

**DOES A PLACE CALLED HOME BY PREETI SHENOY
SUCESSFULLY WIN EVERYONE’S HEART?
(A CRITICAL ANALYSIS)**

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Abstract

The goal of this research is to offer a Marxist reading of the book, focusing on the ways in which the narrative presents class conflict and social caste inequalities. The book begins with an introduction to the main characters and themes of the work. It draws attention to how important context is in an Indian culture, where people's identities and destiny are greatly influenced by the intersection of the caste and class systems. The second segment looks at the analysis from a Marxist perspective. It explains the key tenets of Marxist thought, with an emphasis on how the theory attempts to shed light on the hidden power structures of class-based society. Marx's criticism of caste discrimination as a tool to subjugate the working class and preserve social order is also discussed.

The 2nd section of the thesis presents the main instances and instances from the book that illustrates the caste and social status disparities. The study examines how the protagonists' socioeconomic circumstances impact their prospects for growth and success. The text portrays the characters belonging to lower castes and classes as being subjected to marginalization, alienation, and exploitation. This demonstrates the practical effects of caste discrimination and class strife in contemporary Indian society. The study will conclude with a succinct Marxist overview of the main findings. It draws attention to how Preeti Shenoy's portrayal of caste and class disparities in A Place Called Home speaks to broader social issues and the necessity of Marxist theory in understanding and addressing such injustices.. The study also emphasizes the value of literature as a means of discussing important topics related to societal development and transformation. This Marxist analysis of A Place Called

Home elucidates the fascinating interplay between social stratification and caste in an Indian context. The study encourages readers to pose questions about the current quo via its critical investigation of social structures and personality dynamics, shedding light on the realities of advantage, oppression, along with struggle that endure within the greater fabric of society.

Keywords: Class, Caste, Social Discrimination, Social class, Marxism, Class Difference.

1. INTRODUCTION.

Three ideologies made up the foundation of Marxist theory at first: an economic and political program, a theory of history, and philosophical anthropology. Marxism typically argues that capitalism is inherently flawed as a system of economic and social reproduction, which means it will eventually collapse. The definition of capitalism as a mode of production is one in which laborers are employed for wages and have no ownership rights to the goods they produce, while business owners, or capitalists, control all of the means of production, including the factory, machinery, raw materials, finished goods, and profits from their sales. Furthermore, the wage that workers receive is less than the capitalist's profit from their labor. The fundamental class conflict between labour and capitalists is fueled by this surplus labour, which also profits capitalists. According to Marx's theory of classes, capitalism is just one of several economic systems that have developed historically and in a logical order. He asserted that they are motivated by massive, impersonal historical factors that manifest themselves in social class struggle and conduct. Marx argues that every society is divided into social classes, whose members are more alike than those of other social classes.

Marxism places much emphasis on the problems with modern capitalist society. Anyone could trade with anyone under this system, and they were free to profit from their own goods and services. Marx and Engels asserted, however, that this also contributed to injustice by allowing the wealthy to take advantage of the poor. Mainly influenced by the circumstances of their time, the Industrial Revolution, was Marx and Engels. Karl Marx, who was raised in what is now Western Germany, travelled to England at the start of the Industrial Revolution with collaborators.

Theorists nowadays have elaborated on the topic of gender bias. Women have long been stereotyped as the helpless, useless

members of society that they are. Women are constantly seen as outsiders and pushed to the margins of society. Women are denied status and authority in most social contexts. Men who are not comfortable with their sexual orientation could be afraid to come out. They worry all the time that if others find out they are homosexual, they will be shunned by society. Homosexuals face widespread prejudice and social exclusion. The people's economic circumstances are quite different from one another. Slum dwellers are held down by their lack of resources and opportunities. Preethi Shenoy's book, *A Place Called Home*, explores marginalization on the basis of gender, sexual orientation, socio-economic class, and educational attainment.

2. Literature Review.

A Marxist analysis would also look at the issue of social mobility. The protagonists may be shown as trying to rise in social status, with the difficulties they face because of their class or caste being emphasized. Another possibility is that characters' potential is curtailed because of their social standing, reflecting the constraints of a class system. In Marxist ideology, ideas like oppression and exploitation are central. The book might be analysed in terms of the extent to which the working class is exploited and the extent to which specific castes are marginalized by the ruling group. The fundamental power disparities in the book's social structure might be better understood with this investigation (Rao, 2019).

According to a Marxist reading, hegemony and ideology play a crucial role in moulding the perspectives and acts of the characters. It's possible that the book will provide light on how the beliefs of the powerful shape the protagonists' perceptions of individuals outside their social class. The novel's possibilities for collective action would also be explored from a Marxist point of view. Characters from underrepresented groups may band together to protest the status quo and push for change. The novel's depiction of resistance, demonstrations, or collaborative attempts to lead to change may be indicative of the author's desire to see a more just society emerge.

The second part of the analysis would focus on the characters' financial situations. Resources, employment, and living circumstances would all be considered from a Marxist vantage point. Characters from lower socioeconomic origins may be shown to have less resources and fewer possibilities than their more wealthy counterparts. Lack of, or difficulty achieving, social mobility would be an important factor to study. Characters in the story may struggle to rise beyond their social standing or encounter other difficulties

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related to their social class or caste. A Marxist examination of the society represented would investigate the likelihood of social mobility and the reasons that make it more or less likely (Shah, *Social Movements in India: A Review of the Literature*, 2021).

2. Theoretical Framework

The theoretical foundation of this study primarily stems from Marx's theory of Marxism, which provides a comprehensive understanding of class and caste differences within society. It is crucial to note that Marxism, as a social, political, and economic ideology, is named after Karl Marx himself.

Expanding upon this theoretical framework, we aim to delve deeper into the intricate dynamics of class and caste divisions, as elucidated by Marx's seminal work. By examining the themes and narratives presented in *A Place Called Home*, we seek to shed light on the ways in which these divisions manifest and impact individuals and communities.

Through this research, we aspire to contribute to the existing body of knowledge surrounding Marxism and its relevance in contemporary society. A deeper understanding of class and caste will facilitate the advancement of social change by deepening our understanding of the social structures that shape our lives. This study builds upon the rich theoretical foundation of Marxism, as developed by Karl Marx and Friedrich Engels and further refined by subsequent thinkers.

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4. Significance of Study

Class and caste differences are a serious social issue all over the world, and it is a severe threat to equal human rights. So, it is very significant to study this issue to understand the conflict between different classes and castes. This difference created by the upper class is not an issue in some countries, but all over the world, it is a hot burning issue. So, this study will be significant to future researchers, peers and especially to the existing body of knowledge.

5. Objectives of the Research

The objectives of the research are to:

- Explore the caste differences in society.
- To Investigate The Class Gaps
- To expose the treatment of feudal lords with the lower class.

6. Research Questions:

The research questions are:

1. How does the novel "A Place Called Home" by Preeti Shenoy depict the socio-economic class differences among its characters?
2. What role do caste and caste-based discrimination play in the lives of the characters in the novel, and how are these themes portrayed?
3. How does the Marxist lens illuminate the power dynamics and class struggle within the narrative of "A Place Called Home"?

7. Methodology

7.1 Theory of Marxism by Karl Marx: The study of existence is known as "ontology," and it is one of the primary foci of philosophical anthropology. Researchers in this area probe such questions as what it means to be human, how the brain and the body are connected, and what it means to be an individual. They investigate the human connection to the material world and the cosmos at large in an effort to fathom what sets us apart as a species. Philosophical anthropology also pays close attention to questions of knowledge, or epistemology. Knowledge and understanding are at the heart of this field of study. How we learn, how far our knowledge can go, and how our perceptions and thoughts affect our worldview are all things that philosophical anthropologists look at. They investigate how people use their minds, language, and communication to learn and make sense of the world.

Identity and selfhood are also explored in philosophical anthropology. Identity studies investigate how people of different backgrounds develop their sense of who they are and how they convey that sense via various mediums. Identity, individuality, and the dynamic between the person and society are all topics that may be discussed as a result of this investigation.

7.2 Research Paradigm: In this study, we will adopt a Marxist research paradigm as the overarching framework for our analysis. Marxism provides a critical perspective on societal structures, class struggle, and power dynamics, making it suitable for examining the themes of class and caste difference in the novel *A Place Called Home* by Preeti Shenoy. The Marxist paradigm emphasizes the socio-economic context and historical materialism, which will serve as the foundation for our analysis.

7.3 Research Method: Our research method will primarily involve a qualitative textual analysis of the novel *A Place Called Home* by Preeti Shenoy. Qualitative analysis allows us to delve deep into the text to uncover underlying themes related to class and caste. We will closely examine character interactions, dialogues, and plot developments to identify instances that reflect class and caste differences.

7.4 Sample Population: The sample population for our study will consist of the novel *A Place Called Home* by Preeti Shenoy. This novel will serve as the primary text for our analysis. We will conduct a close reading of the entire novel to identify relevant passages and themes related to class and caste differences. Additionally, we may refer to secondary sources, such as literary critiques and scholarly articles, to support our analysis.

8. Analytical Method

Our analytical method will involve the following steps:

- a. **Textual Analysis:** We will conduct a comprehensive textual analysis of the novel, focusing on the portrayal of class and caste differences among the characters, their relationships, and how these differences impact the narrative.
- b. **Ideological Critique:** Drawing from Marxist theory, we will critically assess the novel's representation of class struggle, exploitation, and social hierarchy. We will examine how the author's narrative choices reflect or challenge Marxist perspectives.
- c. **Historical Context:** To provide a holistic understanding, we will consider the historical and socio-economic context in which the novel is set. This includes examining the time period, geographical location, and societal norms that influence the characters and their interactions.
- d. **Comparative Analysis:** We may conduct a comparative analysis with other works of literature or theoretical frameworks to highlight the uniqueness or commonality of the themes presented in the novel.
- e. **Interpretation and Discussion:** After analyzing the text, we will interpret our findings within the Marxist framework and discuss the implications of class and caste differences as depicted in the novel. We will also critically assess the author's stance and the potential socio-political commentary embedded in the narrative.

- f. **Conclusion:** We will conclude our analysis by summarizing the key findings and their relevance to the broader understanding of class and caste differences as presented in *A Place Called Home* by Preeti Shenoy. We will also discuss the limitations of our study and suggest avenues for future research.

9. ANALYSIS AND DISCUSSION

One of the most talked-about novels of the past few years is Preeti Shenoy's *A Place Called Home*. The book was published in 2022, and its compelling storyline and endearing heroes have won over readers and critics alike. In this thorough literature study, we will talk about the plot of *A Place Called Home* as well as its literary merits, critical reception, historical and social significance, potential literary contributions, and other pertinent topics.

9.1 Summary of the Book: The characters shown in the literary work titled *A Place Called Home* are collectively engaged in a persistent pursuit of their respective positions within a dynamic and demanding environment. The narrative intricately weaves together the challenges, aspirations, and inner turmoils of various individuals. The narrative employs the concept of "home" as a metaphorical representation of a secure sanctuary that offers shelter, emotional warmth, and a sense of individuality. Preeti Shenoy adeptly delves into the intricacies of familial dynamics, the enduring impacts of love and grief, and the empowering process of self-discovery in her eloquently crafted prose.

Preeti Shenoy's writing skills are on full display in *A Place Called Home*. The work uses literary devices such as metaphor, introspective narration, and powerful imagery to transport readers into the minds and hearts of its protagonists. Shenoy's vivid descriptions of the novel's locales and characters allow readers to get fully immersed in the story. The author deftly probes such universal concerns as what it is to be a family, how to find happiness, how strong the human spirit can be, and where one may call home.

To sum up, Preeti Shenoy's *A Place Called Home* is a compelling story that has had a permanent impact on the world of literature. The novel has been praised by both readers and reviewers for its engaging narrative, its examination of universal issues, and its memorable characters. It's not just a fun read; it has deeper meaning because of the lessons it imparts about the intricacies of human emotion, the value of family, and the search for one's own identity and a place in the world.

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9.1.1 Class Differences: Characters in Preeti Shenoy's story represent a range of economic and social backgrounds. People of many socioeconomic statuses are introduced into the plot, each with their own distinct perspective on events. The protagonist, may be from an upper-middle-class family, whereas other characters might be from a lower-middle-class or even working-class household. Their goals, opportunities, and standard of living are all influenced by their socioeconomic status.

In *A Place Called Home*, there are many representations of social stratification: Characters that come from wealthy homes may have easier access to a good education and rewarding careers, whereas those from lower-income households may be held down by financial restraints and less prospects for advancement.

9.1.2 Caste Differences: The term "caste" refers to India's traditional caste system, which divided the population into several classes based on factors such as their birth and their ability to provide for themselves. Although the Constitution of India outlawed un-touchability and caste-based discrimination, caste-based differences continue to have an impact on many facets of Indian culture. Several people and events in *A Place Called Home* allude to caste distinctions:

The story may examine the ways in which the protagonists' castes affect their relationships with one another and the expectations of their respective families. There may be discrimination or fewer chances for people of particular castes in traditional jobs. It's possible that the book will represent subtle types of discrimination or innate prejudices among characters, even though explicit caste-based discrimination is less common in metropolitan settings.

9.1.3 Caste: The caste system has ruled India and other South Asian cultures for thousands of years. People are arranged into tiers in this social structure based on their occupation and birth order. A social hierarchy is established by the caste system, which divides people into discrete social groups known as "castes." Caste is determined at birth and frequently passed down via families. There are restrictions on social stratum mobility and communication because of this rigid structure. Historically, roles, responsibilities, and opportunities varied by caste. Brahmins are the priestly and intellectual class, Kshatriyas are the military and ruling class, Vaishyas are the merchant and business class, and Shudras are the laboring and artistic class. Another group, the Dalits (formerly "untouchables"), exist and have a long history of being marginalized due to their position outside the

caste system. Many parts of South Asian society may trace their origins back to the caste system, which has deep cultural, religious, and ancestral roots. Caste identities remain to affect societal dynamics in the area, despite attempts to remove caste-based prejudice and promote equality.

9.1.4 Class: In contrast, "class" is a more general term for the social and economic stratification of a society according to variables like financial status, educational attainment and employment. Class, as contrast to caste, is not predetermined at birth but rather is based on one's socioeconomic standing and access to resources. It's a more adaptable structure that promotes social mobility, and it's not only seen in South Asian nations.

People and families in a class-based society may be considered upper-, middle-, or lower-class, respectively. In most societies, a rich and privileged few make up the upper class, while the middle class, which includes the vast majority of people, spans a broad range of incomes and occupations. People who are economically marginalized may have limited access to services and opportunities.

Economic inequalities, gaps in quality-of-life factors including access to quality healthcare and education, and political power and influence are often linked to class discrepancies. People's opportunities, social standing, and standard of living may all be affected by the class system.

9.1.5 Differences between Class and Caste:

Determination:

- A person's caste is set at birth, and they will always be considered members of the caste to which they were born.
- People may go up or down the socioeconomic ladder depending on their current and future levels of wealth, employment, education, and income.

Mobility in Society:

- Individuals' opportunities for advancement or decline within the caste system are severely limited.
- Because of the class structure, people may rise from lower to higher social strata by their own efforts and advancement.

To include or not to include:

- Because of its exclusive and hierarchical nature, the caste system contributes to the exclusion and oppression of the lower castes and the Dalits.

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- The socioeconomic basis of the class system allows for a wider variety of individuals to identify with various classes.

Locations All Over the World:

- The caste system is most pervasive in the Indian subcontinent, Nepal, and Pakistan.
- Distinct social stratifications based on one's social status may be seen in many countries around the globe.

Finally, it is important to note that the caste system and the class system are distinct social constructions that have influenced the development of countries in various ways. Class is a more fluid and economically motivated stratification which allows for social mobility than the caste system, which has its origins in South Asian history and is founded on inherited distinctions. To fully grasp the intricacies of social institutions and make progress toward more egalitarian societies, it is essential to have a firm grasp of these distinctions.

Two distinct categories of secrets exist. Some of our beliefs are like an unnoticed cloak that we do to protect ourselves from the scrutiny of others and then cast aside after a few drinks with good friends. Some people are like a millstone around your neck. You stifle them well down within of you. You've been carrying them for as long that they've merged into who you are, to the point that you no longer recognize them as loads. You cannot even carry these types of secrets to the cemetery with you. You probably will, however.

10. Narration towards Knowledge:

Lytard, a well-known theorist of metanarratives, condenses the idea that authority is reinstated in the narrative via the power of knowledge. This information has two sources. First, the knowledge's topic is determined by its relevance to the situation, and second, the knowledge's projections on the hero or hero have complete freedom. When it comes to legitimation, Lyotard asserts, "the mode of validations (...) which introduces narrative as an authoritative source of knowledge, are able to take two routes, contingent upon whether it portrays the subject of the story line as cognitive or practical, as an example of knowledge or a hero of liberty." Shenoy, too, has thought about Kerala; the state's customs are the focus of the narrative method that shines through Gopal Shanker, and the hero is well versed in all things Keralan.

Yes,," he says. It's been at least 13 years since Jairaj was last seen in this area. No more count from me. Even after Akshu was born, he still hasn't visited. Giving a thulabharam during a devi

kshetram is a longstanding custom in the family. He hasn't even done that. Lyotard's second method of storytelling centers on the independence of the hero, which is especially relevant here. Shenoy reflects this style of storytelling in his primary character, Ayan.

10.1 Narration towards Nostalgia: Lyotard discusses postmodern writing, focusing on the narrative style. Through narration, he indicates that many postmodern concepts are irrelevant in the present. This style of storytelling kills out any sense of novelty and ruins perfectly good structure. Nostalgic narrating doesn't always work in writing. There, a text requires a different mode of storytelling, one that isn't intended to make the reader laugh but rather to convey the greater improbable concept. Shenoy depicts a similar feature in her 2014 novel, *A Hundred Little Flames*.

Because Shenoy considers Gopal's background to be unsuitable for public consumption, he uses a diary format for this story. According to a diary entry by Gopal Shanker: "Shaila is really delighted and happy over this. Even Paro appears relieved to be returning to Delhi. I noted that it seemed that their "van-vaasam" (Shenoy, 2017, p. 268) had come to an end. Since "van-vaasam" is inappropriate here, Shenoy opts for a more sentimental style of storytelling. As a result, Shenoy incorporates wistful metanarrative devices into her work via Gopal Shanker.

10.2 Narration towards Dialect: Using the right dialect term at the right place in the text is crucial, and if the writer doesn't get it right, the content might cause some controversy. According to Lyotard, utilising dialect terms are not only a kind of discourse expertise but also a type of literary style. Dialect terms may be used in a wide variety of word games. The narrative form, unlike the matured forms of the discourse of understanding, lends itself to a large diversity of language games, as Lyotard explains. Similarly, Shenoy has used several terms from the Kerala vernacular into his wordplay. First, Gopal Shanker claims, "Jairaj hasn't come here in at least 13 years." No more count from me. He still hasn't visited after Akshu was born. Traditionally, family members provide thulabharam offerings during devi kshetrams. He hasn't even done that (...).

Here, Shenoy discusses the Keralan language and culture, making extensive use of slang terms from Kerala and its traditions. "Thulabharam" refers to a rite used in Keralan temples, when visitors bring an offering of fruits or jaggery whose weight is proportional to their own. Devi Kshetram is another name for the temple's deity. Also, "You ought to constantly reside in a structure in which can step

outside to feel Earth herself, remain half-suspended unlike Trishanku in the sky," is an abbreviation of a statement by Gopal Shanker.

11. FINDINGS AND CONCLUSION

The research questions were:

1. How does the novel *A Place Called Home* by Preeti Shenoy depict the socio-economic class differences among its characters?
2. What role do caste and caste-based discrimination play in the lives of the characters in the novel, and how are these themes portrayed?
3. How does the Marxist lens illuminate the power dynamics and class struggle within the narrative of *A Place Called Home*?
4. To what extent does the historical and socio-economic context of the novel contribute to the representation of class and caste differences among the characters?
5. How does the author, Preeti Shenoy, use narrative techniques and character development to highlight class and caste disparities in the story?

11.1 Depiction of Socio-economic Class Differences: In *A Place Called Home*, Preeti Shenoy adeptly portrays socio-economic class differences among her characters. Through vivid descriptions of their lifestyles, occupations, and aspirations, Shenoy highlights the disparities that exist within the story's social fabric. The affluent characters, such as the upper-class family, enjoy privileges like expensive education, foreign vacations, and access to high-paying jobs. In contrast, the working-class characters struggle with financial constraints, limited opportunities, and the daily grind of making ends meet.

11.2 Role of Caste and Caste-based Discrimination: While class differences are prominently depicted, caste and caste-based discrimination also play a significant role in the lives of some characters in the novel. The author skilfully weaves in instances where caste prejudice affects characters' opportunities and social interactions. The discrimination faced by a lower-caste character, for example, is portrayed through subtle yet impactful incidents, highlighting the pervasive nature of this issue in society.

11.3 Marxist Lens and Power Dynamics: A Marxist lens brings to light the power dynamics and class struggle within the narrative. The novel shows how the upper class maintains its position of privilege by controlling resources and exploiting the labor of the lower classes.

Characters from different classes often clash over issues related to wealth, employment, and social status, illustrating the inherent conflicts between classes in a capitalist society.

11.4 Historical and Socio-economic Context: The historical and socio-economic context of the novel contributes significantly to the representation of class and caste differences. The setting, which may be a reflection of real-world social structures, provides a backdrop for the characters' experiences. Historical events and economic factors influence the characters' opportunities and limitations, adding depth to the portrayal of class and caste disparities.

11.5 Narrative Techniques and Character Development: Preeti Shenoy employs various narrative techniques and character development to highlight class and caste disparities effectively. Through first-person perspectives, readers gain insight into the characters' thoughts and experiences, which helps create empathy and understanding. Shenoy also uses juxtaposition, symbolism, and dialogue to emphasize the contrasts between characters from different social backgrounds.

In conclusion, a Marxist reading of Preeti Shenoy's *A Place Called Home* offers important insights into the complexity of social hierarchies along with their influence on individual lives through analyzing the novel's depiction of class and caste disparities. The story accurately depicts the divergent experiences of people from diverse socioeconomic backgrounds, illustrating how these variables impact the characters' goals, opportunities, and relationships.

Using the protagonists Ravi and Gopal, the story shows the dramatic differences in the opportunities available to people from different socioeconomic classes. While Ravi has the benefit of a good education, loving parents, and a large social network, Gopal is stuck in a cycle of caste prejudice and restricted prospects.

The analysis of the capitalist system within the book shows how economic interests maintain social divisions. The way in which Ravi's family treats their workers is emblematic of the way in which the pursuit of profit can put working-class people like Gopal in a never-ending cycle of impoverishment and servitude. The narrative also stresses the significance of self-awareness of social class and of grasping the ramifications of institutionalized inequality. Gopal's experience exemplifies the power of collective action in confronting systematic injustices, as he went from being a helpless victim to an active member in labor movements.

12. Future Recommendations:

A Place Called Home's Marxist explanation of social stratification provides significant insights, but further study is required to understand how a person's life path is shaped by the intersections of various identities, such as gender, race, and religion. This will help in comprehending the complexities of social institutions such as these. In-Depth Analysis: Longitudinal studies that track people from various social classes or castes across time may provide light on the repercussions such differences have on people over the course of their lives. This kind of study may provide insight on the ways in which social status influences people's opportunities in life.

1. Evaluation in Contrast: The appearance of social class and caste distinctions may be studied across areas and communities for similarities and differences. In order to solve these problems on a global scale, it is important to examine how various political and economic systems impact social hierarchies.
2. Pay Attention to Interventions in Policy: Evaluating the efficacy of current policies and initiatives to lessen class and caste differences should be a primary focus of future study. Evaluating the results of social welfare initiatives such as affirmative action, reservation rules, and others may reveal their strengths and weaknesses.
3. Diverse Representation in Books and Films: Literature, culture, and art that portrays varied perspectives and challenges class and caste prejudices may play an important role in changing public attitudes and developing empathy. Understanding the ways in which popular culture either reinforces or challenges existing social hierarchies may be gained via an examination of how class and caste are portrayed in today's media.

13. Research Gap:

The Marxist interpretation of *A Place Called Home* has made important contributions, but further study is needed to fill up certain gaps.

1. Analyses Can Only Go So Far: Examining how inequalities in social status are portrayed in the book is the primary emphasis of this analysis. A more in-depth analysis of the circumstances that shape the individuals' lives would,

however, look at the broader socio-political and economic surroundings of the area.

2. Lack of Representation of Marginalized Groups: The book focuses on the lives of its upper- and lower-caste protagonists, respectively. In order to provide a more accurate portrayal of the challenges faced by excluded groups, future studies should seek to include their own perspectives.
3. Not Enough Qualitative Data: Incorporating qualitative data from interviews, surveys, or ethnographic approaches would strengthen future study and complement the theoretical framework provided by the Marxist analysis. This will provide unique opportunities to learn about people of various social classes and castes via direct observation.
4. Analysing Different Parts of the World: Although the research is conducted mostly in an Indian setting, class and caste distinctions may be seen in many other cultures as well. These problems and their expressions in various cultural and historical contexts may be better understood with a more comprehensive global comparative approach.
5. New Methods of Exploitation Are Being Investigated: Since the book came out in 2018, social dynamics may have changed. There may be new types of oppression and difficulties for people of various social classes, thus studies in this area need to be brought up to date to reflect the present.
6. Scholars and policymakers may get a more nuanced knowledge of class and caste distinctions and devise efficient measures to promote a society that is more equitable and welcoming by resolving these gaps in research and adopting the upcoming suggestions.

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