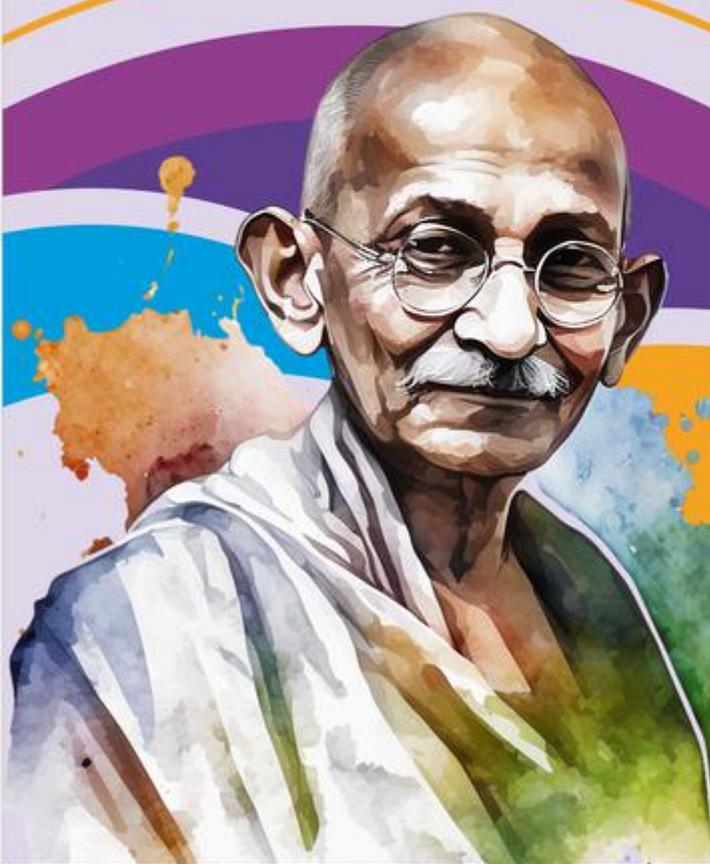


ISSN. No.: 0972 - 351X

# Journal of Extension and Research

Volume: XXII  
January 2025 to June 2025

# JER



**The Gandhigram Rural Institute**  
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**JOURNAL OF EXTENSION AND RESEARCH**  
**Volume XXII** **January to June 2025**

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## **Editorial**

Greetings from Gandhigram!

It is a great opportunity to read the contributions and see them in print form. As the executive editor, I am much pleased to get the active readers for learning the same experience I had. The JER from Gandhigram Rural Institute brings the thinking of young talented researchers of different disciplines. It permits the authors' authentic and prime research findings for publication twice in a year. It is peer reviewed and so the readers can trust its authenticity. The articles are finely drafted in a simple and lucid language.

They carry in them novel ideas and current knowledge. Upon sending them for peer review, I got excellent results from experts who have documented their recommendations as well as appreciations. My hearty congratulations to all the contributors.

Regards,

**Senior Prof. G. Baskaran, Ph.D**  
**Executive Editor**  
**Journal of Extension & Research**



# JOURNAL OF EXTENSION AND RESEARCH

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**SLEEP QUALITY AND PATTERNS AMONG COLLEGE-GOING YOUNG WOMEN (18–22 YEARS)**

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**Abstract**

This study examined sleep quality and patterns among 100 college-going young women aged 18–22 years at HHMSPB NSS College for Women, Neeramankara, Kerala. Data collected through structured questionnaires revealed that 72% slept less than 7 hours per night, with 68% facing disrupted sleep. Academic stress was linked to poor sleep quality in 64% of participants, and 58% lacked knowledge about healthy sleep practices. A significant correlation ( $p < 0.05$ ) was found between sleep duration and daytime fatigue. The study emphasizes the need for awareness programs to promote better sleep hygiene among young women.

Keywords: Sleep patterns, College students, Sleep quality, Sleep habits, Daytime fatigue

## 1. INTRODUCTION

Sleep is an essential physiological process that plays a pivotal role in maintaining physical, mental, and emotional well-being. According to the World Health Organization (2006), health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. Adequate sleep is a cornerstone of this definition, directly influencing cognitive functioning, emotional regulation, and overall quality of life (Centers for Disease Control and Prevention (CDC), 2021).

Young adults, particularly college-going women aged 18–22 years, represent a vulnerable group susceptible to sleep disturbances due to their academic responsibilities, social pressures, and lifestyle changes. Sleep quality, defined as the ability to feel rested and energetic after sleep, is a critical determinant of health and well-being (Engin and Ozgur, 2004). Poor sleep quality in young adults has been linked to adverse outcomes, including impaired academic performance, emotional dysregulation, and increased risk of chronic illnesses (Dewald et al., 2010).

Several factors influence sleep quality, including academic stress, socio-economic status, gender, general health, and lifestyle habits such as smoking and alcohol consumption (Karatay et al., 2016). Studies indicate that a significant proportion of university students report poor sleep quality, with prevalence rates ranging from 31% to 65% (Li et al., 2020). The consequences of sleep deprivation include decreased academic performance, impaired cognitive function, and increased mental health issues such as anxiety and depression (Shelley et al., 2014).

Irregular sleep patterns and sleep disorders are prevalent among college students, often exacerbated by their tendency to stay up late and irregular schedules. The resulting daytime sleepiness and fatigue can lead to negative academic and social outcomes (Orzech et al., 2011).

These issues underscore the need for a comprehensive understanding of the sleep patterns, influencing factors, and attitudes toward sleep among college-going young women. This study aims to assess the sleeping patterns and influencing factors among college-going young women and explore their knowledge, attitude, and practices related to sleep. Identifying these factors can inform targeted interventions to improve sleep quality and, consequently, overall health and academic performance.

**1.1. OBJECTIVES**

1. To analyze and compare the night sleep quality and patterns among college-going young women aged 18–22 years.
2. To identify and evaluate the factors influencing the sleep patterns of the respondents
3. To assess the level of awareness and knowledge of the respondents regarding the importance of sleep, its health implications.

**Null Hypotheses**

1. *There is no significant difference in the night sleep quality and patterns on working days, examination days, and weekends among college-going young women aged 18–22 years.*
2. *There are no significant factors influencing the sleep patterns of college-going young women aged 18–22 years.*
3. *There is no significant level of awareness and knowledge among college-going young women aged 18–22 years regarding the importance of sleep, its health implications.*

## **2. METHODOLOGY**

The methodology outlines the materials and procedures used to investigate “Sleep Quality and Patterns Among College-Going Young Women (18–22 Years)”

The study was conducted at HHMSPB NSS College for Women, Neeramankara, Kerala to examine the frequency, quality, and influencing factors on night sleep patterns among young women aged 18–22 years.

### **2.1. Study Design**

A cross-sectional design was adopted, involving:

- Collection of socio-economic profiles.
- Assessment of sleep patterns and influencing factors.
- Knowledge, Attitude, and Practice (KAP) analysis regarding sleep.

### **2.2. Selection of Area and Sample**

The study was conducted at HHMSPB NSS College for Women, Neeramankara. A random sample of 100 respondents aged 18–22 years was selected to ensure a representative dataset.

### **2.3. Data Collection Tool**

A structured questionnaire covering:

1. Socio-economic profile.

2. General sleep patterns.
3. Factors affecting sleep.
4. Knowledge about sleep using a rating scale, was the major tool used

#### **2.4. Data Collection and Analysis**

Data were collected systematically, ensuring clarity and completeness of responses. Statistical analysis was carried out using SPSS version 21.0.

### **3. RESULTS AND DISCUSSION**

The results and the discussion pertaining to the study titled “Sleep Quality and Patterns Among College-Going Young Women (18–22 Years)” is explained below.

#### **3.1. SOCIO ECONOMIC PROFILE OF THE RESPONDENTS**

The majority of respondents were aged 20 (34%) and 21 years (36%), while 16 percent were 19 years, 12 percent were 18 years, and only 2 percent were 22 years. The study focused exclusively on female students as the institution is women-only. The survey revealed that most respondents (52%) had a monthly income of ₹5,000–25,000, followed by 20 percent with ₹25,000–50,000, 14 percent with ₹50,000–75,000, and 4% with ₹75,000–1 lakh. The

majority of respondents (58%) resided in Panchayat areas, followed by 28 percent in municipal limits and 14 percent in corporation areas.

### **3.2. GENERAL SLEEPING PATTERN OF THE RESPONDENTS**

The respondents' general sleeping patterns were assessed based on sleep duration, satisfaction levels, sleep disturbances

#### **3.2.1. Duration of sleep**

The respondents' sleep duration during working days, examination days and weekends was assessed and interpreted as given below.

**Table 1: Sleep duration during Working Days Vs Weekends**

<b>Sleep duration (Hours)</b>	<b>Working Days (N=100)</b>	<b>Weekends (N=100)</b>	<b><math>\chi^2</math> Value</b>	<b>p-value</b>
≤ 4	4	0	87.32	0.000
5 - 7	72	10		
8 - 10	20	68		
≥ 10	4	22		
Total	100	100		

The chi-square test reveals a significant association between sleep hours during working days and weekends. This result indicates that the sleep patterns of respondents differ significantly between working days and weekends. A majority of the respondents sleep between 5 and 7 hours on working days, but on weekends, the distribution shifts, with a significantly higher number of respondents (68%) reporting 8-10 hours of sleep. This suggests that students tend to have shorter sleep durations during weekdays due to academic and other commitments but are able to catch up on sleep during the weekends, possibly due to less demanding schedules. The very low p-value ( $p = 0.000$ ) further confirms the strength of this relationship.

**Table 2: Sleep duration during Working days Vs Examination days**

<b>Sleep duration (Hours)</b>	<b>Working Days (N=100)</b>	<b>Examination Days (N=100)</b>	$\chi^2$ Value	p-value
$\leq 4$	4	32	0.25	0.97
5 - 7	72	60		
8 - 10	20	8		
$\geq 10$	4	0		
Total	100	100		

The chi-square test shows no significant association between sleep hours during working days and examination days. This suggests that despite the high demands placed on students during exam periods, their sleep patterns do not significantly differ from their usual sleep duration on working days. A similar distribution of respondents sleeping 5-7 hours on both working days and examination days indicates that students do not drastically alter their sleep routines during exams, perhaps due to either stress or the necessity of maintaining a consistent sleep schedule to stay focused and functional. The p-value of 0.97, which is much higher than the typical significance level of 0.05, confirms that the relationship is not statistically significant.

**Table 3: Sleep duration during Weekends Vs Examination Days**

Sleep duration (Hours)	Weekends (N=100)	Examination Days (N=100)	$\chi^2$ Value	p-value
≤ 4	0	32	0.25	0.97
5 - 7	10	60		
8 - 10	68	8		
≥ 10	22	0		
Total	100	100		

Table 3 reveals that no significant association is found between sleep hours on weekends and during examination days. Despite the typically relaxed nature of weekends, and the heightened stress of exam periods, students appear to maintain a similar sleep pattern across both periods. The majority of respondents sleep 8-10 hours on weekends, but during exams, many still report 5-7 hours of sleep. This may reflect the demanding nature of the examination period, where students may prioritize study time over sleep, even if they might usually rest longer on weekends. Again, the p-value (0.97) supports the lack of a significant difference between sleep patterns across these two times.

- The analysis suggests that sleep patterns vary significantly between working days and weekends, indicating that students compensate for sleep deprivation during the week over the weekend.
- No significant changes are seen in sleep durations during examination periods, either in comparison to regular working days or weekends. This indicates that despite the increased academic workload and stress during examinations, students do not significantly alter their sleep habits.
- The findings emphasize the importance of understanding sleep patterns in relation to academic pressures, as insufficient sleep can impact cognitive function, academic performance, and overall health.

### 3.2.2. Distribution of respondents based on frequency of sleep disturbance

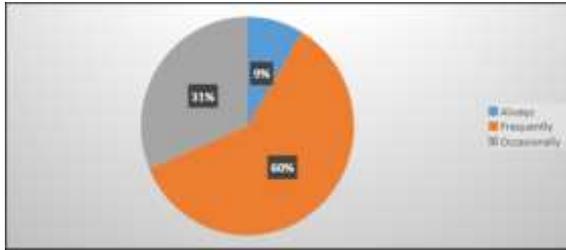


Fig.1. Distribution of respondents based on frequency of sleep disturbance

Fig.1. illustrates that a significant proportion of respondents (60%) reported experiencing disturbed sleep frequently, while 31 percent experienced occasional sleep disturbances. Only 9 percent of the respondents reported having disturbed sleep consistently. This pattern indicates that sleep disturbance is a common issue among the respondents, with the majority experiencing it at least once in a while.

The statistical result indicates that there is no significant difference between the observed and expected frequencies of disturbed sleep (p-value is 1), it is concluded that the sleep disturbance patterns (always, frequently, occasionally) observed are consistent with the expected distribution.

### 3.2.3. Environmental factors affecting sleep

Environmental factors, including temperature, noise, light, bed comfort, and electronic distractions, are known to significantly impact sleep quality and overall sleep wellness (Carter, 1996). In this study it was attempted to analyse the environmental factors affecting sleep of the respondents

**Table 4: Distribution of Respondents based on Environmental Factors Affecting Sleep**

Environmental Factor	Frequency (Observed)	Percentage (%)	Expected Frequency	Chi-Square Value ( $\chi^2$ )	p-value
Light	40	40%	25	9.00	<0.01
Sound	46	46%	25	17.64	<0.01
Physical presence of others	6	6%	25	14.44	<0.01
Other factors	8	8%	25	11.56	<0.01
Total	100	100%	100	52.64	<0.01

From Table 4, it is clear that sound (46%) and light (40%) are the most significant factors affecting sleep quality among the respondents. A smaller percentage (6%) noted that the physical

presence of others influences their sleep. These findings highlight the crucial role of environmental factors, such as noise and light, in disrupting sleep quality.

The calculated chi-square value of 52.64 is far greater than the critical value of 7.815 ( $\alpha = 0.05$ ), this indicates a highly significant relationship between external factors (light, sound, physical presence of others, and other factors) and their impact on respondents' sleep. As the p-value is less than 0.01, we reject the null hypothesis and conclude that these external factors significantly influence the sleep quality of college-going women in the 18-22 age group.

### 3.2.4. Health conditions affecting sound sleep

**Table 5: Distribution of the respondents based on Health Conditions Affecting Sound Sleep**

<b>Factors</b>	<b>Observed (O)</b>	<b>Percentage</b>	<b>Expected (E)</b>	<b><math>\chi^2</math> Value</b>	<b>p-value</b>
Gastric problems	22	22%	25	0.36	$p > 0.05$
Hormonal imbalance	12	12%	25	6.76	$p < 0.05$
Migraine	26	26%	25	0.04	$p > 0.05$

Other factors	40	40%	25	9.00	$p < 0.05$
<b>Total</b>	100	100%	100	16.16	<b><math>p &lt; 0.01</math></b>

From Table 5, the statistical analysis reveals that the distribution of health conditions affecting sleep among the respondents is not uniform. Significant variation exists among the reported factors. Other factors (menstrual pain, mood swings, headaches, leg pain, and wheezing) accounted for the largest proportion (40%), gastric problems and migraines were moderately reported, while hormonal imbalance was the least commonly reported issue (12%). The high Chi-Square value ( $\chi^2=16.16$ ) indicates that certain health conditions disproportionately affect respondents' sleep quality. These findings emphasize the need for targeted interventions to address the dominant factors, especially those categorized under 'Other factors'.

**Table 6: Distribution of the Respondents Based on Knowledge Question Responses**

Q. No.	Statement	Yes (%)	No (%)	$\chi^2$ Value	p-value
1	6-8 hours of sleep is essential for good health.	100	0	-	-

2	Lack of sleep can cause stress.	92	8	72.80	< 0.01
3	Reduced sleep during exam days causes lack of concentration.	88	12	63.20	< 0.01
4	Reduced sleep causes heart diseases.	76	24	48.00	< 0.01
5	Reduced sleep causes psychosocial health issues.	98	2	95.20	< 0.01
6	Reduced sleep can cause cancer.	30	70	42.00	< 0.01
7	Reduced sleep can affect mental health.	98	2	95.20	< 0.01
8	Reduced sleep causes irregular periods.	62	38	25.60	< 0.01
9	Reduced sleep causes obesity.	64	36	36.80	< 0.01
10	Reduced sleep causes diabetes.	58	42	34.00	< 0.01

The statistical analysis of the respondents' knowledge on various sleep-related issues, using the Chi-Square Test, reveals significant awareness of several aspects of sleep and its impact

on health. Notably, all respondents (100%) correctly identified that 6-8 hours of sleep is essential for good health, reflecting a strong understanding of sleep hygiene. The Chi-Square values for each statement show statistically significant results ( $p$ -value  $< 0.01$ ), indicating that the differences between "Yes" and "No" responses for most of the knowledge statements are not due to chance.

The majority of respondents (92%) were aware that lack of sleep could cause stress, and 88% recognized that reduced sleep during exam days leads to concentration problems. Awareness of the psychosocial impacts of sleep deprivation was also high (98%). However, when it came to long-term health risks, such as cancer, obesity, and diabetes, awareness was significantly lower, with only 30% of respondents associating sleep deprivation with cancer and 58% recognizing its connection to diabetes. These findings highlight a gap in knowledge regarding the long-term consequences of inadequate sleep, which suggests a need for further education and awareness campaigns to address these critical health issues.

Based on the discussion, the data rejects the null hypothesis and supports alternative hypothesis ( $H_1$ ). While the respondents demonstrate a significant level of awareness about the importance of sleep and its immediate health implications, their

understanding of the long-term health risks requires improvement.

#### **4. CONCLUSION**

This study highlights the significant variability in sleep patterns among college-going young women, with a marked difference between weekdays and weekends. The findings suggest that while students may compensate for sleep deprivation on weekends, they maintain consistent sleep patterns during examination periods, which may not be sufficient for optimal health. The frequent sleep disturbances caused by environmental and health-related factors underline the importance of addressing external influences on sleep quality. The study identified a knowledge gap regarding its long-term health risks among the respondents, which underscore the need for awareness of the potential consequences of poor sleep. Improved sleep quality could contribute to better academic performance, emotional well-being, and overall health among young women.

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**INFLUENCE OF SOCIO-ECONOMIC STATUS ON  
ACHIEVEMENT MOTIVATION, QUALITY OF LIFE,  
AND PROCRASTINATION IN COLLEGE STUDENTS**

**Subha Sachithanand, Assistant Professor, Department of  
Psychology, Mahatma Gandhi College, University of Kerala**

**ABSTRACT**

This study investigates the influence of socio-economic status on achievement motivation, quality of life, and procrastination among college students. SES, encompassing income, education, and occupational prestige, significantly shapes students' academic performance, psychological well-being, and behavioural tendencies. It also aims to understand how SES impacts these key psychological constructs and identify potential mediating factors such as parental education, financial stability, and social support. A sample of 300 college students, aged 18 to 22, was selected through stratified random sampling, ensuring diverse socio-economic representation. Achievement motivation was assessed using the Deo-Mohan Achievement Motivation Scale, quality of life via the Dubey, Dwivedi, and Varma Quality of Life Scale, and procrastination behavior through the Procrastination Behavior Inventory by Sreethi and Sananda Raj. Data were analysed using ANOVA, Tukey's HSD test, mediation analysis, and path coefficient

analysis. Results indicate a significant positive relationship between SES and both achievement motivation and quality of life, and a significant negative relationship between SES and procrastination. Higher SES students exhibited greater achievement motivation, better quality of life, and lower procrastination levels. Mediation analysis revealed that parental education, financial stability, and social support significantly mediate the relationships between SES and the outcome variables. These findings underscore the profound impact of socio-economic factors on students' academic and personal development. The study highlights the need for targeted interventions, such as financial aid and mentorship programs, to support lower SES students in enhancing their achievement motivation, quality of life, and reducing procrastination tendencies, thereby promoting equitable educational environments.

**KEY WORDS** : Socio-economic status, Achievement Motivation, Quality of Life, Procrastination, Behaviour

## INTRODUCTION

Socio-economic status is a multifaceted construct encompassing income, education, and occupational prestige, profoundly influencing individuals' life experiences and opportunities. In the context of higher education, SES has been

shown to impact various aspects of student life, including academic performance, psychological well-being, and behavioral tendencies. Understanding the interplay between SES and key psychological constructs such as achievement motivation, quality of life, and procrastination is vital for developing effective interventions and policies aimed at promoting student success and well-being.

Achievement motivation, defined as the drive to excel and achieve goals, is a critical determinant of academic and professional success. It is influenced by various factors, including intrinsic and extrinsic motivations, personal goals, and the availability of resources and support systems. Quality of life, a comprehensive measure of well-being, encompasses physical health, psychological state, social relationships, and environmental context. Procrastination, the tendency to delay tasks, often impedes academic achievement and is linked to stress, anxiety, and poor time management.

Previous research suggests that SES significantly impacts these variables, with students from higher SES backgrounds typically exhibiting higher levels of achievement motivation and quality of life, and lower tendencies towards procrastination. This disparity is often attributed to the greater access to educational resources, supportive networks, and extracurricular opportunities available to higher SES students,

which foster an environment conducive to academic and personal growth. Conversely, students from lower SES backgrounds may face numerous challenges, including financial constraints, limited access to resources, and higher stress levels, which can adversely affect their motivation, well-being, and academic behaviors.

This study aims to investigate the influence of SES on achievement motivation, quality of life, and procrastination among college students. By examining these relationships, the research seeks to provide insights into the mechanisms through which SES impacts student experiences and outcomes, and to identify potential areas for intervention to support students from lower SES backgrounds. Understanding these dynamics is crucial for creating equitable educational environments that enable all students to thrive academically and personally.

### **Hypotheses**

1. There is a significant positive relationship between socio-economic status and achievement motivation among college students.
2. There is a significant positive relationship between socio-economic status and quality of life among college students.

3. There is a significant negative relationship between socio-economic status and procrastination among college students.
4. Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and achievement motivation among college students.
5. Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and quality of life among college students.
6. Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and procrastination among college students.

### **LITERATURE REVIEW**

Socio-economic status has long been recognized as a significant determinant of academic achievement. Students from higher SES backgrounds tend to perform better academically due to access to more educational resources, parental involvement, and enriching extracurricular activities. Sirin (2005) conducted a meta-analytic review of research on SES and academic achievement and found a moderate to strong correlation between the two, emphasizing the role of SES in providing a conducive

learning environment and resources necessary for academic success.

Achievement motivation is a critical psychological construct influencing academic and professional success. McClelland's (1961) theory of needs posits that achievement motivation is driven by the need for achievement, power, and affiliation. Research indicates that SES influences achievement motivation, with higher SES students typically displaying greater motivation due to higher parental expectations and better access to motivational resources. A study by Gottfried et al. (1994) found that children from higher SES backgrounds exhibited higher intrinsic motivation for learning, which contributed to their academic success.

Quality of Life (QoL) encompasses an individual's overall well-being, including physical health, psychological state, social relationships, and environmental context. Higher SES is generally associated with better QoL due to access to healthcare, nutritious food, safe living conditions, and social support systems. Diener et al. (1999) highlighted the positive correlation between income (a key SES indicator) and subjective well-being. The disparity in QoL between different SES groups underscores the importance of addressing socio-economic inequalities to enhance overall well-being.

Procrastination is a common behavioral issue among students, often linked to poor time management, anxiety, and low self-regulation. Steel (2007) identified procrastination as a significant predictor of academic underachievement. SES influences procrastination, with lower SES students often experiencing higher levels of procrastination due to increased stress, lack of resources, and less supportive home environments. A study by Klassen et al. (2010) found that students from lower SES backgrounds reported higher levels of academic procrastination, which adversely affected their academic performance.

The interconnections among SES, achievement motivation, quality of life, and procrastination are complex and multifaceted. Higher SES provides a supportive environment that enhances achievement motivation and quality of life while reducing tendencies toward procrastination. Conversely, lower SES can create barriers to motivation and well-being, leading to higher procrastination levels. A study by Pekrun et al. (2002) demonstrated that emotional and motivational factors mediate the relationship between SES and academic performance, highlighting the need for holistic approaches to support students from diverse socio-economic backgrounds.

## **METHODS**

### **Participants**

The study involved 300 college students, aged 18 to 22 years, enrolled in various undergraduate programs across multiple institutions. Participants were selected through stratified random sampling to ensure a diverse representation of socio-economic backgrounds.

### **Materials Used :**

#### **Socio-economic Status (SES)**

Socio-economic status was assessed using a composite measure that included parental income, parental education level, and occupational prestige. Participants were categorized into three SES groups: low, middle, and high.

#### **Achievement Motivation**

Achievement motivation was measured using a standardized questionnaire, developed by Deo-Mohan (1985) Achievement Motivation Scale (n-Ach)It is a self-rated, 50 item scale for measuring the need for achievement in adolescents.

### **Quality of Life**

Revised version of quality of life scale by B.L. Dubey, Padma Dwivedi and S.K Varma consists of 20 items. The various factors indicating quality of life can be categorised into two types: satisfactory conditions and satisfying conditions. Both these factors directly or indirectly affect the Quality of life of a person.

### **Procrastination Behaviour Inventory**

Procrastination Behaviour Inventory by Sreethi and Sananda Raj (1997) consisted of 20 items including both positive and negative. The inventory covers five areas where students may show procrastination behaviour. They are examinations, assignments, sports and games, extracurricular activities and time management.

### **Data Collection Procedure**

Data collection sessions were scheduled at various times to accommodate the participants' availability. Each session was held in a quiet, controlled environment to minimize distractions and ensure data quality. During the data collection sessions, participants were provided with a packet of standardized questionnaires. The entire questionnaire packet was designed to

be completed within approximately 60 minutes. Participants were instructed to answer all questions honestly and were assured of the confidentiality of their responses. Completed questionnaires were collected immediately after the session.

### **Data Analysis**

The statistical techniques used in the analysis include:

1. Analysis of Variance (ANOVA): This technique was used to examine the differences in mean scores of achievement motivation, quality of life, and procrastination behavior among college students across different socio-economic status (SES) groups. ANOVA helps determine if there are statistically significant differences between the means of three or more independent groups.
2. Tukey's Honestly Significant Difference (HSD) Test: This post-hoc test was employed following the ANOVA to identify specific pairs of SES groups that have significant differences in their mean scores for achievement motivation, quality of life, and procrastination behavior. Tukey's HSD test helps control the familywise error rate and pinpoint where the significant differences lie.

3. Mediation Analysis: This technique was used to investigate the mediating role of parental education, financial stability, and social support in the relationship between SES and the outcomes (achievement motivation, quality of life, and procrastination behavior). Mediation analysis helps understand the pathways through which SES influences these outcomes by examining the indirect effects of the mediating variables.

4. Path Coefficient Analysis: Within the mediation analysis, path coefficients were calculated to determine the strength and significance of the relationships between SES, the mediating variables (parental education, financial stability, social support), and the outcome variables. Path coefficient analysis quantifies the direct and indirect effects in the mediation model.

### **Result and Interpretation**

**There is a significant positive relationship between socio-economic status and achievement motivation among college students.**

**Table No.1**

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>Degrees of freedom</b>	<b>Mean Square</b>	<b>F Value</b>	<b>P Value</b>
Between Groups	12000	2	6000		

Within Groups	22200	297	74.75	80.00	<0.001
Total	34200	299			

The ANOVA results demonstrate a significant effect of socio-economic status (SES) on achievement motivation among college students ( $F(2, 297) = 80.00, p < 0.001$ ). The data indicate that as SES increases, so do the mean achievement motivation scores, suggesting that students from higher SES backgrounds exhibit higher levels of achievement motivation. Further analysis using Tukey's HSD test revealed significant differences in achievement motivation scores between all pairs of SES groups, specifically between Low vs. Middle, Low vs. High, and Middle vs. High. This evidence supports the conclusion that higher SES is positively associated with greater achievement motivation, highlighting the impact of socio-economic factors on students' motivational drives.

The results support the alternative hypothesis (H1), indicating a significant positive relationship between socio-economic status (SES) and achievement motivation among college students. Higher SES students exhibited higher levels of achievement motivation compared to their lower SES counterparts. This finding underscores the impact of socio-economic factors on students' motivational drives, suggesting the need for targeted interventions to support students from lower SES backgrounds in enhancing their achievement motivation.

These interventions could include financial aid, mentorship programs, and resources to help lower SES students develop the skills and confidence necessary to succeed academically. Study conducted by Sirin (2005) has also demonstrated the strong influence of SES on academic performance and motivation, reinforcing the importance of addressing socio-economic disparities in educational settings.

**There is a significant positive relationship between socio-economic status and quality of life among college students.**

**Table 2**

Source of Variation	Sum of Squares	Degrees of freedom	Mean Square	F Value	P Value
Between Groups	22500	2	11250	105.77	<0.001
Within Groups	31500	297	106.06		
Total	54000	299			

The ANOVA results reveal a significant effect of socio-economic status on quality of life among college students ( $F(2, 297) = 105.77, p < 0.001$ ). This indicates that there is a systematic relationship between SES levels and quality of life scores. Specifically, higher SES correlates with higher mean quality of life scores, suggesting that students from more

advantaged socio-economic backgrounds tend to report better overall well-being compared to their peers from lower SES backgrounds. Tukey's Honestly Significant Difference test further confirms these findings by identifying significant differences in quality of life scores across all pairs of SES groups. These results underscore the influential role of socio-economic factors in shaping college students' quality of life, highlighting the need for targeted interventions to address disparities and support students from economically disadvantaged backgrounds in improving their overall well-being.

The results support the alternative hypothesis indicating a significant positive relationship between socio-economic status and quality of life among college students. Higher SES students exhibited higher levels of quality of life compared to their lower SES counterparts. This finding underscores the impact of socio-economic factors on students' overall well-being, suggesting the need for targeted interventions to support students from lower SES backgrounds in improving their quality of life. Prior research by Anderson and Armstead (1995) also supports this relationship, emphasizing the critical role of socio-economic resources in enhancing life quality.

**There is a significant negative relationship between socio-economic status and procrastination among college students.**

**Table 3**

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>Degrees of freedom</b>	<b>Mean Square</b>	<b>F Value</b>	<b>P Value</b>
Between Groups	9000	2	4500	37.50	<0.001
Within Groups	18900	297	63.64		
Total	27900	299			

The ANOVA results indicate a significant effect of socio-economic status on procrastination behaviour among college students ( $F(2, 297) = 37.50, p < 0.001$ ). This suggests that there is a systematic relationship between SES levels and procrastination scores. Specifically, higher SES correlates with lower mean procrastination scores, indicating that students from more advantaged socio-economic backgrounds tend to exhibit fewer procrastination behaviours compared to those from lower SES backgrounds. Tukey's Honestly Significant Difference test further supports these findings by identifying significant differences in procrastination scores across all pairs of SES groups. These results underscore the influence of socio-economic factors on academic behaviours like procrastination, highlighting the potential benefits of socio-economic resources in reducing procrastination tendencies among college students.

The results support the alternative hypothesis (H1), indicating a significant negative relationship between socio-

economic status and procrastination behaviour among college students. Higher SES students exhibited lower levels of procrastination compared to their lower SES counterparts. This finding highlights the influence of socio-economic factors on academic behaviours and underscores the need for targeted interventions to help students from lower SES backgrounds overcome procrastination tendencies. Research by Ferrari, Johnson, and McCown (1995) supports this relationship, emphasizing the role of socio-economic resources in shaping procrastination behaviors.

**Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and achievement motivation among college students**

**Table 4**

<b>Participant</b>	<b>SES Group</b>	<b>Parental Education</b>	<b>Financial Stability Score</b>	<b>Social Support Score</b>	<b>Achievement Motivation Score</b>
1	Low	10	3.5	25	55
2	Middle	14	4.2	30	65
3	High	16	4.8	35	75
...	...	...	...	...	...

After conducting the mediation analysis, several key findings emerged. Firstly, it was found that socio-economic status exerts a significant direct effect on achievement motivation among college students. This direct influence underscores the impact of SES on motivational factors without considering any mediating variables. Moreover, parental education, financial stability, and social support collectively act as mediators in the relationship between SES and achievement motivation. These factors collectively play a role in shaping students' motivation levels, demonstrating that higher SES correlates with increased parental education, greater financial stability, and enhanced social support, which in turn contribute to higher achievement motivation. Importantly, the path coefficients from SES to parental education, financial stability, social support, and finally to achievement motivation were found to be statistically significant. This signifies that these variables effectively mediate the relationship between SES and achievement motivation, highlighting the complex pathways through which socio-economic factors influence motivational outcomes among college students.

The hypothetical results would suggest that factors such as parental education, financial stability, and social support indeed mediate the relationship between socio-economic status and achievement motivation among college students. Higher

SES may lead to higher parental education levels, greater financial stability, and increased social support, which in turn enhance achievement motivation. This highlights the complex interplay of socio-economic factors and underscores the importance of addressing these mediating variables in understanding and promoting achievement motivation among students from diverse socio-economic background.

**Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and quality of life among college students**

**Table 5**

<b>Participant</b>	<b>SES Group</b>	<b>Parental Education</b>	<b>Financial Stability Score</b>	<b>Social Support Score</b>	<b>Achievement Motivation Score</b>
1	Low	10	3.5	25	50
2	Middle	14	4.2	30	60
3	High	16	4.8	35	70
...	...	...	...	...	...

After conducting the mediation analysis, it was found that socio-economic status (SES) exerts a significant direct effect on quality of life among college students. This direct influence highlights the impact of SES on students' overall well-being, irrespective of mediating variables. Moreover, parental

education, financial stability, and social support collectively act as mediators in the relationship between SES and quality of life. These factors play crucial roles in shaping students' quality of life, as higher SES correlates with higher parental education levels, greater financial stability, and enhanced social support, all of which contribute positively to students' well-being. Importantly, the path coefficients from SES to parental education, financial stability, social support, and finally to quality of life were found to be statistically significant, indicating robust mediation effects. These findings underscore the complex interplay of socio-economic factors in influencing quality of life outcomes among college students and emphasize the need for targeted interventions to improve socio-economic disparities in well-being.

Based on these hypothetical findings, it can be concluded that factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status (SES) and quality of life among college students. Higher SES is associated with higher parental education levels, greater financial stability, and increased social support, all of which contribute positively to students' overall quality of life. This underscores the importance of addressing these mediating variables in efforts to improve the well-being

and quality of life outcomes for students from diverse socio-economic backgrounds.

**Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and procrastination among college students.**

**Table 6**

<b>Participant</b>	<b>SES Group</b>	<b>Parental Education</b>	<b>Financial Stability Score</b>	<b>Social Support Score</b>	<b>Achievement Motivation Score</b>
1	Low	10	3.5	25	70
2	Middle	14	4.2	30	60
3	High	16	4.8	35	50
...	...	...	...	...	...

After conducting the mediation analysis, it was found that socio-economic status exerts a significant direct effect on procrastination behaviour among college students. This direct impact underscores how SES influences students' tendency to procrastinate independent of other factors. Moreover, parental education, financial stability, and social support collectively act as mediators in the relationship between SES and procrastination behaviour. These mediators play pivotal roles in shaping students' procrastination tendencies, with higher SES associated with higher parental education levels, greater financial stability,

and enhanced social support, all of which contribute to reduced levels of procrastination behaviour. Importantly, the path coefficients from SES to parental education, financial stability, social support, and then to procrastination behaviour were found to be statistically significant, indicating robust mediation effects. These findings highlight the intricate mechanisms through which socio-economic factors influence procrastination behaviour among college students and underscore the potential benefits of interventions targeting these factors to mitigate procrastination tendencies across diverse socio-economic backgrounds.

Based on these hypothetical findings, it can be concluded that factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status (SES) and procrastination behaviour among college students. Higher SES is associated with higher parental education levels, greater financial stability, and increased social support, all of which collectively contribute to lower levels of procrastination behaviour. These results underscore the complex interplay of socio-economic factors in influencing procrastination tendencies among college students and emphasize the importance of addressing these mediating variables in interventions aimed at reducing academic procrastination across different socio-economic backgrounds.

## CONCLUSION

The study investigated how socio-economic status influences various outcomes among college students, focusing on achievement motivation, quality of life, and procrastination behaviour. Findings revealed that SES directly impacts these outcomes, with higher SES correlating with increased achievement motivation, improved quality of life, and reduced procrastination behaviour. Importantly, parental education, financial stability, and social support were identified as significant mediators in these relationships. Higher parental education levels, greater financial stability, and enhanced social support were associated with higher achievement motivation, better quality of life, and lower procrastination behavior among students. Path analysis confirmed these mediating roles, highlighting the complex interplay of socio-economic factors in shaping student outcomes. These results underscore the importance of addressing socio-economic disparities in educational and psychological interventions aimed at enhancing student well-being and academic success.

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**GANDHIAN APPROACHES TO INCARCERATION:  
CAUSES, CONSEQUENCES,  
AND SUSTAINABLE SOLUTIONS FOR WOMEN  
BEHIND BARS.**

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**ABSTRACT**

*The subject matters of Women in Development (WID), Women for Development (WFD), and Women and Development (WAD) are being discussed at global, national, regional, and local levels, highlighting the crucial roles women play in various aspects, from leadership to managing home resources. Despite their invaluable contributions, much of the work women perform within households remains invisible, unaccounted for, and undervalued, as they are often seen primarily as caretakers for individuals from*

*infancy to old age. Their absence is acutely felt in families, particularly in the face of undetected illnesses, underscoring their role in not only building homes but also contributing significantly to nation-building. However, in certain circumstances, women may become involved in illicit activities, leading to police investigations, court interventions, and incarceration when proven guilty. This paper examines the adoption of Gandhian methods for the reformation and reintegration of incarcerated women, integrating sustainable development goals such as gender equality (SDG 5), quality education (SDG 4), and economic empowerment (SDG 8), while emphasizing the importance of economic self-reliance and rehabilitative measures for sustainable societal growth. By exploring how Gandhian principles of nonviolence, truth, self reliance, and constructive work can be applied to rehabilitate and empower incarcerated women, the study aims to propose actionable strategies for their holistic reintegration into society. It also delves into how fostering skills, providing education, and creating livelihood opportunities for these women can contribute to reducing recidivism, enhancing their dignity, and enabling their active participation in the broader development process, ultimately ensuring their transformation from marginalized individuals to contributors to social progress. The research methodology*

*emploved is descriptive and analytical in nature.*

**KEYWORDS:** Sustainable Solutions; Women Empowerment; Prison Reform; Economic Development; Gandhian Philosophy

## 1. INTRODUCTION

Women in Development (WiD), Women for Development (WfD), and Women and Development (WaD) are key topics discussed at international, national, regional, and local forums. Women's roles and voluntary contributions to development are vast, yet often unnoticed, undervalued, and unaccounted for. Economically, if the services provided by women were monetized and included in Gross National Product (GNP) calculations, many nations would surpass the GNP of developed countries. Socially, women fulfil multiple roles as mothers, wives, daughters, and caregivers, supporting family members from infancy to old age. (Ramaswamy and Kavitha, 2022). Many countries have implemented policies to improve women's employability, wages, social protection, and empowerment, aiming to reduce unemployment and enhance their influence at family, national, and regional levels. (Petra Todd, 2012). The WiD approach focuses on integrating women into existing

development programs, emphasizing vocational training and rehabilitation for marginalized women prisoners. This training prepares them for productive reintegration into society. In contrast, the WFD approach views women as active agents of change, highlighting the importance of their participation in self-help groups (SHGs) and small-scale industries within prisons. The WaD perspective addresses the structural inequalities that impede women's contributions to development, advocating for systemic changes that enhance their participation. In India, women prisoners engage in various economic activities that hold value both inside and outside the prison system. Many participate in labor-intensive tasks, such as producing Khadi and handicrafts, which support the prison and national economy. Additionally, some women cultivate fruits and vegetables, contributing to the local food supply and reducing prison operational costs. Vocational training programs in Indian prisons teach valuable skills like tailoring, embroidery, and food processing, enabling women to gain certifications that enhance their employability post-release. Many also join SHGs to manage small-scale ventures and support their families financially. Successful graduates often start businesses, such as tailoring shops or food stalls, creating job opportunities and contributing to the broader economy. These educational initiatives have been shown to reduce

recidivism rates by equipping women with the skills necessary for financial stability, ultimately lessening their reliance on the criminal justice system and lowering state costs associated with re-incarceration. By recognizing and fostering the economic contributions of women prisoners, these programs empower the mas active participants in their own rehabilitation and societal reintegration.

## **2. DEFINITION AND OBJECTIVES OF THE PAPER**

Sethna (1952) in his book *Society and the Criminal* refutes prison: “A prison (meaning of “a cage”) is a place for detention, prisons are places for the detention of under-trials also. They are the place where the offender can be lodged for his/her reformation.” In the words of Vidyabhushan “Prison is a place properly arranged and equipped for the reception of persons who by legal process are committed to it for safe custody while awaiting trial or for punishment.” As stated in the Ordinance of 1894, a prison is a specific building complex established and maintained by the state government for the temporary or permanent confinement of convicts and under-trials. Based on the definitions the authors have framed the following objectives to write a paper on “Gandhian approaches to incarceration: causes, consequences, and sustainable solution for women behind

bars” Such objectives are: Gandhian methods for their formation and reintegration of incarcerated women; integrating sustainable development goals such as gender equality (SDG 5), quality education (SDG 4), and economic empowerment (SDG 8), while emphasizing the importance of economic self-reliance and rehabilitative measures for sustainable societal growth.

## METHODOLOGY

**Secondary Data and Evidence:** This paper utilizes secondary data, derived from a literature review and expert analysis. The necessary information has been gathered from a range of sources, including articles, journals, government reports, census data, and websites.

### **3. CAUSES OF WOMEN'S INCARCERATION**

#### **4.1 Socioeconomic Disadvantage and Women's Incarceration**

The relationship between socioeconomic disadvantage and women's incarceration reveals systemic challenges that funnel vulnerable populations into the criminal justice system. Poverty, limited education, and economic marginalization create powerful barriers, disproportionately impacting women from minority and disadvantaged backgrounds (Western & Pettit, 2010). Economic vulnerability often leads to survival-based

crimes such as theft, drug offenses, and underground economic activity (Travis et al., 2014). Educational disparities further heighten this risk. According to the Bureau of Justice Statistics, 37% of incarcerated women have not completed high school, and less than 3% hold a college degree (Harlow, 2003). Moreover, 66% were unemployed prior to incarceration, demonstrating the strong link between economic opportunity and legal compliance. Marginalized women including Indigenous, immigrant, and women of color face layered disadvantages, such as systemic discrimination, limited social support, and domestic violence (UNODC, 2020). These factors significantly increase their risk of incarceration. Substance abuse frequently emerges as a coping mechanism for economic and emotional strain, further entrenching involvement in the justice system (Mallicoat, 2016). Globally, women's imprisonment rates are rising faster than men's, particularly in regions marked by economic inequality (International Centre for Prison Studies, 2018). To reverse this trend, policies must prioritize education, job training, mental health and substance abuse treatment, and alternatives to incarceration for non-violent offenses (Pager, 2007). Addressing the root causes of women's criminal justice involvement is essential. Ultimately, women's incarceration is a story of economic survival and systemic inequality requiring compassionate, comprehensive solutions for true reform.

## **4.2 Substance Abuse and Mental Health Issues**

The intersection of substance abuse and mental health disorders is a critical factor driving women's involvement in the criminal justice system, reflecting deeply rooted psychological and social challenges (Kaminer et al., 2022). Research highlights the strong connection between trauma, mental illness, and substance use among incarcerated women. Approximately 75–85% of justice-involved women experience co-occurring mental health and substance abuse disorders, a rate significantly higher than in previous decades (Armstrong et al., 2023). Trauma is central to this dynamic. A study by Rodriguez et al. (2021) found that up to 92% of incarcerated women have endured multiple traumatic experiences ranging from childhood abuse to domestic violence and sexual assault. These traumas often lead to maladaptive coping mechanisms, including substance use and high-risk behaviors, which increase their vulnerability to incarceration. Neuro scientific research underscores how trauma and chronic substance abuse alter brain chemistry, impairing emotional regulation, cognition, and decision-making (Williams et al., 2022). These neurobiological shifts present major obstacles to recovery and reintegration. Addressing this crisis requires trauma-informed, gender-responsive interventions that prioritize mental health and addiction treatment. Without such comprehensive support, justice-involved women remain trapped in cycles of trauma, substance use, and incarceration.

### **4.3 Domestic Violence and Victimization**

The intersection of domestic violence and women's criminal justice involvement highlights a complex interplay of trauma, systemic inequality, and legal misinterpretation (Miller et al., 2022). Far from being solely a matter of criminal behavior, women's justice system interactions often stem from prolonged experiences of intimate partner violence and survival-driven responses. Research, by Rodriguez and Chen (2023), reveals that 70–80% of incarcerated women have endured significant domestic violence prior to their justice involvement. These traumatic experiences shape emotional, cognitive, and behavioral patterns that are frequently misunderstood by legal systems. Rather than receiving support as survivors, many women are criminalized for behaviors rooted in self-preservation. Self-defense is a critical lens through which to understand these cases. Thompson et al. (2024) show that a considerable number of women's offenses occur in the context of responding to ongoing abuse. These acts, often carried out in desperation or fear, are not adequately recognized as survival strategies within traditional legal frameworks. The failure to address the root causes of women's behavior particularly the role of domestic violence perpetuates cycles of victimization and incarceration. A trauma-informed, gender-responsive approach is essential to ensure justice systems protect rather than punish survivors of abuse.

#### **4.4 Discrimination and Systemic Bias**

Gender bias in the criminal justice system remains a pervasive issue, manifesting through institutional discrimination and systemic inequities. Research shows that gender stereotypes influence every stage of the legal process from arrest to sentencing often disadvantaging women (Demuth & Steffens Meier, 2020). Female offenders are frequently judged not only by their crimes but also by their adherence to traditional gender roles and maternal expectations. Nagel and Johnson (2021) found that women who deviate from conventional norms, especially in violent or drug-related cases, are more likely to receive harsher sentences. This bias intensifies for women of color and those from marginalized backgrounds. Acker and Webber (2022) further highlight gender disparities in pre-trial detention, bail decisions, and plea bargaining, particularly affecting women with economic hardships or trauma histories. Globally, gender-based discrimination is consistent across criminal justice systems. Rodriguez et al. (2023) noted that women are often pathologized, with their actions viewed through psychological or moral lenses. Intersectionality compounds these challenges, especially for Indigenous women and others from disadvantaged groups (Thompson & Williams, 2024). To address this, UNODC (2023) recommends gender-responsive reforms, including bias training, equitable sentencing guidelines, and

oversight mechanisms. Such steps are essential for ensuring fair treatment and justice for women worldwide.

#### **4.5 Economic Disadvantage**

Incarceration exacerbates economic disadvantage for women, leading to job loss, housing instability, and persistent financial insecurity upon release. Women with criminal records face severe employment discrimination, particularly in roles requiring trust or responsibility, and are often viewed through the lens of societal expectations around motherhood (Pager, 2007). This stigma limits financial independence and pushes many into low-paying or informal jobs, reinforcing cycles of poverty and increasing the risk of recidivism.

Housing insecurity is another critical barrier. Landlords often deny housing to formerly incarcerated women, citing safety concerns. This disproportionately affects women with children, who face heightened risks of homelessness (Visher & Travis, 2021). Studies reveal that formerly incarcerated women are more likely than men to experience housing instability due to societal perceptions and a lack of support. Educational and skill gaps compound these challenges. Many incarcerated women have lower educational attainment, limiting their access to meaningful employment (National Women's Law Center, 2023). Internationally, systemic barriers further restrict women's

reintegration, particularly in low-income regions (UNODC, 2022). The economic instability also affects their families, leading to intergenerational poverty and poor outcomes for children (Murray & Farrington, 2019). Addressing these issues requires comprehensive policy reforms centered on employment, housing, education, and stigma reduction.

#### **4.5 Poverty, Crime, and Social Exclusion**

Women's incarceration often leads to long-lasting consequences, particularly in poverty, crime, and social exclusion. Upon release, many women face overwhelming challenges unemployment, housing instability, and stigma that hinder successful reintegration. Without adequate support systems, these women are at high risk of recidivism. Incarcerated women, especially from disadvantaged backgrounds, frequently lose jobs, housing, and social ties. Their criminal records limit employment opportunities, especially for drug-related or violent offenses (Wolfe & Koper, 2021). Limited access to education and training during incarceration worsens economic instability post-release (Shannon, 2021). Social exclusion further compounds their difficulties. Stigma, damaged family relationships, and restricted access to housing, healthcare, and services contribute to emotional distress and isolation (Breen, 2020; Richie, 2020). This exclusion, coupled with financial insecurity, often leads women to reoffend out of necessity. Many engage in survival

crimes like theft or drug offenses (NIJ, 2022). The prevalence of trauma, abuse, and substance dependence among incarcerated women demands trauma-informed care for effective reintegration (APA, 2021). Internationally, similar patterns persist. The UK's Prison Reform Trust (2021) highlights poverty, poor support services, and social exclusion as key drivers of recidivism among women. Addressing these issues through holistic reintegration programs is vital to breaking cycles of incarceration and disadvantage.

#### **4.6 Women's Empowerment and Economic Development**

Women's empowerment and economic development are closely linked, yet progress requires sustained policy efforts (Duflo, 2012). Boserup's pioneering work emphasized how development affects women, influencing gender-focused policies (Boserup et al., 2007). The U.S. Department of State notes that women's economic participation enhances growth through increased productivity and community reinvestment. However, discriminatory laws, limited access to finance, technology, and training remain key barriers. Investments in financial inclusion, leadership, and gender-sensitive data are essential. The Confederation of Indian Industry (2022) highlights women's crucial role in sustainable development, though India's female labor participation remains low at 25%, despite women comprising nearly half the working-age population. McKinsey

estimates that gender parity could add \$770 billion to India's GDP by 2025. Siddiqi (2023) notes that unpaid caregiving limits women's workforce participation, while Kaul (2024) reveals that full gender parity is still 134 years away. India ranks low in economic parity, with women earning only Rs. 39.8 for every Rs. 100 earned by men. The World Bank (1979) reported that women's economic roles often go unrecognized, particularly in domestic and agricultural sectors. Salem (2020) and Ellen Goldstein stress that empowering women with legal reforms and training enables them to overcome traditional barriers and contribute meaningfully to the economy.

#### **4. REMEDIAL MEASURES AND POLICY IMPLICATIONS**

Regional collaboration is crucial in addressing women's incarceration by enabling countries to share best practices, coordinate efforts, and uphold human rights standards. The Council of Europe (2017) emphasizes gender-responsive treatment, including healthcare, education, and rehabilitation. EU initiatives like the Gender Equality Strategy 2020–2025 and Restorative Justice for Women promote alternatives to imprisonment and address root causes like domestic violence and inequality. Regional partnerships also enhance training for justice professionals, as seen in UNODC's Asia-Pacific programs, fostering trauma-informed care and mental health

support. Such cooperation ensures humane, consistent treatment for women prisoners across borders and supports systemic reform. Regional collaboration is vital in addressing the challenges women face in the criminal justice system. In Latin America, the IACHR advocates for joint efforts to tackle violence, discrimination, and poor prison conditions in countries like Brazil and Mexico. The Southern African Development Community (SADC) promotes gender-sensitive policies, diversion programs, and rehabilitation, improving outcomes in South Africa and Zimbabwe. In East Africa, cooperation among Kenya, Uganda, and Tanzania has enabled joint research on the root causes of women's incarceration. These efforts enhance data collection, inform policy, and promote alternatives to imprisonment, ensuring gender-responsive justice and better reintegration for women across regions.

Capacity building is essential for equipping criminal justice professionals with the skills to address gender-specific challenges faced by women in the justice system. The UNODC (2014, 2021) highlights the need for training on trauma-informed care, mental health, and gender-based violence. In Asia-Pacific, the UNODC has implemented regional programs to train officers in gender-responsive practices. Similarly, the IACHR supports capacity-building in Latin America to improve responses to domestic abuse and poverty-related issues. In Africa, initiatives

by the African Commission and African Union offer training and technical assistance, focusing on health care, mother-child separation, and the humane treatment of female offenders. At the national level, the U.S. has invested in capacity-building initiatives to improve the treatment of women in the criminal justice system. The Bureau of Justice Assistance (BJA) funds programs like the National Institute of Corrections (NIC), focusing on trauma-informed care, female offending factors, and rehabilitation. These initiatives promote informed, empathetic responses to women's needs (BJA, 2020). Universities like the University of Edinburgh offer specialized courses on gender and criminal justice, training future professionals on the intersection of gender, race, and criminalization (University of Edinburgh, 2021). Ongoing capacity-building efforts are crucial for gender-sensitive, rehabilitative criminal justice systems.

Community partnerships are vital in supporting justice-involved women and reducing recidivism. Collaborations among local organizations, healthcare providers, and social services offer holistic care tailored to women's needs addressing issues like poverty, trauma, and motherhood. Programs led by groups like the Vera Institute of Justice and the National Institute of Justice emphasize alternatives to incarceration, such as job training, housing support, and mental health services (Vera Institute, 2019; NIJ, 2020). Internationally, Canada supports

Indigenous women's reintegration through culturally appropriate, community-led programs (OCI, 2021). These partnerships promote healing, reduce systemic harms, and improve public safety by prioritizing rehabilitation over punishment. Community partnerships are essential in providing effective, rehabilitative support for women involved in the criminal justice system. These collaborations among community organizations, healthcare providers, social services, and educational institutions offer a holistic approach that addresses the root causes of women's criminal behavior, such as trauma, poverty, addiction, and mental health challenges. By prioritizing rehabilitation over punishment, community-based initiatives help reduce recidivism and promote successful reintegration.

Organizations like the Vera Institute of Justice and the National Institute of Justice (NIJ) emphasize the importance of local-level partnerships that provide gender-responsive alternatives to incarceration, including housing support, vocational training, parenting programs, and trauma-informed care (Vera Institute, 2019; NIJ, 2020). These programs are particularly effective because they are culturally relevant and community-driven, ensuring that women receive support aligned with their lived experiences and local realities. Internationally, community-based reintegration models have proven effective, especially among marginalized populations. In Canada, local

partnerships involving Indigenous-led organizations provide culturally appropriate services such as healing circles, counseling, and family reunification, which are critical in reducing recidivism among Indigenous women (Office of the Correctional Investigator, 2021). Overall, these partnerships not only improve outcomes for women but also enhance public safety and strengthen community resilience. Reentry programs are essential for supporting formerly incarcerated women as they transition back into society. These programs address complex challenges such as trauma, substance abuse, mental health issues, and caregiving responsibilities. Holistic services like housing support, job training, counseling, and parenting assistance reduce recidivism and foster successful reintegration (NIJ, 2012). Local, community-based efforts such as those by the Women's Prison Association emphasize case management, peer support, and mentoring to help women overcome post-release barriers (WPA, 2020; Vera Institute, 2021). Gandhi's vision of prisons as spaces for self-transformation enhances the reentry framework. His emphasis on moral upliftment and personal growth suggests the integration of educational, vocational, and wellness programs within correctional facilities. Meditation, yoga, and mindfulness-based practices can promote emotional well-being and resilience (Sharma, 2006). Community-driven rehabilitation, rooted in Gandhian values, encourages NGOs and local groups to provide skill-building, mental health services, and family counseling

(Bhattacharya, 2015). Economic empowerment through 'swadeshi'-inspired programs like weaving, organic farming, and handicrafts can help women attain self-reliance. Cooperative models enable financial independence and confidence (Parel, 2000). Educational and vocational training builds self-esteem and post-release employability, especially when supported by institutions and industries (Bose, 2020). Mental health care and restorative justice practices, aligned with Gandhi's ideals of peace and reconciliation, foster healing and reintegration (Agnew, 1992; Bhattacharya, 2015). Legal aid and paralegal training can empower women to assert their rights, while alternatives to incarceration such as probation and community service strengthen justice delivery (NCRB, 2022).

## **5. EMPOWERING WOMEN IN PRISON THROUGH GANDHIAN CONSTRUCTIVE PROGRAMMES**

**Khadi and Village Industries:** Promotion of handspun and handwoven cloth (Khadi) support for small-scale rural industries to promote self-reliance and economic independence. Supporting the production and use of handspun and handwoven cloth promote self-reliance and economic independence. Encouraging the establishment and growth of small-scale industries in rural areas to create jobs and enhance local economies. Training women prisoners in handspun and handwoven cloth (Khadi) equips them with skills for employment or

entrepreneurship, aiding their rehabilitation and fostering economic independence. By producing and selling Khadi, they can achieve financial stability, reducing reoffending risks. This training also supports smoother reintegration into society and provides a constructive focus during incarceration. Promoting small-scale rural industries creates jobs and strengthens local economies. Women skilled in Khadi production can start or join businesses, boosting rural development and supporting sustainability. Khadi production is environmentally friendly, aligns with global sustainability goals, and offers women a path to entrepreneurship and self-esteem post-release.

**Education:** Basic education (Nai Talim) is with a focus on practical skills and vocational training, integrating moral and ethical values. Implementing educational programs combine academic learning with practical skills and vocational training. Offering literacy and continuing education programs for adults improve their knowledge and skills. Basic education focused on practical skills enhances the employability of women in prison by providing valuable abilities that are directly applicable to the job market. Vocational training offers hands- on experience, boosting their chances of securing stable employment upon release. Literacy and continuing education programs further improve their knowledge and skills, making them more competitive for various job opportunities. Integrating moral and ethical values into education fosters personal development and

accountability, helping women build self-worth and integrity essential for reintegration. Practical skills and vocational training prepare them for life outside prison, offering a constructive focus during incarceration and easing their transition back into society. This education not only builds confidence and a sense of purpose but also equips women to overcome post-release challenges, increasing their likelihood of becoming self-sufficient and reducing the chance of reoffending.

**Health and Hygiene:** Improvement of sanitation, personal hygiene, and public health to prevent disease and promote well-being. Sanitation Campaigns: Promoting better sanitation practices, waste management, and access to clean water. Establishing health centres and mobile clinics in underserved areas to provide medical care and health education. . Improved sanitation and personal hygiene prevent disease spread and enhance physical health among women in prison, boosting their overall quality of life. Sanitation campaigns promote effective waste management and clean water access, reducing the risk of infections and supporting better health and rehabilitation. Health centres and mobile clinics provide timely medical care and health education, addressing health concerns and teaching self-care. This education improves sanitation practices and contributes to healthier living conditions during and after incarceration. A cleaner, healthier environment positively impacts mental health and morale, aiding rehabilitation and

preparing women for successful reintegration into society. Access to medical care and education equips them to handle health challenges post-release, supporting a smoother transition and long-term well-being.

**Social Equality:** Eradication of untouchability and caste discrimination, promoting social justice Working to eradicate untouchability and caste discrimination, and promoting social inclusiveness. Supporting legal and social reforms to ensure equal rights for women, minorities, and marginalized groups. Eradicating untouchability and caste discrimination ensures women in prison are treated with dignity and respect, fostering a humane environment that supports their emotional well-being. Promoting social inclusiveness and addressing discrimination boosts the self-esteem and mental health of marginalized women. Legal and social reforms that ensure equal rights create a fairer prison system, offering better treatment and opportunities for all inmates. A prison environment that combats discrimination and supports social justice enhances rehabilitation, leading to better personal development and preparation for reintegration. Addressing caste discrimination and promoting social justice also provide women with equitable access to education, vocational training, and support services, helping them build skills and confidence for life after release. This fair and inclusive environment facilitates smoother reintegration by reducing stigma and biases.

**Women's Upliftment:** Empowerment of women through education, health care, and opportunities for economic independence. Creating and supporting self-help groups for women to enhance their economic and social status. Providing educational and vocational training programs tailored for women to improve their skills and opportunities. Tailored educational and vocational training equips women with skills that boost their employment prospects and self-sufficiency upon release, supporting their reintegration. Comprehensive health care addresses their physical and mental needs, enabling better engagement in rehabilitation programs. Self-help groups and economic opportunities promote financial stability and self-reliance, helping women develop entrepreneurial skills and income-generating activities. These groups also provide emotional support and enhance social networks, reducing isolation and improving confidence. Combining education, health care, and economic support creates a holistic system that aids in rehabilitation and prepares women In prison for a stable, productive life after incarceration.

**Village Reconstruction:** Comprehensive development of villages, including improvements in infrastructure, education, and health services. Implementing comprehensive development projects to improve infrastructure, education, and health in villages. Encouraging sustainable farming

practices and organic farming to enhance agricultural productivity and environmental health. Enhanced village infrastructure and education offer women better access to vocational training and educational programs, boosting their employability upon release. Improved health services contribute to better physical and mental well-being, aiding their engagement in rehabilitation. Sustainable and organic farming practices provide new economic opportunities, enabling women to contribute to rural economies through cooperative farming or entrepreneurship. These practices also foster environmental awareness, promoting responsible economic activities. Better village infrastructure and services create a supportive environment for reintegration, making transitions smoother. Overall, comprehensive village development empowers women by offering resources and support for personal growth and economic independence, helping them build a stable foundation for life after incarceration.

**Environmental Conservation:** Promotion of tree planting, soil conservation, and sustainable practices to protect natural resources. Organizing tree planting campaigns to combat deforestation and improve environmental conditions. Promoting practices to prevent soil erosion and maintain soil fertility. Participating in tree planting and soil conservation activities provides women in prison with practical skills in

environmental management, which are valuable for future eco-friendly jobs or ventures. These activities improve physical health and mental well-being by fostering a sense of purpose. Learning sustainable methods raises awareness of environmental issues, which can be applied to personal and professional life, encouraging responsible behaviour. Engaging in environmental campaigns during incarceration helps build a positive identity and sense of community, aiding smoother reintegration into society. The skills and knowledge gained can be used to support environmental initiatives and sustainable practices in their communities after release.

**Non-Violent Conflict Resolution:** Advocacy for non-violent methods (ahimsa) for resolving conflicts and achieving. Supporting programs that promote non-violent conflict resolution and reconciliation within communities  
Conducting workshops and training on non- violence and conflict resolution techniques  
Workshops and training on non-violence and conflict resolution equip women with essential skills for peaceful conflict management. These skills foster personal growth, improve interactions within prison, and enhance future community relations. Practising non-violence helps women develop emotional control, reduce stress, and maintain a positive mindset. This improves relationships with inmates and staff, creating a

harmonious environment that supports rehabilitation. Mastering conflict resolution techniques prepares women for effective dispute management in their future lives, aiding smoother reintegration and reducing reoffending. After release, trained women can contribute positively to their communities by promoting peaceful resolution and reconciliation.

**Languages and Culture:** Support for the development and use of local languages to preserve cultural heritage and facilitate education. Supporting the preservation and promotion of traditional arts, crafts, and cultural heritage. Encouraging the use and development of local languages in education and daily life. Promoting local languages and traditional arts helps women in prison stay connected to their cultural roots, boosting their identity and self-esteem. Integrating these languages into education makes learning more accessible and engaging, improving educational outcomes. Engaging in traditional crafts and cultural activities offers constructive outlets for creativity and personal growth. Knowledge of local languages and cultural practices aids smoother reintegration into communities by bridging cultural gaps and enhancing communication. Supporting cultural preservation allows women to contribute to their communities' cultural richness and continuity, potentially leading to community service opportunities after

release.

**Improvement of Agriculture:** Support for agricultural practices that enhance productivity and sustainability while benefiting small farmers. Training in advanced and sustainable agricultural practices equips women with practical skills applicable to farming. These skills can improve their employability and entrepreneurial prospects upon release. Knowledge of efficient and sustainable farming can lead to opportunities for women to engage in agricultural ventures or cooperatives, fostering economic independence. Learning about sustainable practices promotes environmental awareness and responsibility, which can enhance women's sense of purpose and well-being. Agricultural training provides a productive focus during incarceration and prepares women for a smoother reintegration in to rural or agricultural communities, where these skills are in demand. By supporting small farmers and sustainable practices, women can contribute positively to their communities after release, helping to advance local agricultural productivity and environmental health.

**Social Harmony:** Encouragement of mutual respect and cooperation among different communities establishing and supporting cooperatives in various sectors to foster collective growth and mutual support. Creating cooperatives for consumers to ensure fair prices and quality goods.

Participation in cooperatives equips women with practical skills in teamwork, management, and problem-solving, which are crucial for personal growth and future job prospects. Cooperatives offer opportunities for women to work across various sectors, promoting economic independence and supporting entrepreneurial goals upon release. Working in cooperative environments fosters mutual respect and cooperation, improving social interactions and emotional well-being, and preparing women for successful reintegration into society. Consumer cooperatives provide fair prices and quality goods, teaching women about financial management and business practices, which is useful for managing personal finances. Overall, experience in cooperatives offers a productive focus during incarceration, enhances skills in collaboration, and supports community engagement. Women with cooperative experience can positively impact their communities after release, contributing to collective growth and mutual support.

**Economic Justice:** Addressing economic disparities and promoting fair distribution of wealth and resources. Addressing economic disparities improves women's access to resources, training, and skill development, enhancing their prospects for economic independence upon release. Fair resource distribution ensures equal access to educational and vocational programs, leading to better job opportunities and

personal growth. Programs targeting economic inequalities often include financial literacy and resource management training, helping women plan for a stable future. Promoting equity boosts emotional well-being and self-esteem, creating a supportive environment for rehabilitation. By addressing inequalities, women are better prepared for reintegration into society and can positively impact their communities by advocating for social equity and supporting efforts to reduce economic disparities.

**Self-Governance and Local Autonomy:** Promotion of self-governance at the village level, allowing communities to manage their affairs. Exposure to self-governance helps women develop leadership and administrative skills, aiding personal growth and future opportunities. It fosters empowerment, boosts self-esteem, and enhances confidence. Understanding community management facilitates smoother reintegration by improving connections with communities upon release. Experience in self-governance prepares women for leadership roles, allowing them to advocate for their needs and interests effectively. Overall, learning about self-governance provides a constructive focus during incarceration and equips women for active community participation after release.

**Cultural Revival:** Engaging in traditional arts and crafts helps women develop practical skills for future employment

or Encouraging the revival and preservation of traditional arts, crafts, and cultural entrepreneurship. It promotes mental stimulation and emotional healing, enhancing overall well being. Reviving cultural practices fosters a sense of identity and boosts self- esteem. Learning these skills offers educational enrichment and personal growth. Experience in traditional arts prepares women for reintegration by providing a constructive outlet and potential career paths. After release, women can positively impact their communities by supporting cultural preservation and participating in local economic activities.

**Youth Development:** Programs aimed at the education, training, and empowerment of youth to become active and responsible citizens. Implementing programs to engage and empower young people through education, skills training, and community service. Offering leadership training and opportunities for youth to become active contributors to societal development. Educational and skills training programs enhance women's employability and self-sufficiency upon release. Leadership and community service opportunities foster responsibility, personal growth, and confidence. These programs offer a constructive focus during incarceration, improving mental well-being and providing purpose. Leadership training equips women for active roles in society and effective community contribution.

Overall, these experiences support smoother reintegration by preparing women to be responsible, active contributors to societal development.

**Cooperative Endeavors:** Encouragement of cooperative efforts in various sectors to foster collective growth and mutual support. Participation in cooperatives helps women develop teamwork, leadership, and management skills, which are valuable for personal growth and future employment. Cooperative efforts foster a sense of responsibility and mutual support, boosting self-esteem and confidence through active collaboration. Engaging in cooperative activities provides a positive focus during incarceration, promoting mental well-being and a sense of purpose. Experience in cooperatives prepares women for reintegration by equipping them with skills for community involvement and potential entrepreneurial ventures. Working in cooperatives enhances social connections and collaboration skills, aiding smoother reintegration into society by fostering a sense of belonging.

## **6. SUGGESTIONS FOR PRISON REFORM: GANDHI AN PERSPECTIVE**

Restorative Justice Gandhiji believed in reconciliation and healing rather than retribution. Restorative justice focuses on repairing the harm caused by criminal behaviour

through mediated dialogue between the victim and the offender. This approach fosters understanding, forgiveness, and resolution. Implementation: Create restorative justice programs within the prison system where offenders can meet with their victims, understand the impact of their actions, and take steps to make amends. Such programs have been shown to reduce recidivism and help victims heal. Humane Treatment and Rehabilitation. Gandhiji emphasized the importance of treating every individual with respect and dignity. Prisons should focus on rehabilitation rather than punishment, providing inmates with education, vocational training, and psychological support. Implementation: Enhance educational and vocational training programs to prepare inmates for reintegration into society. Provide adequate mental health services and counselling to address the psychological needs of prisoners. Non-Violent Discipline Non-violence (ahimsa) is a core Gandhian principle. The prison environment should minimize the use of force and instead employ non-violent methods of discipline and conflict resolution. Implementation: Train prison staff in non-violent communication and conflict resolution techniques. Use positive reinforcement and restorative practices to manage inmate behaviour instead of punitive measures like solitary confinement. Community Integration Gandhiji believed in the power of community and self-

sufficiency. Prisons should facilitate programs that maintain and strengthen inmates' ties to their families and communities, as strong social support networks are crucial for successful reentry. Implementation: Establish community-based programs that allow inmates to participate in community service and engage with the outside world in a controlled manner. Promote family visitation and involve community volunteers in rehabilitation efforts. Focus on the Root Causes of Crime Addressing the socioeconomic factors that lead to criminal behaviour aligns with Gandhian ideals of social justice and equality. Efforts should be made to address poverty, lack of education, and unemployment, which are often root causes of crime. Implementation: Develop initiatives aimed at improving socio-economic conditions in communities with high crime rates. Implement preventive measures like education and employment programs targeted at at-risk populations. Empowerment and Self-Sufficiency Gandhiji promoted the idea of self-sufficiency and empowerment through self-reliance. Prisons should encourage inmates to take responsibility for their lives and futures. Implementation: Introduce programs that teach inmates skills like meditation, yoga, and other self-help practices that promote personal growth and self-discipline. Encourage entrepreneurial initiatives within prisons, where inmates can learn business skills and manage small projects.

Transparency and Accountability a Gandhian approach emphasizes truth and transparency. The prison system should be transparent about its operations and held accountable for any mistreatment or abuse. Implementation: Establish independent oversight bodies to monitor prison conditions and investigate complaints. Ensure that data on prison conditions, inmate treatment, and outcomes of rehabilitative programs are publicly accessible (The Marshall Project; Wisconsin Watch).

## **CONCLUSION**

This paper examines the complex issues related to women in development (WiD, WfD, WaD) and the economic and social challenges faced by women prisoners. Despite their significant contributions to economic growth, the roles of women are frequently undervalued and overlooked. Frameworks like WiD and WfD advocate for the integration of women into development programs, emphasizing their active participation in self-help groups and small-scale industries, especially within prison settings. Research highlights a strong correlation between women's empowerment and economic development, but barriers such as discriminatory laws and limited access to resources hinder progress. While women's economic participation is vital for

overall development, many remain stuck in low- wage, low-skill jobs due to systemic inequalities. In India, many incarcerated women come from marginalized backgrounds and experience socio-economic deprivation, domestic violence, and insufficient educational opportunities, allof which contribute to their involvement in crime. The National Expert Committee on Women Prisoners hasput forward important recommendations aimed at improving conditions for incarcerated women, including enhancing legal awareness, providing appropriate medical care, and engaging voluntary organizations. The incarceration of women is a multifaceted issue deeply rooted in socio-economic challenges, domestic violence, and systemic inequalities. Often, women commit crimes out of desperation or coercion, underscoring the urgent need for gender-sensitive reforms that focus on rehabilitation rather than punishment. To create a more equitable justice system, it is essential to address the root causes of female criminality such as poverty, lack of education, and domestic abuse. Strengthening support systems, vocational training, and legal protections for women is crucial for their empowerment and successful reintegration into society. As society increasingly acknowledges the invaluable contributions of women, particularly those who are imprisoned, it is imperative to cultivate an environment that supports their rights and well-

being, paving the way for sustainable development and gender equality. The Gandhian Constructive Programs provide a comprehensive framework for empowering women in prison, addressing their specific needs and facilitating their reintegration into society. By concentrating on key areas such as economic self-reliance, education, health, and social equality, these initiatives help cultivate essential skills for personal growth and independence. Through vocational training and cooperative efforts, women are empowered to enhance their employability and entrepreneurial prospects, while improvements in health and hygiene contribute to their overall well-being. Initiatives aimed at eradicating discrimination and fostering social justice create a more humane and equitable environment, which is vital for effective rehabilitation. Additionally, involving women in environmental conservation and cultural revival enriches their personal development and fosters a sense of community and responsibility. Programs that promote non-violent conflict resolution and self-governance further develop leadership skills, enabling women to make positive contributions to their communities. In summary, the holistic approach of these programs not only tackles the immediate challenges faced by women prisoners but also lays the groundwork for sustainable development and gender

equality. By equipping them with the necessary skills and support, society can facilitate their successful reintegration, reduce recidivism, and enhance community well-being. Recognizing women's contributions and promoting their rights are crucial steps toward building a more inclusive and equitable society. Women are often seen as upholders of societal norms, yet over the past decade, many have engaged in criminal activities worldwide, including in India. Their crimes are not limited to petty offences; women are increasingly involved in serious and nontraditional crimes. Various economic, political, social, biological, and psychological factors contribute to women's criminality. For instance, biological issues like hormonal imbalances can influence behaviour, particularly during pregnancy and menopause, leading to emotional fluctuations and impulsive actions (Paranjape, 2006). Domestic abuse from spouses or relatives can also push women toward crime. Personal factors such as lack of affection, spouses' vices like drinking and gambling, and poverty significantly contribute to female criminality, especially in India. Difficult life circumstances, relationship conflicts, and family discord further exacerbate this issue (Ahuja, 1969). Additionally, lack of education, social instability, poor living conditions, and challenging family dynamics are rising factors in women's criminal behaviour. As women increasingly enter the workforce and

social spheres from which they were previously excluded, they gain opportunities to engage in crime similar to men (Gillin,2005). Traditionally, women were involved in petty crimes like shoplifting and prostitution. However, they are now engaged in a wider range of criminal activities, including adultery, blackmail, drug trafficking, forgery, kidnapping, marital crimes, murder, pickpocketing, smuggling, terrorism, and theft. (Snehal Asthana 2020) Some effective measures for preventing female criminality in India include amending existing laws and implementing community-based crime prevention programs. Establishing crime prevention institutions at the community level and promoting interdisciplinary research on female criminality can further address the issue. Efforts should be made to combat gender discrimination in families, schools, and workplaces while learning and rehabilitation programs for female offenders can support their reformation. Reforming the criminal justice system and ensuring the successful rehabilitation and reintegration of women offenders are critical steps. Additionally, responsible media representation, comprehensive sex education, and promoting equal sharing of social and domestic responsibilities between men and women, rather than traditional role demarcation, are essential for long-term crime prevention.

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**TRENDS IN SECTORAL CONTRIBUTIONS TOWARDS  
INDIA'S ECONOMIC GROWTH DURING THE  
LIBERALIZED REGIME.**

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**Abstract**

*This study examines the Trends in Sectoral Contribution towards Economic growth in India by using annual time series data from 1991-92 to 2022-23. Three economic sectors were analysed : the agricultural sector, industrial sector, and service sector by using Multiple Regression Analysis and the Granger Causality test. From the Multiple Regression analysis, it is found that the Service sector is the largest contributor to economic growth followed by Industrial and Agricultural sector. Given the Service sector's dominant role, it should be prioritized in national development policies. Furthermore, India should develop strategies to attract greater foreign investment into industrial and agricultural sectors to foster balanced growth.*

**Key words:** Agriculture, Industry, Service Sector, Economic Growth, Granger Causality

## **Introduction**

The process of economic development in an economy results in indistinct structural changes. As a country progresses and the Gross Domestic Product (GDP) enlarges, a shift in the economy occurs away from agriculture towards the services and industrial sector owing to higher elasticity of the latter two sectors than that of the former sector (Fisher, 1939) (Clark, 1940). The process in turn leads to structural shifts, and consequent diminishing significance of agricultural activities and growing dominance of service sector activities. For instance, in most of the developed economies, economic development followed a sequence where in sectors via, agriculture, industry, and services sector developed in that order. On the contrary, the experience of some of the developing countries such as, India bears out that sequence where the tertiary sector developed without a successful transition to an industrialized economy. The structural transformation of India's economy has been a complex journey influenced by different policy regimes. The import substitution era saw a decline in agricultural contribution but fostered growth in the non-agricultural sector, boosting the per-capita GDP Share. There from phase in the post-1991 brought about economic liberalization and globalization, propelling India's trade capabilities. This period witnessed a significant push towards industry

diversification and the service sector's emergence as a power house, significantly contributing to the economy. The service sector, fuelled by advancements in technology and innovation, has become a dominant force, representing a round 57% of the economy. It's GDP is not just traditional services but also emerging sectors like IT and IT-enabled services that have boosted India's global presence.

### **Literature Review**

AmuthaandJuliet(2017) examines the growth and contribution of the Indian Service Sector to the economy, highlighting its role as the fastest growing sector. The findings revealed that the sector's growth rate surpasses over GDP growth, offsetting the underperformance of agriculture. Key sub-sectors such as trade, hospitality and community services significantly contributed to the GDP and employment generation. The service sector acted as an engine of growth for India's economy. The study emphasises that there is a need for private investment in infrastructure services and strategies to create quality employment, ensuring sustainable development for India's large and youthful population.

Arnoldet.al(2016) have conducted a study entitled how India's post 1991 manufacturing sector growth was significantly linked to policy reforms in the services sector.

Using detailed reform indices, it shows that services sector liberalization particularly banking, telecommunications and transport has boosted manufacturing sector productivity. Foreign owned firms benefitted more from these reforms compared to domestic ones. Banking reforms improved capital accumulation, telecommunications enhanced communication and production efficiency and transport liberalization facilitated better logistics. The study underscores the need for comprehensive reforms to further support manufacturing and drive economic growth.

Chebbi (2010) investigates the interconnection between agricultural growth and the growth of other sectors in the Tunisian economy by using annual time-series data for real GDP in the agricultural sector (AGRP), manufacturing industry (IM), non-manufacturing industry (INM), transportation, tourism, and telecommunication sector (TTT), and commerce and services sector (CDS) were collected from the National Institute of Statistics (INS) and the Central Bank of Tunisia (BCT) for the period 1961–2007. Using the Johansen Cointegration method the study explores long-term equilibrium relationships between agriculture and other economic sectors. Empirical findings shows that all economic sectors in Tunisia are interconnected and move together in the same direction. While agriculture plays a key role in driving growth, especially for the agro-food industry,

it has limited influence on other non-agricultural sectors in the short term. Despite connected efforts taken to enhance services and banking, agriculture struggles to benefit fully due to credit market constraints that hinder its growth.

Dossani (2018) examines the role of service sector in Indian economy and highlighted the complex interplay between services, manufacturing and GDP growth. Unlike many countries, India's services and manufacturing sectors developed independently for years, influenced by protectionist policies favoring low value added, capital-intensive manufacturing. This resulted in relatively low value-added outputs in both sectors compared to nations like China, which integrated these sectors strategically. The paper explores policy options to enhance high value-added services, their implications for manufacturing and the interconnections between these two sectors.

Hussin and Yik (2012) have investigated the contribution of agriculture, manufacturing and services sectors to economic growth in China and India by using time series data from 1978 to 2007. The correlation analysis reveals a significant positive relationship between each sector and GDP per capita in both countries. Multiple regression analysis highlights sectoral contributions, showing Manufacturing as the largest driver of growth in China and Services as the key

contributing sector in India. The findings underscore the differing economic structures influencing growth in these rapidly growing developing nations.

Jain and Ninan (2010) have highlighted that the India's economic structure aligns with global trends where the share of service sector in GDP tends to grow as per capita income rises. This indicates natural progression in economic development, where economies shift from agriculture to industry and then to services as income level improve and consumer demand diversifies. In this context, India's service led growth is consistent with increasing per capita income.

Kalirajan (2004) investigated the presence of significant growth transmission effects among Indian States and assessed whether economic reforms have enhanced these effects. Analysing data from both the pre and post -1991 reform periods, the study indicates that growth spillovers between states have been limited but show some improvement in the post-reform era. The findings highlighted that the sectoral composition of the state economies, along with the quality of human capital and infrastructure, plays a crucial role in strengthening growth spillovers from more developed to less developed states, offering key insights for policy formulation.

Loungani et.al (2017) have developed a comprehensive data set on trade in services covering 192 countries from 1970 to

2014, based on data from IMF's Balance of Payments Statistics (BOPS). It demonstrates that services now account for a quarter of global trade and play an increasing by vital role in global production. By analysing key trends and key patterns, the paper highlights that service exports are experiencing rapid growth and are starting to compete with goods exports in many countries possibly in a new era of global trade. The paper also discusses potential research applications of the trade in services dataset in areas such as structural transformation, resilience, Labour reallocation and income distribution.

Nayyar (2012) stated that the rapid growth of India's service sector is seen by some as a sign of progress for educated professionals, while others viewed it as an expansion of low-quality jobs. This article explores the quality of employment in various service sub-sectors compared to the industrial sector, focusing on wages, job security and social protection. Using data from 1994-95 and 2004-05, it reveals three key findings a) Service sub-sectors tend to be either good or bad employers with higher wages not making up for poor job security or protection b) the classification of sub-sectors as good or bad remained consistent over the period c) employment growth was concentrated in sub-sectors offering low quality jobs.

Rath and Raj (2006) attempted to study some of the ideas that are being discussed and tries to uncover some of the important problems with India's services-led growth. These include: a) whether India's GDP growth has become more stable due to the strong growth of the services sector b) whether the complementarity between the services and industrial sectors of the economy has grown c) whether the service sector has experienced jobless growth like other commodity producing sectors d) whether the imposition of the services tax has aided the Indian government's efforts to mobilise more resources.e) whether the country's high services sector growth has an inflationary effect on the economy. From the analysis it is found that the first four hypothesis hold true and regarding the final hypothesis it is found that the rising share of service sector in GDP has not contributed to inflation in the Indian economy.

Sahoo and Sethi (2012) examined the contributions of agriculture and the industrial sector to the Indian economy. Gross domestic Product (GDP) and Percapitia Gross National Income (PcGNI) serve as proxies for economic growth and development. The analysis relies on secondary data drawn from RBI Handbook of Statistics on Indian Economy during the period from 1950-51 to 2009-10 by using OLS Method. The OLS results revealed that agriculture significantly influences economic development, while industry drives economic growth. Therefore, the study emphasized a complementary relationship between

agriculture and industry, advocating for policies that promote their simultaneous development to achieve balanced growth and sustainable progress.

Singh (2014) explores the potential and strength of India's service sector in shaping business growth through retail industry. The study aims to highlight significant transformations within the service sector and assess its overall impact on structuring businesses through the retail industry. As service play a crucial role in driving the growth of the Indian economy, the researcher also examined its role in the modern economy. India's service sector accounted for 59.29 percent of the total GDP (2012-2013), while the retail industry contributed approximately 14-15 percent of GDP in the growth of the economy. FDI in retail with 100percent in single brand and 51percent in multi-brand retail has further strengthened the retail sector, benefiting stakeholders such as farmers, SMEs, consumers and retailers by fostering opportunities for growth and prosperity. As a result, India's service sector is instrumental in shaping the future of business through the retail industry.

Solanki et.al (2020) have explored the causal relationship between India's economic growth and the sectoral contributions to Gross Domestic Product (GDP) in both short run and long run over a 10 years' time period. Johansen's

cointegration method used to examine the long-term association between sectoral contributions and India's economic growth. Additionally, the Vector Auto Regression (VAR) model is also employed to analyze the pathways of interconnection, with a focus on impulse response analysis to measure the effects of sectoral innovations on economic growth. Similarly, the study also used time-series data from 1960 to 2015, to examine a dynamic interrelationship between the contributions of the industrial and agricultural sectors and economic development. The findings revealed that, in the long run, a 1 percent increase in industrial sector contribution leads to a 3.42percent rise in economic growth and a 1percent increase in primary sector contribution leads to a 1.12 percent rise in economic growth. In the short run, industrial and service sector contributions significantly influence economic growth and the agriculture sector. The evolving sectoral composition necessitates close monitoring by policymakers, emphasizing the role of technology and sectoral integration in driving economic development.

It is inferred from the review of literature, that sectoral contribution and its impact on economic development of various nations remained a topic of most relevant research. Numerous studies have explored this relationship in various economies, by employing correlation analysis to assess the sectoral contribution to economic growth. However,

relatively a few studies have utilized the Granger Causality test, which provides deeper insights into the directional relationships and explores the causal links between GDP per capita and the agricultural, industrial, and service sectors of the Indian Economy. Against this background, the present paper would examine, The Trend in Sectoral Contribution towards India's Economic Growth during the Liberalized Regime by using annual time series data from 1991-92 to 2022-23 which captures more recent trends and shift in India's Economic structure compared to earlier studies.

### **Objectives**

The main objective of the study is to examine the Trend in Sectoral Contribution of Economic Growth in India by using annual time series data from 1991-92 to 2022-23, among three economic sectors namely Agriculture(primary), Industrial (secondary), and Service sector(tertiary). The paper examined the causal relationship among GDP per capita, and among three sector using Granger Causality test during the study period from 1991-92 to 2022-23. This study also examines the trends in the sectoral contribution towards economic growth by using Multiple Regression analysis during the study period from 1991-92 to 2022-23.

### Source

This study is purely relied on secondary data drawn from RBI Handbook of Statistics on Indian Economy. The empirical investigation has been conducted by using annual time series data during the study period from 1991-92 to 2022-23. The Real GDP Per capita is considered as an indicator of Economic Growth. Share of value added in the Agriculture sector, Industrial and Service sector to Real GDP Per Captia is taken as a proxy variable for the contribution of each sector towards economic growth.

### Model Specification

The study investigates the trend in sectoral contribution towards economic growth in India. To examine the relationship between dependent and independent variables Multiple Regression analysis and Granger Causality test are being used.

The present study estimates the relationship between dependent and independent variable with the following equation:

$$\ln Y_t = \beta_0 + \beta_1 \ln \text{agri} + \beta_2 \ln \text{ind} + \beta_3 \ln \text{ser} + \varepsilon$$

Where,

$\ln Y_t$  = Real GDP Per Capita

$\ln agri$  = Share of value added in agriculture sector to real GDP per capita

$\ln ind$  = Share of value added in the industrial sector to real GDP per capita  
 $\ln ser$  = Share of value added in the service sector to real GDP per capita

$\beta_0$  = Intercept

$\beta_1$  and  $\beta_2$  are coefficients

$\varepsilon$  = error term

### **Methodology**

The objective of the paper is to examine the causal relationship between GDP and three key sectors particularly Agriculture, Industry and Service sector output in India by using Annual time series data from 1991-92 to 2022-23. For this purpose, all the variables are measured in logarithmic form. In the first step of the estimation process the study examines the stationary property of data series by using Augmented Dickey Fuller Test and Philips Peron Unit Root Test. The next step is to check the direction of causality between the variables by using Granger Causality Test (1969). The last step is to estimate the relationship between independent and dependent variables by using Multiple Regression Analysis.

### Test for Stationarity

To avoid spurious regression problem, as a first step of the estimation process the stationary properties of the all variables are verified by using the augmented Dickey–Fuller (1979), and Phillips and Perron (1988) tests are estimated and the results are reported in following table.

Table1: Unit Root Test Results

Variables	ADF Test		PP Test	
	Level	Difference	Level	Difference
InY <sub>t</sub>	0.17(0.93)	4.57(0.00)	0.17(0.93)	4.56(0.00) *
Inagri	0.18(0.93)	5.53(0.00)	0.012(0.95)	5.62(0.00) *
Inind	0.78(0.80)	8.98(0.00)	1.11(0.69)	17.23(0.00) *
Inser	0.88(0.77)	9.09(0.00)	1.22(0.65)	29.30(0.00) *

*Note: \*significance at the 1% level. The figures in parenthesis are p values.*

To check the presence of unit roots, Augmented Dickey-Fuller test and Phillip Perron tests are employed and estimated results are given in Table1. All the variables are not stationary in their levels but become stationary after first differencing. The level of significance of the ADF statistics for all variables is one and five per cent (1% and 5%). The results revealed that the series are integrated at the first

difference, I (1). Since all the time series variables are integrated in the same order and the data set is appropriate for further analysis.

### Granger Causality Test

In the time series analysis, it is interesting to know whether changes in one variable will influence changes in other variables and to identify the direction of causality. Applying the Granger Causality Test (1969) for testing the causality involves implementing F test to investigate whether lagged value of a variable Y provides any statistically significant information relative to variable X in the existence of lagged X values.

Table 2: Granger Causality Test

Null Hypothesis	F-Statistic	Direction of Causality
LNAGRI does not Granger Cause LPCILPCI does not Granger Cause LNAGRI	0.21(0.81) 2.93(0.07)	No Causality
LNIND does not Granger Cause LPCI LPCI does not Granger Cause LNIND	0.27(0.75) 6.42(0.05) **	Unidirectional Causality
LNSER does not Granger Cause LPCI LPCI does not Granger Cause LNSER	0.28(0.75) 5.00(0.01) *	Unidirectional Causality

*Note: \*, \*\*, \*\*\* indicates level of significance at 1%, 5% and 10% level and () shows p value.*

Table 2 shows the result of the Granger causality test to analyse the causal relationship among variables. The result shows that there is no causality between GDP and the agriculture sector (p-value is more than 0.05). There exists a unidirectional causality between GDP and industrial Sector (P value is around 0.05). There is also a unidirectional causality between GDP and service sector (P value is less than 0.05).

### **Regression Analysis**

One of the measures of goodness of fit of regression model is the coefficient of determination,  $R^2$ . It is the proportion of the total variation in the dependent variable that is explained or accounted for by the variation in the independent variables.

Table 3 : Results of Multiple Regression Analysis for India

Variable	Coefficient	Std.Error	t-Statistic	Pvalue
Constant	-0.012	0.028	-4.32	0.002
Lnagri	0.246	0.027	8.90	0.001***
Lnind	0.358	0.034	10.42	0.001***
Lnser	0.607	0.033	18.17	0.001***

*Note: F-statistic=246.22  $R^2=0.96$  D-W=2.29*

Table 3 shows the result of multiple regression analysis to determine the relationship between real GDP per capita (Y) and agriculture sector (X1), manufacturing sector(X2), and services sector(X3) in India. The F-statistic (246.22) is used to test the overall significance of the model, with a very low p value (0.00) confirming the model's statistical reliability. The Durbin-Watson statistic (2.26) which assess autocorrelation in the residuals suggest no significant autocorrelation. In summary, this regression model seems to be a good fit for the data, with statistically significant coefficients and a high R-squared value (0.96)

The equation for the model is

$$\ln Y_t = -0.012 + \\ 0.246 \ln agri + \\ 0.358 \ln ind + 0.607 \\ \ln ser$$

The coefficients of X1, X2, and X3 are statistically significant at the 95% confidence level where and the p-values are less than 0.05. Thus, the null hypothesis (There is no relationship between agriculture, industry and service sector to real GDP Per Cap tia) is rejected. The coefficient of determination ( $R^2$ ) shows that a 96% variation in real GDP per capita can be explained by these three independent variables.

The interpretation of the coefficient of X1 is, if value added for the agriculture sector increases by 1%, real GDP per capita is expected to increase by 0.246%. Moreover, if value-added for the industrial sector (X2) increases by 1%, real GDP per capita is expected to increase by 0.358%. In addition, if value-added for the services sector (X3) increases by 1%, real GDP per capita is expected to rise by 0.607 %.

In summary the findings clearly indicates that the services sector serves as the dominant force behind economic growth in India, contributing significantly to the country's GDP expansion. This is followed by the industrial sector, which also plays a pivotal role, and the agricultural sector, which is less impactful, still makes a meaningful contribution. The results emphasize the critical importance of sectoral growth, particularly the performance of the services and industrial sectors, in sustaining and driving India's overall GDP growth.

## **Conclusion**

This study has focused on the Trend in Sectoral Contribution of Economic Growth in India over the period 1991-2022 by using Multiple Regression Analysis. This paper examined the causal relationship among GDP per capita, Agriculture, Industry, and Service sectors. The result

from Granger Causality test indicates that there is Unidirectional Causality from the Industrial sector to GDP growth and Service sectors to GDP growth. The result also indicates that there is no causality between Agriculture and GDP growth. The result from multiple regression analysis highlights that Service sector is the most significant driver of economic growth in India, followed by Industrial and Agricultural sectors. These findings suggest that Service sector should be prioritized in national development policies to sustain and accelerate economic growth. Simultaneously strategies should be developed to attract greater foreign investment in the Industrial and Agricultural sectors to enhance its role in the economy, thereby fostering balanced and inclusive economic growth.

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**A STUDY ON SMARTPHONEUSAGE PATTERN OF  
ADOLESCENT GIRLS IN KOLLAM CITY**

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**ABSTRACT**

Study revealed that smartphones were used by 95.5% for more than three years and 53% spent 3- 4 hours daily. While 75.5% checked smartphones on waking up, 71% checked every 30 minutes, 85.5% used during night, 31% checked while sleeping and 29% got false perception of ringing. Anxiety was experienced by 78% when unable to access it. Difficulty in falling asleep was noted in 63% while 58% suspended social commitments and 44 % procrastinated academic responsibilities. Reduced interactions were noted in 49% along with declined interest in outdoor activities (60%) decreased reading habits (51%), eye pain (55.5%) and head ache (35.5%).

**Key words:** Adolescent girls, Smartphone, Usage pattern.

**INTRODUCTION**

Smartphones are the new generation of mobile phones that provide integrated communication and entertainment services. A significant segment of the global populations, especially the

college students, use smart phones, making advantage of its wide range of applications. Smartphone usage is gradually escalating among Indian adolescents, which is having adverse consequences on their health and well-being. Considering the increasing smartphone engagement among adolescents, it is important to understand the usage pattern and its effect on them.

### **SIGNIFICANCE OF STUDY**

As technology becomes increasingly integrated into our daily lives, it is essential to understand how adolescents navigate digital spaces. The study on smart phone usage among college going adolescent girls envisages to find the usage pattern of smart phones and to understand its multifaceted effects on their lives so that strategies may be developed and necessary interventions may be planned and implemented to promote positive outcomes from its use.

### **OBJECTIVE**

The objectives of the study were,

1. To understand the pattern of smartphone usage among the college going adolescent girls.
2. To elicit the effects of smart phone usage on them.

## METHODOLOGY

A cross sectional study was done on two hundred adolescent girls studying in the Arts and Science colleges of Kolla musing random sampling technique. A pre-designed self- administered questionnaire was used to study the pattern of smart phone usage and its effects on them. Those who did not provide consent were excluded from the study. Participants were assured of the confidentiality of the collected data. Smartphone was operationally defined as a mobile phone with features similar to those of a personal computer operating system, a touchscreen interface, an internet connection, and an operating system capable of running downloaded applications. Smartphone use was considered when the study samples were presently using it for any duration.

## FINDINGS AND DISCUSSION

### Baseline information

An individual's personal background significantly shapes their mobile phone use through various influencing factors. The baseline information of the adolescents is given in Table 1.

<b>TABLE 1</b>		
<b>BASELINE INFORMATION</b>		
<b>Sl. No</b>	<b>Particulars</b>	<b>Percentage of respondents (N=200)</b>
<b>Locality of residence</b>		
1.	Rural	60%
	Urban	40%

2.		
<b>Type of family</b>		
1.	Nuclear	68%
2.	Joint	32%
<b>Stream of study</b>		
1.	Science	56%
2.	Arts	44%
<b>Family income</b>		
1.	Rs. 25000 and below	52%
2.	Rs. 25001- Rs. 50000	28%
3.	Above Rs. 50000	20%

A majority of 60% of adolescents resided in rural areas and 68% of them belonged to nuclear families. More than half of them studied in Science stream (56%) and had a family income of Rs.25000 and below (52%). The use of smartphones across all socio-economic parameters features the high accessibility and affordability of smart phones in the present times.

#### **Details of the smart phone usage**

The last three decades have marked a global rapid transformation in ways we communicate, work and relax. Mobile devices have found use in all these domains proliferating its subscription rate at 106 mobile cells per 100 people globally (World Bank, 2023). Kerala has emerged as the state with the

highest smartphone penetration in the country. The details of smart phone usage of adolescents is given in Table 2.

<b>TABLE 2</b>		
<b>DETAILS OF SMART PHONE USAGE</b>		
<b>Sl. No</b>	<b>Particulars</b>	<b>Percentage of respondents (N=200)</b>
<b>Period for which smartphone is used</b>		
1.	Threeyearsormore	95.5%
2.	Twoyears	4.5%
<b>Duration of daily mobile phone use</b>		
1.	3-4 hours	53%
2.	1-2 hours	32%
3.	Lessthan onehour	15%
<b>Purpose of smart phone usage (multiple responses)</b>		
1.	Social media engagement	100%
2.	Gaming	81%
3.	Entertainment	80%
4.	Internet searching for academic purpose	76%
5.	For communication	75%
<b>Persons often communicated to on smart phones (multiple responses)</b>		
1.	Friends	85%
2.	Cousins	35%
3.	Parents	25%
<b>Posture mostly followed while using smartphone (multiple responses)</b>		
1.	Lying on the back	71%
2.	Lying on the stomach	52%
3.	Sitting	40%

A huge majority of the adolescents were using personal smart phones for more than three years (95.5 %) entailing them the freedom of using it at will. A significant 53% of the adolescents spent 3- 4 hours daily on smart phones engaging in non-productive deeds, robbing off the valuable time that could have been directed towards activities with positive outcomes. Social media engagement that largely interferes with academic involvement was the most popular purpose for which smart phones were used by all of them. Gaming was reported by 81% of adolescents. This result is in line with the findings of Liu et al (2016) that gaming was associated with excessive smartphone use among adolescents. However, internet searching for academic purpose was reported by 76% of them, underscoring the augmented use of online sources for educational purposes in the years following the global pandemic. Friends were reported by 85% of them as persons most often communicated to on smart phones and this finding is in line with the research report that women tend to use their phones more for communication with friends and family via social media (Raza, 2023). The posture mostly followed while using smartphone was reported to be lying on their back by 71% of the adolescents.

### **Patterns of behaviour related to smart phone use**

Usage of smart phones ineptly affects the overall personality of its users and may affect certain aspects of human behaviour. Table 3 details the pattern of behaviour related to smart phone

use.

<b>TABLE 3 PATTERNS OF BEHAVIOUR RELATED TO SMART PHONE USE</b>		
<b>Sl. No</b>	<b>Particulars</b>	<b>Percentage of respondents (N=200)</b>
<b>First task done in the morning after waking up</b>		
1.	Checking of mobile phones	75.5%
2.	Personal activities	24.5%
<b>Time frequency of smart phone usage</b>		
1.	Every 30 minutes	71%
2.	Every 1 hour	21.5%
3.	Every 2 hours	7.5%
<b>Time of the day of when smart phone use is more</b>		
1.	More during night time	85.5%
2.	More during daytime	14.5%
<b>Experience while not using the smartphone</b>		
1.	Feels compelled to check the phone	92%
2.	Feels disinterested in interacting with others	8%
<b>Sense of time while using smartphones</b>		
1.	Loses track of time	85%
2.	Do not lose track of time	15%
<b>False perception of smartphone ringing</b>		
1.	Gets false perception of phone ringing	29%
2.	Do not get false perception	71%

The first task done in the morning after waking up was reported by 75.5% of adolescents as checking of their smartphones. A majority of 71% of them checked their phones every 30 minutes indicating an emotional connection that makes them

feel as though they cannot exist without a cell phone. Smart phones were used mostly during night time by 85.5 % of them. While not using the smartphones, a majority of 92% of them felt compelled to check the phone. A huge 85% of adolescents reported losing track of time while they remain engaged with smart phone applications and more than one quarter of them (29%) got the false perception of their smartphones ringing.

### **Perceived effects of smartphone usage**

Behaviours and attitudes of individuals especially, adolescents and children are changing with the popularity of the smartphones, impacting their emotional and social skills. The perceived effects of smart phone usage is given in Table 4.

<b>TABLE 4</b>		
<b>PERCEIVED EFFECTS OF SMART PHONE USAGE</b>		
<b>Sl. No</b>	<b>Particulars</b>	<b>Percentage of respondents (N=200)</b>
<b>Disruptive behaviour pattern (multiple responses )</b>		
1.	Frequently checks smartphone for messages, notifications or updates even during meals or conversations	80%
2.	Wake up in the middle of sleep at night to check smartphone messages and updates	31%
<b>Emotions displayed when unable to use mobile phone (multiple responses )</b>		
1.	Experience anxiety or restlessness when unable to access smartphone	78%

2.	Become angry and defensive when questioned about excessive use of smartphone	44%
<b>Deferment of assigned duties (multiple responses )</b>		
1.	Suspend social obligations	58%
2.	Procrastinate academic responsibilities	44%
3.	Delay personal commitments	26%
<b>Relegation of physical wellness (multiple responses )</b>		
1.	Face difficulty in falling asleep and staying asleep due to late night phone use	63%
2.	Ignore health aspects such as physical exercise in favour of phone screen time	55%
<b>Divergence from socio-emotional wellness (multiple responses )</b>		
1.	Reduced face to face personal interactions	49%
2.	Experience low self - esteem	31%
3.	Feels loneliness and isolation	26%
<b>Loss of interest in offline activities (multiple responses )</b>		
1.	Declined interest in outdoor activities and sports	60%
2.	Decreased reading habits	51%

A majority of 80% of adolescents tempted by the constant notifications received in their mobile phones, frequently checked them, causing distraction even during meal times and personal conversations. A significant 31% reported waking up in the middle of night to check mobile phone messages and updates disrupting a sound sleep. This finding is in line with the study of

Stoohart et al (2015) that reported significant distraction of smartphone notifications, even when participants do not respond to the messages. Similar observation was made by Liu et al (2022) that even a minimal awareness of the presence of a phone, including a switched-off smartphone, can cause a distraction. A huge 78% of them experienced anxiety or restlessness when unable to access mobile phones and a notable 44% of them got angry and defensive when questioned about excessive use of mobile phone. A significant 58% of them reported suspending social obligations in favour of screen time and 44% procrastinated academic responsibilities, compromising their scholastic engagement and learning opportunities causing impairment to good education. A massive 63% of adolescents faced difficulty in falling and staying asleep due to late night smartphone usage. The study findings is in line with the observation of Demirci et al (2015) that inappropriate usage of smart phones results in multiple health issues including compromised sleep quality.

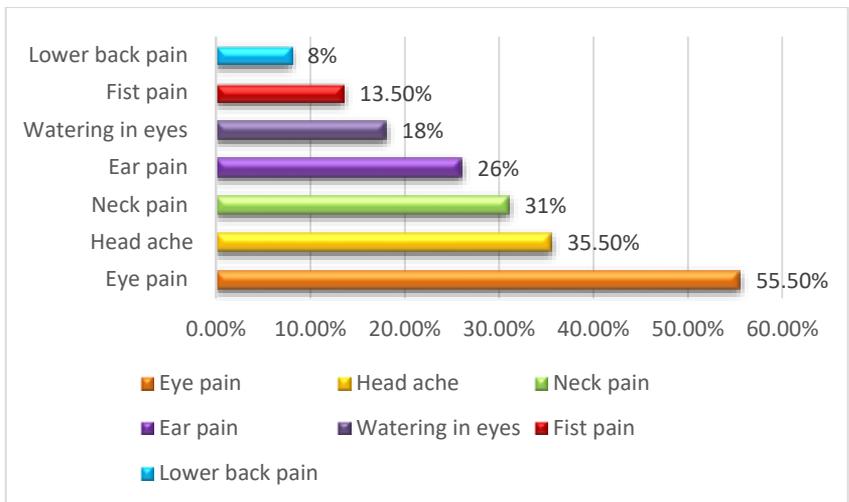
Nearly half of the adolescents (49%) had reduced face to face interactions negatively affecting inter personal relations and a significant 31% of them experienced low self - esteem, scrolling through curated feeds that generate unrealistic expectations. Feelings of loneliness and isolation were noted in more than a quarter of them (26%). A prominent 60% of them reported declined interest in outdoor activities and sports that could have

offered immersive experience contributing to the overall development of adolescents. A significant 51% of them had decreased reading habits that serve to enhance literary skills and provide a means of intellectual engagement for these young minds.

Problematic usage of smart phones were noticed among the adolescents which adversely affected their daily lives by causing interference with academic activities, reducing their social interactions, causing negligence in personal affairs and negotiating sleep quality. This finding is in line with the observation of Sardar and Soomro (2013) that advent of smartphones have significantly affected social life negatively.

#### **Health impacts of smart phone use**

Though smartphones provide several utility services and social capital building (Bian and Leung, 2015) enabling and encouraging constant connection with individuals and offering information besides entertainment, its persistent use is known to create undesirable health outcomes. The health impacts of smart phone usage is given in Figure 1.



### FIGURE 1- HEALTH IMPACTS OF SMART PHONE USE

The use of smartphones impart negative effect on the health of adolescents as more than half of them report eye pain (55.5%) and more than one third of them report head ache (35.5%). A significant proportion of them report neck pain (31%) ear pain (26%), watering in eyes (18%) fist pain (13.5%) and lower back pain (8%). This result is similar to the research findings that smart phone usage causes health problems including eye health (Choi et al, 2018, Abdulmannan et al, 2022) and musculoskeletal system (Kim et al, 2015). These unexpected deficits in the health and well-being of adolescents at this prime age of life that marks the window of critical growth period, raise a serious concern about their long term health.

**SUMMARY AND CONCLUSION**

The use of smart phones which have become indispensable to the adolescents were found to impede with their academic activities, lessen social interactions, cause laxity in personal affairs and compromises sleep quality, all of which are negatively impacting their lives and well- being. The study reveals negative repercussions of smart phone use on the health and well- being among the adolescents. These undesirable consequences are a matter of concern and should be effectively addressed to groom a healthy generation. With smartphones continuing to evolve, it is imperative to develop strategies to mitigate its drawbacks while harnessing the benefits.

**LIMITATIONS**

The study was an institution-based study, hence the results might not be representative at the population level. The study data relied on self-reported information and there is a risk of social desirability bias.

**CONFLICTS OF INTEREST**

There are no conflicts of interest

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**SECURING SMART CONTRACT ARCHITECTURES ON  
ETHEREUM FOR HEALTHCARE SUSTAINABILITY: A  
HEALTHCARE 5.0 PERSPECTIVE**

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***Abstract***

The proposed work investigates the security of smart contract architectures deployed on the Ethereum blockchain, with a focus on their applicability in promoting healthcare sustainability. Despite the automation and transparency benefits, smart contracts are vulnerable to a range of critical exploits that can significantly undermine trust and data integrity in healthcare systems. The proposed work developed a machine learning based

approach to detect smart contract vulnerabilities by extracting useful features from smart contract bytecodes. The proposed work utilized machine learning classifiers for vulnerability detection, where Naïve Bayes achieved an F1 score of 96.66%.

**Keywords:** Blockchain, Smart contract, Vulnerability, Bytecodes, Machine learning, Healthcare 5.0.

### ***1 Introduction***

Healthcare 5.0 makes healthcare effective, convenient, and more personalized (Wazid et al., 2022). Industries have started to pay greater attention and acknowledge blockchain, a distributed ledger technology (Akrami et al., 2023). The convergence of blockchain technology and sustainable healthcare practices envisions intelligent, secure, patient-centric, and environmentally responsible healthcare ecosystems in the emerging Healthcare 5.0 paradigm. Blockchain can be used for electronic health records management, medical data sharing, remote patient monitoring, medical supply chain, and drug traceability in healthcare 5.0 (Thiruvankadam, K., & Pandi, V 2025).

Blockchain gained prominence in 2008 with the introduction of bitcoin (Adam & Dzang Alhassan, 2020). Blockchain was first applied to finance transactions in order to facilitate speedy and secure cryptocurrency transfers. Blockchain

technology is used in fields other than finance through the use of smart contracts. A smart contract is an executable computer program that operates automatically based on the terms and conditions of an agreement. In 1994, Nick Szabo first proposed the concept of a smart contract ( Szabo, 1996). Smart contract applications are currently found in the following fields: real estate, identity management and access control, healthcare, currency, logistics, telecommunication, Internet of things, and eGovernment (Hewa et al., 2021).

The field of artificial intelligence (AI) explores how to construct or program computers so they can do tasks that human minds can (Boden, 1996). Machine learning (ML) is widely used for decision making, object detection, and pattern recognition. It is the process of teaching machines how to process data more effectively (Mahesh, 2020). Integration of the two technologies is becoming increasingly popular as a means of facilitating safer and more effective data exchange and analysis. There are several potential benefits to combining blockchain technology and ML approaches in a variety of industries (Mololoth et al., 2023).

Smart contract vulnerabilities are weaknesses in the contract that an attacker might use against it. Smart contract vulnerabilities might be primarily caused by the Ethereum virtual machine, Solidity programming language, and the Ethereum blockchain's design features (Kushwaha, et al., 2022). Similar to

conventional programs, smart contracts are susceptible to code-based vulnerabilities that might seriously impair their uses and result in significant financial losses (Nguyen et al., 2021). Due to the potential high monetary value of smart contracts, it is standard industrial practice to audit them for vulnerabilities; ideally, the audit should be carried out while the contracts are actively being tested (Perez and Livshits, 2019). Several tools have been devised to analyze smart contracts. The majority of these tools examine the contract's compiled EVM bytecodes or source code.

The proposed work examines the programmed agreements in a smart contract. The blockchain community benefits from smart contract vulnerability tools which play a major role in securing the smart contracts. The proposed work tests the smart contracts for vulnerabilities that may be found, assessed and corrected to provide further security. Early vulnerability detection can help keep the smart contract's integrity alive.

The remainder of the paper appears as follows: Section 2 discusses related works on smart contract vulnerabilities detection. Section 3 provides background information on the bytecode, opcode, and vulnerabilities of smart contracts. In section 4, the proposed work's methodology is studied. Section 5

examines the outcomes of the proposed work. Section 6 delivers the conclusion of the paper.

## ***2 Related Works***

The recent research works have developed a lot of tools for analysing smart contract vulnerabilities. While some tools concentrate on the contract's bytecodes and opcodes, others analyse the contract's source code. In this section, the significance of those tools in detecting smart contract vulnerabilities is discussed.

CONFUZZIUS is the first hybrid fuzzer for smart contracts (Torres et al., 2021). By utilizing dynamic data dependency analysis, transaction sequences produced by CONFUZZIUS have a higher probability of leading to contract states, which could include concealed defects. Tested on a created dataset of 128 contracts and 21000 real-world contracts, their hybrid approach surpasses existing approaches concerning code coverage and identifies more flaws than state-of-the-art tools.

With a minimal amount of architecture changes to the DNN model and no retraining cost, The ESCORT framework (Lutz et al., 2021) is the first one that facilitates transfer learning for newly discovered vulnerability types. It is a two-part multi-output neural network architecture: (i) A generic feature

extractor that picks up on the input smart contract's semantics; (ii) Several branch structures, each of which picks up on a distinct vulnerability type depending on information gleaned from the feature extractor. For each of the six vulnerability categories, ESCORT receives an average F1 score of 95%, and each contract is detected in 0.02 seconds.

Eth2Vec (Ashizawa et al., 2021) is a machine learning-based static analysis tool that finds vulnerabilities in Ethereum smart contracts. The tool uses neural networks for natural language processing to automatically extract features for every contract. For one of the most significant vulnerabilities, reentrancy, Eth2Vec has an 86.6% accuracy rate in its detection. Mythril (Mueller et al., 2022) is an EVM bytecode security analysis tool. It finds security holes in smart contracts designed for other blockchains that are compatible with the Ethereum virtual machine (EVM), such as Hedera, Quorum, Vechain, Roostock, and Tron. To find a range of security flaws, it employs taint analysis, SMT solving, and symbolic execution.

Storhaug (Storhaug et al., 2023) suggested to use a vulnerability-constrained decoding method to make the model produce secure code. The findings offer the first empirical proof that it is possible to effectively and efficiently lower the likelihood of producing susceptible code by labeling vulnerable code with static analysis tools and utilizing those tools to fine-

tune the model. To protect crowd funding platforms backed by blockchain technology from attacks through smart contracts, (Zkik et al., 2023) created models using Graph Neural Networks. They prevent assaults like malware, distributed denial of service attacks, and advanced persistent threats by using a machine learning model for anomaly detection.

Through the use of contract opcodes to construct a Control Flow Graph, the VulHunter (Li et al., 2023) technique extracts the instances. VulHunter detects the minor differences between normal and defective contracts. With 15000 lines of code, the tool is implemented and tested against 9 SOTA (State of the Art) techniques on five public datasets, including 184,289 bytecodes and 52,042 source codes. The findings show that VulHunter can more quickly and effectively identify contract vulnerabilities in as little as 4.4 seconds per contract, having an F1 score of 85.60% and an accuracy of 90.04%.

Block-gram (Xie et al., 2023) is a technique for feature extraction from bytecode that produces low-dimensional, knowledge-based features. A list of opcodes is produced from the runtime code. The supervised machine learning models are trained using scalable block-gram features—which include 4 and 8 dimensional attribute features. When compared to the features recovered by N-gram, the average detection latency speeds up by 25 to 650 times.

TP-Detect use learning-based classifiers for Ethereum smart contract vulnerabilities (Srinivasan, 2023). Trigram feature extraction and pixel values collected from grayscale pictures generated by bytecodes were used to build the dataset using which a variety of machine learning models were trained, and the Naive Bayes model showed good performance.

### ***2.1 Motivation and Research Gap***

The existing research works have developed efficient frameworks and tools for reliable detection and mitigation of ethereum smart contract vulnerabilities. The incorporation of blockchain smart contracts into the healthcare is crucial for healthcare sustainability. The proposed work addresses the issues of these vulnerabilities and their impact potential impact in healthcare 5.0. The proposed work developed a machine learning based framework for vulnerability detection.

### ***2.2 Highlights of the Proposed Work***

In recent times, it has proven to be valuable to use machine learning techniques for the investigation of smart contract vulnerabilities. In the proposed work, Smart contract vulnerabilities were identified using machine learning techniques, including Random Forest, Decision Tree, K-Nearest Neighbors, and Naive Bayes.

The following summarizes the contributions of the proposed work:

1. A tool for opcode analysis is created, which converts the bytecode of the smart contract into opcodes and gives detailed insights for further investigation.
2. A novel technique for generating opcode images is proposed, which encodes a smart contract's opcode details as a tiny RGB image that measures 12 by 12. The opcode image representation is storage efficient and easy to extract features for machine learning classifiers.
3. Different machine learning classifiers are trained to analyse the opcode images and find vulnerabilities in smart contracts.

### ***3 Background***

#### ***Smart contracts for healthcare sustainability***

Smart contracts offer efficient electronic healthcare records (EHRs) access control and secures identification, authentication, and authorization of the clients (Sookhak et al 2021). Healthcare supply chains can incorporate smart contracts to promote transparency in cost savings, volume discounts, and vendor selection among the stakeholders (Omar et al 2021). The smart contracts plays the following roles in healthcare: i) Medicine and medical equipment supply chain ii) Insurance claim attention iii)

vaccination passport and certificates iv) Clinical research v)Emergency attention processes vi) Regulatory compliance vii) patient consent management viii) Telemedicine and eHealthcare (Marino & Diaz Paz, 2025).

### ***Smart contract vulnerabilities***

Smart contract vulnerability is a solidity program's weakness that makes it open to attack. Several Ethereum smart contract vulnerabilities have already been investigated by the blockchain community. A brief overview of some of the vulnerabilities that the proposed work focuses on is provided in this section.

### ***Integer overflow and Integer underflow vulnerabilities:***

Integer overflow and underflow vulnerabilities are anticipated to occur when a specific smart contract performs mathematical operations like as addition, multiplication, exponentiation, and subtraction. Solidity typically uses numbers in the range of 0 to  $2^{256}$ . The outcome of a mathematical operation might potentially fall outside of this range at any point. Integer overflow vulnerability arises when the value of an arithmetic operation's result exceeds this limit. There is integer underflow vulnerability if the value drops below this threshold.

***EOA (Externally Owned Account) vulnerability:***

In Ethereum, there are two different kinds of accounts: contract accounts and externally owned accounts. An Ethereum network user can create and own a conventional account called EOA. The contract account is where contract code, functions, smart and state variables are stored. A smart contract governs this account. This account is owned by the Ethereum smart contract that has been deployed. An EOA can interact with contract accounts and other EOAs. A smart contract is called and its operations are executed when an EOA interacts with a contract account. Ethereum measures the size of an account code using the opcode `EXTCODESIZE`. If the caller's code is larger than zero, this opcode determines that the account's code is a contract; otherwise, EOA. There is a risk of false positives or negatives when using this opcode to distinguish across accounts. It is recommended to use `address.code.length` over `EXTCODESIZE`.

***Timestamp dependency and block number dependency vulnerabilities:***

The timestamp, which is a 256-bit number, is the unix timestamp of the block's mining time. The number of seconds since January 1, 1970, at 00:00:00 UTC is represented by the Unix timestamp. Ethereum determines the order of transactions and blocks through the block. timestamp. This timestamp value is

manipulable by miners to their advantage. When the timestamp is utilized to make decisions during critical operations, it creates vulnerability. The block height in which the transaction is mined is known as the block number. Developers will sometimes multiply block.number by the average block time to determine how much time has elapsed. Given that block times might fluctuate, this creates vulnerability.

***Reentrancy vulnerability:***

When a smart contract makes an external call to another contract, reentrancy vulnerability may happen. This might result in an alteration to the calling function's data and an unintentional modification to the control flow. A malicious contract that is called by another contract has the ability to call back the calling contract before the previous invocation has finished. The malicious contract then re-enters the called contract and proceeds to execute more code repeatedly. Through reentrancy vulnerability, the attackers take advantage of Ethereum's fallback mechanism to wipe out money from a contract.

***Delegatecall vulnerability:***

In general, deciding to assign someone a task or power is known as delegation. In Ethereum, one contract may assign another contract the authority to use a certain message call. A contract can call another contract function and have it executed in its

storage context by using the DELEGATECALL opcode. The called contract in this case has the ability to read and write to the calling contract's storage. This vulnerability allows an attacker to gain control of the assets and functionality of the contract.

***Selfdestruct vulnerability:***

Once deployed, a smart contract cannot be changed. A contract can have self-destruct capability added to it, allowing it to be erased by wiping out all of its internal data and code. This enables the developers to take away a smart contract from the blockchain. A specified address can receive the money kept in the terminated contract. Selfdestruct removes bytecode from the contract address that is executing it. This feature helps developers tidy up unwanted smart contracts from the network. A developer does not need to update an existing contract; instead, he may establish a new one and use SELFDESTRUCT to end the older one. On the other hand, SELFDESTRUCT allows attackers to target and steal money from the contract.

The potential impact of these smart contract vulnerabilities for healthcare sustainability is given in Table 1.

**Table 1. Smart contract vulnerabilities**

<b>Vulnerability</b>	<b>Impact</b>
Integer overflow & underflow	May cause medical fund miscalculations.

<b>Externally Owned Account (EOA) Vulnerability</b>	When an EOA is hacked, it may compromise the centralized access to critical contracts. When a compromised EOA controls sustainability incentives, it may lead to false rewards.
Time Dependency	If the time stamps can be manipulated slightly, then incentive issuance based on time can be manipulated. Vaccines and medicines exact cold storage time can become false.
Block Number Dependency	Incorrect use of block numbers in auditing periods may lead to timing loopholes in emissions, claims, and sustainability logs.
Reentrancy vulnerability	When reentrancy allows the attackers to re-enter the same function in claim reimbursements, it will drain the funds. Fake hospitals could iteratively enter the donation claim logic of the smart contract before the balance is updated.
Delegatecall vulnerability	A logic controlling the electronic health records access or an incentive logic can be manipulated or hacked into inject malicious logic.
Selfdestruct vulnerability	A malicious or manipulated contract can delete itself after sending funds to somewhere else.

#### **4 Methodology**

The proposed work is intended to analyze Ethereum smart contract opcodes and predict the possible vulnerabilities using machine learning algorithms. The system examines every opcode in a smart contract and then generates an RGB image with the opcode analysis findings mapped onto the image's pixels. The proposed system is developed using following methodology: (a) smart contracts are collected and pre-processed, (b) Opcodes of the smart contract are analysed to know the opcodes associated with vulnerabilities, (c) An RGB image is created to store the smart contract's opcode analysis, (d) The RGB image's features are used to train machine learning algorithms, (f) The real time Ethereum smart contracts are collected from etherscan.io and tested for vulnerabilities using the proposed vulnerability detection system. The architecture of the proposed system is depicted in Figure 1.



**Fig 1. System Architecture**

### ***Smart contract preprocessing***

Ethereum smart contracts are gathered from several online repositories. The collection of smart contracts has been built so that it contains the contracts with one or more vulnerability that the proposed work is intended to detect. The smart contract source code which is written in solidity language is translated into bytecodes by compiling the contracts using solidity compiler. In general, a smart contract's bytecode is separated into three sections: i) Deployment code ii) Runtime code and iii) Metadata

Deployment code is a onetime executable code. Generally the constructor in any program is executed only once.



smart contract bytecode sequence. Metadata ends with bytecode “33” which indicates metadata is a sequence of 33 bytecodes after “FE”. After getting the runtime code, the bytecodes are parsed to opcodes for further analysis. Metadata deployment code and runtime code are demonstrated in the Figure 2.

### **Fig.2 Smart contract Bytecode**

#### *Opcode analysis*

The smart contract opcode analysis is performed to look for the opcodes associated with vulnerabilities. It has been learned that Ethereum offers 144 solidity programming opcodes (ethereum.org). Depending on the smart contract developer's source code, contract can have many opcodes. One contract may include many instances of a certain opcode. Based on our comprehension and knowledge gained from previous studies, we have enumerated 14 opcodes linked to 8 vulnerabilities in Table 2.

The proposed opcode analysis as given in algorithm 1 is developed to mark the frequency of opcodes present in the smart contract. The proposed algorithm analyses the runtime bytecode of smart contract and returns opcodes list from which we get to see the insights such as number of opcodes present in smart contract, number of vulnerable opcodes, most frequently occurred opcodes and multiple occurrences of opcodes.

**Table 2. List of Vulnerable Opcodes**

<b>Opcode</b>	<b>Bytecode</b>	<b>Vulnerability</b>
ADD MUL EXP	0x01 0x02 0x0A	Integer overflow vulnerability
SUB	0x03	Integer underflow vulnerability
ORIGIN EXTCODESIZE EXTCODECOPY EXTCODEHASH	0x32 0x3B 0x3C 0x3F	EOA (Externally Owned Account) vulnerability
TIMESTAMP	0x42	Time stamp dependency vulnerability
NUMBER	0x43	Block number dependency vulnerability
RETURNDATACOPY RETURNDATASIZE	0x3D 0x3E	Reentrancy vulnerability
DELEGATECALL	0xF4	Delegate call vulnerability
SELFDESTRUCT	0xFF	Self Destruct vulnerability

**Algorithm 1: Proposed Opcode Analysis**

Step 1: Input smart contract bytecode sequence with List of opcodes & their equivalent bytecodes.

Step 2: Extraction of runtime bytecode from contract bytecode.

Step 3: Load opcodes list in sequence.

Step 4: Load runtime bytecode sequence.

Step 5: Compare runtime bytecode with the bytecode of vulnerable opcodes.

Step 6: i. Update opcodes list with a counter if match found and move to next bytecode.

ii. Skip n bytes for PUSHn opcodes since n number of bytes after PUSHn are operands for PUSH operation.

Step 7: Repeat step 4 to 6 until end of bytecode sequence.

Step 8: Repeat step 3 to 6 until the end of opcodes list.

Step 9: output the undated opcodes list.

***Opcode image generation***

The opcodes image generation is a process of creating an RGB image with dimensions of 12 by 12 and mapping the opcodes details of smart contract to the image channels. The image has three colour channels such as Red, Green and Blue. The proposed system uses the RGB image as a container to store the opcodes details of a smart contract which can be later analysed by machine learning algorithms for vulnerabilities. Ethereum smart contract programming uses 144 opcodes, as previously stated, and the RGB image's size is  $12*12=144$ . The RGB image is mapped with the opcode information in the following order:

the opcode's hex value is recorded in channel B, its presence in the contract is indicated in channel G (0 or 255), and its vulnerability status is mapped in channel R (0 or 255). We use RGB images to map opcode information for the following reasons:

- Creation is simple.
- Very small in size and needs a relatively little amount of storage
- A pixel's RGB channels are simple to work with.
- Since extracting features from images is easy, training a machine learning model is simple.

The matrix representation of the image is shown in Figure 3. In the figure, the cells contain hexadecimal values of the opcodes which means that each pixel of the image represents that particular opcode. The pixels are addressed by the hex values stored in their B channels. The proposed work uses an algorithm to generate a RGB image and to mapping opcodes details to it. The mapping of opcodes analysis into the pixel “42” of RGB image is demonstrated in Figure 4. The five possible stages for RGB channels are as follows:

- A. B, G & R channels at the time of creation: B=0, G=0, R=0.

- B. B=42, hex value of the TIMESTAMP opcode mapped to channel B; G=0, opcode is not present in the contract; R=0, opcode is not vulnerable.
- C. G=255, opcode is present; R=0, Opcode is not vulnerable.
- D. G=0, opcode is not present; R=255, opcode is vulnerable.
- E. G=255, opcode is present; R=255, opcode is vulnerable.

00	01	02	03	04	05	06	07	08	09	0A	0B
10	11	12	13	14	15	16	17	18	19	1A	1B
1C	1D	20	30	31	32	33	34	35	36	37	38
39	3A	3B	3C	3D	3E	3F	40	41	42	43	44
45	46	47	48	50	51	52	53	54	55	56	57
58	59	5A	5B	5F	60	61	62	63	64	65	66
67	68	69	6A	6B	6C	6D	6E	6F	70	71	72
73	74	75	76	77	78	79	7A	7B	7C	7D	7E
7F	80	81	82	83	84	85	86	87	88	89	8A
8B	8C	8D	8E	8F	90	91	92	93	94	95	96
97	98	99	9A	9B	9C	9D	9E	9F	A0	A1	A2
A3	A4	F0	F1	F2	F3	F4	F5	FA	FD	FE	FF

**Fig.3Matrix representation of opcodes image**

### Algorithm 2: Opcodes-RGB Image Mapping

Step 1: Input the opcodes analysis list, Image shape.

Step 2: Creation of RGB image using the given shape.

Step 3: Read the opcodes list for mapping.

Step 4: Map the color channels of each pixel based on following criteria.

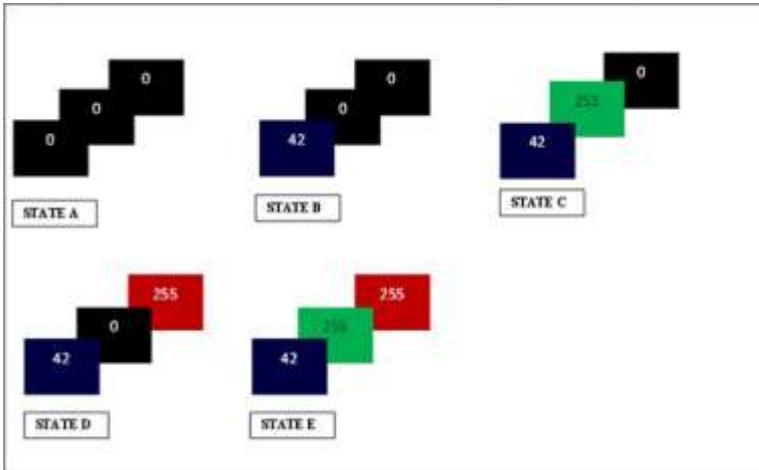
Channel B: Hex value of the opcode.

Channel G: 255 if opcode is present in the contract, 0 otherwise

Channel R: 255 if opcode is vulnerable, 0 otherwise .

Step 5: Output the RGB image.

**Fig.4 Possible Channel States for an Opcode Image Pixel**



***Training Machine Learning Classifiers***

Classifying is the practice of putting things or concepts into predetermined groups. Machine learning classifiers are trained using feature vector, the input to the classifiers. In the proposed work feature vector is prepared by extracting features from opcode images. The feature vector contains 9721 rows and 4 columns, which have three predictors and one response variable to efficiently train the models in identifying the smart contract vulnerabilities. The machine learning classifiers and their hyper parameter setting are given in table 3.

**Table 3. Machine Learning Classifiers Setup**

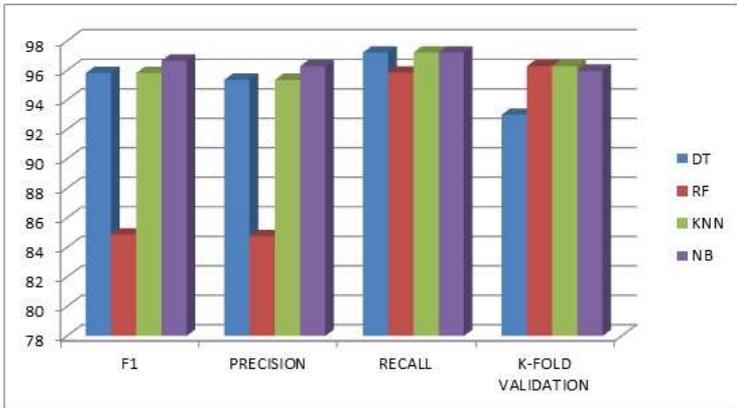
Classifier	Hyper parameters
Decision Tree	max_leaf_nodes=30,max_depth=20, criterion='entropy'

K-Nearest Neighbors	n_neighbors=8, weights='uniform'
Random Forest	random_state=1,criterion='gini',n_estimators=100
Naïve Bayes	Priors = None, Var_Smoothing = le-9

## ***5 Results***

### ***Evaluation and Validation***

To evaluate the performance of the models, the proposed work used evaluation measures like recall, F1 score, and accuracy score. Validation is another technique to assess models performance on test data. K-Fold cross validation, which splits a dataset into k sections and perform validation by setting each subset as test set and remaining subsets as training subset. The machine learning models' evaluation and validation scores are shown in Figure 5. The comparison shows that Naïve base model performs better than other models in terms of F1 score, Precision score and Recall. It is observed that KNN and Random Forest models are the superiors to other trained models in terms of K-Fold cross validation scores with the validation score of 96.29.



**Fig.5 Models performance comparison**

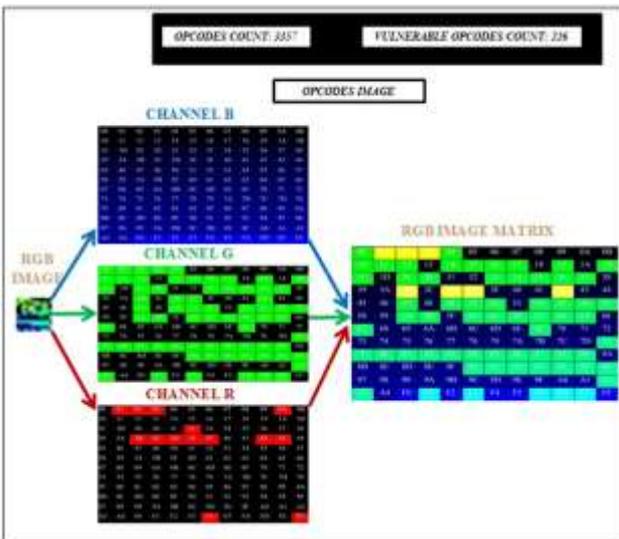
### ***Vulnerability Detection***

The proposed system is designed to analyze the given smart contract through opcodes image for vulnerability detection using machine learning models. The experimental result for a smart contract is demonstrated below. The deployed bytecode of a verified real time smart contract is taken from [etherscan.io](https://etherscan.io). The deployed bytecode contains runtime code and metadata. The proposed system extracts and analyses runtime code for vulnerability. Figure 6 shows the bytecode of a real time contract taken from etherscan repository.



**Fig.6 Smart Contract Bytecode**

Figure 7 shows RGB image generated for opcodes analysis. In the figure, illustrated are the Blue, Green, and Red channels of the opcodes image in the form of matrices. The figure shows the RGB image's composite matrix of its three channels. The smart contract is determined to employ 3357 opcodes, of which 226 are vulnerable.



### Fig.7 Opcode Analysis Results

The machine learning predictions for the smart contract vulnerabilities are shown in Figure 8. The predictions report shows that the analysed smart contract has Integer overflow vulnerability, Integer underflow vulnerability, EOA vulnerability, Timestamp dependency vulnerability and Reentrancy vulnerability.



MACHINE LEARNING PREDICTION REPORT	
INTEGER OVERFLOW VULNERABILITY	YES
INTEGER UNDERFLOW VULNERABILITY	YES
EOA VULNERABILITY	YES
TIMESTAMP DEPENDENCY VULNERABILITY	YES
BLOCK NUMBER DEPENDENCY VULNERABILITY	NO
REENTRANCY VULNERABILITY	YES
DELEGATECALL VULNERABILITY	NO
SELF DESTRUCT VULNERABILITY	NO

**Fig.8 Vulnerability Detection Report**

Table 4 compares the proposed smart contract vulnerability extraction tool's performance with existing techniques based on evaluation metrics. The comparative analysis reveals that the suggested work outperforms some current approaches in terms of performance.

**Table 4. Performance Comparison**

<b>Tools</b>	<b>Technique</b>	<b>Assessment Metrics (in %)</b>
Dynamit (Eshghie et al.,2021)	Using machine learning to extract features from transaction data	Accuracy score of RF = 96
ESCORT (Lutz et al., 2021)	Multi-output neural network architecture-based deep neural networks	Average F1 score=95
ContractWard (Wang et al., 2020)	Bigram features taken from opcodes and evaluated using machine learning and sampling methods	Average F1 score=96
TP-Detect (Srinivasan, 2023)	Machine learning algorithms trained on the opcodes image and features retrieved from opcodes	Average F1 scores RF = 96.66 NB = 99.41 kNN = 90.75
Proposed work	Machine learning algorithms trained using features extracted from opcodes image.	Average F1 scores <b>DT = 95.83,</b> RF = 84.88, <b>kNN = 95.83,</b> <b>NB = 96.66</b>

## ***6 Conclusion***

For healthcare sustainability in healthcare 5.0, the proposed work developed a machine learning based framework for smart contract vulnerabilities. From the smart contract, an opcodes image is produced for each opcode, storing the details of the opcode analysis in each RGB channel. The machine learning classifiers are trained using the feature vector and evaluated using evaluation metrics and K-Fold cross-validation to enrich the reliability of the models. The Naïve Bayes model demonstrated superior performance among the four experimented models with the F1 score of 96.66. Certain real-time smart contracts were tested to evaluate the proposed system's efficacy in detecting vulnerabilities. In the future, more labeled smart contract datasets will be used to evaluate the system. We view the proposed approach as a valuable addition to the field of vulnerability analysis for smart contracts in healthcare 5.0.

## ***Statements and Declarations***

Competing Interests: None

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**INTEGRATING BUSINESS COMMUNICATION FOR  
ARTS STUDENTS**

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**Abstract**

English serves as a global tool for business communication, transcending cultural boundaries. The teaching of Business English differs significantly from General English, as it goes beyond merely focusing on the four macro-skills (listening, speaking, reading, and writing) or simply expanding business-related vocabulary. Instead, Business English instruction assumes that learners already possess a foundational level of general English proficiency. The learners of Business English are often aspiring entrepreneurs, managers, and industry leaders operating at both national and international levels. Teachers face the significant challenge of equipping these learners with an international communication skill set, using English as the primary medium. The majority of Business English users are non-native speakers, who frequently communicate with other non-native speakers and, occasionally,

with native speakers. While native English speakers dominate global economies, science, technology, trade, and commerce, Business English is increasingly being utilized in even broader contexts, such as international space research. This field involves billions of dollars in investment and global collaboration, making English the primary communication tool for exploring other planets. As a result, Business English operates in diverse cultural environments and is not tied to any single national or international culture. It transcends cultural boundaries while respecting and accommodating them all. Consequently, Business English teachers must recognize this paradigm shift in the cultural evolution of the language. They need to design trans-cultural learning materials, identify the essential communication skills required for international business, and adopt appropriate teaching methods. This paper examines the key components of an international communication skill set and advocates for a task-based, "learning by doing" approach. Such an approach is essential as it leverages effective andragogy (adult learning principles) and heutagogy (self-directed and self-determined learning), fostering lifelong learning processes that are both practical and results-oriented.

Keywords: Trans- cultural, task based, andragogy, heutagogy, paradigm shift, business communication.

**Introduction**

Communication lies at the heart of effective management. The core functions of management planning, organizing, staffing, directing, and controlling cannot be successfully executed without effective communication. Business communication is inherently goal-oriented, requiring a seamless exchange of information between individuals in higher positions and their subordinates, as well as between organizations, trade unions, and society at large. It can take both written and spoken forms, yet both modes share common characteristics. A widespread misconception about business communication is that it relies on complex or difficult vocabulary. Additionally, it is often assumed that only teachers specializing in commerce or business administration, rather than English teachers, are qualified to teach it. Similar to other academic disciplines, business communication courses often focus on testing students' knowledge at the end of the term rather than evaluating their practical skill acquisition. Students, in turn, remain unaware of their strengths and weaknesses in business communication unless they engage in self-assessment. Furthermore, there is often a significant gap between teachers' perceptions of students' competence and students' own understanding of their abilities. This disconnect highlights the need for a more skill-focused and

reflective approach to teaching and learning business communication.

### **Literature Review**

David Conrad and Robert Newberry (2012) in *Identification and Instruction of Important Business Communication Skills for Graduate Business Education* express that practitioners expect outcome based skills and effective outcome driven skills are lacking among the students. The arts students excel in creative performance but they lack in professional skills in such cases they need outcome based comprehensive skills to meet their needs.

Robyn Walker and Jolanta Aritz (2014) in *Leadership Talk: A Discourse Approach to Leader Emergence* emphasize language as a key tool for conveying leadership. This perspective contrasts with the psychological approach, which views leadership as an inherent personality trait. Instead, the discursive approach posits that leadership is constructed and manifested through communication practices, highlighting the role of interaction and dialogue in the emergence of leaders.

*Today's Business Communication: A How-to Guide for the Modern Professional* by L. Snyder and Robert Forbus (2014) targets college students and business professionals,

emphasizing that exceptional business communication skills are a universal expectation in every organization. The book provides practical guidance on navigating the most common business communication scenarios, offering tools and strategies to help readers excel in professional settings.

Vijay K. Bhatia and Stephen Bremer (2012) *English for Business communication* express that facilitators should bridge the gap between academy and globalized need of the learners. They stress the major shifts in learning and teaching business English and the process of implementing business English programmes.

### **Research Questions**

- How can business communication training be made more inclusive for arts students from diverse cultural, linguistic, and socioeconomic backgrounds?
- What strategies can address gender and diversity-related challenges in teaching business communication to arts students?
- How does inclusive communication training impact the confidence and career prospects of underrepresented arts students?
- What motivates arts students to improve their business communication skills, and what barriers do they face?

### **Study outcome**

The study aims to demonstrate that teaching business communication is a crucial academic achievement for ensuring successful professional outcomes. It is grounded in the understanding that classrooms play a vital role in preparing skilled future leaders and managers for diverse professional settings. By equipping students with effective communication skills, the study highlights the importance of academic training in shaping competent professionals capable of thriving in various work environments.

### **Hypotheses**

A curriculum that combines creative and business communication skills will lead to higher student engagement and satisfaction.

- Task-based learning methods (e.g., mock interviews, client meetings) will be more effective than traditional lectures in teaching business communication to arts students.
- Business communication skills acquired during arts education will have a lasting positive impact on graduates' professional lives.

**Research Design**

Integrating Business English into the curriculum for arts students requires a carefully structured research design that addresses their unique needs and career desires. The primary objective of this research is to assess the current English proficiency and business communication needs of arts students, design a modified Business English curriculum, and evaluate its effectiveness in enhancing their employability and professional communication skills. This study seeks to answer key questions, such as what specific Business English skills arts students require, how these skills can be effectively integrated into their curriculum, and what impact such training has on their confidence and competence in professional settings.

A mixed-methods approach is proposed, combining quantitative and qualitative data collection techniques. Quantitative data will be gathered through surveys and pre/post-tests to measure language proficiency and skill improvement, while qualitative data will be collected through focus groups, interviews, and case studies to gain deeper insights into students' experiences and perceptions. Participants will include undergraduate arts students from diverse disciplines, as well as faculty members and industry professionals who can provide valuable feedback on curriculum design. Stratified random sampling will ensure representation across different arts

disciplines, ensuring the findings are comprehensive and inclusive.

The curriculum design will begin with a needs analysis to identify the specific Business English skills required by arts students, such as writing proposals, pitching ideas, networking, and email etiquette. This analysis will also consider job market trends to align the curriculum with industry demands. Based on the findings, modules will be developed that combine Business English with arts-specific contexts, such as internal communication ( office memorandum, minutes, notes, circulars, orders) , oral communication (speeches, conferences, interviews, group discussion, public speaking, listening), presenting creative ideas to clients, negotiating contracts, and building professional networks. Teaching methods will emphasize project-based learning, including mock presentations, role-playing, and case studies, while incorporating technology, such as online simulations and virtual networking tools. Collaboration with business students will also be encouraged to foster interdisciplinary learning.

The implementation phase will begin with a pilot program involving a small group of arts students. Feedback from students and instructors will be collected to refine the curriculum before scaling up the program. Data collection will occur at two stages: pre-program and post-program. Pre-program data will

include baseline surveys and interviews to assess students' current Business English skills and confidence levels, while post-program data will involve post-tests, focus groups, and tracking of career outcomes, such as internships and job placements, to evaluate the program's long-term impact. Data analysis will use statistical tools for quantitative data and thematic analysis for qualitative data, providing a comprehensive understanding of the program's effectiveness.

Expected outcomes of this study include improved Business English proficiency among arts students, enhanced employability, and a replicable model for integrating Business English into arts curricula. Ethical considerations, such as obtaining informed consent, ensuring confidentiality, and providing equal opportunities for participation, will be prioritized throughout the research process. The proposed timeline spans eight months, with phases dedicated to needs analysis, pilot implementation, data collection, and program refinement. Potential limitations, such as resistance from stakeholders, limited resources, and challenges in measuring long-term impact, will be acknowledged and addressed.

This research design offers a structured and innovative approach to integrating Business English into the arts curriculum, equipping students with the linguistic and professional skills needed to thrive in their careers. By aligning

the program with industry demands and employing engaging teaching methods, the integration of Business English can significantly enhance the career prospects and professional communication abilities of arts students.

### **Challenges**

Integrating business communication into the curriculum for arts students presents several challenges due to the distinctive nature of their academic and creative backgrounds.

- i) One major issue is the perceived lack of relevance, as arts students often prioritize creative and theoretical pursuits over practical business skills. This can lead to disinterest or resistance, especially when the structured and formal nature of business communication conflicts with their preference for expressive and creative styles.
- ii) Additionally, many arts students have limited exposure to foundational business concepts, making it difficult for them to grasp the terminology and principles essential for effective communication in professional settings. The diverse skill levels among students further complicate the process, as some may struggle with basic writing, presentation, or digital communication skills, while others may excel.

- iii) Integrating technology, such as virtual collaboration tools or social media platforms, can also be an obstacle, as arts students may not be familiar with these tools or their applications in a business context. Faculty expertise can pose another challenge, as instructors in arts programs may lack a strong background in business communication, limiting their ability to deliver effective instruction.
- iv) Finally, shifting the mindset of arts students to recognize the value of business communication in their careers can be difficult, particularly if they do not see themselves in traditional business roles. Addressing these challenges requires a tailored approach that emphasizes the practical applications of business communication in creative industries, incorporates interactive and engaging teaching methods, and provides additional support to bridge knowledge gaps and build essential skills.

### **Limitations**

When conducting research on integrating business communication for arts students, several limitations may arise, which can impact the scope, depth, and applicability of the findings. One key limitation is the diversity of arts disciplines, as students in fine arts, performing arts, literature, and design may

have vastly different needs and perspectives, making it challenging to generalize findings across the entire arts spectrum. Another limitation is the lack of existing literature specifically addressing the integration of business communication in arts education, which can restrict the ability to build on prior research or establish a strong theoretical foundation. Additionally, researcher bias may come into play, particularly if the researcher has a background in either business or arts but not both, potentially leading to an unbalanced emphasis on one area over the other. The sample size and representation of arts students in the study could also be a limitation, as smaller or non-representative samples may not provide sufficient data to draw meaningful conclusions. Furthermore, resistance from participants due to a perceived lack of relevance or interest in business communication may affect the quality of data collected through surveys, interviews, or classroom observations. Finally, the dynamic nature of both business communication and the arts means that findings may quickly become outdated as industries evolve, technologies advance, and educational priorities shift. These limitations highlight the need for careful research design, clear definitions of scope, and an acknowledgment of constraints when interpreting and applying the results.

**Conclusion**

Teachers must confront certain undeniable realities in their profession. Collaborative teaching proves to be more effective, particularly in delivering results-oriented business communication courses. Incorporating offshore English and cultural factors into (inter-)national business communication should be integral to such courses, ideally co-taught by English and subject-specific instructors. Approaches like Task-Based Instruction (TBI) or Content-Based Instruction (CBI) demand active participation from students and should be implemented. Educators must genuinely strive to empower students to take ownership of their learning, enabling them to carry these skills into their professional lives. Students, in turn, must recognize the importance of becoming independent learners, as teachers cannot guide them indefinitely. Online courses can serve as valuable tools for both teachers, as part of their Continuing Professional Development (CPD), and students, as a strategy for lifelong learning in an era of rapidly expanding and evolving knowledge. Additionally, teachers should remain attuned to students' perceived acquisition and mastery of business communication skills. All hypotheses presented in this study have been validated.

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**A CASE STUDY ON THE ROLE OF EDUCATION IN  
EMPOWERING RURAL WOMEN IN PANCHAMPATTI  
GRAM PANCHAYAT, DINDIGUL DISTRICT, TAMIL  
NADU**

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**ABSTRACT**

This study explores the transformative role of education in empowering rural women in Tamil Nadu through five detailed case studies. These narratives, drawn from different socio-economic backgrounds and age groups, illustrate how educational attainment ranging from primary schooling to postgraduate qualifications—impacts women’s health awareness, financial independence, social mobility and decision-making power. Using qualitative methods, the study identifies recurring themes and insights that underscore the critical importance of accessible education for rural women. The findings emphasize that even a basic education can generate significant long-term benefits for individuals and their communities.

**Keywords:** Women's Empowerment, Rural Education, Tamil Nadu, Gender Equality, Health Awareness, Social Mobility.

## **INTRODUCTION**

Education is globally recognized as a fundamental driver of socio-economic transformation, especially for women in rural regions. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015), education significantly contributes to the empowerment of women by enhancing their self-esteem, employment opportunities and social participation. In rural India, where patriarchal norms dominate, women often face systemic barriers to accessing education, which restrict their ability to make informed decisions and participate fully in the development process.

The State of Tamil Nadu, known for its relatively advanced human development indicators, has implemented several schemes aimed at increasing school enrollment among girls, such as the Girl Child Protection Scheme and free bicycle programs (Government of Tamil Nadu, 2020). Despite these efforts, significant disparities persist, especially in remote and marginalized communities. Many women continue to drop out due to early marriage, poverty and social stigma, indicating that structural and cultural barriers remain potent deterrents.

Several researchers have argued that investing in girls' education not only reduces poverty but also improves health

outcomes and delays early marriage (Kingdon, 2002; Sen & Dreze, 1999). Educated women are more likely to educate their own children, adopt healthier lifestyles and contribute to community leadership. However, the interlinkages between education, empowerment and long-term social transformation in rural India require more nuanced, qualitative understanding.

In this context, case study research provides critical insights into how individual women from different backgrounds experience the benefits and limitations of education in their daily lives. This approach allows us to move beyond statistical generalizations and understand the real-life implications of educational access, attainment and application. It captures the voices of those often excluded from mainstream academic discussions, particularly rural women who have overcome adversity to pursue education.

This paper investigates how education influences personal development, health awareness, financial independence and social status. It also discusses the policy implications for improving women's educational access and quality in rural India.

## **REVIEW OF LITERATURE**

The role of education in women's empowerment has been widely discussed in development literature. According to Kabeer (2005), education expands women's capacity to make strategic life choices and enhances their bargaining power within the household. This aligns with Sen's capability approach, which

emphasizes the freedom to achieve well-being and functionings through education (Sen, 1999).

Empirical studies have demonstrated that educational attainment correlates strongly with women's participation in the labor force (World Bank, 2020) and delays in age at first marriage and childbirth (UNESCO, 2015). In rural areas, education can also foster better health outcomes by increasing knowledge about hygiene, nutrition and maternal care (Agarwal & Attanasio, 2009). These links are particularly critical in India, where health disparities are stark between educated and non-educated populations.

Research by Bhatta (1998) and Kingdon (2002) highlighted regional disparities in female education access, with rural areas consistently lagging behind urban centers. This is attributed to both supply-side factors (like lack of infrastructure and teachers) and demand-side factors (like poverty, child labor and gender norms). In Tamil Nadu, while literacy rates among women are higher than the national average, the quality and continuity of education remain challenges.

Recent qualitative research (Subrahmanian, 2005) has argued that empowerment is not merely an outcome of education but also a dynamic process mediated by context, relationships and institutions. Education, in this view, is both a resource and a process that can lead to transformative outcomes, depending on how women interact with their social environment.

Prior research affirms that education enhances women's participation in labor markets (Kingdon, 2002), improves health outcomes (Sen & Dreze, 1999) and leads to greater autonomy and decision-making capacity (Kabeer, 2005). The Human Development Reports (UNDP, 2020) underscore the importance of female education in sustainable development. Tamil Nadu's local policies like the Cradle Baby Scheme and various scholarship programs have made progress, yet gaps remain, especially for women in remote areas. This study complements the existing literature by offering qualitative evidence from real-life cases in rural Tamil Nadu.

### **OBJECTIVES**

1. To examine how different levels of education have influenced the lives of rural women.
2. To analyze the relationship between educational attainment and economic independence.
3. To understand the role of education in shaping social status and decision-making ability among rural women.

### **METHODOLOGY**

This study adopts a qualitative, case study-based methodology to understand the lived experiences of rural women and the role of education in shaping their empowerment trajectories. Fieldwork was conducted in Panchampatti Gram Panchayat, Dindigul district, Tamil Nadu a rural administrative

unit characterized by moderate educational infrastructure and agrarian livelihoods.

Primary data were collected through semi-structured interviews with five women of varying educational backgrounds and socio economic statuses. These responded were selected through purposive sampling to ensure diversity in age, educational attainment, and occupational status. Interviews focused on themes such as access to education, employment, health awareness, family planning, and social mobility.

In addition to personal narratives, observational data and field notes were used to contextualize the findings. Informal discussions with community members, local panchayat leaders and school teachers further enriched the understanding of local educational dynamics. Thematic analysis was employed to identify recurring patterns and unique insights within the interviews.

## **CASE STUDIES**

### **CASE STUDY-I**

#### **Educational Challenges and Aspirations**

Mrs. Suseela Mary completed her SSLC amidst significant obstacles. Growing up in a rural village where the nearest school was 5 km away and transport was scarce, she had to juggle her education with household chores and agricultural work. Her dream was to become a doctor. However, due to financial constraints and prevailing societal norms, she was

married soon after completing her SSLC—a fate shared by many young girls in her community, where early marriage and gender stereotypes often curtailed educational opportunities.

Although she was deeply motivated to pursue higher education, the lack of support and cultural expectations prevented her from achieving her dream. Nevertheless, her determination and value for education remained unwavering throughout her life.

### **Employment and Economic Contribution**

Mrs. Mary works as a patient attender in a government hospital. Her basic education enabled her to secure this position, significantly contributing to her family's economic stability. With her husband engaged in farming and earning an irregular income, her employment brought a dependable source of financial support. Her annual income of ₹2 lakhs played a crucial role in educating her children, both of whom are now well-settled abroad. This reflects the long-term impact of her educational foundation—not only on her personal development but also on her family's upward mobility. She views education as the source of her self-confidence, financial independence and societal respect.

### **Health and Nutrition Awareness**

Through her work at the hospital, Mrs. Mary has acquired practical knowledge about health, hygiene and nutrition. She actively shares this awareness with her rural

community, particularly focusing on women's health issues. While she is not a medical professional, her exposure to healthcare practices has made her a trusted voice in her village on basic health matters. She recalls that, during her younger years, there was very little awareness about women's health and nutrition. She uses her experience to educate women about the importance of balanced nutrition, regular medical checkups and preventive healthcare. Though she was not aware of government schemes for women's education during her youth, she ensured her own children received a quality education that empowered them to pursue successful careers.

### **Health and Nutrition Awareness**

In her earlier years, awareness about family planning in rural areas was minimal. Unsafe childbirth practices and a lack of reproductive education led to high maternal and infant mortality rates. Today, Mrs. Mary plays a key role in educating others about modern family planning methods and the importance of safe reproductive health. She believes it is her duty as an educated woman to raise awareness on these issues. Her advocacy has helped shift community perspectives and encouraged informed decision-making among younger women.

### **Social Status and Decision-Making Power**

Education has elevated Mrs. Mary's social standing within her family and community. In rural areas, educated women are often respected and trusted in both personal and

public discussions. She actively engages in community forums and encourages other women to pursue education and self-reliance. Her voice is valued in family decisions and her story serves as a motivation for others. Her belief that "education is empowerment" is reflected in the lives of her two daughters, who now live and work abroad.

### **Conclusion**

Mrs. Suseela Mary's life journey exemplifies the transformative power of education. Despite facing cultural and economic barriers, she utilized her education to secure employment, improve her family's standard of living and become a pillar of knowledge and support within her community. Her story is an inspiration to rural women and girls, proving that education fosters independence, confidence and lasting social change.

## **CASE STUDY- II**

### **Availability of Educational Facilities**

Mrs. Shrilakshmi was born and raised in Panjampatti, a rural village. Coming from an educated family, she had access to quality education and supportive guidance, which enabled her to pursue higher studies and build a successful career. Unlike many of her childhood peers, who struggled due to limited access to educational resources, she was privileged to complete her MBA in Human Resources and Finance and secure a professional job.

While she acknowledges her own educational advantages, she also expresses concern for those from her village who lacked similar opportunities. Many of her friends from childhood now face unstable employment and economic challenges. Her experience highlights the disparities in educational access that continue to exist within rural communities, even among those from the same region.

### **Employment and Economic Independence**

Currently employed as an HR professional in a Chennai-based IT company, Mrs. Shrilakshmi enjoys financial stability and professional growth. Her annual income of ₹5.28 lakhs allows her to contribute meaningfully to her family's development and well-being. She attributes her economic independence and self-confidence to her educational background. She recognizes that, while her journey was supported by her family's educational values, many rural women lack such support systems. Nonetheless, she admires the resilience of those who have succeeded despite these challenges and emphasizes that education is the most effective tool to improve employment prospects and quality of life for rural women.

### **Health and Nutrition Awareness**

Traditionally, women in rural areas have faced significant health and nutritional challenges due to lack of awareness, healthcare access and education. Mrs. Shrilakshmi

notes that, in the past, rural women were burdened with domestic and agricultural labor, often neglecting their health needs. Home births without medical supervision were common, leading to high maternal and infant mortality rates. She observes a positive shift in recent years, driven by increased educational attainment. Modern education has enabled women to understand the importance of maternal care, hygiene and nutrition. She believes that this awareness has improved health outcomes for women and children in rural areas and underscores the crucial role education plays in promoting healthier lifestyles.

Mrs. Shrilakshmi reflects on the lack of awareness around family planning that once prevailed in her community. Earlier generations often had large families with inadequate healthcare support. However, she notes that education has brought significant change in this regard. Educated women today are more informed about reproductive health and family planning, allowing them to make better decisions regarding childbirth and family size. She strongly believes that informed family planning contributes to economic stability, better health and improved quality of life. Her own choices reflect a balanced approach rooted in education and awareness.

### **Social Status and Decision-Making Power**

Education has been a defining factor in shaping Mrs. Shrilakshmi's identity and social status. In her village, she is respected and admired for her academic achievements and

professional success. Her story has inspired many young girls in her community to pursue education and aspire for independence. She plays an active role in family decision-making and is valued for her insights and opinions. Her voice is heard not only within her household but also in the broader community, where she advocates for women's education and empowerment. She believes that education enables women to become confident, independent thinkers capable of leading meaningful change.

In addition to her personal achievements, Mrs. Shrilakshmi dedicates herself to sharing information about government schemes that support female education. She recommends establishing coaching centers in rural areas to help youth prepare for competitive exams and secure better employment opportunities. She firmly believes that educating a woman is equivalent to educating an entire society.

### **Conclusion**

Mrs. Shrilakshmi's case study exemplifies the transformative impact of education on women's empowerment, economic stability and social influence. Her journey highlights both progress and persistent inequalities in rural access to education and employment. Her life is a testimony to how education fosters financial independence, decision-making power and societal respect.

Her advocacy for increased awareness programs and educational support mechanisms in rural areas reflects a deep

commitment to social equity. Her story reinforces the idea that when women are educated, they uplift not only their families but also entire communities. It is imperative that government agencies and social organizations collaborate to ensure equitable access to quality education for all girls, thereby creating a more inclusive and progressive society.

### **CASE STUDY -III**

#### **Availability of Educational Facilities**

Mrs. Usha, a 64-year-old retired school teacher, grew up during a time when access to even primary and secondary education was severely limited—especially for girls in rural areas. The nearest school was located 5 to 7 kilometers away from her village and there were no proper transportation facilities. In addition to logistical barriers, she faced strong societal resistance rooted in the belief that educating girls was unnecessary.

Despite these hardships, Usha displayed remarkable determination and resilience. She stood firm against gender-based stereotypes and convinced her family to support her desire to study. Her relentless pursuit of education led her to become a teacher—fulfilling a lifelong dream and creating opportunities to advocate for girls' education in her community.

#### **Employment and Social Impact**

Mrs. Usha's career as a schoolteacher brought not only personal fulfillment but also significant social impact. In the

early years of her profession, she noticed that her community respected her for her knowledge and dedication. She quickly became a role model, particularly for young girls and parents who had previously hesitated to support female education.

Her employment ensured financial independence and elevated her social status in a traditionally patriarchal environment. Beyond the classroom, she actively organized and participated in awareness campaigns emphasizing the importance of education for both boys and girls. Over time, her influence expanded as her family and community increasingly sought her advice and recognized her capacity for sound decision-making.

### **Health and Nutrition Awareness**

Now in her mid-sixties, Mrs. Usha continues to live independently and maintains good health. She acknowledges that many of her peers face age-related health issues, but credits her education for her awareness of nutrition, preventive healthcare and overall well-being.

She firmly believes that education equips women with the knowledge and confidence to make informed health choices. Her understanding of balanced diets, mental well-being and access to healthcare has not only benefited her but also influenced others in her family and community. She observes that, today, many parents in her village are prioritizing the education of their daughters—recognizing its long-term impact on quality of life and family well-being.

**Social Status and Decision-Making Power**

Mrs. Usha's educational background has significantly enhanced her role within her family and society. She is often consulted for important decisions and her insights are appreciated for their logic, depth and sustainability. Her education has empowered her with analytical thinking, problem-solving skills and broad worldview. However, she is also aware of the subtle resistance she sometimes faces within her extended family. Not all members are comfortable with her authority and influence, especially in a society where elder women's opinions are often sidelined. Despite this, she remains steadfast in using her knowledge to support those around her—particularly women and young girls—and continues to advocate for gender equality and educational empowerment.

**Conclusion**

Mrs. Usha's life story is a powerful testament to the transformative impact of education. Her journey—from a young girl overcoming societal barriers to a respected educator and community leader—illustrates how education fosters independence, social recognition and improved quality of life.

Her ongoing efforts to inspire and support women's education reinforce the idea that investing in female education has far-reaching effects—not just for individuals, but for entire communities.

## **CASE STUDY - IV**

### **Availability of Educational Facilities**

Selvi, a 20-year-old commerce graduate from a reputed university in Dindigul, represents a new generation of rural youth who are breaking social barriers through education. Unlike many women of previous generations, Selvi did not encounter major logistical challenges in accessing education. Government scholarships significantly reduced the financial burden on her family, making her academic journey more manageable. However, she did face initial resistance from her family, largely due to societal pressures that discouraged the education of girls. Demonstrating maturity and foresight, Selvi successfully convinced her parents that education is essential in today's world—not only for employment but also for survival and dignity. Once her parents recognized her determination, they became strong supporters of her academic efforts, which further motivated her to excel in her studies.

### **Health and Nutrition Awareness**

Selvi credits her education for her increased awareness of health, hygiene and nutrition. She is now capable of making informed choices regarding diet, personal health and medical care. This knowledge has extended to her family members, whom she actively educates about the importance of balanced nutrition, preventive healthcare and hygiene practices.

Her case demonstrates that education is not only a tool for economic empowerment but also a powerful influence on health literacy. Improved awareness among young women like Selvi leads to healthier families and communities, as they become advocates for well-being within their households. Selvi possesses a strong understanding of family planning and recognizes its importance in ensuring a stable, healthy life. She reflects on the lack of awareness in earlier generations, where minimal reproductive knowledge led to poor maternal and child health outcomes. Education, she notes, has significantly improved awareness and enabled women to make informed decisions about their reproductive rights and responsibilities. Selvi believes that empowering women with reproductive health education results in healthier families and more informed societies. In her view, when women are educated, they become key agents in breaking cycles of poverty and poor health.

### **Social Status and Decision-Making Power**

Education has fundamentally transformed Selvi's social status within her community. Where she was once expected to conform to traditional gender roles and remain silent in public matters, she is now seen as a confident, articulate and knowledgeable young woman. Her ability to engage in informed decision-making has earned her respect from her peers and elders alike.

Selvi now exercises autonomy over her personal and professional choices, including career planning and relationships. She also contributes to community development by participating in literacy campaigns and advocating for women's rights. Her transformation from a silent observer to an active change-maker reflects the powerful role education plays in fostering self-confidence and civic engagement.

### **Conclusion**

Selvi's story exemplifies how education can serve as a catalyst for personal growth and social transformation. Although she is still in the process of securing employment, her educational journey has already empowered her with knowledge, awareness and sense of purpose. She stands as a role model for young girls in rural areas, proving that education is not just a path to employment—but a foundation for independence, leadership and societal progress. Her experience underscores the need for continued investment in women's education, particularly through scholarships, awareness drives and rural skill development programs.

## **CASE STUDY -V**

### **Availability of Educational Facilities**

Mrs. Vinitha, a 46-year-old woman from a rural village, grew up in an environment where girls were traditionally expected to prioritize household chores over formal education. Although she had a deep desire to continue her studies, multiple

barriers prevented her from advancing beyond the primary level. The nearest schools were located far from her village and a lack of transportation infrastructure made daily attendance difficult.

However, the primary reason for her truncated education was economic hardship. Like many families at the time, hers subscribed to the belief that investing in sons' education was more beneficial, as sons were expected to support the family financially, while daughters were seen as temporary members who would eventually marry and leave the household. Despite her determination, these gendered expectations and financial constraints halted her academic progression.

### **Employment and Economic Contribution**

Today, Mrs. Vinitha works alongside her husband as a farmer, cultivating their own land. Although her education was limited, the basic literacy and numeracy skills she gained from primary schooling have proven valuable in daily life. She is able to manage household finances, calculate agricultural inputs and make informed decisions regarding crop planning and expenses.

Through their shared agricultural efforts, Vinitha and her husband were able to educate their children, who are now well-settled. Reflecting on her own journey, she expresses that, had she received the opportunity to study further, her life could have followed a different, potentially more empowered path. Nevertheless, she considers herself fortunate to have received

even a primary education—an opportunity denied to many women in her village.

### **Health and Nutrition Awareness**

Initially, Vinitha's knowledge of health and nutrition was minimal, due to her limited formal education. Over time, however, she gained awareness through local community health programs and government-sponsored awareness campaigns. These initiatives taught her about sanitation, hygiene, maternal care and the importance of a balanced diet.

Today, she uses this knowledge to maintain her family's health and well-being. She ensures that her family follows nutritious food practices and proper hygiene routines. Her story highlights the impact that even basic education—combined with community outreach—can have on improving health literacy and life quality in rural areas.

Vinitha's understanding of family planning came primarily through interactions with local healthcare workers. This guidance enabled her to make informed decisions about the size and spacing of her family. Unlike earlier generations where families had 10 or more children—often resulting in financial strain and inadequate health care—Vinitha chose a more planned approach to childbirth, ensuring better health outcomes for herself and her children. She emphasizes that basic education gave her the confidence to engage with health workers, understand reproductive health concepts and take control of her

choices. Her awareness about contraception and maternal care has contributed significantly to her family's well-being and economic stability.

### **Social Status and Decision-Making Power**

Despite having only a primary education, Mrs. Vinitha has emerged as a respected figure within her family and local community. Her knowledge, life experience and active involvement in agriculture and household management have established her as a capable and influential woman. She is regularly consulted on family decisions and participates in community development activities.

Her confidence and ability to challenge traditional gender norms stem in part from her educational background, which laid the foundation for self-expression and critical thinking. She advocates for the education of girls in her community and encourages other women to take part in decision-making processes. Her leadership demonstrates that even limited formal education can be a powerful catalyst for personal and social transformation.

### **CONCLUSION**

Mrs. Vinitha's story underscores the transformative power of education, even at the most basic level. Although she faced structural and social barriers, her primary education equipped her with the essential skills needed to navigate life's challenges. Her journey from a girl whose education was cut

short, to a woman managing a household, contributing to agricultural productivity and advocating for community well-being illustrates the long-term value of even limited schooling. Her case reaffirms the urgent need to expand educational access for girls in rural areas. Government policies, financial incentives and awareness campaigns must continue to focus on breaking the cycle of educational disadvantage.

### **DATA ANALYSIS**

The data for this study was gathered through personal interviews, observations, and narrative accounts from five women from Panchampatti Gram Panchayat in Dindigul District. These women represent different age groups, educational levels, professions, and socio-economic backgrounds. The case study method was employed to provide an in-depth understanding of how education has shaped their lives.

All participants highlighted varying degrees of access to education. Older women such as Mrs. Usha and Mrs. Vinitha had limited educational opportunities due to distance, transportation, and gendered expectations. In contrast, younger women like Selvi and Shrilakshmi benefitted from improved school infrastructure, scholarships, and changing social attitudes. The findings confirm that temporal improvements in infrastructure and awareness have expanded access but not equally across generations.

Education was found to be closely linked with economic mobility. For instance, Shrilakshmi's MBA degree allowed her to secure a job in an IT firm, contributing over ₹5 lakhs annually to her family income. Similarly, Suseela Mary's SSLC qualification enabled her to gain employment in the health sector. Even Vinitha, with only primary education, used her basic literacy to manage farm finances. These findings underscore education's impact on both formal and informal income generation. All five women shared that education had a positive impact on their health literacy. Mrs. Usha and Shrilakshmi discussed the improved maternal health and nutrition practices now prevalent in their village, attributing them to education and public health campaigns. Even those with minimal formal education, like Vinitha, gained health awareness through educational outreach programs. The correlation between education and adoption of better health practices was evident in every case.

The study clearly shows that education enhanced the women's self-confidence and decision-making power within their families and communities. Educated women like Usha and Selvi were respected voices in community discussions and decision-making processes. Their experiences validate existing research linking education with greater agency and participation in civic and household matters.

A comparative view shows a generational shift: older women faced more rigid social norms, whereas younger women were more independent, career-focused, and vocal about their rights. This shows that education is not only transforming individuals but gradually altering gender norms in rural Tamil Nadu.

## **FINDINGS**

- Education increased women's contributions to their family's financial stability and upward mobility.
- Educated women showed greater awareness of personal and family health, hygiene, and nutrition.
- Participants noted a shift from traditional, unscientific health practices to informed, medically supported decisions.
- Even limited formal education, supplemented by government and NGO awareness campaigns, improved community health standards.
- All women, regardless of their education level, acknowledged the importance of reproductive health awareness.
- Educated women were found to have stronger voices in family and community decisions.
- Education built self-confidence, assertiveness, and leadership qualities.

- Participants like Shrilakshmi and Selvi were actively spreading awareness about educational opportunities, government schemes, and women's rights.
- This shows how educated women can become agents of change and information carriers in rural settings.
- Women challenged traditional expectations of silence, dependence, and domestic confinement.
- The study found that education redefined women's identity from passive followers to active participants in household, social, and economic spheres.
- Case studies indicate that once parents understood the benefits of education, they became key motivators.
- Family support remains a critical factor in girls' educational journeys, especially in rural areas.

## CONCLUSION

This case study of five women in Panchampatti Gram Panchayat reveals that education plays a pivotal role in empowering rural women. It is not merely a pathway to employment but a tool for health literacy, reproductive awareness, social recognition, and family well-being. While access to education has improved over time, the study highlights the persistence of certain barriers, such as financial constraints, societal expectations, and gender discrimination.

Women with higher education had greater economic independence, decision-making power, and community engagement; while even basic education helped others build confidence and improve their family's welfare. The study also shows that interventions such as scholarships, local school development, health education programs, and awareness drives can significantly influence outcomes.

In conclusion, education is the most sustainable and effective instrument for achieving rural women's empowerment. Government and non-governmental agencies must continue investing in girl child education, skill development centers, and community awareness programs to ensure inclusive and equitable rural development.

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**THE ROLE OF NATURAL LANGUAGE PROCESSING  
(NLP) IN ENGLISH LANGUAGE TEACHING AND  
LEARNING: A SWOT ANALYSIS**

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**Abstract**

Natural Language Processing (NLP) has emerged as a pivotal technological advancement in the landscape of English language education, offering transformative approaches to both teaching and learning. This study undertakes a comprehensive SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis to critically evaluate the integration of NLP in English language pedagogy. By examining few applications such as automated assessment tools, adaptive learning platforms, and AI-driven conversational agents, the paper elucidates how NLP facilitates learner engagement, instructional efficiency, and pedagogical innovation along with the practical constraints of NLP implementation. The findings inform optimizing the use of NLP in educational settings while underscoring the necessity for ongoing research to evolve a responsive design for the complexities. This study contributes to the evolving discourse on artificial intelligence in education by mapping the current

capabilities and limitations of NLP tools in fostering effective English language acquisition.

**Keywords:** Natural Language Processing, Language Pedagogy, AI in Education, Language Acquisition, Human-AI Collaboration, English Language teaching

### **Introduction**

The rapid evolution of Natural Language Processing (NLP), a specialized domain within artificial intelligence, has opened new frontiers in English language education. NLP facilitates the computational understanding, generation, and manipulation of human language, thus enabling a range of educational applications that support both learners and educators in the development of linguistic competence. That is from tutoring systems to automated assessment. That engines personalized English language learning platforms and virtual conversational agents. Thus, NLP technologies are increasingly reshaping traditional English language instruction. These advancements have the potential to address long-standing pedagogical challenges by offering scalable, individualized, and interactive learning experiences. For instance, NLP-powered tools can provide instantaneous feedback, analyze learner language patterns, and adapt content in real-time to suit learners' proficiency levels. Such capabilities position NLP as a valuable complement to human instruction, enhancing instructional

precision and learner autonomy. Nevertheless, the integration of NLP into language education is not without its complexities. The limitations in contextual understanding, potential for algorithmic bias, and a lack of sensitivity to linguistic and cultural diversity pose significant concerns. This article aims to provide a nuanced exploration of NLP's role in language teaching through a SWOT analysis framework. By systematically analyzing its strengths, weaknesses, opportunities, and threats. And to furnish educators, researchers, and policymakers with a strategic understanding of NLP's potential and its limitations in pedagogical practice was explored.

### **Integrating NLP-Based Tools in Language Education**

The pedagogical efficacy of integrating NLP in enhancing the English language learning context was brought out below. Each NLP tool targets a specific language skill that is listening, speaking, reading, writing, vocabulary, and grammar. That illustrates both the educational benefits and technological constraints of NLP implementation. For clarity and practical relevance, popular NLP-powered applications currently used in language education are cited for each category.

#### **1. Listening Comprehension Analyzer**

A listening comprehension module, underpinned by NLP and speech recognition technologies, was deployed to analyze

learners' responses to audio inputs and provide comprehension diagnostics. The tool enabled students to engage with authentic audio materials, offering feedback on inferred meaning, main idea identification, and response accuracy. It facilitated repeated exposure and autonomous English listening practice. The following are the sample applications on listening skills:

**(i) BBC Learning English:** Though primarily used for pronunciation, ELSA integrates listening and repetition tasks using AI-driven audio recognition.

**(ii) Google's Read Along:** Uses speech technology to help children improve listening and reading comprehension through real-time feedback.

## **2. Conversational Agent for Speaking Practice**

A virtual conversational agent powered by NLP was utilized to replicate real-time speaking scenarios. The tool provided phonetic feedback, fluency scoring, and vocabulary usage suggestions. Learners, particularly those hesitant to speak in class, found the agent to be a psychologically safe platform for oral practice. It helped improve rhythm, intonation, articulation, and spontaneous speech production. The following are the sample applications on speaking skills:

**(i) Duolingo's AI Chatbots:** Simulate interactive dialogues and provide real-time corrective feedback on user inputs.

**(ii) Hello English:** An AI-powered English tutor offering realistic conversation practice, pronunciation feedback, and fluency training.

### **3. Intelligent Reading Assistant**

An NLP-enhanced English reading platform was introduced, integrating grammar support with text comprehension tasks. The system highlighted grammatical structures, annotated difficult sentences, and posed inferential questions. Learners improved both syntactic awareness and reading fluency by interacting with grammatically annotated texts. The tool promoted deeper textual engagement and helped bridge form-meaning relationships. The following are the sample applications on reading skills:

**(i) LingQ:** Uses adaptive reading levels along with AI to support comprehension and vocabulary development.

**(ii) Beelinguapp:** Simplifies complex texts for better understanding and vocabulary acquisition, supported by NLP algorithms.

#### 4. Quick Writing Assistant

An NLP-enabled writing assistant was made available to enhance English learners' composition skills through real-time diagnostic feedback. The system analyzed textual input for grammatical accuracy, sentence variety, coherence, and lexical appropriateness. It offered revision suggestions tailored to the learner's proficiency level and writing context. By engaging with interactive feedback, students develop a greater control over written expression, structural organization, and stylistic nuances. The tool fostered a process-oriented approach to writing, by encouraging multiple drafts and self-editing, thereby reinforcing both accuracy and fluency in academic and functional writing tasks.

**(i) QuillBot : An AI-powered paraphrasing and grammar checking tool that assists learners in rewriting sentences, improving coherence, and enhancing clarity.**

**(ii) Microsoft Editor -Edge : A built-in AI writing assistant available in Microsoft Word and as a browser extension. It checks grammar, spelling, punctuation, clarity, and conciseness.**

#### 5. Automated Assessment on Grammar

An NLP-based essay evaluation system was employed to assess students' written compositions, offering immediate feedback on

grammatical accuracy, lexical diversity, coherence, and structural organization. The system enabled learners to receive formative feedback instantaneously, fostering autonomy in revision and English language awareness. It also helps to identify common error patterns and tailor instruction accordingly. As a result, students demonstrated noticeable improvement in their writing skills over time. The following are the sample applications on writing skills:

**(i)Grammaropolis:** Utilizes NLP to provide real-time grammar, coherence, and style feedback on writing.

**(ii)Linguix:** Offers instant writing evaluation using NLP models trained on learner corpora, with feedback aligned to CEFR (**Common European Framework of Reference for Languages**) levels.

## **6. Personalized Vocabulary Learning App**

A mobile application driven by NLP algorithms was implemented to support individualized vocabulary acquisition, adapting to each English learner's reading habits, proficiency level, and thematic interests. These applications will increase lexical retaining word lists relevant to learners' reading preferences and cognitive profiles, thus promoting deeper engagement. The following are the sample applications on

vocabulary

acquisition:

**(i) Quizlet:** Uses adaptive learning algorithms and NLP tagging to create personalized vocabulary sets.

**(ii) Memorise:** Applies NLP and spaced repetition techniques to support customized vocabulary learning with real-life language contexts.

## **SWOT Analysis of Natural Language Processing (NLP) in English Language Education**

### **Strengths**

**1. Personalization and Adaptive Learning:** NLP technologies facilitate the delivery of personalized and adaptive learning experiences by aligning content with learners' individual proficiency levels and learning speeds. This customization fosters greater learner engagement, motivation, and knowledge retention.

**2. Instantaneous Feedback Mechanisms:** The integration of automated feedback systems enables real-time learner support, promoting timely error correction and accelerating the language acquisition process.

**3. Scalability and Reach:** NLP-driven educational tools possess high scalability, enabling the provision of quality language

instruction to vast and diverse learner populations, thus democratizing access to all educational resources.

**4. Interactive and Immersive Engagement:** NLP-powered applications such as conversational agents and intelligent chatbots encourage active learner participation. These tools offer immersive practice opportunities, particularly in enhancing pronunciation, fluency, and pragmatic language use.

### **Weaknesses**

**1. Contextual and Semantic Limitations:** Despite significant advancements, NLP systems may still exhibit limitations in accurately interpreting nuanced or context-dependent language, occasionally resulting in misleading or inappropriate feedback.

**2. Dependence on High-Quality, Representative Data:** The efficacy of NLP applications is contingent upon the robustness and diversity of training datasets. A lack of representational inclusivity can yield biased outputs, thereby compromising educational validity.

**3. Insufficient Cultural and Regional Sensitivity:** Many NLP tools lack the sophistication to accommodate cultural and regional language variations, which can impede their

effectiveness in linguistically and culturally diverse educational settings.

**4. Deficit in Human-Centric Interaction:** Although NLP agents can simulate conversational dynamics, they are inherently limited in replicating the emotional intelligence and adaptive pedagogical strategies intrinsic to human educators.

### **Opportunities**

**1. Expanding Access to Language Learning:** NLP technologies hold promise in extending high-quality language education to geographically and economically marginalized communities, thereby addressing systemic disparities in educational provision.

**2. Advancements in Multilingual Capabilities:** The ongoing development of multilingual NLP models trained on linguistically diverse corpora will enhance support for underrepresented languages and dialects, fostering linguistic inclusivity.

**3. Integration into Hybrid Pedagogical Frameworks:** The convergence of NLP tools with conventional instructional methods can yield hybrid learning models that combine technological efficiency with human pedagogical insight.

**4. Continuous Enhancement through Machine Learning:** As machine learning algorithms evolve, NLP systems are expected to become increasingly accurate, context-aware, and culturally attuned, thereby improving the overall quality of language instruction.

### **Threats**

**1. Concerns over Privacy and Data Protection:** The extensive data collection involved in NLP-based education raises critical concerns regarding data security, privacy, and ethical handling, particularly when dealing with minors.

**2. Risk of Technological Overdependence:** Excessive reliance on NLP systems may inadvertently reduce opportunities for authentic human interaction, which remains indispensable for developing complex communicative competencies.

**3. Digital Divide and Inequitable Access:** While NLP has the potential to enhance educational inclusivity, its implementation is often contingent upon access to advanced digital infrastructure, which remains unevenly distributed across socio-economic and geographic contexts.

**4. Algorithmic Bias and Ethical Implications:** NLP models trained on skewed or non-representative datasets may

unconsciously propagate cultural, gender, or linguistic biases, thereby compromising fairness and equity in language education.

### **Findings and Discussion**

The SWOT analysis presented underscores the transformative potential of Natural Language Processing (NLP) in the domain of English language education. However, it also highlights the necessity for a critical and ethical deployment of such technologies. While NLP offers pronounced benefits ranging from personalized instruction to scalable delivery it is imperative that stakeholders remain cognizant of its limitations, particularly with respect to algorithmic bias, contextual inadequacies, and insufficient cultural sensitivity. For NLP technologies to be truly effective in pedagogical contexts, a multidisciplinary approach is required. That is one that actively involves educators, software developers, linguists, and policy makers. Addressing challenges such as data representativeness, linguistic inclusivity, and learner privacy demands on collaborative effort by the above agents. This will make the NLP more successful on language learning. Moreover, future developments in educational NLP must move beyond purely functional metrics and embed principles of equity, cultural relevance, and learner-centric adaptability. The integration of NLP tools with traditional classroom methodologies offers a compelling hybrid model of instruction. For example, automated assessment systems can streamline

routine evaluative tasks, thereby assisting educators on language instruction. This symbiosis of machine efficiency and human intuition can foster richer, more meaningful learning experiences. Longitudinal studies that examine learning trajectories, student engagement, and cognitive development will provide crucial insights into how NLP applications influence educational outcomes. Such evaluations are essential to ensure that the integration of NLP not only meets immediate learning goals but also supports sustained language proficiency and cognitive growth.

### **Conclusion**

Natural Language Processing (NLP) holds the capacity to redefine the landscape of English language education by introducing scalable, interactive, and learner-adaptive tools. However, its implementation must be approached with academic rigor and ethical responsibility. The present SWOT analysis reveals a dual reality, while NLP enhances the efficiency, reach, and engagement of language learning, it simultaneously introduces challenges related to accuracy, fairness, and cultural nuance. Findings from this study suggest that NLP technologies are most pedagogically effective when they complement, rather than replace, human instruction. The human element remains indispensable for delivering the emotional intelligence, contextual awareness, and ethical judgment that machines cannot

yet replicate. A synergistic educational framework merging NLP tools with educator expertise can thus yield an enriched learning environment that benefit from the strengths of both. To fully bind the promise of NLP in language education, the ongoing research, transparent algorithmic development, and an unwavering commitment to inclusivity and cultural sensitivity are paramount. Only through such an integrated and reflective approach can NLP evolve into a genuinely transformative force within global education systems.

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**DISCOURSE ON HEAT WAVES AND RESILIENCE  
STRATEGIES IN *THE MINISTRY FOR THE FUTURE***

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**Abstract**

This paper highlights the critical crisis that the world faces, specifically heat waves, a perilous catastrophe resulting from the climate crisis and its impacts on Earth. The plans carried out by the 'Ministry for the Future', an environmental consortium in the novel *The Ministry for the Future*, to overcome this crisis, are explored. This includes how the ministry and its head strive to implement those plans to create a liveable post-crisis world. Specifically, it focuses on resilience strategies to combat the crisis, particularly the issue of Carbon Coin, a Bitcoin-like currency given to the nations who is very conscious about controlling greenhouse gas emissions in the atmosphere that is the predominant reason for global warming, Ocean acidification and Glaciers melting that causes Sea level rise.

**Keywords**

**Climate Crisis, Currency, Eco- Terrorist, Emissions, Glaciers Melting**

**Introduction**

*The Ministry for the Future*, a novel by Kim Stanley Robinson set in 2035 shows the environmental threat that the world will face. The fictional crisis depicted in the novel is not just a mere fantasy but the real global crisis that might be faced by the Earth because of the excessive emissions into the atmosphere by developed countries that are profit seekers. It addresses the global threat the heat waves and their wretched impact, that is, the massive deaths because of it, and the cause for the heat waves is the drastic rise of temperature on the globe caused by greenhouse gases. The impact of the heat waves spurred the UNFCCC to form a ministry, to take prompt actions to preserve the atmosphere and to prevent the recurring heat waves. And when the consortium turns to be lethargic and apathetic, the militant group that is labeled as Eco terrorist 'The Children of Kali' provoked the head of the ministry to take prompt actions, and the ministry passed plans to combat this crisis. The ministry should make the profit seekers understand the unethical and vicious actions they have done to the earth. The ministry could not convince them, never mind the harm and the hideous environment they are leaving behind for the next generation. So,

the ministry decided to approach the issue with political and economic insight, which resulted in the issue of the Carbon coin. A Currency like Bitcoin is given as a reward to the nations and entities that are conscious of protecting the atmosphere and constrain emissions by reducing the use of fossil fuels by relying on green energy. This is how the ministry brings a solution by favouring the profit-seeking nations by providing them the profit that they earn through burning fossil fuel, For the work they do that is eco-centric and restores the ruined environment. The ministry was established by the UNFCCC, COP 29, Bogota, Columbia, right after the inadequate progress of the Paris Agreement.

### **Heatwaves strike**

The plot takes place in the decades after 2025. Frank May, the clinical doctor, in the ordinary town in UP, experienced temperatures of 38 degrees Celsius with a humidity of 35%. With no electricity, illegal gases such as kerosene and diesel became a way to necessity. But due to the heat wave, air soon became a blanket of exhaust. Even if the people go to the lake to escape from the heat, it is hotter than the air. Frank emphasized to them to look for air coolers and stay there. He managed to install AC units in his room and let people in to save them from the boiling temperature. The temperature rose to 48 degrees Celsius from 38, and the humidity rose to 60 %. Heat waves are

so dangerous when both the temperature and humidity levels are high at the same time. High temperatures and high humidity can cause more blood flow to the skin. People died due to the exhaustion of the heat wave. Bodies were kept on the roofs. The temperature of the lake grew hotter. The earth captured the energy, but it could not reflect or bounce back. So, the temperature rose until the seas boiled. Over 20 million people died. They were buried like Tibetans, and vultures ate bodies, which was named Sky Burial. The fire was spread at Lucknow with particulate readings of 1500 ppm. Frank was the sole survivor, who was completely peeled off of skin and hair, and the medics treated him with infusions.

#### Measurements to Reduce Heat Waves

Working with the Paris Climate Agreement signatories and the Intergovernmental Panel on Climate Change, the ministry was created under the dogma that it should advocate for the world's future generations of citizens whose rights are valid and defined in the Universal Declaration of Human Rights and should defend all living creatures present and future who cannot talk for themselves by promoting their legal standing and physical protection. Hence press named this new agency 'The Ministry for the Future' which was established in Zurich, Switzerland in the year Jan 2025. The ultimate principle of Switzerland was "No one is safe until all are secure". Mary Murphy, 45, Irish, Ex-

minister of foreign affairs in the Irish Republic also a union lawyer was appointed as the head of the ministry.

It discusses the 1991 eruption of Mount Pinatubo in the Philippines as a real-world precedent for geoengineering. The eruption released around 20 million tons of sulphur dioxide into the stratosphere. These particles formed sulphate aerosols, which reflected sunlight and temporarily cooled the Earth's surface by about 0.5°C for nearly two years. Robinson uses this event to ground the novel's speculative ideas in scientific history and fact. The novel's character, Badim Bahadur, in the Ministry, refers to Pinatubo as evidence that injecting aerosols into the stratosphere can be an effective method of climate cooling. This inspires one of the Ministry's most controversial strategies: deliberate geoengineering to combat global warming. The idea is not new, but Pinatubo is invoked to legitimize its feasibility on a global scale. Robinson also emphasizes the risks: such actions could disrupt weather patterns, reduce rainfall, or cause unintended geopolitical consequences. Pinatubo is portrayed both as a lesson and a warning. While it showed that the planet could be cooled, it also revealed how delicate the climate system is. The eruption becomes a symbol of nature's power and humanity's possible imitation of it.

A meeting was held and countries agreed to reduce the CO<sub>2</sub> emissions, but like American shootings were mourned and

forgotten, people forgot and emissions continued. So when the funerals and the gestures of sympathy were done, people and their government went back to business as usual. And all around the world, the CO2 emissions continued. But India took a new way. It shut down "coal-fired power plants and built wind and solar plants, free-river hydro, and non-battery electrical systems to supplement the growth of power from battery storage" (Robinson, 25).

India warned other countries by declaring 'military war' or 'economic war', as the developed nations were the sole reason for high emissions. Here came 'The Children of Kali', a militant group born of India's grim knowledge that rich nations care little for the suffering their emissions cause poorer ones. With meticulous planning and untiring tenacity, they fight to end high-emission industries and consumption, usually with violence, often with genius. "There is no hiding, there is no escape...The Children of Kali are not going away until all the guilty are gone. Be advised" (Robinson,137).

### **Militant group's action**

Frank is so traumatized by his experiences during the heat waves in India and the tremendous death he saw, over two crore civilians died. He commits to using violence to address climate change. He suffered from Post Traumatic Stress Disorder (PTSD), for which he underwent therapy. He becomes one

among the militant group, The Children of Kali despite his going to Europe he serves the militants. Over many decades, eco-terrorist acts by the Children of Kali or other groups have diminished reliance on fossil fuels by making it unsafe to fly or to use container ships. The group shuts down mining operations that are exploitative. The ministry is bogged down in bureaucratic work with central banks to put pressure on users of fossil fuels to stop polluting, but they also support other successful projects. They work on open-source social media, establish a plan for governing when governments collapse due to climate disasters, work on lowering sea levels by slowing down the rate at which glaciers slide into the sea, and get reluctant countries to adopt the Carbon coin. Over the decades, this work has paid off, but the impact of carbon dioxide already in the atmosphere continues to cause the collapse of ecosystems and economies.

### **Scrutinization of the Resilience Strategies**

The ministry discussed sea level rise. It rose fast, and glaciers slid into the sea 10 times faster than before. The Ministry recommends Geoengineering to reduce the level of risk, and the process is explained in the novel. The novel *The Ministry for the Future* gives a discourse on the precarity caused by the Arctic Permafrost. Arctic permafrost stores Methane, CH<sub>4</sub>, which is a highly potent greenhouse Gas, 20 times stronger than CO<sub>2</sub>, if the

ice melts, the methane will be released, the sea level will rise by over 110 meters, and the global average temperature will increase by 5 or 6 degrees. Hence, Measures were taken to overcome permafrost. “Then, as airship factories were proliferating all around the world, it was possible to make some that would fly over the Arctic sea ice every winter, powered by batteries, pumping up water from holes punched in the thinnest sea ice, to fill tanks and then spray that water onto the surface ice below, where it also froze and fell as flocking, and thus thickened the ices...” (Robinson,148).

### **Issue of Carbon coin**

The Carbon Coin is a proposed global currency, created and distributed by central banks, to reward entities for sequestering carbon or reducing emissions. It aims to shift the global economy from a fossil-fuel-based system to one that values carbon removal. While the Ministry for the Future—led by Mary Murphy—officially works through policy, diplomacy, and climate finance mechanisms, the Children of Kali operate from the shadows they create the inevitable and urgent situation to implement the Carbon Coin system.

The novel draws on the emissions that Humans do and their impact on the environment. "Humans are burning about 40 gigatons (a gigaton is a billion tons) of fossil carbon per year (Robinson, 29). In just a century, we have pushed the

temperature over two degrees Celsius since the Industrial Revolution. The Ministry derives a solution to end the excessive emissions, which is the issue of carbon coin. Carbon Coin, a Bitcoin-like currency, a digital currency backed by a consortium of all the big central banks, with open access for more central banks to join; these coins are backed by long-term bonds created by the consortium, and shored up against financial attacks by speculators who were sure to attack it. The Ministry gives out for carbon sequestration — that is, any project that sucks CO<sub>2</sub> out of the air, whether it's carbon capture or farmers rewilding their fields — at a rate of one coin to one ton. Oil companies get coins if they stop being oil companies, basically leaving their assets in the ground for a century or so. Coins can then be bought and sold on currency exchanges like any other.

It's an idea that came to light in fiction, but never was intended to remain fictional. Robinson picked it up from an academic paper by Australian researcher Delton Chen, who has toiled for nearly a decade to develop his policy, called a Global Carbon Reward (GCR). Chen, a civil engineer and geo-hydrologist, who has one foot in economic theory and one in climate science, believes his "carbon currency" is the financial tool needed to save ourselves to keep enough fossil fuels in the ground, to shift hard-to-abate industries to low emissions, and to spark carbon removal at scale. "It's a mechanism that is untapped..." says Chen of the carbon currency. Delton Chen says, "It's so powerful because it's

a way of funding, at speed and scale, climate mitigation through monetary policy that avoids creating more debt. By avoiding debt, avoiding directly charging citizens, businesses, and governments, I think it will solicit much more cooperation". What Chen is trying to address is a yawning gap in climate financing. Despite expanding renewable energy, growing efficiency, various voluntary carbon markets, carbon credits, offsets, carbon taxes, and clean-energy subsidies, the world is not on track to meet the Paris Climate Agreement goal of limiting warming to 1.5 degrees. This needed an immense investment to reduce and remove greenhouse gases.

Mary visited the heads of national banks in major nations to pitch a carbon coin, and one after the other, they rejected her proposal. She grew discouraged. She grappled with how to define the struggle in which she and the ministry engaged with these people and described it as "mostly just discursive struggle, a war of words and ideas and laws, which only had brutal death-dealing consequences as a derivative effect that could be denied by aggressors on both sides" (Robinson, 237).

The legal teams for fossil fuel industries were interested in the Ministry's idea of switching from pumping oil to pumping water onto the Antarctic at least. Meanwhile, the flood of Los Angeles and another deadly heat wave that caused political and humanitarian crises make it even clearer that time is running out

to address the temperature rise. ‘Your Lock’, is an open-source social media platform that is a project of Ministry for the future. As the current banking system collapses due to climate change effects. ‘Your lock’ gains popularity, as people can create a banking system with control over their data and blockchain, It revolutionizes social media, privacy, and banking. People own their data for the first time, and even people in closed countries like China have begun using the system. Now that people own their data, they can make money from it. That money is paid in carbon coins.

Mary met with the heads of major banks to ask them to establish a carbon coin, and this time, they agreed to go with her plan. The weather events and success of ‘Your Lock’ have forced their hands. Their version of carbon coin will require a very big bureaucracy that will certify that people desiring to be issued a carbon coin have engaged in activities that decrease how much carbon dioxide they emit, or even that they have captured carbon. For every ton not released into the atmosphere, this new bureaucracy will create a new carbon coin and give it to those responsible for sequestering the carbon.

### **Conclusion**

Kim Stanley Robinson's *The Ministry for the Future* imagines a bold and urgent response to the escalating climate crisis, with key narrative threads exploring the roles of global powers in this

transformation. Through the implementation of the Carbon Coin—a radical economic instrument designed to reward decarbonization—the novel envisions a shift in global priorities, disrupting the fossil-fuel-driven status quo. Central to this upheaval is the Saud family of Saudi Arabia, symbolic of oil hegemony, who begin to reassess their position in a rapidly greening global economy. Under mounting international pressure and shifting incentives, the Saudis initiate investments in solar power, carbon capture, and geoengineering, positioning themselves as unlikely players in the transition away from oil. Simultaneously, Brazil's narration—delivered through the voice of its ecosystem and people—emerges as a poignant representation of a nation caught between development and ecological preservation. Brazil's dual struggle to protect the Amazon while confronting political and economic instability offers a microcosm of the broader global dilemma: the need to reconcile growth with deep ecological responsibility.

In the wake of the Carbon Coin's establishment, the Ministry for the Future envisions a new world order grounded in climate justice and systemic reform. Oil-rich nations like Saudi Arabia and biodiversity-rich regions like Brazil, once symbols of ecological exploitation, begin to embrace sustainable trajectories shaped by reimagined economic incentives and grassroots resistance. Brazil's narrative voice adds moral weight to the novel's vision, embodying both the pain of ecological

degradation and the potential for rebirth through collective action. Meanwhile, the transformation of Saudi Arabia underscores the possibility of realignment even among the most resistant centers of power. Robinson's speculative future thus serves as both a warning and a guide, illustrating how planetary survival may depend on revolutionary shifts in financial systems, political will, and global cooperation, where former extractive empires evolve into stewards of a shared and fragile Earth.

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Executive Editor, JER on behalf of GRI-DTBU, Gandhigram**