാശ്ലീഹയുടെ ഓർമ്മദിനമാണ് ജൂലൈ 3. ദുക്രാന അഥവാ തോറാന. സഭാ നിയമപ്രകാരം വി. കുർബാനയിൽ പങ്കുകൊള്ളാൻ കടമുള്ള (കർശന നിർദ്ദേശമുള്ള) ദിവസങ്ങളിൽ ഒന്നാണത്. ‘തോറാനദിവസം കരടിയും കാട്ടാനയും ഒലിച്ചുവരുന്ന മഴ പെയ്യും’ എന്നുള്ള നാടൻ ക്രിസ്തീയവിശ്വാസത്തെക്കുറിച്ച് ഒരു കഥാപാത്രം പറയുന്നുണ്ട്. മലയാറ്റൂർ പള്ളിയിൽ കുടികൊള്ളുന്ന ‘പൊന്നും കുരിശുമുത്തപ്പൻ’ സെന്റ് തോമസാണ്.

കേരളീയ ക്രിസ്ത്യൻ കുട്ടായ്മയുടെ ചിട്ടയായ ചിട്ടയായ അനുഷ്ഠാനങ്ങളിൽ ഒന്നാണ് വലിയനോമ്പ് അഥവാ അമ്പതുന്നോമ്പ്. യേശുവിന്റെ പീഡാസഹനവും മരണവും ഉയിർപ്പും അനുസ്മരിക്കുന്ന ഈ കാലയളവിലാണ് ഓശാന ഞായർ, പെസഹാവ്യാഴം, ദുഃഖവെള്ളി, ദുഃഖശനി, ഉയിർപ്പുഞായർ (ഈസ്റ്റർ) എന്നീ വിശേഷദിവസങ്ങൾ. പ്രത്യേക ചടങ്ങുകൾ പള്ളികളിലും പ്രത്യേക ആചാരങ്ങൾ വീടുകളിലും നടത്തപ്പെടും. ഇതിൽ ദുഃഖവെള്ളിയാചരണത്തെപ്പറ്റി നോവലിൽ പറയുന്നുണ്ട്. ദുഃഖവെള്ളി യേശുവിന്റെ മരണദിനത്തിന്റെ ഓർമ്മയാണ്. ദുഃഖപൂർണ്ണമായ ഒരന്തരീക്ഷം അന്നേ ദിവസമുള്ള ചടങ്ങുകളിലെല്ലാം നിറഞ്ഞുനിൽക്കും. നഗരി കാണിക്കൽ (യേശുവിന്റെ മൃതദേഹം വഹിച്ചുള്ള വിലാപയാത്ര) ഇതിനുദാഹരണമാണ്.

നോമ്പാചരണത്തിന്റെ പ്രധാനഭാഗമാണ് പുത്തൻപാന പാരായണം. ക്രിസ്തുവിന്റെ ജീവചരിത്രം പാനരൂപത്തിലാക്കി അർണ്ണോസ് പാതിരി രചിച്ച ‘പുത്തൻപാന’ എന്ന മലയാളകൃതിയുടെ പാരായണമാണിത്. പുത്തൻപാനയുടെ ഓരോ പാദത്തിനും ഓരോ ഈണവും രാഗവുമാണെന്ന് പറയുന്നു. പതിനാലാം പാദം പോലുള്ള ഭാഗങ്ങൾ ദുഃഖദുരിത പൂർണ്ണങ്ങളാണ്.

സങ്കടത്തിന്റെ മഹാസാഗരം അലതല്ലുന്ന പരിശുദ്ധ കന്യകാമഠിയത്തിന്റെ വ്യാകുലതകൾ വർണ്ണിക്കുന്ന ഈ ഭാഗം കോക്കാഞ്ചരക്കാരെ മുഴുവൻ കരയിപ്പിക്കുന്ന ഈണത്തിൽ ആനിയുടെ അപ്പാപ്പൻ പാനേരെ അന്തോണി, നോമ്പിന്റെ രാത്രികളിൽ ചൊല്ലുന്നതായി നമുക്കു കാണാം. നാടൻ ക്രിസ്ത്യൻ കൂട്ടായ്മയിൽ നിന്ന് ഈ ചടങ്ങ് ഇന്ന് അപ്രത്യക്ഷമായിരിക്കുന്നു. ദുഃഖപുരിതമായ പതിനാലാം പാദത്തിൽ നിന്ന് ഏതാനും വരികൾ നോവലിൽ ചേർത്തിരിക്കുന്നു.

സർവ്വദുഃഖക്കടലിന്റെ നടുവിൽ ഞാൻ വീണു താണു
 സർവ്വസന്താപങ്ങളെന്തു പറവു പുത്രാ...!
 നിന്മരണത്തോടുകൂടെയെന്നെയും നീ മരിപ്പിയ്ക്കിൽ
 ഇമ്മഹാദുഃഖങ്ങളൊട്ടു തണുക്കും പുത്രാ....!
 നിന്മസ്തിനിഷ്ടമെല്ലാം സമ്മതിപ്പാനുറച്ചു ഞാൻ
 എന്മസ്തിൽതണുപ്പില്ല നിർമ്മലപുത്രാ....!

അമ്പതുനോമ്പിന്റെ പകുതിയിൽ (ഇരുപത്തഞ്ചാം ദിനം) ആഘോഷിക്കുന്ന ഇണ്ടേറിയപ്പത്തെക്കുറിച്ചുള്ള ആനി എന്ന കഥാപാത്രത്തിന്റെ ഓർമ്മകൾ ഹൃദ്യമാണ്.

മരണവുമായി ബന്ധപ്പെട്ട്, ‘അന്ത്യകൂദാശ നൽകുക’ എന്ന അനുഷ്ഠാനത്തെക്കുറിച്ച് മാത്രമേ നോവലിൽ പറയുന്നുള്ളൂ.

Carmel Blaze

തയ്യാറെടുപ്പായി സഭ ഈ കുദാശയെ കാണുന്നു. ഏഴു കുദാശകളിൽ ഒന്നായ രോഗീലേപനമാണിവിടെ ഉദ്ദേശിച്ചിരിക്കുന്നത്.

കേരളീയ ക്രിസ്ത്യൻ സ്ത്രീകളുടെ തനതുവസ്ത്രധാരണരീതിയായ ചട്ടയും മുണ്ടും തന്നെയാണ് നോവലിലെ ക്രിസ്ത്യൻ സ്ത്രീകഥാപാത്രങ്ങളുടെ വേഷം. പള്ളിയിൽ പോകുമ്പോൾ പുതമുണ്ടുപുതയ്ക്കും. വിവാഹസമയത്ത് തലയിൽ നെറ്റും മുടിയും (കിരീടം) കയ്യിൽ ബൊക്കെയുമാണ് ക്രിസ്ത്യൻ വധുവിന്റെ വേഷം. വിധവകൾ വെള്ള നിറത്തിലുള്ള പുതമുണ്ടുതന്നെ ഉപയോഗിക്കണം. (നോവൽ പുറം 25, പുറം 47). കാതിൽ മേക്കാമോതിരം എന്ന പ്രത്യേക ആഭരണം ധരിക്കും. കൊന്തയും വെന്തിങ്ങയും സ്ത്രീപുരുഷ ഭേദമന്യേ എല്ലാ വിശ്വാസികളും കഴുത്തിൽ ധരിക്കും (പുറം 14). മേൽപരാമർശിച്ച പ്രത്യേകതകളെല്ലാം ഫോക്ലോറിന്റെ പഠനവിഷയങ്ങളാണ്.

ക്രിസ്ത്യൻ ഭക്ഷണക്രമങ്ങളും രസകരമാണല്ലോ. അവുലോസുണ്ട, ഓട്ടട, അച്ചപ്പം, കുഴലപ്പം, വട്ടേപ്പം, കിണ്ണത്തപ്പം, ഇണ്ടേരിയപ്പം തുടങ്ങിയ നാടൻ ക്രിസ്ത്യൻ പലഹാരങ്ങളെക്കുറിച്ച് നോവൽ പറയുന്നു.

ഫോക്ലോറിന്റെ പഠനവിഭാഗങ്ങളിൽ ഒന്നാണ് മറ്റൊരു ഫോക്ലോറുകളെക്കുറിച്ചുള്ള പഠനം. ഒരു ഫോക്ലോറിനെ അനുസരിച്ചോ പ്രതികൂലിച്ചോ രൂപപ്പെടുന്ന മറ്റൊരു ഫോക്ലോറാണ് മറ്റൊരു ഫോക്ലോർ. കൊന്ത ധരിക്കുന്ന റോമൻ കത്തോലിക്കരുടെ വിശ്വാസത്തെ (ഇതൊരു ഫോക്ലോറാണ്) പരിഹസിച്ചുകൊണ്ട് സുറിയാനി ക്രിസ്ത്യാനിയായ മറിയഞ്ചേടത്തി എന്ന കഥാപാത്രം പാടുന്നു.

“കൊന്തയിട്ട മുത്തപ്പൻ
 കുരിശിനു പോയപ്പോ
 കൊണ്ടാടീ മാത്തിരീ ചക്കരപ്പം...” (പുറം 12)
 എന്ന വരികൾ മെറ്റാഫോക്ലോറിനുദാഹരണമാണ്.

നോവലിൽ പരാമർശം ലഭിച്ചിരിക്കുന്ന മറ്റു ക്രിസ്ത്യൻ
 ഫോക്ലോറുകളിൽ ചിലത് താഴെ ചേർക്കുന്നു.

1. ദൈവത്തെ പരീക്ഷിച്ചാൽ ദൈവദോഷങ്ങളും അനർത്ഥങ്ങളും
 ഭവനത്തിൽ സംഭവിക്കും. നാടൻ വിശ്വാസം (പുറം 10)
2. പള്ളിക്കുറ്റമുണ്ടായാൽ, മരിച്ചയാളുടെ ശരീരം തെമ്മാടിക്കുഴി
 യിൽ സംസ്കരിക്കും (പുറം 10)
3. പ്രസിദ്ധമായ അറുപത്തിനാലു ക്രിസ്ത്യൻ കുടുംബങ്ങളും
 അവരെ വർണ്ണിക്കുന്ന കഥകളും ഐതിഹ്യവിഭാഗം (പുറം 11)
4. വെഞ്ചിരിച്ച കുരിശിനു ആത്മാവുണ്ട്.
 നാടൻ വിശ്വാസം (പുറം 47)
5. സന്ധ്യാസമയത്ത് പള്ളിയിൽ കുരിശുമണിയടിച്ചാൽ വിശ്വാസി
 കൾ കുരിശുവരച്ച് കൊന്തയും നമസ്കാരങ്ങളും ചൊല്ലണം.
 ആചാരം (പുറം 21)
6. “ലോകാവസാനട്ക്വേവോ കാണാത്തത് കാണും, കേക്കാത്തത്
 കേക്കും”..... നാടൻ വിശ്വാസം (പുറം 24)
7. ഒല്ലൂർ മാലാഖയുടെ തിരുന്നാളിന് ഇടിവെട്ടി മഴപെയ്യും
 (ഇടിമിന്നൽ മാലാഖയുടെ വാളിന്റെ തിളക്കമാണ്).
 നാടൻ വിശ്വാസം
8. എല്ലുകഷണം കണ്ടാലോ തൊട്ടാലോ അതിന്മേൽ തുപ്പി സ്വന്തം
 നെറ്റിയിൽ കുരിശു വരയ്ക്കണം. നാടൻ വിശ്വാസം (പുറം 8)

തൃശൂരിലെ പ്രാദേശിക ക്രിസ്ത്യൻ കൂട്ടായ്മയുടെ നാടൻ ജീവിതത്തെ സത്യസന്ധമായി ചിത്രീകരിക്കാൻ നോവലിസ്റ്റ് ശ്രമിച്ചിട്ടുണ്ട്. ഒരു പരിധിവരെ, അതിൽ വിജയിച്ചിട്ടുമുണ്ട്. ലിഖിത ചരിത്രത്തിന്റെ അപൂർണ്ണതകളെ പരിഹരിച്ച് പൂർണ്ണതയെ സമൂഹത്തിനു മുമ്പിൽ കൊണ്ടുവരാനുള്ള തന്റെ ദൗത്യത്തിൽ നോവലിസ്റ്റ് കൂട്ടായി തിരഞ്ഞെടുത്തത് ഒട്ടനവധി നിഷ്കളങ്ക നാടൻ മനസ്സുകളെയാണ്; അവരുടെ സാമൂഹിക ജീവിതത്തെ നിയന്ത്രിക്കുന്ന മതപരവും മതേതരവുമായ നിരവധി ആചാര വിശ്വാസങ്ങളുൾപ്പെടുന്ന ക്രിസ്ത്യൻ ഫോക്ലോർ പ്രപഞ്ചത്തെയാണ്. സാഹിത്യകൃതികളുടെ സാഹിത്യേതര അംശങ്ങളെ മുൻനിർത്തിയുള്ള അന്തർവൈജ്ഞാനിക ചിന്താപദ്ധതികൾക്ക് പ്രാധാന്യമേറിയവരുന്ന ഇന്നത്തെ സാഹചര്യത്തിൽ, കൃതികളുടെ നാടോടിവിജ്ഞാനീയതലത്തെ പ്രത്യേകം പരിശോധിക്കുന്ന പഠനശ്രമങ്ങൾ ശ്രദ്ധേയമാണ്. ആലാഹയുടെ പെൺമക്കൾ ഇത്തരത്തിലുള്ള വലിയൊരു സാധ്യതയാണ് വായനക്കാർക്കു തുറന്നുതരുന്നത്.

സഹായക ഗ്രന്ഥങ്ങൾ

1. ഫോക്ലോർ, രാഘവൻ പയ്യനാട്, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം, 1997
2. ഫോക്ലോർപഠനങ്ങൾ, ദേശമംഗലം രാമകൃഷ്ണൻ, കേരള സർവ്വകലാശാല, 1999
3. നോവൽ ചരിത്രത്തിന്റെ പാഠങ്ങൾ, ഷാജി ജേക്കബ്, കറന്റ് ബുക്സ്, തൃശൂർ, 2003
4. ആലാഹയുടെ പെൺമക്കൾ, സാറാ ജോസഫ്, കറന്റ് ബുക്സ്, തൃശൂർ, 1999

**THE QUEER AND THE COMPLEX DIMENSION OF THE
PERSONAL/POLITICAL: A STUDY OF HANSAL MEHTA'S
*ALIGARH***

Linda P. Joseph

*Assistant Professor, Department of English
Carmel College (Autonomous), Mala*

Received: 06 February 2023; Accepted: 24 July 2023; Published: 31 July 2023

Abstract

An individual, being conditioned, is subject to the politics of identity, played from diverse vantage points. The socially constructed categories of gender, sexuality, class, caste, race, and ability, among many others, play a significant role in determining and appraising the 'performance' of the individual as per the discourses of an essentially heteronormative patriarchal society. The othering that one experiences when transgressing 'normal' bodily/gender/sexuality boundaries can often result in an existential crisis for the individual subjected to such vilification.

The paper titled "The Queer and the Complex Dimension of the Personal/Political: A Study of Hansal Mehta's *Aligarh*" attempts to trace the excruciating experience of othering faced by the protagonist owing to his sexuality. *Aligarh* (2015) is a powerful narrative that breaks the usual stereotypes on sexuality and gender attributes, shedding light on the poisonous environment of homophobia and the problematic dimension of heteronormativity sanctioned as the norm in Indian society. The paper shall explore the film's take on the intersectionality of various social identity markers, uncover the politics of normativity assumed as singularly

Carmel Blaze

acceptable, the skewed notion of collective morality, and its precarious implications on one's most personal space, 'the body.'

Key Words: Sexuality, Normativity, Intersectionality, Collective Morality

Introduction

Every cultural location warrants specific socio-cultural conditioning and power politics that exert a huge impact on one's sense of self. The norm for such acclimatization is rooted in the ideals of normativity relative to one's gender, race, sexuality, and the like. Unquestionably, those who transgress socially sanctioned norms and ideals are relegated to an inferior, questionable status. They are othered and most often misrepresented/underrepresented.

The prevailing exclusionary social structures that are essentially patriarchal, heterosexual, sexist, racist, casteist, and homophobic impact how each person position themselves in their immediate contexts and with each other. Amidst the commonly shared experience of social exclusion, the various sections of minorities have had and continue to have their fair share of struggle in both public and private spheres to gain visibility, acceptability, and a life of dignity. What most often begins as political activism and public debates on rights and liberty have, over time, translated into academic deliberations and theorizations, thus grounding the causes and concerns of each marginalized community.

One of the most talked about causes of human rights violations is that of the LGBTQIA+ community, which has fought decades of social, medical, and legal battles to ascertain their identity and right to a decent living. Amidst copious misappropriations of their experiences, the queer

body emerges as a site of resistance, dismantling the dominant discourses of patriarchal heterosexuality. With the emergence of queer studies in the 1990s, pioneering queer theoreticians like Judith Butler, Eve Kosofsky Sedgwick, Mary McIntosh, and Jeffrey Weeks, to name a few, have questioned certain foundational concepts on identity, gender, and sexuality, countering the widely held rationale behind patriarchal, heteronormative definitions and homophobic tendencies. “Culturally, the queer theory involves an emphasis on ‘permanent rebellion’ and subversion of dominant social meanings and identities” (Mottier 111). By redefining sexuality as a social construct, much like gender, the queer stand is anti-essentialist, advocating the fluid, free-floating nature of identity.

“Sexuality is one way cultural meanings are carried, through both the operation of norms and the peripheral modes of their undoing. Sexuality does not follow from gender in the sense that what gender you “are” determines what kind of sexuality you will “have” (Butler 15-16). These ground revelations propose for an alternate understanding of sexuality and gender as social constructions. Homosexuality has long been stigmatized as a mental illness and individuals with said inclination have been subjected to unwarranted discrimination in the name of social non-conformity. The pervasive homophobia clouding the majoritarian mindscape perceives same-sex bonds as incompatible with nature. Consequently, the lived-in experience of queers often involves ostracism, censure, violence, and denial. The apparent lack of legal, medical, and financial support along with no/minimal access to basic resources required to build a good living, inadequate public representation, and ill-conceived moral, familial, and religious discourses add to the everyday tribulations of the queer community.

It thus becomes pertinent to catalyse constructive dialogues on the matter by sensibly employing the means/ tools at hand. The media, being irrefutably the most influential channel for such introspection, can play a pivotal role in interrogating social systems and instigating transformative stances.

Film as a Representational Tool

Specific to the Indian context, the film industry is a massive enterprise, widely consumed by the citizens. Though ideological underpinnings have most often monopolized the industry, few filmmakers have taken the risk of visualizing/vocalizing tabooed and contentious subject matters to render visibility to the often conveniently ignored/marginalized facets of reality around them. Amidst the numerous flawed and misconceived representations of queer characters on screen, there have also emerged commendable cinematic undertakings like *Fire* (1996), *Sancharram* (2004), *My Brother Nikhil* (2005), *Chitrangada: The Crowning Wish* (2012), *Bombay Talkies* (2013), *Margarita with a Straw* (2014), *Loev* (2015), *Aligarh* (2015), *Kapoor and Sons* (2016), *En Makaan Makilvan* (2017), *Njan Marykutty* (2018), *Ek Ldki Ko Dekha Toh Aisa Laga* (2019), *Moothon* (2019), *Super Deluxe* (2019), *Naanu Ladies* (2021), *Antharam* (2022), to name a few.

Aligarh, the tenth directorial venture by Hansal Mehta, written by Apurva Asrani, is a biographical drama based on the life of 64 years old Prof. Ramchandra Srinivas Siras of Aligarh Muslim University, who was persecuted personally and professionally owing to his homosexual orientation three months before his retirement. Veteran actor Manoj

Bajpayee plays the title role of Prof. Siras, and Rajkummar Rao takes the lead as Deepu Sebastian, the journalist who reports on the case.

The experience of victimization faced by the queer community, as elsewhere, has been the same in India despite the monumental amendment of Section 377 of the Indian Penal Code, which criminalized homosexuality and the constitutional recognition accorded to the third gender. The film strategically begins by evoking the High Court's historical amendment of Section 377 of the Indian Penal Code as unconstitutional, decriminalizing homosexuality on July 2, 2009. The act was supposed to mark a break from the dictums of colonial India, where the European understanding of morality, validated by religious beliefs, dominated the social mindscape. The narrative begins on a late night on February 8, 2010, as Prof. Siras returns to his AU quarters in the Medical Colony on a rickshaw. Soon enough, his private residence is bombarded by two TV reporters who 'capture' him in a compromising situation with the young Muslim rickshaw puller. It is revealed that the incident was part of a sting operation by a few jealous AU professors.

The protagonist, as a non-heterosexual subject, immediately evokes a sense of 'abjection,' threatening the stability of the symbolic order (Taylor 2013). Additionally, Prof. Siras is an outsider considering the immediate social milieu he lived in. Culturally and linguistically, he has been deemed an intruder by many in the AU community. Teaching Marathi in a largely Urdu-speaking locale, the famed Aligarh Muslim University, he rises to become the Chairman of the Linguistics Department, fuelling professional jealousy among his peers. Being separated from his wife and living alone in the AU campus quarters - a

Carmel Blaze

community of patriarchal family units incite rumours of his non-conforming sexuality. Thus, when the news appears in local newspapers, despite his earnest appeal, it results in a public outcry, evoking polarizing reactions. A public debate on homosexuality and collective morality is initiated on which both the teachers and students of AU stand divided.

What has been personal soon spirals out into a public affair, with questions and divided attitudes on moral uprightness, professional ethics, and individual liberty/choice. What appears as a 'sex scandal' for the majority becomes a human rights issue for a few others.

Reading on Intersectionality

In opposition to abstract conceptions about human beings, gender and sexuality studies stress the centrality of culture and power in the processes of construction of multiple social identities (Madureira 2007). One is thus not free to will or act beyond the social constraints placed on various facets of human identity. A regime of surveillance sanctioned by the sites of power is in place to regulate and control the 'deviant.' Foucault, in his interpretation on sexuality, perceptively demonstrates how the culture of 'normalizations' marks certain desires/orientations as abnormal. Sexuality is thus a construct caught in the nexus of normalizations, conditioned by the regulatory politics of power and knowledge.

Prof. Siras identified as the 'deviant,' is forced to 'come out' by the regulatory social system represented through the authoritarian Aligarh University. The act marks an invasion of his privacy and subversion of his autonomy. In the legal battle that ensues, the larger societal misconceptions and bias surrounding an individual's rights, privacy and freedom of sexual expression are revealed. Prof. Siras's private affair has

been labelled as ‘gross misconduct’ by the AU’s lawyer Nita Grewal. She argues how the act is a violation of the principles of morality set by the University and can sully the Indian social-ethical system. In one court scene, as Prof. Siras gives his verdict, Nita Grewal, AU’s lawyer interrogates him thus,

You’re such a senior professor, Mr Siras and you mingle with a lower-caste Muslim from the slums?

And you would pay him to have sex with you.

64 is your age, right? Even at 64, you have the strength to have sex.

Tell me, who was the ‘man’ in bed? You or the rickshaw-puller?

(1:22:15 – 56)

The accusations unveil the complicity between those sites of power in propagating a hierarchical system that others a sexual minority. The intersections between his gender, age, religion, caste, class, and profession get politicized in the dialogue on his sexuality. Aligarh, the locale, itself transforms into a morally scrutinizing space, inhabited by self-proclaimed moralists like Prof. Qureshi who intends to control, or even purge any form of deviance in the name of the common social good.

Collective Morality vs. Individual Liberty

“Although we struggle for rights over our own bodies, the very bodies for which we struggle are not quite ever only our own. The body has its invariably public dimension; constituted as a social phenomenon in the public sphere, my body is and is not mine.” (Butler 21). The body is most often the most violated space in the name of collective morality. The debate in the court also sheds light on the constitutional limitation of collective morality and emphasizes the need to uphold inclusivity.

Carmel Blaze

Collective morality lacks practicality in that what is moral/right for one may be immoral for the other and thus would entail that every citizen of the country may violate someone else's moral boundaries and must be persecuted for the same. The case of Prof. Siras has been one of the gross violations of human rights. As a homosexual, his existence is automatically assumed as an encroachment upon the social order. However, the very same moralists who preach on the clear demarcation of public and private affairs/spaces and norms of propriety, have conveniently side-stepped the same when they trespassed into the private space of the accused.

Throughout this harrowing journey, Prof. Siras finds solace in the company of Deepu Sebastian, a young journalist from Delhi, who enthusiastically takes up this case of public interest for the *Indian Chronicle*. What begins as a formal journalistic investigation soon turns into a camaraderie and it is during his visits that the person of Prof. Siras is mostly revealed. During one of their conversations, Prof. Siras reveals his perception of love. He denounces the terminology 'gay' and finds it inadequate and inappropriate to define the affection he feels towards another. He says about love thus, "It's like poetry that is deep within. A burning desire that cannot be controlled, an uncontrollable urge" (00:37:56 – 00:38:15). A later conversation between the duo spurs further musings on love, where Prof. Siras vocalizes his contempt at how society conceptualizes love. He says, "It is a beautiful word. You are making it sound like a dirty word" (1:14:42 - 49). In trying to assert his sexual rights, the protagonist is in effect trying to be conceived as an individual by the society.

Queer Reality

What the protagonist underwent in silence, frustration, and alienation, in various ways, constitute the crux of each queer individual's life. Not only are Prof. Siras's actions pathologized before the public eye, but he also must watch the insensitive mass burn his effigy, raise slogans against him and publicly ridicule him. He is thrown out of the AU quarters, sacked from his position, ostracized, and denied accommodation in most places. The harrowing experiences of power politics, discrimination and ostracization drive Prof. Siras into an existential crisis.

As the film closes off, Prof. Siras wins the case and is reinstated to his position. Though a historic win, before he could return to work, Prof. Siras is found dead in his bedroom. While suspicions of murder are in the air, with traces of poison found in his blood, the police are quick to dismiss the case. This act of inaction from authority alludes to the many instances where justice has either been withheld/denied for the marginalized. As the film draws the curtain, the 2013 High Court order on Section 377 criminalizing homosexuality again reads on the screen. The instance can be traced back to a pivotal statement that Adv. Grover makes before beginning the court hearings in defence of Prof. Siras.

The problem with 377 was that nobody could speak up. If you said you were gay then you were directly seen as a criminal. (00:51:47 - 53)

Conclusion

Aligarh reveals the problematic dimension of equating the whole of an individual's identity to the nature of their sexual orientation. The film mirrors the divide between constitutional laws in paper and practice when an individual's personal/human rights are put to scandal and scrutiny in

the name of discriminatory, unilateral social/cultural norms. By throwing light on the many unconstitutional and intolerant treatments that Prof. Siras, is subjected to owing to his sexual orientation, the film makes a staunch appeal to stand for inclusivity, the right to privacy and equality.

References

- *Aligarh*. Directed by Hansal Mehta, performances by Manoj Bajpayee and Rajkummar Rao, Eros Entertainment, 2016.
- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester U P, 1995.
- Bhattacharjee, Manas Firaq. “Section 377, *Aligarh* and the Curious Case of Dr. Siras.” *The Wire*, 2 Feb. 2016, <https://m.thewire.in/article/law/section-377-aligarh-and-the-curious-case-of-dr-siras>
- Butler, Judith. *Gender Trouble*. 2nd ed., Routledge, 1999.
- *-Undoing Gender*. Routledge, 2004.
- Chatterjee, R. “100 years of Indian cinema: Homosexuality in films”. *NEWS18*, 27 Feb. 2016, <https://www.news18.com/news/india/100-years-of-indian-cinema-homosexuality-in-films-593286.html>.
- Dix, Andrew. *Beginning Film Studies*. Viva Books, 2017.
- Foucault, M. *History of Sexuality, Volume 1: An Introduction*. Pantheon Books, 1978.
- Gupta, S. “*Aligarh* Review: It is a Pleasure to See Manoj Bajpayee and Rajkumar Rao.” *Indian Express*, 27 Feb. 2016, <https://indianexpress.com/article/entertainment/movie-review/aligarh-movie-review-three-and-half-stars-manoj-bajpyee-rajkummar-rao/>

-
- Janssen, Dirk-Jan and Peer Scheepers. “How Religiosity Shapes Rejection of Homosexuality Across the Globe.” *Journal of Homosexuality*, vol. 66, no. 14, 2019, pp. 1974 - 2001, <https://doi.org/10.1080/00918369.2018.1522809>
 - Kanu, Pushpinder. “Gender Sexuality and (Be) longing: Representation of Queer (LGBT) in Hindi Cinema.” *Amity Journal of Media and Communication Studies*, vol. 7, no. 1, 2017, pp. 22-30.
 - Lemesle, Camille-Maya Jayanthi. “The Evolution of Perception and Acceptance of the LGBTQ+ Community in India.” *VOICE OF YOUTH*, 10 Dec. 2020, <https://www.voicesofyouth.org/blog/evolution-perception-and-acceptance-lgbtq-community-india>
 - Madureira, A. F. (2007) “The Psychological Basis of Homophobia: Cultural Construction of a Barrier.” *Integrative Psychological and Behavioural Science*, vol. 41, 2007, pp. 225–247, <https://psycnet.apa.org/doi/10.1007/s12124-007-9024-9>
 - Mottier, Veronique. *Sexuality: A Very Short Introduction*. Oxford University Press, 2008.
 - Patel, Rashmi. “Being LGBT in India: Some Home Truths.” *mint*, 27 Aug. 2016, <https://www.livemint.com/Sundayapp/sAYrieZdZKEybKzhP8FDbP/Being-LGBT-in-India-Some-home-truths.html>
 - Sharma, Nandini. “*Aligarh*: The Story of Life and Death of Dr. Shrinivas Ramchandra Siras.” *Business Insider India*, 2 Feb. 2016, <https://www.businessinsider.in/aligarh-movie-on-amu-professor-dr-siras/articleshow/50816657.cms>
 - Taylor, I. *Revolting Subjects: Social Abjection and Resistance in Neoliberal Britain*. Zed Books Ltd. 2013.

Carmel Blaze

**REALIGNMENT OF LEARNER-CENTRIC ENVIRONMENT IN
HIGHER EDUCATION INSTITUTIONS WITH THE
PRINCIPLES OF NEP 2020**

Sheena Sarah Winny

*Assistant Professor, Department of English
Sahrdaya College of Advanced Studies, Kodakara*

Received: 28 February 2023; Accepted: 16 July 2023; Published: 31 July 2023

Abstract

Education with a global perspective can contribute to the well-being of society. Restructuring the education sector is best done in a phased manner. Policies from time to time incorporate the necessary provisions for this restructuring. Consistent follow up of the principles bring about desired changes. National Education Policy 2020 (NEP 2020) aims to achieve the goal of equitable and affordable education for all. Underrepresented groups are specially catered to in NEP 2020. Learners in general will benefit from the credit transfer system, which allows them to pursue courses in higher education institutions of their choice. Skill development oriented education is important more than ever, as the employability norms have undergone a drastic change especially in the past two years. Transformation of learners into global citizens with adequate inculcation of values is on the cards. Revision of curriculum framework will accelerate the implementation of the vision nurtured by NEP 2020. India has been among the countries which have always kept their borders open for international students. To reclaim the Vishwa Guru status, education branding needs to be focussed upon. Random policies cannot bring about this restoration. The long term significance of NEP

ISSN: 2349-0217

94

2020 is slowly unravelling with appropriate steps being taken by academicians, educators, policy makers and similar experts.

Keywords: Education, Curriculum, NEP 2020, Global Citizens, Vishwa Guru.

Introduction

National Education Policy 2020 (hereafter referred to as either NEP or Policy) envisions skill oriented education in an equitable and affordable manner. The long staying conventional mode of education started showing signs of innovation in the latter half of the first decade of the twenty first century with more number of Massive Open Online Courses (MOOCs) opening up an array of choice for potential learners. Learning which was once delimited by monolithic framework and financial constraints gradually became need based and open ended. To establish themselves as much sought after brands, higher education institutions (HEIs) worldwide, introduced academic flexibility in their curriculum and welcomed learners into a barrier free environment. HEIs in India too started to focus on restructuring curricula and implementing Outcome Based Education (OBE) following the Learning Outcome Based Curriculum Framework (LOCF) of University Grants Commission (UGC), to contribute to global citizenship.

The advent of restructuring brought with it several challenges, including up skilling of facilitators (teachers) to meet the changing dimensions of higher education. Technical as well as technological literacy became imperative, whereby facilitators were initiated into equipping themselves with the skills required for enriching global education competency. Teaching-learning process which was once solely dependent on the facilitators' merit, has metamorphosed into a dynamic

Carmel Blaze

site of interaction between facilitators and learners, the latter, many times outshining the former, due to innovative thinking and boundless exposure. The NEP is all set to synchronise scattered realms of education starting with school education leading to integrated programmes and research in the higher education sector. Realignment of HEIs anchored on the principles of NEP, is a path breaking step in the paradigm shift towards quality education.

Learner-Centric Environment

The phrase 'learning environment' can be used to describe a method of instruction, a particular cultural milieu, or a physical location where teaching and learning takes place. Learning environments are places where instruction can take place (Exploring your mind). Learning takes place in multiple settings and the learning environment can be structured or unstructured and the learning in different environments can complement each other. Formal and non-formal education occurs mainly in structured environments in the form of institutions (schools, community centres, multimedia centres, learning villages/cities, etc.). Informal education on the other hand takes place in both structured and unstructured environments (UNESCO).

The learner-centric environment in higher education institutions is a measure of the education ambience expected of such institutions. Traditionally learner-centric environments comprise the learners, faculty pool, pedagogy, administration and infrastructure. In recent years several other characteristics/requirements have been attributed to this environment. Even after the huge transformation owing to the Covid-19 pandemic, the preference for physical space in learning environments and its maintenance have not left us. Digital learning spaces have been in

existence for long. It was only with the pandemic restrictions worldwide that the potential of digitalisation in the education sector was acknowledged and recognised in huge proportions by educators and educational entrepreneurs. Technology has heavily influenced the developing model of academic environments. Virtual space encompasses a fertile ground for innovative pedagogies. It is at this juncture that the curriculum framework and integration of skills and values require timely amendments.

NEP Recommendations to Re-Energise Higher Education

National Education Policy has provisions for restructuring of higher education in India with the establishment of four institutional structures under the Higher Education Commission of India (HECI). The four structures that will carry out the distinct functions of regulation, accreditation, funding, and academic standard setting will be National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), Higher Education Grants Council (HEGC), General Education Council (GEC). The aforementioned independent bodies will ensure that the recommendations of NEP to re-energise higher education are implemented. The following are the recommendations of NEP:

- a) moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more HEIs across India that offer medium of instruction or programmes in local/Indian languages
- b) moving towards a more multidisciplinary undergraduate education
- c) moving towards faculty and institutional autonomy
- d) revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences

- e) reaffirming the integrity of faculty and institutional leadership positions through merit appointments and career progression based on teaching, research, and service
- f) establishment of a National Research Foundation to fund outstanding peer-reviewed research and to actively seed research in universities and colleges
- g) governance of HEIs by high qualified independent boards having academic and administrative autonomy
- h) “light but tight” regulation by a single regulator for higher education
- i) increased access, equity, and inclusion through a range of measures, including greater opportunities for outstanding public education; scholarships by private/philanthropic universities for disadvantaged and underprivileged students; online education, and Open Distance Learning (ODL); and all infrastructure and learning materials accessible and available to learners with disabilities.

Quality Education

Benchmarking is synonymous with sustenance of quality. The Policy has embedded benchmarks in its cardinal principles. NEP adherence of HEIs is accepted as a quality indicator in accreditation frameworks. The Institutional Accreditation Manual of National Assessment and Accreditation Council (NAAC) has listed six parameters - Multidisciplinary/ Interdisciplinary, Academic Bank of Credits (ABC), Skill Development, Appropriate Integration of Indian Knowledge System, Focus on Outcome Based Education (OBE), Distance Education/Online Education - to assess institutional preparedness for NEP. One of the

principal goals of the Policy is to restore the Vishwa Guru status of India, which had ended with the Nalanda-Takshashila glory. Internationalisation in the true sense of the word was practiced by our education system which was revered globally for its uniqueness and inclusivity. These accolades are to resurface in the present scenario, to place our nation once again, in the global education map.

Distinctiveness should be the hallmark of an HEI. Systems and process are required to be aligned with institutional distinctiveness. The Policy has provisions for perceiving institutional goals in the context of the learner-centric environment, which is nothing but outcome based. NEP cardinal principle no.23 - Technology Use and Integration - delineates that the thrust of technological interventions will be for the purposes of improving teaching-learning and evaluation processes, supporting teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.” (MHRD, GOI). Both academic as well as administrative reforms are necessary to revitalise HEIs to cater to the ever burgeoning needs of the academia and industry.

Student mobility is a very important aspect of Academic Bank of Credits (ABC). Collaborations between organisations leading to academic twinning programmes, are likely to play a major part in the restructuring of HEIs. Internationalisation of education will truly come about with the twinning programmes. UGC *Guidelines for Internationalisation of Higher Education (IHE)* is a comprehensive document on how to achieve this. The Preamble of *IHE* says that opportunities to attract international students, academics and funding are growing and many Indian Higher

Carmel Blaze

Education Institutions are now committed to increase their global outreach. Aided by government policies/schemes, concerted efforts are on, to enhance the development of India's research and innovation capabilities, improve their institutional ranking globally, while focusing on improving the quality of its teaching and learning processes. (UGC). Quality improvement, benchmarking and sustenance are the methods to qualitatively upgrade HEIs, coupled with optimum mobilization of resources. Process to outcome result-oriented restructuring shall be placed majorly in the sphere of teaching-learning process. Utilisation of available resources and garnering new, adds to the credibility of institutions and enrichment of brand value.

Resourcefulness of an HEI determines Demand Ratio. An institution with efficient physical and academic facilities is more likely to achieve high Demand Ratio and subsequent increase in learner enrolment. Gross Enrolment Ratio (GER) of HEIs in India in the beginning of this decade is promising, though there is a steady decline in some states. Private institutions are on the rise and contribute to high GER. The All India Survey of Higher Education report 2019-20 indicates that even though there is foreign student enrolment in Indian HEIs, the share of students from developed countries is considerably low. The report says that, "Highest share of foreign students come from the neighboring countries of which Nepal is 28.1% of the total, followed by, Afghanistan 9.1%, Bangladesh 4.6%, Bhutan constitutes 3.8% and Sudan 3.6%." (MoE, GOI)

Inclusivity and Sustainability

Along with Internationalisation at Home, the Global Citizenship approach also needs to be paid attention to, so that learners are able to

transform into global citizens. A global citizen is someone who is aware of and understands the wider world and actively works towards making our planet more equal, fair and sustainable. (UGC, 2021). The fourth goal of the United Nations Sustainable Development Goals 2030 (UN SDG 2030) is Quality Education, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Ensuring a barrier-free environment for all learners must be the mission of all institutions of higher education. Gender identities, socio-cultural identities, geographic identities and disabilities are the most common barriers. NEP aligns with UN SDG 2030, in identifying the Socio-Economically Disadvantaged Groups (SEDGs) as given above and facilitating equitable education for the underrepresented groups. Accreditation and ranking frameworks place special emphasis on setting up inclusive environment in institutions of higher learning. Tolerance of a wide range can be practiced in HEIs right from curriculum design and implementation to learner initiatives.

NEP is devoted to remove disparities in access to higher education. Academic flexibility shall be made manifest considering the diverse needs and competencies of the learners. Outcome attainment requires mapping the credentials obtained by the learners. Employability and progression remain the key learner outcomes irrespective of the discipline chosen for study. The NEP states that, higher education plays an extremely important role in promoting human as well as societal wellbeing and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation.

Carmel Blaze

As India moves towards becoming a knowledge economy and society, more and more, young Indians are likely to aspire for higher education. (MHRD, GOI)

Restructuring of Curriculum

Emphasis on skill development, high-quality pedagogy, adequate student support and funding can transform HEIs into centres of knowledge excellence. Quality of education, to a large extent, depends upon the quality of teachers and their teaching methods (Prasad & Prasad, 2006). Standardised continuous and comprehensive evaluation shall replace the existing conventional pattern of examinations. Industry-academia linkages are essential for learners to attain the desired outcomes. The Curriculum and Credit Framework for Undergraduate Programmes released by UGC in December 2022 is a step closer to nationwide restructuring of curriculum from 2023-'24 academic year onwards.

The two types of learning outcomes envisaged in National Higher Education Qualifications Framework (NHEQF) are Learning Outcomes that are specific to disciplinary/ interdisciplinary areas of learning and Generic Learning Outcomes. Moreover, the courses and programmes in subjects, such as Indology, Indian languages, AYUSH systems of medicine, yoga, arts, music, history, culture, and modern India, internationally relevant curricula in the sciences, social sciences, and beyond, meaningful opportunities for social engagement, quality residential facilities and on-campus support, etc. will be fostered to attain this goal of global quality standards. (Bhattacharya & Jindal 2021)

Discussion

Learner-centric environment is one where quality education which is inclusive and holistic is imparted. Heterogeneity is an asset. Learners

from diverse backgrounds shall be given an inclusive treatment in higher education institutions, so that all get an opportunity to participate in community service and nation building activities. Technology driven teaching-learning processes can reduce the disparity in access to education. Multidisciplinary institutions shall promote interdisciplinary studies and internships. This will be in accordance with the NEP recommendation of effacement of single-stream HEIs over a period of time. Knowledge transactions at various levels will enrich the efficacy of education offered by institutions.

HEIs are required to draft and implement broader Institutional Development Plans (IDPs) to impart quality education in an optimal learning environment. An IDP is a strategic plan document which decides the growth of an institution within a targeted time period. Short term as well as long term goals contribute to the way in which integral development is offered to learners. Learners who get to engage with the community, readily develop a sensitivity to accept the diversity inherent in humanity. Goal oriented education becomes fruitful when learner-centric environments in HEIs are strategically restructured.

Sustainability is a balancing act; it is the transference of knowledge into services. Human beings deserve the best out of the resources available. Community engagement service, environmental education and value-based education related courses recommended by NEP, is a huge step forward in creating sustainable societies. Restructuring of curriculum will open up opportunities for increased academia-industry linkages and interdisciplinary studies. Sustainable development can be accelerated with the promotion of internships and research, which focus on manufacture of products that can generate revenue to sustain ecosystems.

Conclusion

Transformation of higher education system is imminent. The existing structure needs revision and restructuring. With changes in the curricular framework, learners are going to engage in rigorous specialisations to fulfil the requirements of their respective programmes of study. Equity, affordability, inclusivity and mobility will emerge as the decisive indicators of quality oriented learner-centric environments. This will re-establish the international standard of education which India was once known for, with its immense knowledge repositories and dedicated scholars.

References

1. Bhattacharya, Indrajith & Jindal, Manish Kumar (2021). National Education Policy: Reforms in Higher Education. *Digital Learning*. <https://digitallearning.eletsonline.com/2021/09/national-education-policy-2020-reforms-in-higher-education/>
2. Exploring your mind. ‘Learning Environments: Definitions, Types, and Characteristics’. *Exploring Your Mind*, 7 Nov. 2021, <https://exploringyourmind.com/learning-environments-definitions-types-and-characteristics/>.
3. MoE, GOI. *All India Survey of Higher Education 2019-20*. MoE, GOI, 2020, education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf
4. MHRD, GOI. *National Educational Policy 2020*. MHRD, GOI, 2020, https://ncert.nic.in/pdf/nep//NEP_2020.pdf.
5. Prasad, C. V. R. K. (2006). “Quality Initiatives in Educational Sector with Special Reference to Management Education.” In V.

- R. K. Prasad (Ed.), *Education Sector: HR Perspectives*. The Icfai University Press.
6. UGC. *Guidelines for Internationalisation of Education*, 2021, https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/int_he.pdf.
 7. UNESCO. 'Learning Environment'. *International Bureau of Education*, 26 May 2015, <http://www.ibe.unesco.org/en/geqaf/core-resources/learning-environment>.

SYNTHESIS AND CHARACTERIZATION OF THIN FILMS OF CTS USING SILAR TECHNIQUE

Maya Mathew^{1}, Chaithanya K², Arya PU²*

¹Assistant Professor, Department of Physics,

Carmel College (Autonomous), Mala, Thrissur- 680732

*²Department of Physics, Sree Narayana Mangalam College,
Maliankara- 683516*

Received: 30 June 2023; Accepted: 28 July 2023; Published: 31 July 2023

Abstract

Thin films of copper tin sulphide (CTS) were prepared using Successive Ionic Layer Adsorption and Reaction (SILAR) technique. Millimolar solutions of $\text{CuCl}_2 \cdot 2\text{H}_2\text{O}$, $\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$ and Na_2S were used as the precursors in the molar ratio of 2:1:3 with cetrimonium bromide as the surfactant. The amount of surfactant was varied in two samples and in the third sample no surfactant was used. The three samples were found to be of tetragonal phase and the crystallite size was determined using Scherrer equation. The crystallite size and film thickness of the samples were found to increase when the amount of surfactant decreased. The surface morphology of the samples was observed to be of particle nature when surfactant was used while uniform film was formed for the sample without surfactant. All the samples were found to be of p-type and have high mobility from Hall measurements which makes these samples potential materials for the absorber layer of solar cells.

Keywords: Copper Tin Sulphide, Thin films, SILAR, photovoltaics, crystallite size, Hall Effect

Introduction

The chalcogenides of copper and lead are popularly used as photovoltaic materials owing to its high absorption coefficient and favourable bandgap [1]. Among these chalcogenides, PbS was the widely researched material. PbS has a high exciton Bohr radius [2] and so it is possible to tune its bandgap in a wide range but due to the toxic nature of lead, its compounds are feebly researched now-a-days. The chalcogenides of copper started gaining importance as these are non-toxic and abundant in nature. The thin films of copper sulphide are used as photocathodes in dye sensitized and quantum dot sensitized solar cells. Copper Zinc Tin Sulphide (CZTS) is a quaternary p-type material and is a good photovoltaic material with high absorption coefficient of 10^5 cm^{-1} . Good efficiency of about 13% has been achieved with CZTS thin film solar cells [3]. Copper tin Sulphide (CTS) is a ternary compound which is also p-type in nature and has high absorption coefficient of 10^4 cm^{-1} . Apart from photovoltaic properties it is also used as an electrode in electrochemical systems and is known for its sensing properties. Depending on the Cu:Sn:S ratios, various morphologies and phases can be tuned. CTS is found in cubic, tetragonal, monoclinic, triclinic, wurtzite and hexagonal forms. Among these, the cubic form is metastable while the tetragonal phase is stable. The triclinic and monoclinic forms are most commonly found. Several nanostructures of CTS have been synthesized by various synthesis techniques such as solvothermal technique, hydrothermal technique, heat up synthesis, sputtering and so on [4]. The quantum dots and quantum dot thin films of CTS were prepared by colloidal and SILAR techniques [5, 6]. The

Carmel Blaze

preparation of CTS thin films using SILAR technique is few in literature.

This paper reports the synthesis and characterization of CTS thin films using Successive Ionic Layer Adsorption and Reaction (SILAR) Technique and a study on its structural, morphological and electrical properties were made.

Experimental

Materials and Methods

CTS thin films were prepared using SILAR technique in which millimolar precursors of Copper Chloride ($\text{CuCl}_2 \cdot 2\text{H}_2\text{O}$), Tin Chloride ($\text{SnCl}_2 \cdot 2\text{H}_2\text{O}$) and sodium sulphide (Na_2S) were taken in the molar ratio of 2:1:3 and the amount of surfactant CTAB was varied. CTS thin films formed when 0.015g of CTAB was used was named as S1, that when 0.001g was used was named as S2 and thin films without the use of CTAB was named as S3. The thin films were coated manually on soda lime glass substrates using SILAR technique in 25 SILAR cycles. The thin films were then annealed at 40 °C. The annealed samples were then analysed for its structural, morphological and electrical properties.

Characterization

The annealed thin film samples were subjected to structural, morphological and electrical characterizations. X- ray diffraction pattern of the synthesized samples were taken using Bruker AXS D8

Advance X-ray diffractometer having Cu K α Wavelength 1.5406 Å as the X-ray source and Si(Li) PSD detector. Morphological and compositional analysis was done by a Scanning Electron Microscope of JEOL Model JSM - 6390LV. The Hall measurements were made using Ecopia Hall Effect Measurement System (HMS- 3000 VER 3.51.5).

Results and Discussion

The XRD patterns of SILAR deposited CTS thin films are shown in figure 3.1. All the samples show preferred orientation of (112) plane. The XRD patterns match well with the tetragonal phase of CTS corresponding to the standard diffraction pattern of JCPDS 089-4714. There is a slight shift in the position of the peaks due to quantum confinement. Peak shifting in XRD pattern of nanostructures can be due to several reasons. The change in synthesis conditions can cause the lattice constants to change. The presence of surfactant can increase the strain in the thin film samples causing slight shifts in the position of peaks [7]. The data on the full width at half maximum for the preferred orientation of all the samples along with the peak positions and crystallite size have been tabulated in table 3.1. From the table it can be observed that the full width at half maximum decreases as the amount of surfactant decreases during the synthesis. Consequently, the crystallite size of the samples increases as the amount of surfactant decreases. The crystallite size of the samples was determined using Scherrer's formula [8] given by equation 1.

$$D = \frac{K\lambda}{\beta \cos\theta} \quad (1)$$

where, D is the crystallite size, K is a constant which is taken as 0.9, λ is the wavelength of Cu K α radiation which is taken as 1.54 Å, β is the full width at half maximum (FWHM) in radians and θ is the diffraction angle.

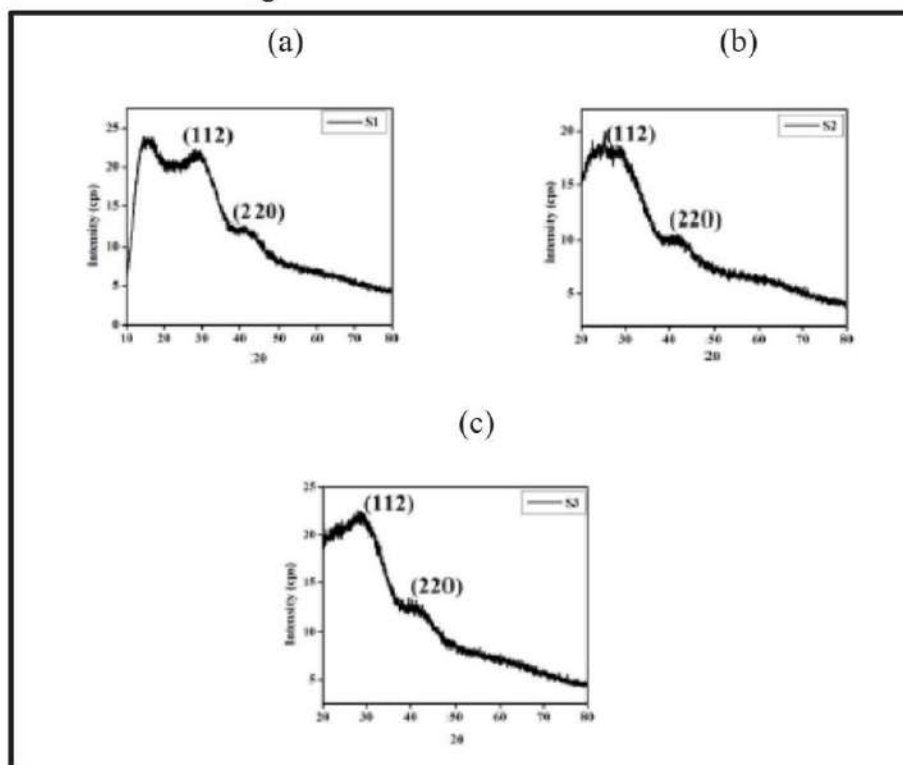


Figure 3.1. XRD patterns of (a) S1, (b) S2 and (c) S3

Sample	Preferred Orientation	2 θ (degrees)	FWHM (radians)	Crystallite size
S1	112	28.82	0.436	32.8nm
S2	112	26.908	0.364	39.2 nm
S3	112	28.445	0.361	39.6 nm

Table 3.1. Parameters of crystallites of S1, S2 and S3

The Scanning Electron Microscopy (SEM) images of the three samples are shown in figure 3.2. The particle nature of the samples can be seen for S1 and S2 where surfactant has been used whereas in the case of S3, a uniform film nature has been observed. The surfactant caps the particles in the case of S1 and S2 while such a phenomenon is not found in the absence of surfactant. The film thickness was determined using cross-sectional SEM technique and the values have been tabulated in table 3.2. The cross-sectional SEM images are shown in figure 3.3.

From the values it has been observed that the film thickness is less for the sample with higher amount of surfactant while the film thickness increases as the surfactant decreases. The surfactant that is used here is cetrimonium bromide (CTAB) which is a long chain organic compound with a positive hydrophilic head and a hydrophobic tail. The hydrophilic end binds the nanoparticles and controls its growth whereas the hydrophobic end is free. Due to the steric hindrance there is lower agglomeration in particles. In the absence of surfactant there is higher amount of growth and the particles are highly agglomerated.

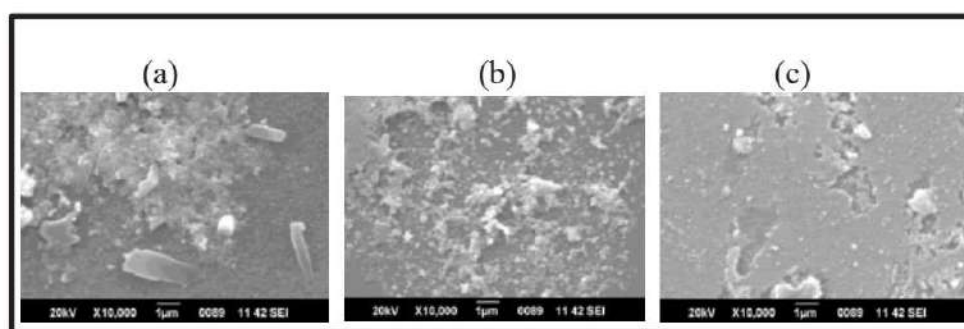


Figure 3.2. SEM images of (a) S1, (b) S2 and (c) S3

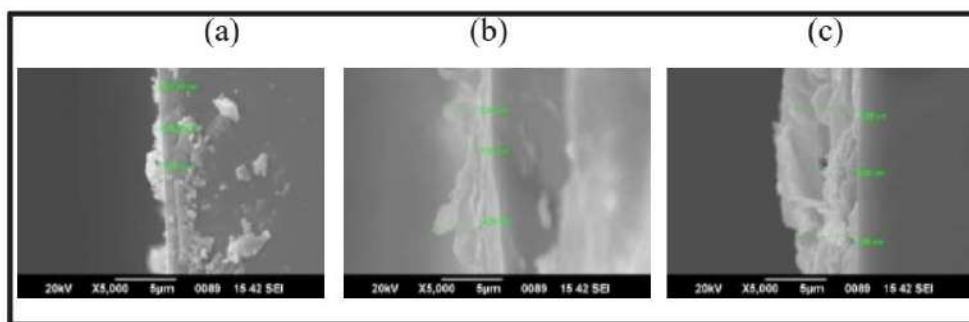


Figure 3.3. Cross Sectional SEM images of (a) S1, (b) S2 and (c) S3

Sample	Thin film thickness
S1	601.33 nm
S2	1.24 μm
S3	4.96 μm

Table 3.2. Thickness of the three samples

Hall Measurement of the three samples was taken and several parameters such as its semiconducting type, mobility and average Hall coefficient were measured as tabulated in table 3.3. All the three samples were found to be p-type in nature. The mobility of S1 and S2 is fairly high of the order of 10^2 . S3 showed higher mobility in the order of 10^3 . Although CTAB is used for the confinement of particles, its use hinders the free movement of charge carriers. So mobility was found to be higher when surfactant was not used.

Sample	Semiconducting type	Mobility (cm^2/Vs)	Average Hall coefficient
S1	p-type	2.077×10^2	3.97×10^5
S2	p-type	2.062×10^2	8.961×10^7
S3	p-type	1.215×10^3	1.16×10^9

Table 3.3. Hall measurement data of three samples

Conclusion

Through this work thin films of copper tin sulphide (CTS) were prepared using SILAR technique and its structural, morphological and electrical measurements were made. Without the use of surfactant, the mobility of the sample showed mobility 10 times that of the samples without surfactant. Owing to high mobility and p-type nature, the samples can be used in the absorber layer of solar cells.

Acknowledgements

The authors would like to thank the Department of Physics, Carmel College (Autonomous), Mala for the facilities provided for the synthesis of samples, STIC, Cochin for the XRD, SEM and cross- SEM analyses and CMET Thrissur for the Hall measurement.

References

- Saparov B. Next generation thin-film solar absorbers based on chalcogenides. *Chemical Reviews*. 2022 Jun 8;122(11):10575-7.
- Chen X, Dong Y, Wen J, Liu H, Ji W, Pan X, Luo Y, Wang T. Enhanced Gain Characteristics of PbS-Doped Silica Fiber in O-Band by Co-Doping Er Ions. *IEEE Photonics Journal*. 2023 Jun 1.
- Moustafa M, Mourched B, Salem S, Yasin S. Performance enhancement of CZTS-based solar cells with tungsten disulfide as a new buffer layer. *Solid State Communications*. 2023 Jan 1;359:115007.

- Lokhande AC, Babar PT, Karade VC, Gang MG, Lokhande VC, Lokhande CD, Kim JH. The versatility of copper tin sulfide. *Journal of Materials Chemistry A*. 2019;7(29):17118-82.
- Mathew M, Preetha KC. An exploration into the quantum confinement of CTS/natural dye core-shell quantum dots. *Physica B: Condensed Matter*. 2020 Feb 15;579:411913.
- Mathew M, Preetha KC. Mesoporous copper tin sulphide quantum dots as photoanode materials for efficient dye-sensitized solar cell. *Optik*. 2020 Dec 1;224:165411.
- Bulut D, Yükselici MH. A structural study of the growth of ZnOx thin films by thermal evaporation in vacuum followed by heat treatment in air. *Materials Research Express*. 2019 Feb 6;6(5):056408.
- Patterson AL. The Scherrer formula for X-ray particle size determination. *Physical review*. 1939 Nov 15;56(10):978.

GUIDELINES FOR CONTRIBUTORS

- It welcomes original research papers from all academiciansresearch scholars and faculty of various educational institutions-Book reviews are also welcoming.
- Papers based on theoretical/empirical research and experiences should satisfy good quality research and must reflect the practical applicability/policy implications of research.
- The paper should be typed in MS Word, Font-Times new roman; Size-12 pt The paper should be submitted by the month of May-It shall be sent by post or E-mail.
- In the first page of the paper, please provide full name and full address (institutionaladdress with designation and correspondence address) along with the E-mail address.
- The author should send a declaration stating that the paper is their original contribution and has not copied from any other source.
- All references have been duly acknowledged at the appropriate process and the paper is neither published nor under consideration for publication elsewhere.
- If the article is submitted by post, the hard copy must be accompanied by one self-addressed stamped envelope.
- The final draft is subject to editors' amendments to suit the journals requirements.

All correspondence relating to "***Carmel Blaze***" should be addressed to

The Editor

Carmel Blaze

Carmel College (Autonomous)

Mala-680732

Thrissur (Dt), Kerala

Phone: 0480-2890247, Fax: 0480-2890247

E-mail: research@carmelcollegemala.ac.in

CARMEL BLAZE

A Journal of Multidisciplinary Research

ISSN: 2349 - 0217**Volume 15 Issue 1 July 2023**

- *A Study on Artificial Intelligence in E Commerce.*
- *Corporate Social Responsibility of Educational Institutions : A New Paradigm of the Globalized ERA .*
- *Financial Empowerment of Rural Entrepreneurs in Kerala through Pradhan Mantri Mudra Yojana.*
- *Recent Trends in E-Learning: A Review.*
- *ചന്തൻബത്തേരിയിലെ ലുത്തിനിയകൾ -ഒരു സാംസ്കാരിക വിശകലനം.*
- *Impact of Racial Stereotypes Portrayed in Select Popular Malayalam Cinema.*
- *ആലാഹയുടെ പെൺമക്കളിലെ നാടോടി സംസ്കാരഭൂമിക.*
- *The Queer and the Complex Dimension of the Personal/Political: A Study of Hansal Mehta's ALIGARH .*
- *Realignment of Learner-Centric Environment in Higher Education Institutions with the Principles of NEP 2020.*
- *Synthesis and Characterization of Thin Films of CTS Using Silar Technique.*



CARMEL COLLEGE (AUTONOMOUS)
MALA - 680732

E-mail: research@carmelcollegemala.ac.in | Web: carmelcollegemala.org

Phone: 0480 2890247 | Fax: 0480 2890247