अनुसन्धक

A Multidisciplinary Research Journal

St. Xavier's College Jaipur

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Continuing with its tradition of excellence in all aspects of Higher Education, especially research, the Research and Development Cell (RDC) of St. Xavier's College Jaipur has come out with its new online journal titled अनुसन्धक. The Journal is committed to forwarding and encouraging multidisciplinary outlook, quality research that is socially relevant and addresses contemporary issues with either an interdisciplinary perspective or an in-depth expertise in a particular field of study.

As the title suggests, we encourage insightful research, in both the qualitative and quantitative spheres that is reliable, verifiable and holds meaning and relevance to the burning issues of the society and world and can contribute meaningfully towards the betterment of the society by becoming catalysts for change.

The journal is online, e- ISSN: 3048 – 8567, open access and peer reviewed to ensure standard research be done, encouraged and disseminated ethically for the benefit of the society.

RDC invites academics, researchers, industry and field experts, scholars and students to submit their original research work in the form of research papers/articles/ book reviews on relevant issues from various disciplines of study, as listed below:

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7. Sociology	17. Physical Education
8. Psychology	18. Indian Knowledge System
9. Political Science	19. Life Skills
10. Public Administration	

AIM AND SCOPE

अनुसन्धक (Anusandhak), ISSN: 3048 – 8567 (Online), is a peer reviewed online and open access journal that aims to encourage quality research in a variety of disciplines by publishing it and making research accessible to the society at large. Papers submitted can be from a range of disciplines from science to management, social sciences to humanities, IT to language and literature with the sole objective of advancing learning and encouraging a better and wider understanding of the world around and within so that concrete results can be sifted for making this world a better place.

Multidisciplinary research can be more insightful as it encourages dialogue amidst different fields by integrating research and knowledge from various fields of learning and promoting a more holistic approach towards life and learning. The aim is to promote studies that go beyond traditional disciplinary boundaries. Articles should demonstrate the potential for multidisciplinary research. This involves integrating methodologies, theories, and perspectives from different fields. Thus, it can be instrumental in decision making at the level of policy making and governance, initiating change, spreading awareness.

GUIDELINES FOR THE AUTHOR(S)

Original quality research work not published earlier or in consideration elsewhere for publication, in the form of research papers/review articles/case studies/ empirical research/ analytical papers/ book reviews are welcome.

Word Limit – 2000-5000 words

Mode of Submission – Email your abstract and full paper in Docx Format at anusandhak@sxcjpr.edu.in. Papers submitted in the PDF format will be rejected.

Name your attachment after the first author's name and the respective discipline. For Eg. AnitaKumariScience

The paper should have an abstract of not more than 500 words followed by 4-6 relevant keywords.

Add the author(s) name, the affiliation(s), email address(es) and mobile number(s) right aligned under the title of the paper.

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Papers submitted are checked for Plagiarism and papers having more than 14% of plagiarism will either be rejected to resent for modification accordingly.

The paper will then be subjected to a blind peer review by the editorial board and acceptance/rejection would be communicated within 15 days of submission.

FORMAT OF THE PAPER

Articles written in English only will be accepted for publication, unless they are from the field of Hindi Language and Literature. The latest edition of APA should be followed for Social Sciences and Sciences while MLA latest edition should be used for Language and Literature.

Font Type – Times New Roman

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       Name of the author(s), affiliation and other details: 10 pt

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ADDITIONAL INFORMATION

The body of the research paper(s)/article(s)/book review(s), for Social Sciences, management and Commerce, could be structured in a standardized form covering the following heads in sequence: introduction, review of literature, research gap, objectives/hypothesis, research methodology, finding, suggestions/recommendations, conclusion(s), and references.

GENEREAL LAYOUT OF THE PAPER FROM THE FIELD OF SCIENCE

- Abstract
- Key words
- Introduction
- Materials and methods
- Result
- Discussion
- Conclusion
- Acknowledgement: Funding agencies/ any other
- Conflict of interest

Citation and referencing of referred texts should be done with great care following the latest editions for all disciplines (APA) except English Language and Literature that should strictly follow MLA latest edition.

All the tables in the research paper(s)/article(s) should be properly labelled with title and table number at the top and source clearly mentioned below the table, central aligned in 10 points Times New Roman.

Lists of Tables must be given at the end of the article. The tables should be numbered in accordance with their appearance in the text.

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St. Xavier's College Jaipur is committed to promoting original and quality research work. Researchers seeking publication in अनुसन्धक (Anusandhak) should submit only original and high-quality research work. All the papers submitted to अनुसन्धक (Anusandhak) undergo plagiarism check followed by a blind peer review. UGC guidelines regarding research and ethics are followed meticulously in the process.

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Hellen Keller Voicing the Disabled

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Abstract

A summary of Helen Keller's contributions to education is given in this chapter, along with a discussion of her main sources of inspiration, driving forces, significant accomplishments, insights, and legacies. Keller's mentor and instructor, Anne Sullivan, left a lasting impression on her teaching philosophy. Sullivan was referred to as *the teacher* long after her passing. Throughout her career, despite her dysgraphia and mute state she was consistent to be educated by learning, writing, and speaking. The two things that Keller focused upon are –

    i.   exploring historical works in the context of political and social battles and,

    ii.   the concept of learning as evaluated and discussed in *The World I Live In*, outstand as her most innovative and enduring contributions to educational theory and practice.

As a political theorist, Keller made important advances to socialist doctrine and methodology. Keller mostly adopted a Marxist perspective on the emancipation and oppression of people with disabilities in her contributions to education. Keller uses perseverance and hard work to overcome obstacles and teach a moral message. Most of her publications were directed towards disabled people, whom she contends via personal initiative, overcome their limitations, societal injustices, and oppression as minorities. Keller continued to be a prolific educator while not pursuing a career in teaching because she understood the role that education plays in social and political engagement. She thought that education was the key to solving many social and political issues. Keller dedicated her life to enlightening others about the social and political

issues that were most important to her. She had extensive socialist involvement, which had an impact on everyone. Given Keller's multifaceted contributions, this chapter seeks to provide a comprehensive exploration of her life, drawing upon biographical accounts, her written works, and her impactful engagement in social and political activism. It explores these dimensions pertaining to Keller as a novice for the disabled.

Keywords: education, disabilities, philosophy, civil rights

1. Who was Ms. Keller?

Helen Keller stands as an iconic figure in American history, renowned for her remarkable achievements despite facing profound challenges due to her deafness and blindness. She emerged as a prominent advocate for individuals with physical impairments and an ambassador for the United States. Adding more to her educational pursuits, she has left an indelible mark on the political landscape, espousing socialist ideals, and vehemently critiquing imperialistic foreign policies of the United States. Central to her advocacy was the call for global leaders to address issues such as poverty and warfare, advocating for a world free from such afflictions (Chamberlin, 1899)[1]. In a reflective account from 2002, Keller acknowledged how her early experiences of isolation spurred her into political activism, shaping her into an impassioned communicator (Keller, 2002)[2]. Through extensive engagement with societal issues, Keller's activism traversed various spheres (Nielsen, 2001)[3].

While Keller's direct involvement in formal education was limited, her influence on educational discourse was profound. Despite not assuming the role of a traditional educator, Keller's prolific writings and numerous lectures are advocating for the rights of the deaf and blind, which underscores her commitment to education in its broadest sense (Love, 1934)[4]. Within the realm of political thought, Keller's contributions to socialist theory were significant, offering insights into the intersectionality of disability liberation and oppression, largely influenced by Marxist perspectives. Keller's life story serves as a moral testament to overcoming adversity through perseverance and hard work. Her writings aimed at individuals with disabilities emphasized the potential for personal empowerment, challenging social inequities, and oppression through individual agency. Although her professional career did not revolve around education, Keller remained an influential educator, recognising the pivotal role of education in fostering societal and political change. She steadfastly believed that education held the key to addressing the myriad social and political challenges confronting humanity. In

essence, Keller dedicated her life to educating others about the causes she held dear, leaving an enduring legacy in both educational and activist circles (Montgomery, 2010)[5].

Helen Keller was born into a prominent family in Tuscumbia, Alabama, on June 27, 1880, with a lineage that had owned enslaved individuals prior to the Civil War. Despite the family's diminished fortunes compared to the antebellum era, they retained sufficient means to provide for Keller and her four siblings, ensuring they lacked for no necessities. At the tender age of 19 months, Keller fell ill with a condition that baffled doctors, leading to a loss of both her sight and hearing, severely curtailing her social and educational interactions (Foulkes & Pines, 2018)[6]. Despite the unwavering support of her family, Keller grappled with profound isolation, unable to fully immerse herself in the world around her. It was at the age of six that a turning point came when her family sought the assistance of Alexander Graham Bell, who recommended Anne Sullivan, a graduate of the Perkins Institute for the Blind, to become Keller's governess (Rosenbaum & Gianvito, 2020)[7]. This marked the beginning of a lifelong companionship and collaboration between Keller and Sullivan, with the latter employing innovative methods to teach Keller language and communication skills. Under Sullivan's guidance, Keller made significant strides, eventually gaining admission to Radcliffe University at the age of twenty. The historic milestone came in her life four years later, when she became the first graduate from a university under the especially abled category. On June 1, 1968, Keller's remarkable journey culminated when she passed away due to complications from a stroke. (Love, 1934; Keller, 2020).

2.   What influenced Keller and her life?

Throughout her lifetime, Helen Keller was profoundly influenced by key individuals and ideologies that shaped her personal and professional trajectory. Foremost among these influences was Anne Sullivan, whose impact on Keller's life was monumental. Collaborating for fifty years, Keller credited much of her education and personal development to Sullivan's dedicated guidance, expressing profound admiration and dependency on her mentor (Foulkes & Pines, 2018). Their bond was so deep that Keller engaged in disputes over Sullivan's final resting place, underscoring the immense significance of their relationship (Nielsen, 2009: 139)[8]. Sullivan's innovative teaching methods, such as finger spelling, were instrumental in Keller's acquisition of language and education, paving the way for her ground-breaking achievements (Rosenbaum & Gianvito, 2020).

Alexander Graham Bell played a pivotal role in Keller's life, advocating for oralism and influencing her communication methods significantly. Keller's exposure to Bell's ground-breaking work in communication, particularly with the telephone, left a lasting impression on her approach to language and interaction (Keller, 1914, 2002). However, it was Sullivan's patient tutelage that enabled Keller to overcome the formidable barriers posed by her dual disabilities. Keller's personal life was also marked by her relationship with Peter Fagan, a journalist and fellow socialist. While details of their affair remain somewhat obscure, Fagan's socialist leanings profoundly influenced Keller's socio-political ideologies, shaping her activism and worldview. Despite societal barriers and familial disapproval, Keller cherished their connection, highlighting the intersection of disability, love, and societal attitudes (Bass, 2012)[9].

Moreover, Keller drew inspiration from political radicals such as Mark Twain and Charlie Chaplin, whose socialist ideologies resonated with her advocacy for marginalised communities (Chamberlin, 1899). Twain's introduction led to Keller's sponsorship for education, facilitating her rise as a renowned speaker and author. Keller's involvement with the Industrial Workers of the World (IWW) further exemplifies her early political radicalism and commitment to labour organizations (Keller, 2002). Keller's socialist convictions were deeply intertwined with her views on education, reflecting her belief that social and political change were contingent upon widespread education. Influenced by thinkers like Karl Marx and H.G. Wells, Keller saw education as a catalyst for revolutionizing society, advocating for universal access to learning (Love, 1934). However, her later years saw a shift in political engagement, influenced in part by her diplomatic responsibilities as an American ambassador (Nielsen, 2009).

Furthermore, Keller's religious and philosophical inclinations, particularly her affinity for Emanuel Swedenborg, underscored her critique of societal inequalities and capitalism. Her socialist perspective was informed by a rejection of traditional religious interpretations that perpetuated social hierarchies and economic disparities (Keller, 1914). Keller's experiences with disability and gender discrimination fuelled her activism for women's rights, challenging entrenched societal norms and advocating for progressive causes (Parra, 2022)[10]. Despite her remarkable achievements, Keller faced criticism and scepticism when venturing into political discourse, highlighting the pervasive ableism and sexism of her time. Her advocacy for social justice and equality, grounded in her own experiences of overcoming adversity, challenged societal perceptions, and advocated for the rights of marginalized communities (Keller, 1967)[11]. In essence, Helen Keller's life journey was shaped by a multitude of influences, from

her mentors and lovers to political ideologies and personal convictions. Her legacy as an advocate for social change and education continues to inspire generations, underscoring the enduring relevance of her work in challenging societal norms and advancing inclusivity and equality.

3.   Keller's Educational Philosophy and its Philosophical Context

Helen Keller's educational philosophy, articulated in 1913, reflects her deep-seated desire for a fairer, more just, and equitable world. Rejecting illusions in favour of reality, Keller emphasized the importance of inner purpose and faith in fostering genuine happiness (Nielsen, 2009; Keller, 2000). Despite valuing her formal education at Radcliffe, Keller believed that true learning transcended traditional academic settings, advocating for a holistic approach that integrates lived experiences with academic pursuits (Keller, 1967).

Keller's educational philosophy intersects with various schools of thought in education, each offering unique perspectives on teaching and learning. Perennialism, centred on the study of canonical works, diverges from Keller's socialist leanings but acknowledges her broad intellectual curiosity (Gilbert, 2018). Conversely, progressivism, emphasising student-centred learning and active experimentation, aligns closely with Keller's belief in holistic education and social activism (Brown, 2017)[12].

Essentialism, focusing on a core body of knowledge transmitted systematically, contrasts with Keller's emphasis on experiential learning and the exploration of diverse perspectives (Ellis, 2014)[13]. Similarly, reconstructionism advocates for addressing social issues through education, a principle that resonates with Keller's commitment to social justice (Tröhler, 2017)[14].

Eclecticism, which advocates for the integration of multiple educational philosophies, mirrors Keller's eclectic approach to learning, drawing from various sources such as reading, travel, and personal interaction (Siegel et al., 2008)[15]. Existentialism, emphasising individual agency and purpose, complements Keller's belief in the importance of creativity and experimentation in education (Koerrenz, 2017)[16].

While Keller's philosophy aligns most closely with progressivism and critical theory, her eclectic approach underscores the complexity of educational ideologies and their applications (Koerrenz, 2017). By embracing diverse perspectives and advocating for experiential learning rooted in social consciousness, Keller's educational philosophy continues to inspire innovative approaches to teaching and learning in today's educational landscape.

4. Keller as the Catalyst of Social Change

Helen Keller's insights into education extend beyond her personal experiences to encompass broader societal issues, particularly the intersection of disability, capitalism, and education. Keller astutely observed the perpetuation of economic inequality under capitalism, noting the disproportionate impact on individuals with disabilities who often find themselves marginalized and economically less privileged (Keller, 1973)[17]. However, her views on special education, advocating for separate institutions and lower standards, diverge from contemporary perspectives and even contradict her own life trajectory, raising questions about her beliefs regarding disability and opportunity (Keller, 1973).

Keller's advocacy for socialism emerges as a central theme in her contributions to education and social change. As a prominent figure in the socialist movement, Keller leveraged her platform to champion equality in education and society at large. Her writings on issues ranging from socialism, women, and disability underscores the interconnectedness of social justice issues and emphasised the need for systemic change to address inequality (Keller, 1973). Drawing from religious foundations, Keller framed her socialist beliefs as a moral imperative rooted in principles of social justice and equality, challenging prevailing capitalist structures, and advocating for a classless society (Keller, 1973).

Furthermore, Keller's emphasis on the role of emotions in education represents another significant aspect of her educational philosophy. Contrary to traditional views that emotions hinder learning, Keller recognized the value of emotional engagement in the educational process, drawing from her own sensory experiences to underscore the importance of empathy and emotional connection in understanding literature and human experiences (Nielsen, 2009).

Keller's alignment with Marx's philosophy underscores her belief in the transformative power of education and intellectual pursuits. Viewing education as inseparable from social and political activism, Keller emphasized the role of education in effecting social change and advancing societal progress (Keller, 1914)[18]. Despite being celebrated internationally as a symbol of American goodwill, Keller remained steadfast in her commitment to advocating for social justice and challenging oppressive systems (Nielsen, 2009).

Additionally, Keller's writings shed light on the social learning theory, highlighting the influence of environment and ideology on language development. In a capitalist society, where private interests often dictate educational systems, individuals, particularly those with disabilities, may face barriers to social interaction and language development. Keller's

advocacy for socialism reflects her belief in the importance of fostering inclusive environments that promote social interaction and support language development for all individuals (Keller, 1914).

5. The Unfinished Stories

Keller became an iconic figure and had her own enduring legacy in the twentieth century within the realm of disability rights and education, leaving a profound impact on the modern society. Despite her disabilities, Keller's voice resonated far beyond her individual experiences, shaping policies and attitudes toward people with disabilities in realms ranging from politics to education (Nielsen, 2009). However, the portrayal of Keller in contemporary education often omits her political views and activism, leading to a skewed understanding of her life and contributions (Loewen, 2008).

Keller's radical socialist beliefs, often overlooked in educational narratives, were central to her advocacy for social and political change (Loewen, 2008). Her commitment to socialism informed her efforts to address systemic issues of inequality and oppression, particularly concerning marginalized groups such as individuals with disabilities (Nielsen, 2009). Despite attempts to sanitize her image, Keller's political activism was integral to her mission of advancing social justice and equality (Nielsen, 2009). The absence of Keller's political activities in children's books perpetuates a sanitized version of her life and legacy, devoid of the context necessary to understand her courageous advocacy for social change (Christensen & Karp, 2003)[19]. While Keller's achievements are celebrated, the true depth of her activism and the driving force behind it are often obscured, hindering a comprehensive understanding of her contributions (Montgomery, 2010)[20].

Critics argue that Keller's legacy cannot be accurately portrayed without acknowledging her socialist convictions and opposition to American capitalism (Carlson, 2016)[21]. To understand Keller's work and influence on education, one must confront her political views and their implications for her advocacy efforts (Eliassen, 2021)[22]. Failure to do so not only distort Keller's legacy but also deprives children of a nuanced understanding of her life and the societal forces that shaped it (Alexander, 2020)[23]. Despite challenges in accurately depicting Keller's life, her legacy includes significant contributions to education through extensive fundraising efforts (Pawlik, 2019)[24]. Keller's ability to inspire generosity and mobilize support for educational initiatives benefited countless individuals with disabilities, contributing to the establishment of schools and programs that would otherwise not have been possible (Nielsen, 2009). Helen Keller's enduring influence on education and society transcends her disabilities,

encompassing a legacy of advocacy, activism, and philanthropy. To truly honour Keller's memory and contributions, it is imperative to acknowledge her socialist convictions and their profound impact on her life's work, ensuring a more comprehensive understanding of her enduring legacy in education and beyond.

6.   Denouement

Born in 1880 in Tuscumbia, Alabama, Keller's life was forever altered at the tender age of 19 months when an illness left her both deaf and blind. Despite these profound sensory limitations, Keller defied all odds, transcending her disabilities to become a beacon of hope and empowerment for millions around the world. Fuelled by an insatiable thirst for knowledge and a relentless spirit, Keller embarked on a remarkable journey of self-discovery and accomplishment. With the unwavering guidance of her devoted teacher, Anne Sullivan, Keller shattered barriers previously thought insurmountable. She learned to communicate through tactile sign language, mastered Braille, the first deaf-blind person to earn a Bachelor of Arts degree from Radcliffe College.

Her legacy extends far beyond her academic achievements. She emerged as a fervent advocate for the rights and dignity of individuals with disabilities, using her voice to amplify their struggles and champion their cause. Keller's eloquence, coupled with her unwavering commitment to social justice, made her a formidable force in the fight for equality and inclusion. Through this chapter we understood the life and legacy of Helen Keller, exploring her indelible impact as the voice of the disabled. From her pioneering educational philosophy to her tireless advocacy work, she stands as a testament to the power of resilience, perseverance and a pious human spirit that conquered the unattainable. As we unravel the layers of Keller's remarkable story, we gain insight into not only the challenges she faced but also the enduring lessons she imparted on generations to come.

This chapter delves into Helen Keller's educational philosophy and approach, exploring the influences, motivations, key contributions, insights, legacies, and ongoing impact of her work. Throughout her life, Keller's educational perspectives were shaped significantly by her teacher and guide, Anne Sullivan, particularly in the face of the immense challenges posed by Keller's deafness, blindness, and communication barriers. These early struggles profoundly influenced Keller's beliefs about education, laying the foundation for her ground-breaking contributions

in the field. Helen Keller, a name synonymous with resilience, determination, and advocacy, stands as a towering figure in the annals of history.

A central theme in Keller's educational philosophy was her insistence on learning "in the world," emphasizing the importance of contextualizing learning within the broader social and political realities of historical events (Eğmir & Çelik, 2019)[25]. While Keller herself was not a formal educator, her experiences and advocacy work directly informed her views on education. She advocated for an approach that blended elements of progressivism, allowing children autonomy in their educational pursuits, with critical theory, which emphasized the integration of education with meaningful social and political engagement. Keller believed that ignoring the complexities of social and political conflicts not only distorted historical narratives but also undermined students' understanding of the significance of these struggles. Despite the limited recognition of her educational ideas in contemporary discourse remains a pivotal figure in the history of educational philosophy, civil rights, and education. Her advocacy for inclusive, socially conscious education continues to inspire scholars and educators to recognize the importance of contextualizing learning within broader social and political frameworks. Keller's legacy serves as a reminder of the transformative power of education in shaping individuals and societies, and her contributions remain relevant in guiding contemporary educational practices toward greater inclusivity and social awareness.

In conclusion, Helen Keller's contributions to education and social change encompass a range of interconnected themes, from challenging economic inequality under capitalism to advocating for socialism as a means of fostering equality and inclusivity in education and society. Her insights into the role of emotions in education and the influence of environment on language development continue to resonate, offering valuable perspectives on the intersection of education, ideology, and social change.

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Green Hydrogen Energy: Fuel of the Future

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Abstract

Green hydrogen, synthesized from the electrolysis of water using renewable energy resources, is emerging as a staple in the world's fight against climate change and the ultimate energy transition. The green electrolyzed version of hydrogen offers the promise of decarbonizing multiple sectors, including industry, transportation, and gas and power production. Several industrial giants have made substantial investments in the green hydrogen ecosystem, including Reliance Industries, Adani Green Energy, and GAIL, among others, recognising the potential of this fuel to decarbonize their activities and help integrate renewables. The large-scale projects include the Dhirubhai Ambani Green Energy Giga Complex and the Adani-Total Energies partnership, which both plan to produce a few million tons annually in the next decade. Despite several hurdles such as storage, transport, and economic constraints, as well as the rapidly growing electrolysed technology, strategic investment, and supportive policies, such as India's National Hydrogen Energy Mission, indicate progress on the horizon. The abstract presents an overview of the current situation and the vast potential that this chemical compound holds for the future.

Keywords: Green Hydrogen, Zero Emission, Carbon Free, Fuel

Introduction

Green hydrogen, the fuel of the future, is a universal, light, and highly reactive energy source. With the world's growing energy needs, we require a sustainable system that effectively reduces CO_2 emissions while addressing environmental impacts. Hydrogen is a solution that offers scalable, efficient, and CO_2-free energy.

Hydrogen, the most abundant chemical element on Earth, has seen its global demand triple since 1975 to 70 million tons annually by 2018, according to the IEA. Green hydrogen, which emits only water vapor, leaves no pollutants in the air, unlike oil or coal. It has a long-standing role in industry, powering cars, airships, and spacecraft since the 19th century. With the urgent need to decarbonize the economy, hydrogen is set to play an even larger role. According to the World Hydrogen Council, if production costs drop by half by 2030, hydrogen will be one of the fuels of the future.

The world is different from what it was centuries ago, with rapid environmental degradation and increasing disasters. Fossil fuel combustion releases greenhouse gases, leading to global warming and climate change. Ecosystems around oil wells and coal mines are severely impacted, and oil spills damage marine life and coastal zones. Coal, which accounts for 36% of global CO_2 emissions, is the most damaging fossil fuel to health and the environment.

Hydrogen, however, can be a clean energy source to reduce CO_2 emissions and mitigate climate change. What makes it unique is -

Zero Greenhouse Gas Emissions: Hydrogen produced from renewable sources, like wind or solar power, doesn't emit greenhouse gases, unlike conventional methods that rely on fossil fuels.

High Energy Density: Hydrogen has a high energy density, meaning it stores a lot of energy per unit of weight or volume. This quality makes it suitable for transportation and high-energy applications.

Versatility: It has diverse uses, including transportation, power generation, and industrial processes. It can fuel fuel-cell vehicles, act as a feedstock in industry, and store or distribute energy.

High-Efficiency Energy Conversion: Fuel cells can convert hydrogen into electricity with up to 60% efficiency, making it a promising energy source for transport and power generation.

Renewable Energy Storage: Hydrogen can store renewable energy from wind or solar power for later use, helping address intermittency in renewable energy supply.

In 2018, the International Renewable Energy Agency (IRENA) released a report entitled 'Global Energy Transformation: A Roadmap to 2050' gives the global capacities for different forms of renewable energy.

Table 1.1: Showing Renewable resource and their capacity in World and in India

Rank	Type	World Capacity (GW)	India Capacity (GW)
1	Hydropower	1270	50
2	Wind Power	510	33
3	Solar Energy	390	18
4	Bioenergy	108	10

Source: https://www.irena.org/

Literature Review

Several studies, such as by **IRENA (2020),** have detailed the rapid advancements in electrolyzed technologies, including polymer electrolyte membrane (PEM), alkaline, and solid oxide electrolyzes. PEM electrolyzes, noted for their high efficiency and compact design, are emerging as a favorable option **(Wulf et al., 2020).** However, alkaline electrolyzes are still considered the most mature and cost-effective option **(Gupta et al., 2022).** Wind and solar energy are pivotal in reducing carbon emissions in hydrogen production. **Aziz et al. (2021)** emphasized the integration of offshore wind farms with electrolyzes to produce green hydrogen, while **Blanco and Faaij (2018)** reviewed the solar-based hydrogen production potential, highlighting regions like Australia and North Africa. The storage and transportation of hydrogen remain challenging due to its low energy density and potential safety risks. **Wang et al. (2020)** reviewed various storage technologies, emphasizing compressed gas and liquid hydrogen storage as the leading options. Metal hydrides and chemical carriers, though less mature, offer promising efficiency improvements. **Liu et al. (2021)** analysed the transportation network, stressing the need for international standards to facilitate global trade. Green hydrogen has significant potential in grid balancing and power generation. In the power sector, it can store excess renewable energy and provide stable output during peak demands **(Bermúdez et al., 2022).** Hydrogen fuel cells are also emerging as a complementary technology to battery storage. Green hydrogen is finding applications in hard-to-abate industrial sectors like steel production, where it can replace coking coal **(Gielen et al., 2020).** In transportation, fuel cell vehicles are gaining traction, particularly in commercial fleets **(Garg**

et al., 2021). Although green hydrogen offers immense promise, economic and technical challenges remain. The high cost of renewable hydrogen production, due to expensive electrolyzes and intermittent energy supplies is highlighted by **Bartels et al. (2022).** Additionally, policy and infrastructure investments will be crucial to scale up production and establish an international supply chain.

Objectives

1. To explore the potential of Hydrogen Energy as a fuel.
2. To explore the Public/ Private companies involved in exploring the potential of Hydrogen energy.
3. To understand and analyse the common people's perspective and behaviour in this direction.

Methodology

This study is a thorough analytical investigation as the approach utilized to get the result was primary and secondary data collected from common people through questionnaires, government official records, and published data. An extensive Literature review was done to identify the research problem. Analysis and interpretation of the collected data are done and presented in the form of graphs.

Area of Study

To compile this work India has been selected as an area of study. India has set its sights on becoming energy-independent by 2047 and achieving Net Zero by 2070. To achieve this target, increasing renewable energy use across all economic spheres. The National Green Hydrogen Mission was approved by the Union Cabinet on 4 January 2022, with the intended objectives are:

● Making India a leading producer and supplier of Green Hydrogen in the world.

● Creation of export opportunities for Green Hydrogen and its derivatives.

● Reduction in dependence on imported fossil fuels and feedstock.

● Development of indigenous manufacturing capabilities.

● Attracting investment and business opportunities for the industry.

● Creating opportunities for employment and economic development.

● Supporting R&D projects.

Image 1: Showing the National Green Hydrogen Mission
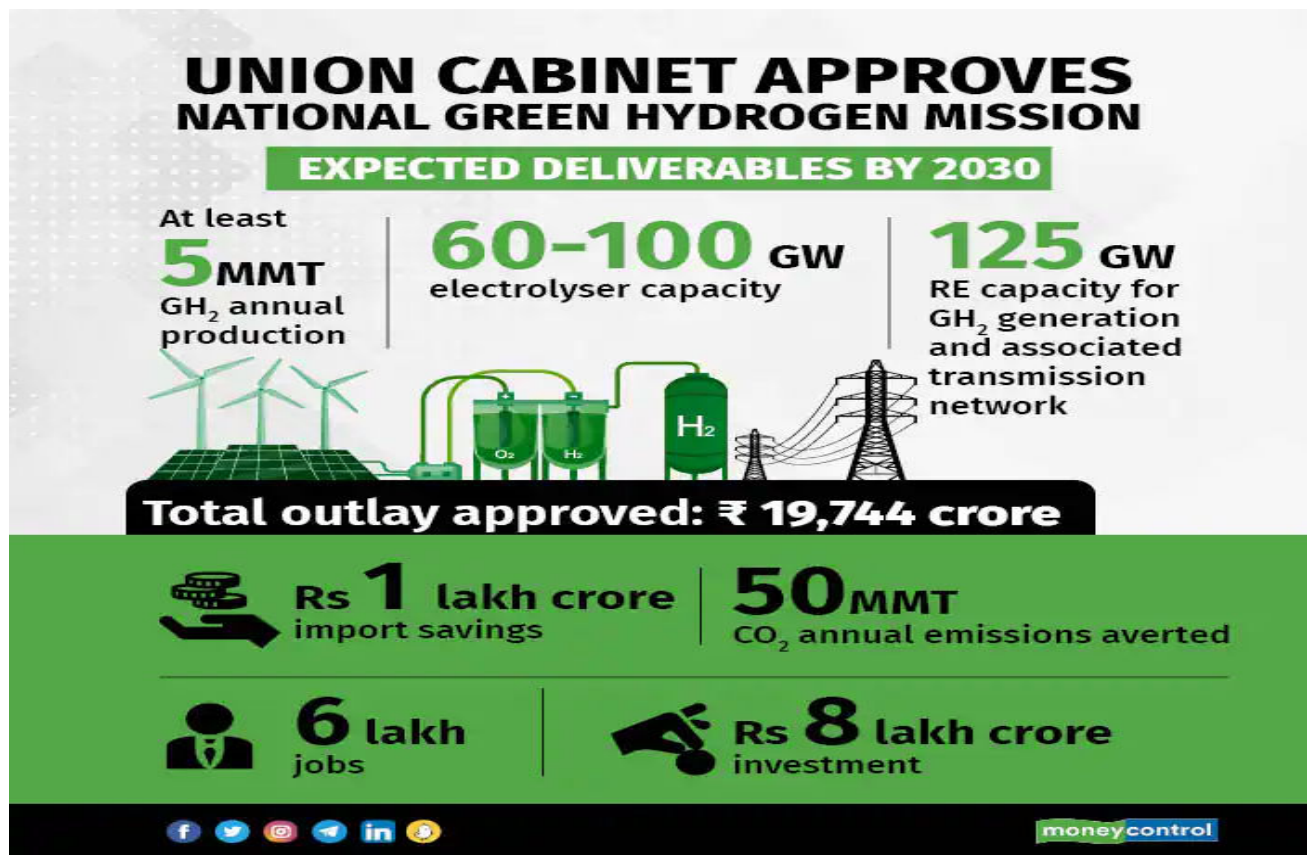
Source: Money control

Relevance of the Study

The study of green hydrogen energy opportunities also opens the possibilities for technological progress and economic prosperity. Green hydrogen production and consumption can lead to the creation of new jobs in the fields of renewable energy and acceleration of the development of new technologies and fields of the economy that are closely associated with hydrogen production, storage, and transportation. In the final analysis, the study is topical given that it is centuries on how to combat global warming and move to a cleaner future.

Hydrogen Overview

Hydrogen is a chemical element that appears on the periodic table as H with the atomic number 1. Hydrogen is mainly available in the molecular form H_2 and is nontoxic under standard room temperature and pressure. However, hydrogen can be reduced to form a liquid at a very minimum temperature. The compound hydrogen exists in the elemental form, as seen in compounds such as water, ammonia, and hydrocarbons like natural gas, coal, and oil. The gas hydrogen was first discovered in the 16th century with acids reacting with metal. Again, the scientist Henry Cavendish 1766-81 discovered that when this hydrogen gas is burned, it produces water, and that is how it was named, which means, "Water Former".

Image 2.1 Showing the Energy Process Chain of Hydrogen and its Cross - Cross-sectoral linkages
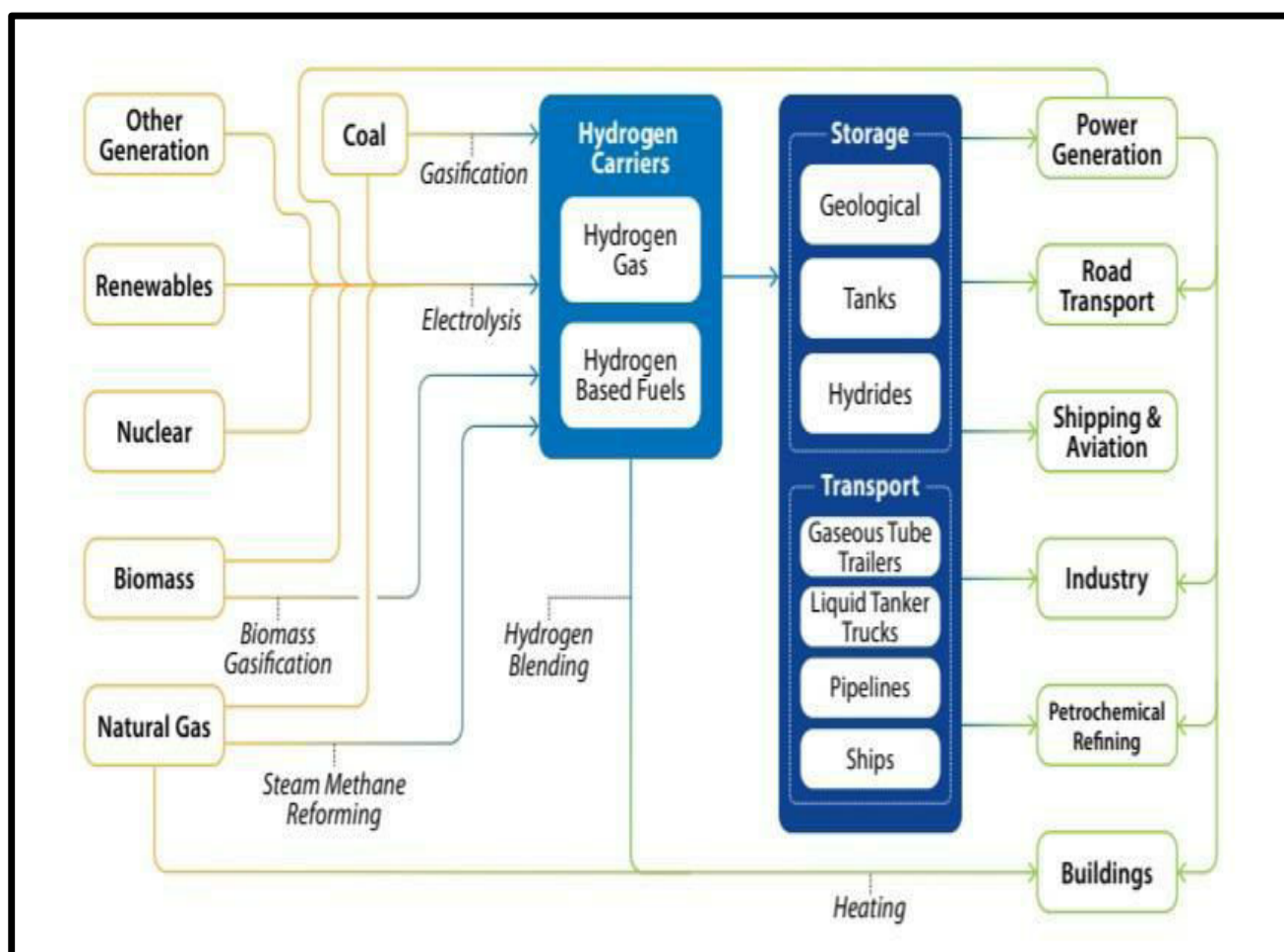
Source: Greening the Grid

Image: 2.2 Showing Hydrogen as an Energy Carrier
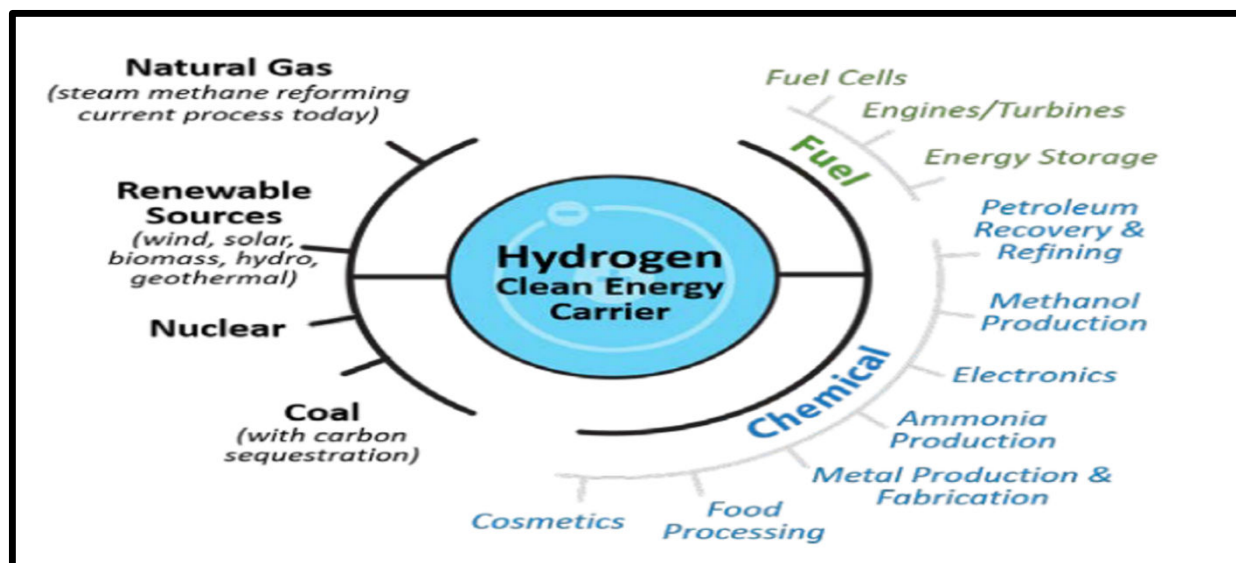
Source: U.S.Department of Energy

How Green Hydrogen is Obtained

Technology is based on the generation of hydrogen, a universal, light, and highly reactive fuel through a chemical process known as electrolysis. This method uses an electrical current to separate the hydrogen from the oxygen in water. Without emitting carbon dioxide, energy can be obtained from renewable sources.

Image: 2.3: Showing Green Hydrogen Production
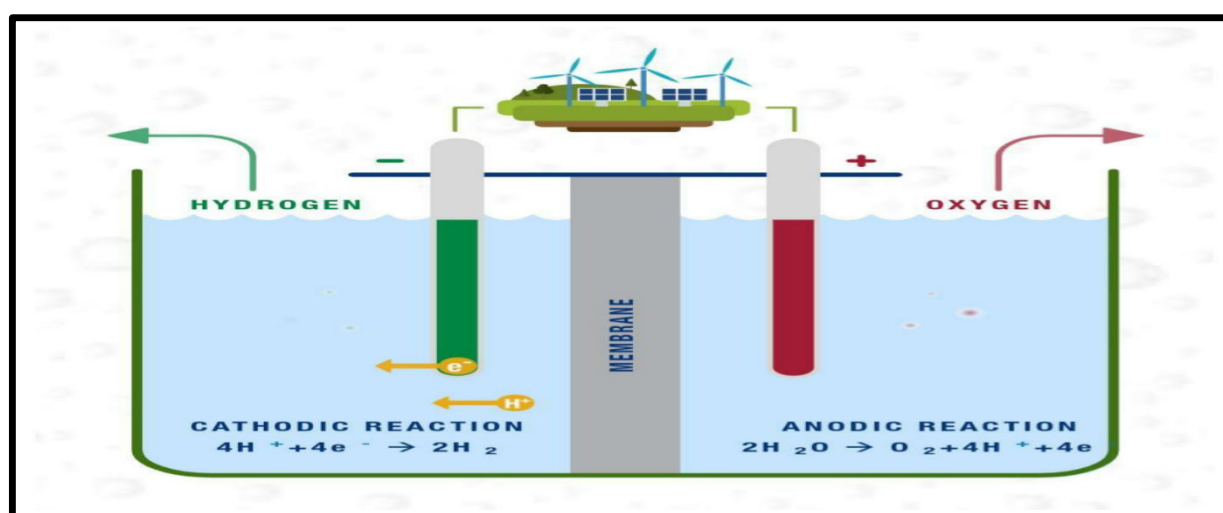
Source: U.S. Department of Energy and Wood Mackenzie.

Historical Industrial Application of Green Hydrogen

For decades, hydrogen has been used primarily by the chemical and refining industries.

End applications include:

- Agricultural/Chemical Industry:

Hydrogen is a fundamental raw material needed to produce ammonia (NH3), also known as azane, an important part of fertilizers used in agricultural industries around the world. Ammonia can also be used as an affordable, environmentally-friendly refrigerant (R-717).

- Petroleum Refining Industry:

Hydrogen is commonly used in hydrocracking to create petroleum products, including gasoline and diesel. Contaminates like (CH3OH) are also removed.

Image: 3.1 Showing Global Hydrogen Consumption By Industries
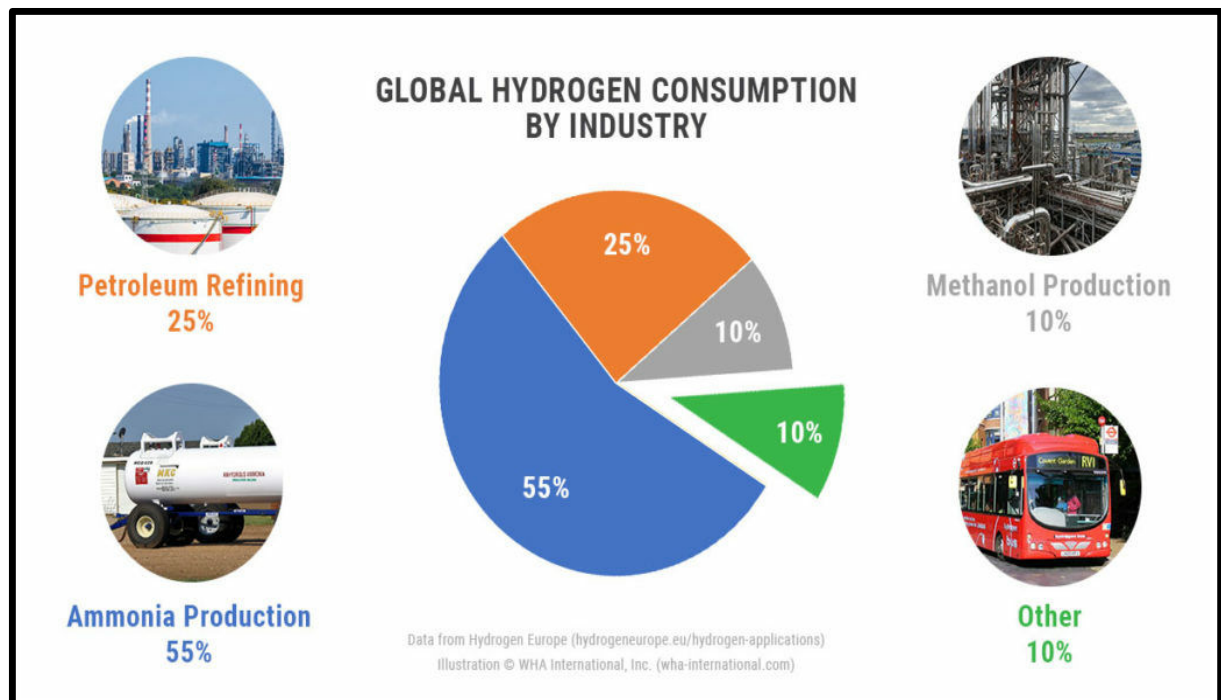
Source: wha-international.com

Other Common Industry Applications of Hydrogen

Lastly, hydrogen found a variety of uses in numerous other industries across ages. Some of them are as follows: in food, hydrogen transforms unsaturated fats into saturated fat and oil have resulted in such products as margarine and butter-like spreads; metalworking for a wide range of uses, such as metal alloying and iron flash making; welding, for example, atomic hydrogen welding; flat glass production with the help of a mixture connection of hydrogen and nitrogen avoids oxidation and hence manufacturing defects and agent that hydrogen is used for semiconductors like photovoltaic segments, where hydrogen is used for hydrogen peroxide and finds increased attention as a potential therapeutic gas against a variety of diseases.

Green Transportation

Green transportation must play a significant role in the fight against climate change. Everyone talks about alternative cars, so most of the attention is on electric vehicles. However, hydrogen fuel cells have no less potential. Hydrogen is the most ordinary element in the universe, and fuel cells can turn it into electricity, which can be used to drive electric vehicles. In principle, the most obvious benefit of hydrogen fuel is that it has already decarbonized transport. Fuel cells give us some wave of products. Thus, the car does not emit greenhouse gas emissions. Hydrogen is never found for itself in nature, but rather it is separated from other elements. The process consumes electricity, the majority of which is fossil-fuel-derived. However, as long as green hydrogen is in the mix, it brings hydrogen fuel's total emissions down to zero. Types of Electrical Vehicles for Green Transportation Generally, electrical vehicles can be classified into four types due to several aspects like environmental concerns, greater vehicle choice, improved battery capacity, and price efficiency satisfying the consumer's costs in the future as seen above. First is the Battery Electric Vehicle: powered by electricity, Second Hybrid Electric Vehicle: A vehicle that has two electric and petrol cars having enough power that helps to move from place to place is the perfect example. The petrol engine is used to crank an internal engine and charge when the battery is empty. This option is insufficient because of the effort to conserve non-renewable sources of fuel used. b. Plug-in Hybrid Electric Vehicle: this has plug-in options, different from the hybrid electric vehicle because a charging gadget is added to it. It uses a petrol engine as the main fuel and energy from the battery enables electronic use. 3. Fuel Cell Electric Vehicle: Electric energy is produced from chemical energy. For example, a hydrogen FCEV.

Advantages of Hydrogen Fuel Cell Vehicles

- Hydrogen fuel cell cars provide excellent performance and full torque at low speeds.

- With no internal combustion engine, an FCEV is quiet as a church mouse in operation. It is similar to driving an electric car.

- Another significant advantage of a fuel cell vehicle is fast refueling time. In a few minutes, you can refuel hydrogen.

- A hydrogen-fuelled car has a driving range longer than that of electric vehicles.

- The driving range of a fuel cell vehicle doesn't depend on the atmospheric temperature. So, it isn't affected by low temperatures.

- A hydrogen fuel cell car produces zero carbon emissions. Its emissions load consists of nothing besides water vapor sucked out by the condensation process.

Disadvantages of Hydrogen Fuel Cell Vehicles

- Lack of hydrogen refuelling stations is one of the major defects of an FCEV. The technology is still at its initial stage. The challenge is how to develop infrastructure. This was how Japan originally solved the problem for its first three experimental hydrogen filling stations in 2006 and 2008, for $6.4m each.

- Since it is a new technology, hydrogen fuel cars are more expensive than their EVIL counterparts. So, you have to pay a premium price to own an FCEV.

- The cabin space of an FCEV is compromised by the hydrogen fuel tank. It can eat into your cabin space, particularly if it is a small car.

- The running cost of a hydrogen-powered car is higher than that of an electric car. The reason is that hydrogen is more expensive than electricity. But this may change once we have more of a demand for hydrogen and production levels are higher.

- A fuel-cell car produces zero carbon emissions. However, electricity is needed to make hydrogen and if this power comes from fossil fuels, then you will have a carbon footprint.

Recent Trends in India

On the global market, there are not many hydrogen-fuel vehicles. Toyota, Honda, and Hyundai sell fuel cars globally. Recently Toyota has launched a project to test FCEV. The Japanese automaker with the Indian government's testing agency, ICAT (International Centre for Automotive Technology). Toyota is using a second-gen Toyota Mirai for testing in India. **Nitin Gadkari drives India's first hydrogen-powered car to Parliament on March 16**, 2023. Nitin Gadkari launched this green hydrogen-based advanced FCEV in the first project in India that aims to bring hydrogen-powered vehicles to the country. The International Center for Automotive Technology (ICAT) has helped in the launch as a part of Toyota Kirloskar Motors. He drove a hydrogen-powered car from his residence to the parliament.

Source:https://www.businesstoday.in/amp/auto/story/nitin-gadkari-drives-indias-first-hydrogen-powered-car-to-parliament-327937-2022-03-30

Result and Discussion

A pilot study was conducted for primary data collection through Google Forms. 94 Responses have been collected and analyzed. A 5-point Questionnaire was prepared and has been analyzed. The received responses were 94. The analysis has been shown with the help of graphs.

Graph:1 Green Hydrogen energy is a sustainable and environmentally friendly source .

Don't know 1.1%
Strongly Disagree 4.3%
Agree 55.3%
Strongly Agree 39.4%
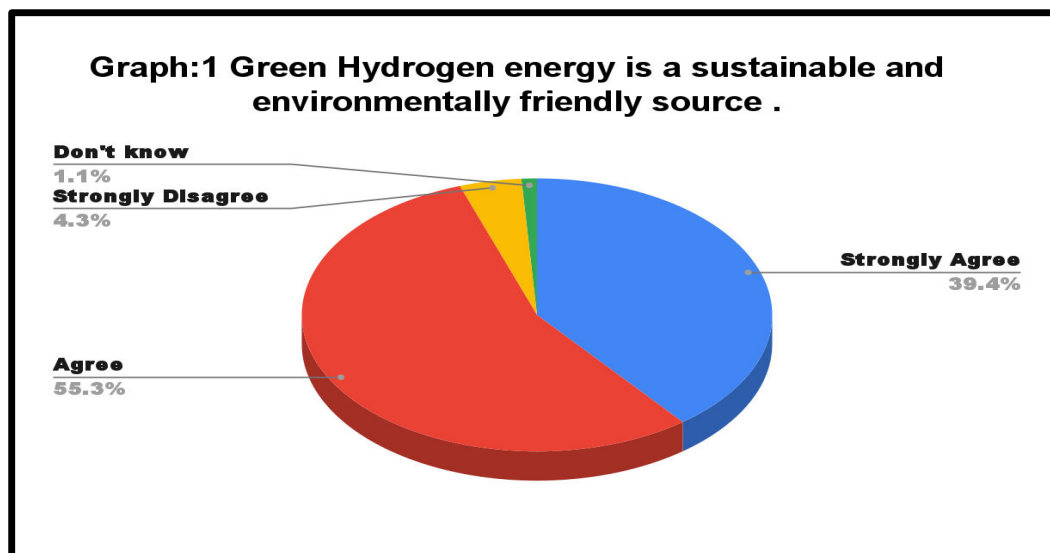
Graph 1: According to the survey, out of 94 responses, 39.4% strongly agree, 55.3% agree that green hydrogen energy is environmentally friendly and sustainable 4.3% strongly disagree and 1.1% don't know.

Graph:2 Green Hydrogen energy to reduce carbon emissions

Strongly disagree 3.2%
Disagree 3.2%
Strongly Agree 20.2%
Don't know 7.4%
Agree 66.0%
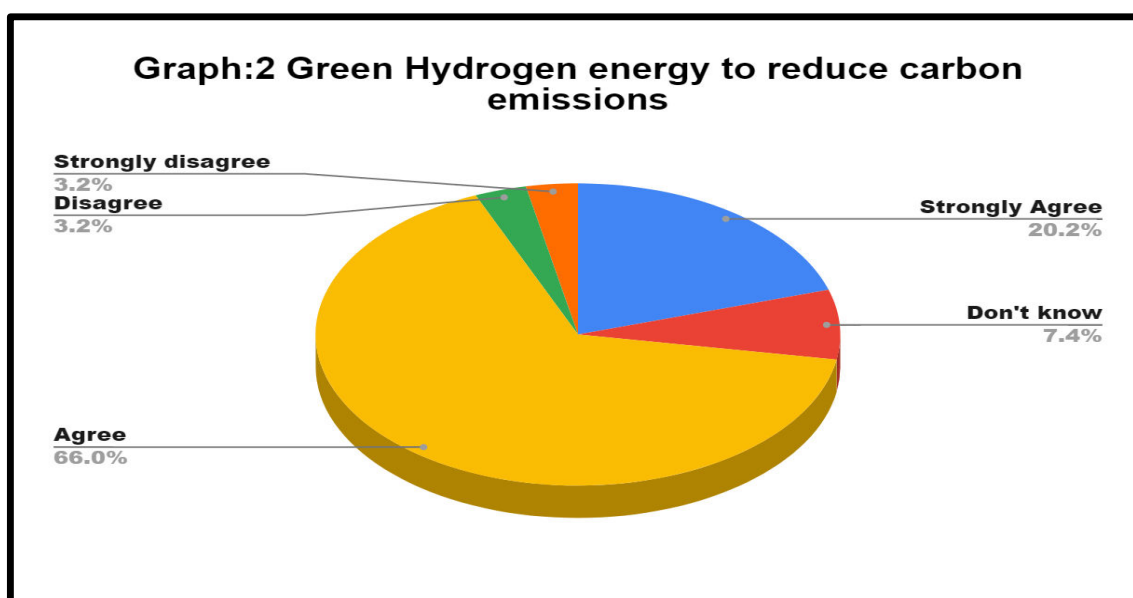
Graph 2: According to the study, 66.0% of people agree but 20.2% strongly agree that green hydrogen energy reduces carbon emission whereas 3.2 % people disagree and 7.4% don't know.

Graph:3 **High cost of production as challenge to Green Hydrogen energy.**

Strongly disagree
1.1%

Don't know
11.8%

Strongly agree
20.4%
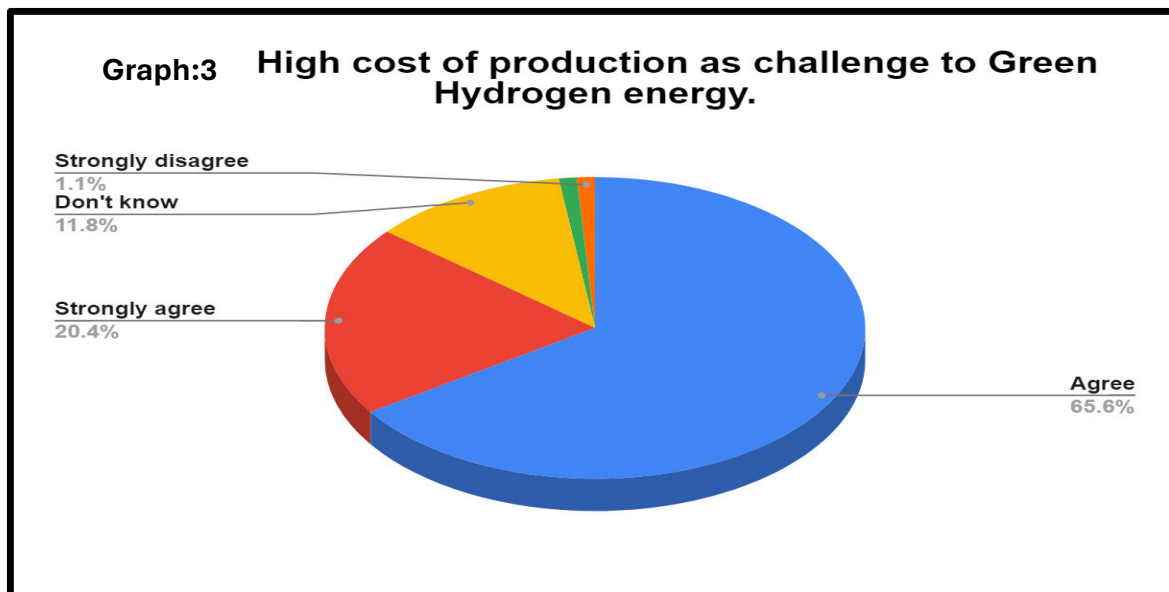
Agree
65.6%

Graph 3: The above graph depicts that 65.6% agree and 20.4% strongly agree that an increase in cost poses a challenge in the development of green hydrogen energy. 1.1% strongly disagree and 11.8% are unaware.

Graph: 4 **Development of hydrogen infrastructure and adoption of Green Hydrogen energy.**

Strongly Disagree
2.1%

Disagree
2.1%

Strongly Agree
16.0%

Neutral
19.1%
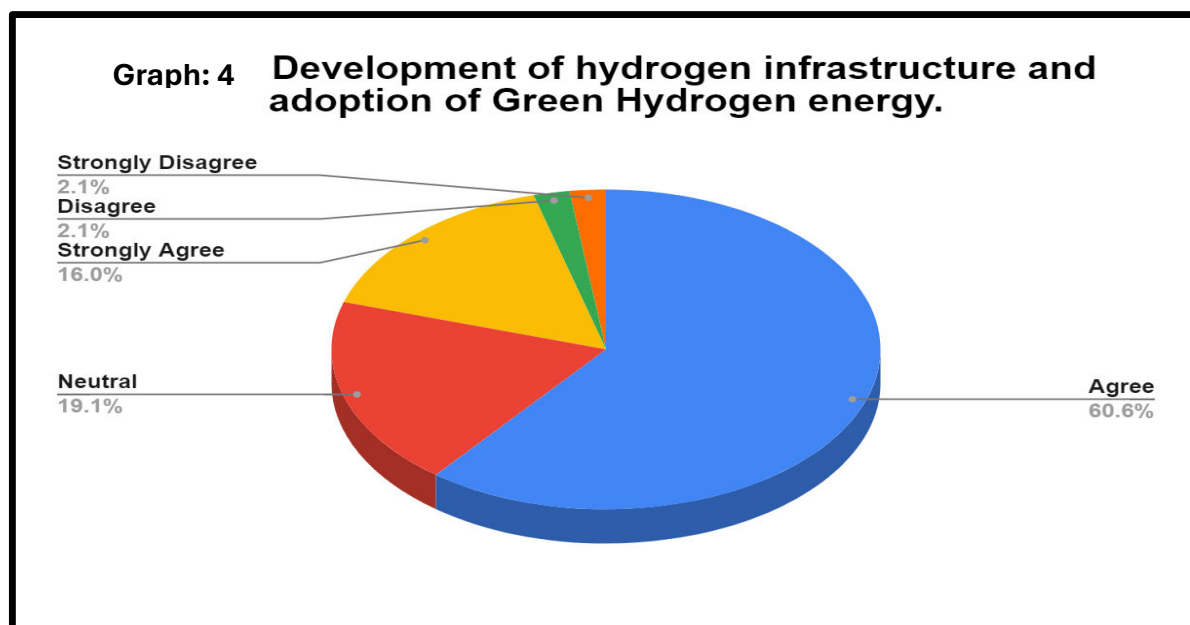
Agree
60.6%

Graph 4: According to the study, 60.6% agree and 16.0% strongly agree that the development of hydrogen is necessary for the adoption of green hydrogen energy whereas 2.1% disagree and 19.1 % are unaware.
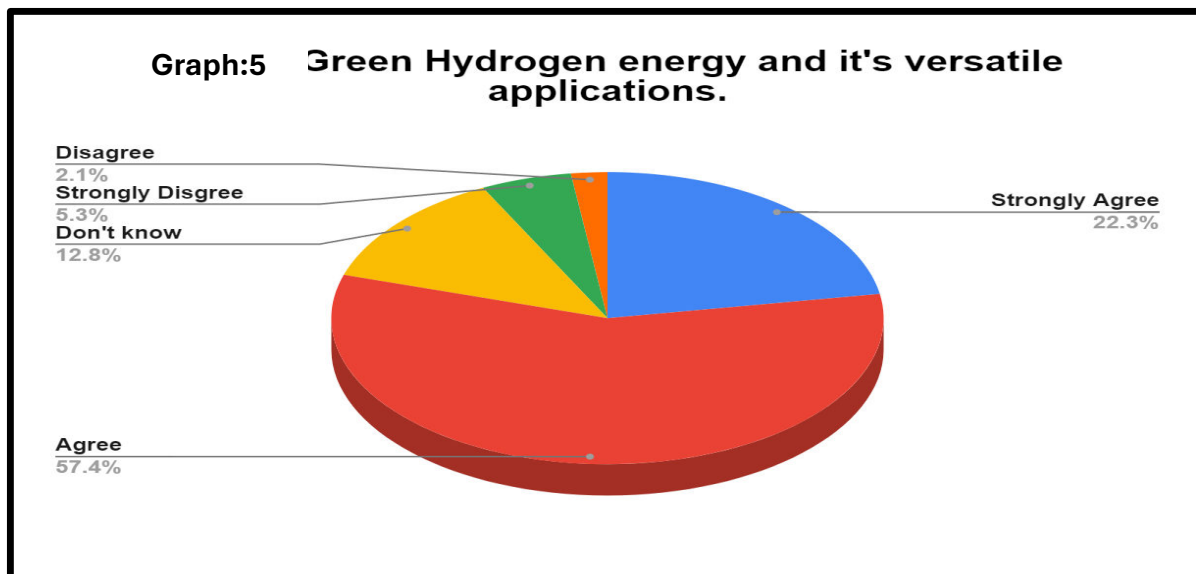
Graph 5: 57.4% agree and 22.3% strongly agree that Green Hydrogen energy has the versatile advantage of fuel, feedstock, and energy storage solutions .5.3% strongly disagree and 2.1% disagree for the same whereas 12.8% don't know.
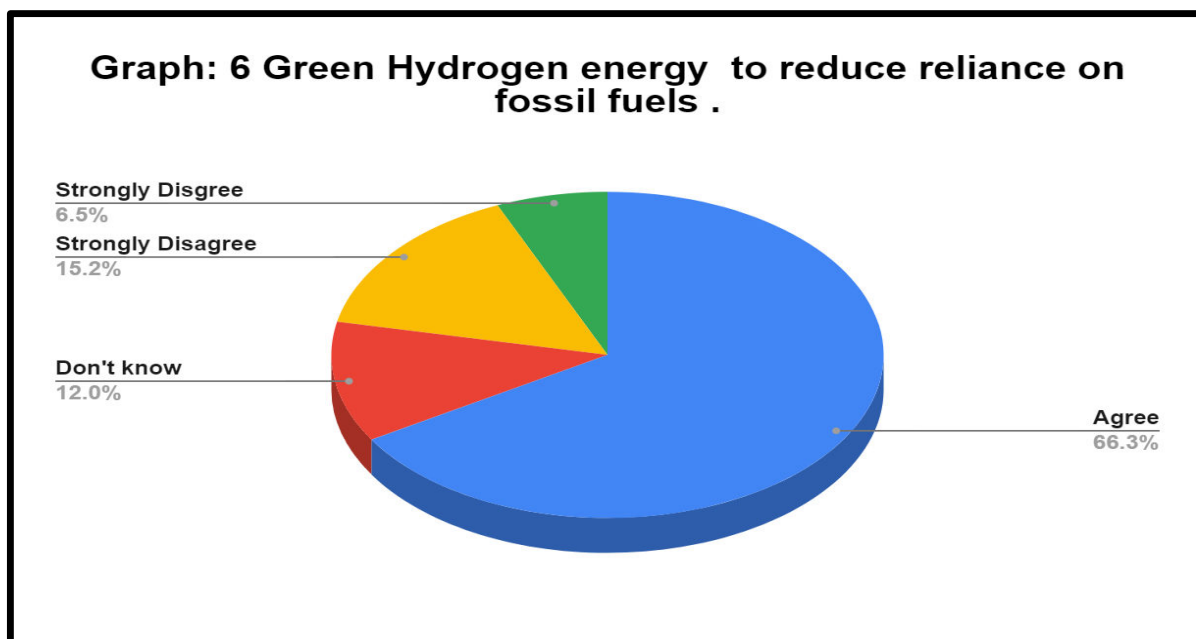
Graph 6: The Graph depicts, that 66.3% agree on the fact that green hydrogen promotes the independence of energy and 15.2% strongly disagree. 12.0% are unaware.
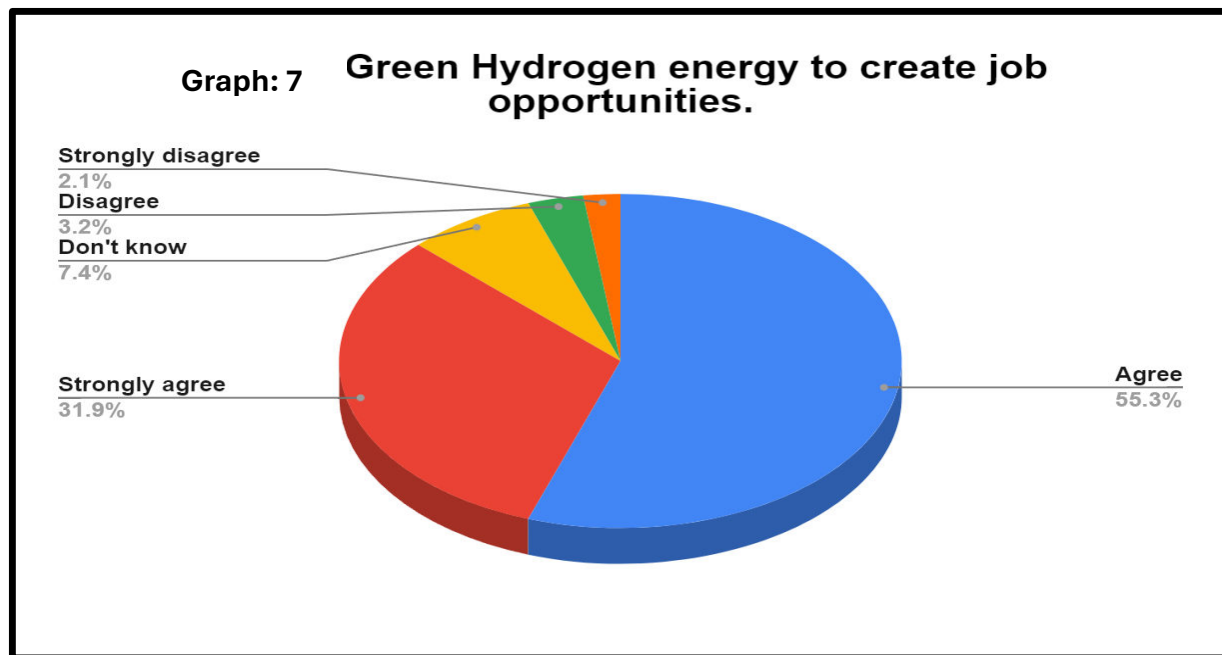
Graph 7: According to the study, 55.3% agree and 31.9% strongly agree that Green hydrogen has the potential to create employment in renewable resources whereas 7.4% don't know, 3.2% disagree and 2.1% strongly disagree.
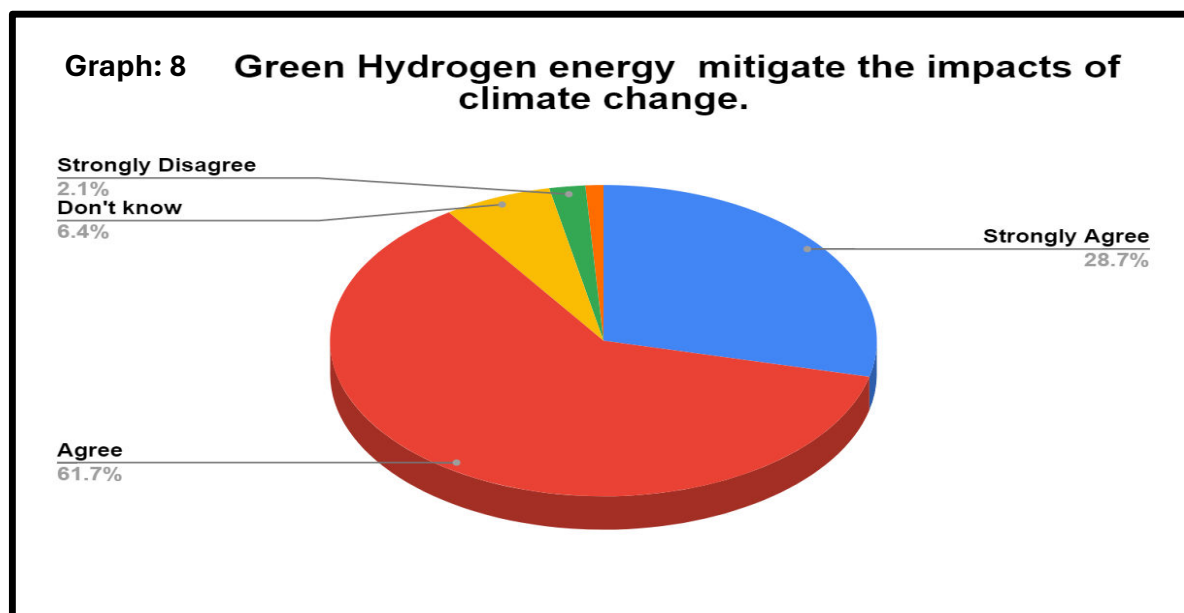
Graph 8: The study says, 61.7% agree, and 28.7% strongly agree that green hydrogen energy helps in reducing green hydrogen gas emissions. 2.1% strongly disagree and 6.4% don't know.
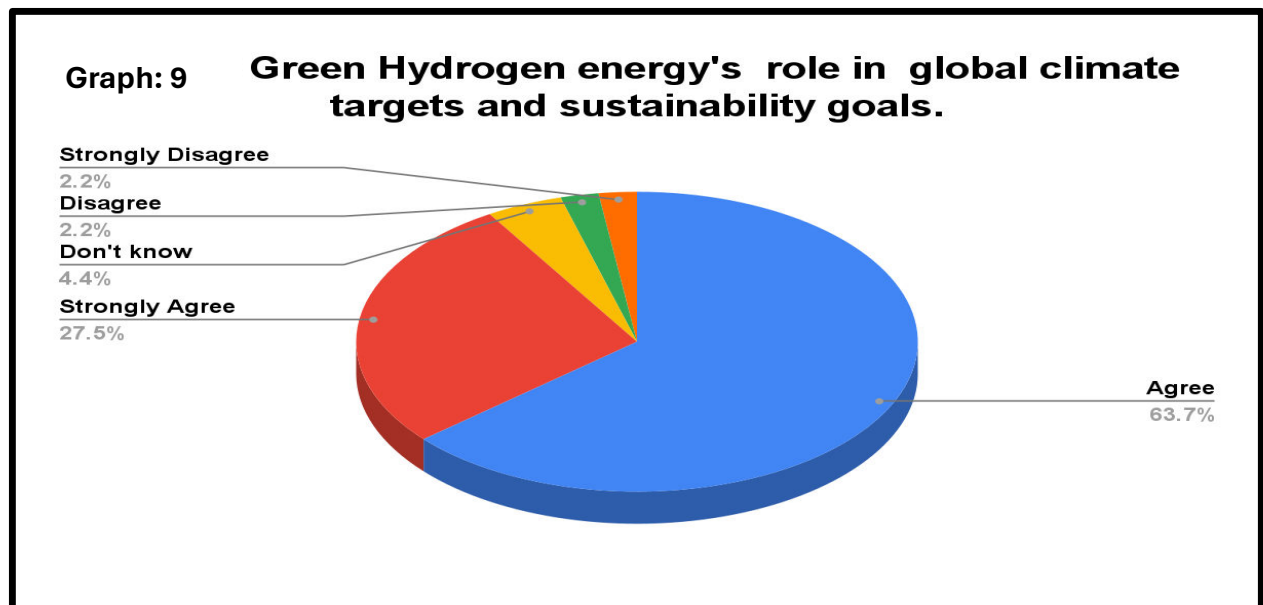
Graph 9: The Graph depicts that 63.7% agree and 27.5% strongly agree whereas 2.2% disagree that hydrogen energy can play a crucial role in achieving global climate targets and sustainability goals.
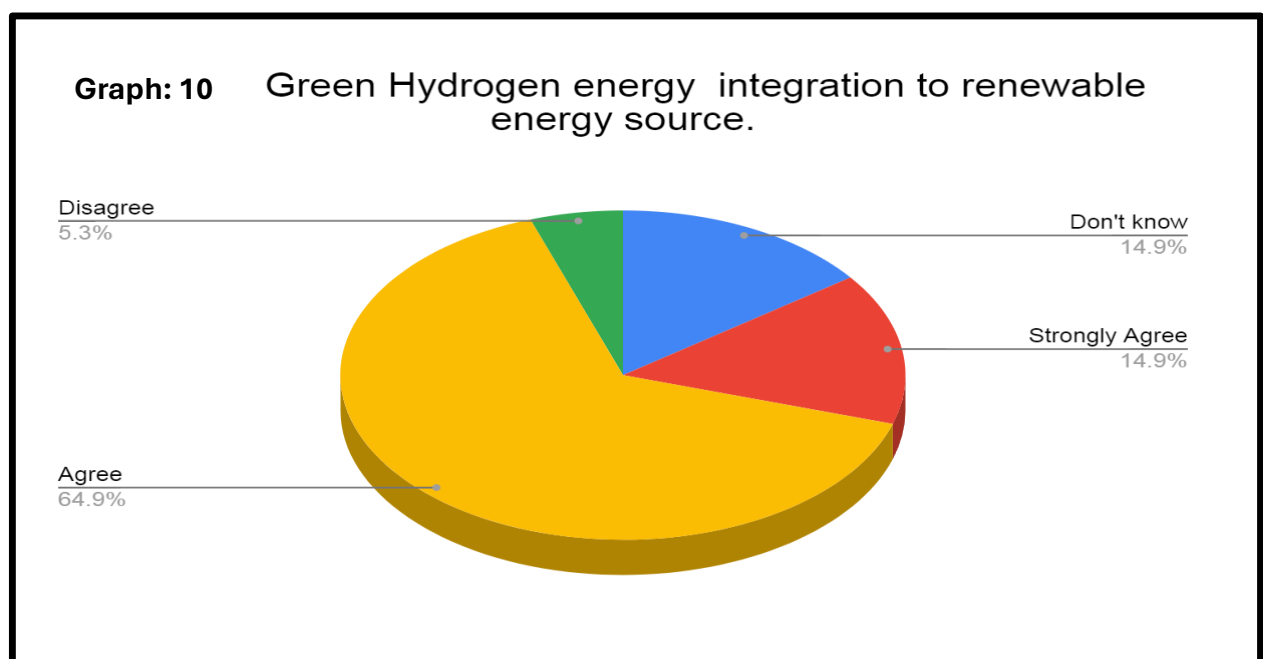
Graph 10: According to the study, 64.9% agree and 14.9% agree that Green Hydrogen energy can support the integration of renewable energy sources into the existing energy system while 5.3% disagree and 14.9% don't know.

Graph: 11 Green Hydrogen energy potential to improve air quality .

- Disagree 2.1%
- Don't know 8.5%
- Strongly agree 28.7%
- Agree 59.6%
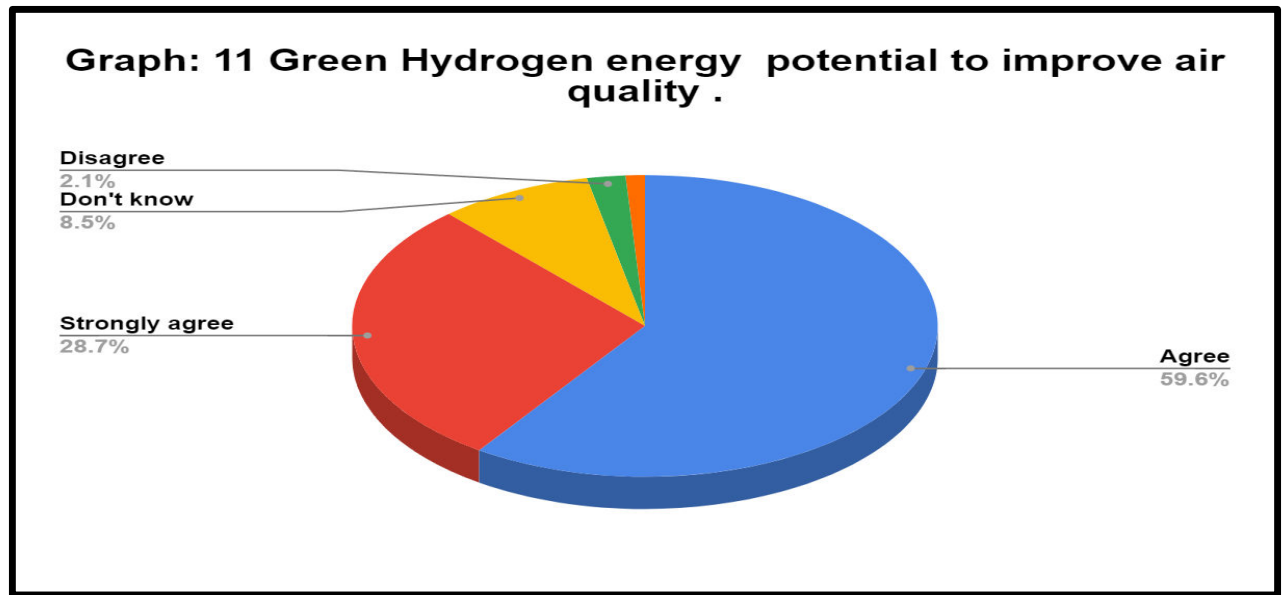
Graph 11: The Graph depicts, that 59.6% agree, and 28.7% strongly agree that Green Hydrogen energy has the potential to improve air quality by reducing emissions from transportation and industrial processes. 1.1% strongly disagree and 2.1% disagree and 8.5% don't know about it.

Graph:12 Green Hydrogen energy contribute to resilient and decentralized energy system.

- Disagree 2.1%
- Strongly Agree 16.0%
- Don't know 23.4%
- Agree 57.4%
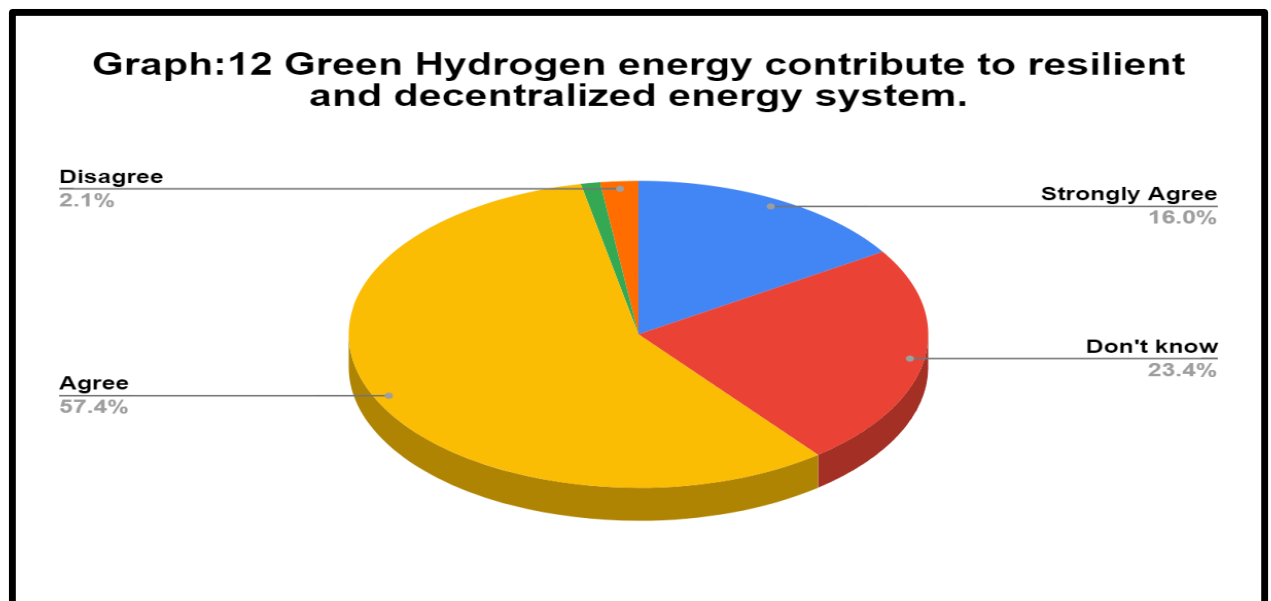
Graph 12: 57.4% agree and 23.4% don't know that Green Hydrogen energy can contribute to the development of a more resilient and decentralized energy system.
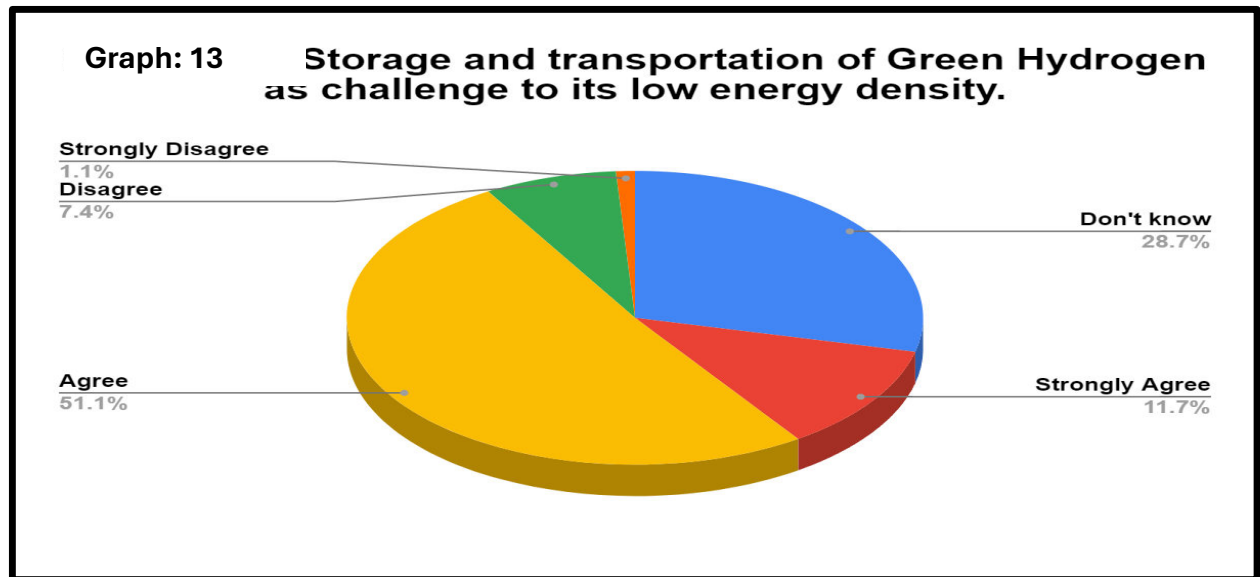
Graph 13: The study says, 51.1% agree that transporting green hydrogen is a challenge in its production because it is highly reactive, and its transportation is also difficult. 28.7% don't know anything about it. 7.4% and 1.1% disagree and strongly disagree respectively.
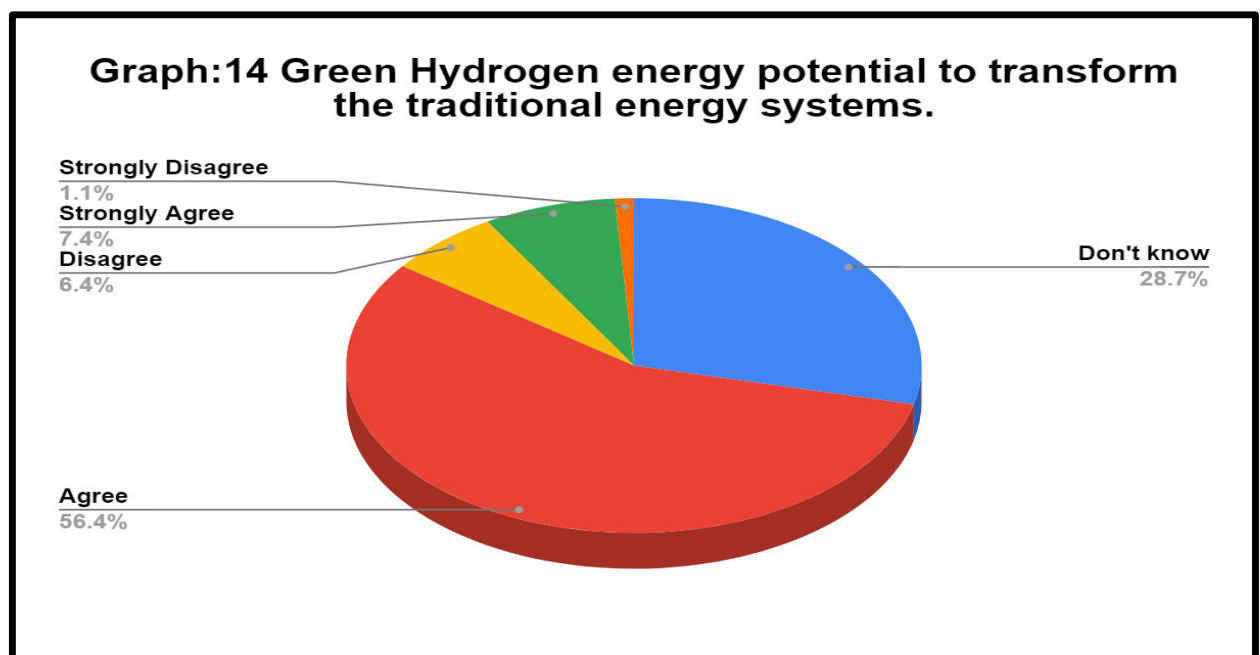
Graph 14: According to the research, 56.4% agree that green hydrogen energy helps transform traditional energy while 26.7% don't know anything about it. 6.4% disagree and 1.1% strongly disagree about it.
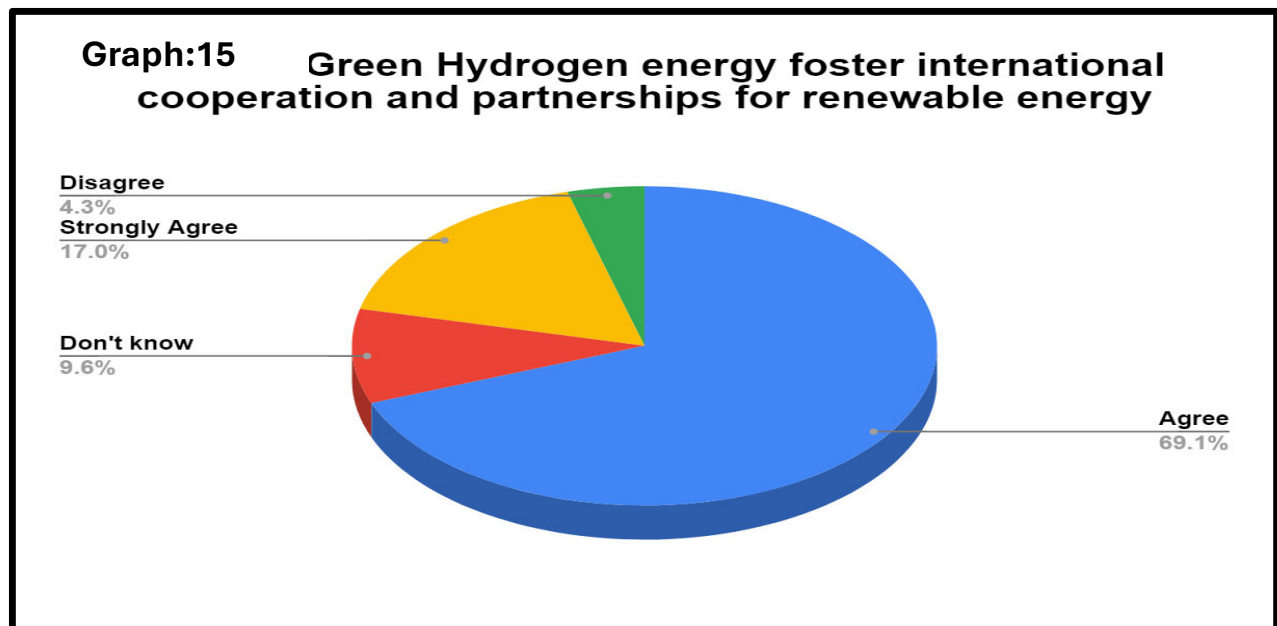
Graph 15: The Graph depicts that 69.1% agree and 17.0% strongly agree that green hydrogen energy can foster international cooperation and partnerships for renewable energy development. Whereas 4.3% disagree and 9.6% don't know.
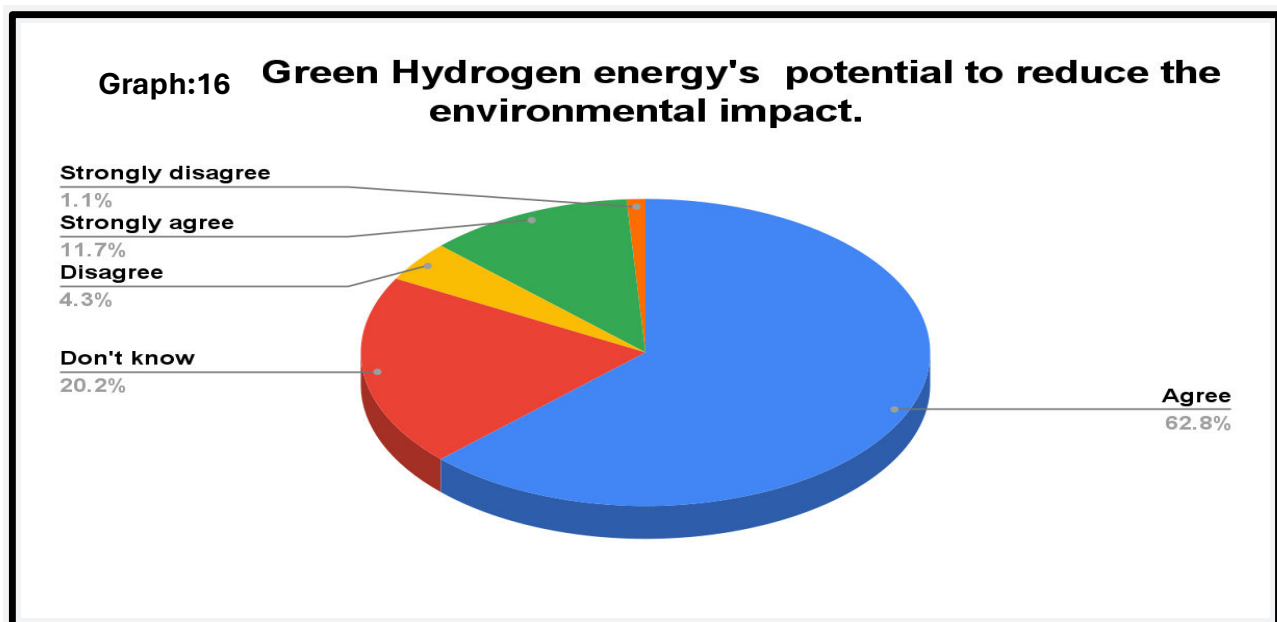
Graph 16: The research says, 62.9% agree that Green Hydrogen energy has the potential to reduce the environmental impact of hydrogen production compared to other methods. 20.2% don't know, 11.7% strongly agree,1.1% strongly disagree and 4.3% disagree.
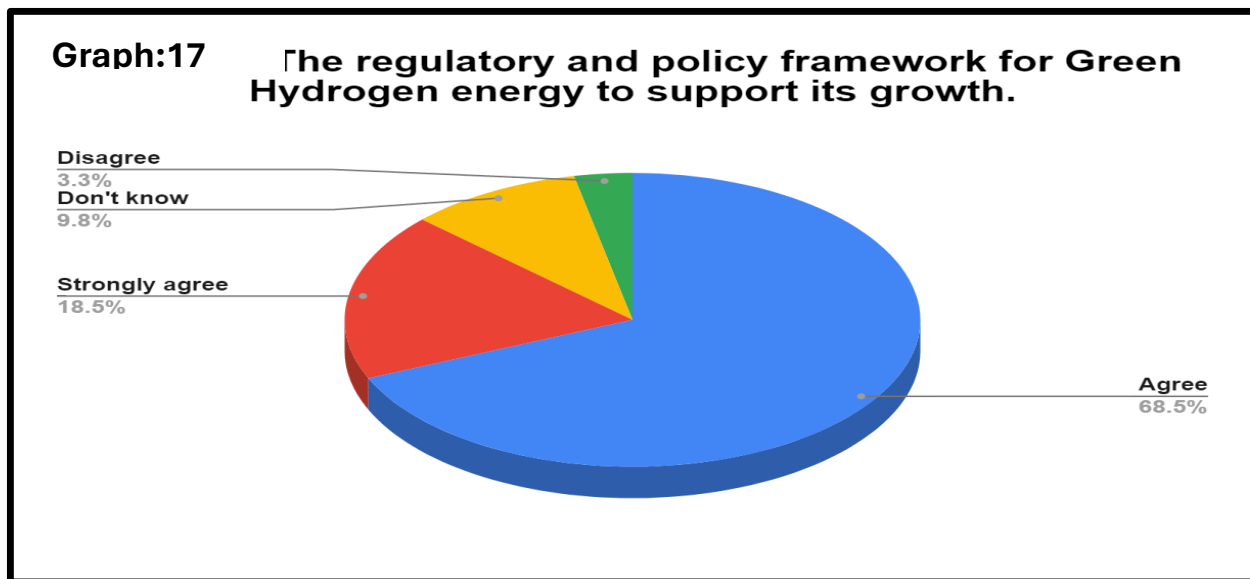
Graph 17: According to the study, 68.5% agree, and 18.5% strongly agree that the regulatory and policy framework for Green Hydrogen energy needs to be further developed to support its growth. 3.3% disagree and 9.8% don't know about it
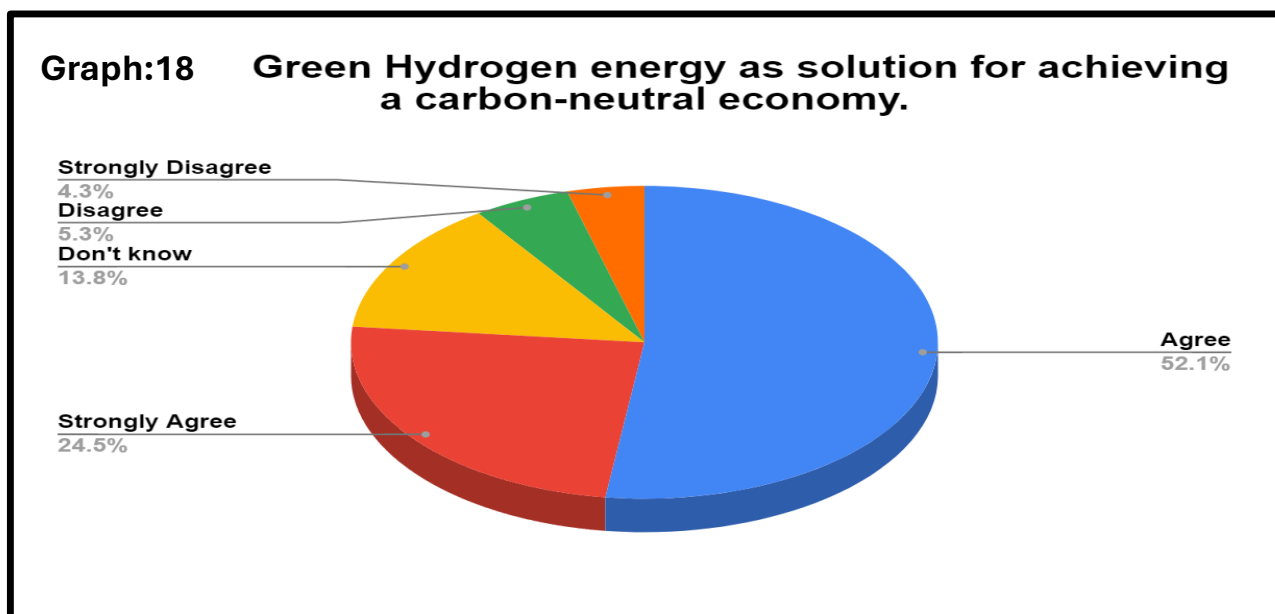
Graph 18: The Graph depicts that 52.1% agree and 24.5% strongly agree that green hydrogen energy helps in achieving a carbon-neutral economy. 5.3% disagree, 4.3% strongly disagree and 13.8% don't know anything about it.

Progress toward Renewable Energy in India

India is one of the world's leading nations in green energy – it is one achievement that the country can be proud of. Indeed, the country is actively promoting the deployment of renewable energy capacities and reducing greenhouse gas emissions. It has set ambitious targets for renewable capacity and green energy and developed several relevant policies and initiatives to achieve them. India is the fourth largest producer of renewable electricity globally. The total installed renewable capacity in India, as of 2021, exceeded 100 GW. The country is using solar, wind, biomass, and hydro to produce renewable electricity. Solar energy was the focus of the country's renewable development, with a capacity target of 280 gigawatts by 2030. India has also set a target of 10% green hydrogen deployment in fertilizers by 2030 and encouraging green hydrogen in other sectors.

Reliance Industries: Reliance Industries has announced an investment of more than ten billion dollars to set up the Dhirubhai Ambani Green Energy Giga Complex in Jamnagar, which will spread over 5,000 acres. In collaboration with REC Solar Holding, Faradion, and Lithium Werks, Reliance Industries' comprehensive Green Digital Ecosystem will help India boost green energy production. Furthermore, Reliance Industries wants to establish a 1 GW green hydrogen plant by 2025, and recently India's 1st hydrogen-fuelled truck as a sign of their dedication to Green Mobility and innovation.

GAIL: GAIL's Proton Exchange Membrane electrolyzer-based facility, to be built in Guna, Madhya Pradesh, India, will be one of India's largest green hydrogen plants. This plant would have a 10 MW capacity and will produce 4.3 tonnes every day. As a result, the production may be mixed in with natural gas and used in fertilizer units and other industrial areas.

NTPC: NTPC, for example, has begun the nation's first hydrogen mixing with natural gas project. A 240-kW solid oxide electrolyzed at the company's floating solar farm will generate pure hydrogen. 'renewables to Rise' is part of NTPC's mission, which promotes NTPC's hydrogen production at inexpensive costs due to other renewables like wind and solar. Their pilot projects go into the full extent of hydrogen-based power-to-mobility or power-to-storage.

IOC: The Indian Oil Corporation is installing a green hydrogen plant in Panipat that will replace a 10% carbon footprint of its fossil fuel use with hydrogen. IOC has set a target of having a renewable power capacity of five gigawatts by 2025, with this facility being one more part of the strategy of decarbonizing the firm.

L&T: L&T setting up a plant in Gujarat's Hazira district. The system will manufacture 45 kg of green hydrogen a day which would be mixed with natural gas. The firm has utilized a 990 kW DC plant and a 500-kW battery storage facility. The Wikimedia Foundation pursues carbon neutrality. They've promised to be completely carbon-neutral by 2023, and all your money will be spent/saved by their commitments to keeping the world safer.

Adani Green Energy: Adani Green Energy invests more than $50 billion in partnership with Total Energies to establish the world's largest green hydrogen ecosystem. By 2030, their Adani New Industries Ltd. Is going to produce 1 million tons per annum of green hydrogen, taking advantage of Total Energies' knowledge of global markets and Adani's understanding of Indian demand. Their cooperation will result in the most cost-effective green hydrogen worldwide.

JSW Steel: It will invest $1.2 billion in green energy projects, including green hydrogen, thanks to a partnership with an Australian company. The business is installing battery storage solutions and combining them with renewable power to become a diversified green energy player. Their unique strategy is in line with the country's sustainable development targets.

Jindal Stainless: In collaboration with Hygenco, they will build a green hydrogen plant to power operations with green hydrogen. This will make them India's first green hydrogen-based stainless-steel manufacturer, resulting in 2,700 metric tons of annual carbon production. It will result in a more sustainable steel production process.

Oil & Natural Gas Corporation: The Greenko ZeroC will enable ONGC to create green ammonia and green hydrogen derivatives. They aim to develop the National Hydrogen Mission and turn India into a top green hydrogen center. They are a prime participant in the energy change with a $6.2 billion investment.

Bharat Petroleum Corporation: In collaboration with BARC, BPCL will introduce the Alkaline Electrolyzer technology to develop a 20 MW green hydrogen plant in Madhya Pradesh. The plant will use green hydrogen for commercial, industrial, and household applications, indicating innovative energy production trends.

Conclusion

Based on the above research and data collection, it can be inferred that although respondents agree on sustainability and environmentally friendly due to reduced carbon emissions by Green Hydrogen, high costs of production and lack of infrastructure are the primary issues. Green Hydrogen also had a wide range of applications and would provide new green job opportunities. It is going to help reduce the negative impact due to climate change and reduce air pollution. A proportion of respondents 28% said they were not sure if hydrogen could contribute to a resilient and decentralized economy. Hence from the above, it can be concluded the respondents are aware of the trends in climate change and regard Green Hydrogen as an energy source due to insufficient policy and frameworks; H2 Energy will be the solution to achieve a carbon-neutral economy.

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3

Effectiveness of the FDP session on "Impact Assessment of Teaching Tools"

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Abstract

Problem- Without finding the effectiveness of any lecture continuous improvement can't be achieved as feedback is the basis for continuous improvement and both are essential elements of Total Quality Management.

Purpose- The paper aims to find out the effectiveness of the session, to find out whether Maslow's Hierarchy of needs influences customer needs & choices, and whether customer needs vary with the financial status of students. Other than these the paper also aims to find the varied understanding of the participants about the quality of an educational institute, to find out whether the session was able to instill confidence in participants for application of session learnings at work and to find out the opinion of participants about whether taking care of psychological and general principles of teaching during the lecture can improve the effectiveness of the lecture or not.

Methodology: The research design was Exploratory during the Literature review and was Descriptive where a survey having 0.796 internal reliability is used to find the opinion of participants. The research being Explanatory states the reasons for shortfalls in the effectiveness and being Descriptive describes the understanding of participants about the quality of an educational institute.

Findings: The study was found 78% effective based on all three approaches (John Cowan, Quality Management, and EFQM Approach). Considering general and psychological principles of teaching while designing lectures can improve the effectiveness of the lectures according to 78% of participants. Maslow's hierarchy of needs has an impact on student needs according to (>32 to <65%) participants. It is important to consider the financial status of students while mapping their physiological needs according to (>32% to <65%) participants as needs vary concerning financial status.

Practical Implications- When Quality by design is ensured the outcomes are pleasing as the lecture was found effective from the perspective of all three approaches. The needs concerning infrastructure like classrooms, hostel rooms, etc will vary with the financial background of students as students having very good finances are habitual of living luxurious lives.

Originality/Value: The research is unique in highlighting the importance of general and psychological principles of teaching in improving lecture effectiveness. The achievement of quality by design by designing the lecture using the inputs of the Director of the college in designing the lecture led to the success in achieving effectiveness.

Keywords: Effectiveness, Maslow's Hierarchy of needs, Company performance related pay, General principles of teaching, psychological principles of teaching

Introduction

With the emergence of the education sector and the focus on quality, the role of faculties is also changing. The changing roles demand newer skills in faculties and hence, institutes are focusing on bridging the skill gap by reinforcing concepts through faculty development programs. One such program was conducted at Kanoria PG Mahila Mahavidyalaya which included 7 different sessions on seven days. This research paper is about the impact of the training given during one of the sessions which was on Impact Assessment of Teaching Tools. Over the years the guidelines governing educational institutes have changed and so is the role of faculties.

Literature Review

The changing roles of faculties are discussed in various research papers reviewed during this research.10 articles were reviewed where suggestions were given for faculty development because of the dynamic role of faculties, and the shortage of faculties. The increasing workload of faculties was talked about as it restricted them from investing time in improving the teaching-learning process. The most relevant excerpts in this context are highlighted below-

(Abdallah & Scarlat, 2018) introduced a Universal Talent Score model to assess the competence and value-creating capacity of teachers in higher education. The components of UTS include "Performance", "Potential", "Personality" and "Qualifications" where each category has two options high or low. So, in total, there can be 16 combinations or talent categories.

(Dharane & Malge, 2014) also emphasized that a higher qualified staff is required for quality enhancement and uniformity in education.

(Kumar & Annamalai, 2011) emphasized that the role of faculties now involves curriculum development, instruction material development, research and development, extension services, and activities of students. The authors also highlighted that faculty selection should be after assessment of generic skills like communication, analytical skills, love for the profession, presentation skills, ability to interact with students, ability to control the class, integrity, and emotional balance. Also, staff and career development programmes should be there, which should include 1. Induction training which covers fundamentals of teaching, learning, and evaluation 2. Training on instructional design and delivery 3. Training for research and development work 4. Training in management and administration. The authors also advocated the promotion of research and development activities for additional income and a systematic performance appraisal system for faculties.

(Hussain & Yadav, 2018) demanded that adequate training should be imparted to all academicians and non-academic staff.

(Shroff, 2016) stated that periodical training should be conducted for academicians and administrative staff to make them aware of new teaching pedagogy and technology.

(Deshpande, 2018) has stated that getting quality teachers is a challenge in the present Indian educational system.

(Singh & Pal, 2017) highlighted the shortage of faculties in central universities, IIMs, and NITs.

(Surenderkumar & Priya, 2017) emphasized that teachers can improve the learning and educational updating and learning technology is easy for them, but they do not get much time for self-improvement as clerical work has increased.

(Vinothkumar, 2018) stated that Indian institutions are lagging in research and quality instruction provision because there is a lack of highly qualified faculties and the quality of the teaching and learning process is deteriorating.

(Ministry of Human Resource Development, 2020) shows that the National Education Policy recommends the need for competent and motivated faculties and mandatory training programs

in teaching and communication skills and the use of Information, Communication, and Technology.
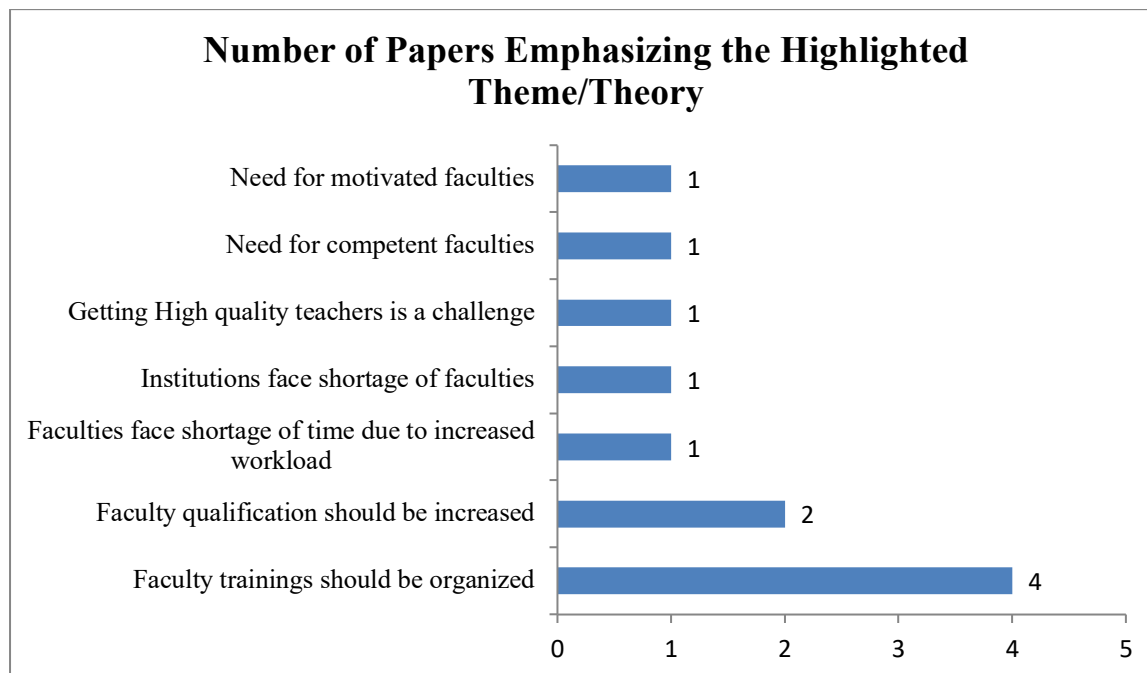
Figure 1 Theoretical Framework or number of papers emphasizing the highlighted theme/theory

All above excerpts highlighted that there is a need to develop faculties because of their changing roles and the concepts emphasized in the theoretical framework shown in Figure 1. Four out of the ten research papers advocated that training should be given to faculties so that they do not face difficulties in their work. Two research papers highlighted that higher qualified staff is required in teaching but there was no elaboration on what were the deficiencies in the qualification of faculties. The need for competent and motivated faculties was also highlighted in one research paper each. One research paper discussed that faculties do not get much time for self-improvement as the workload has increased. Shortage of faculties and getting quality teachers both were discussed in one research paper. The conceptual framework based on the literature review is shown in Figure 2 below which clearly states that faculties need to devote time in various activities and one such task is training. So, to equip faculties with desired skills various trainings & faculty development programs are organized at different institutions. One such program was organized at Kanoria PG Mahila Mahavidyalaya in July 2023.
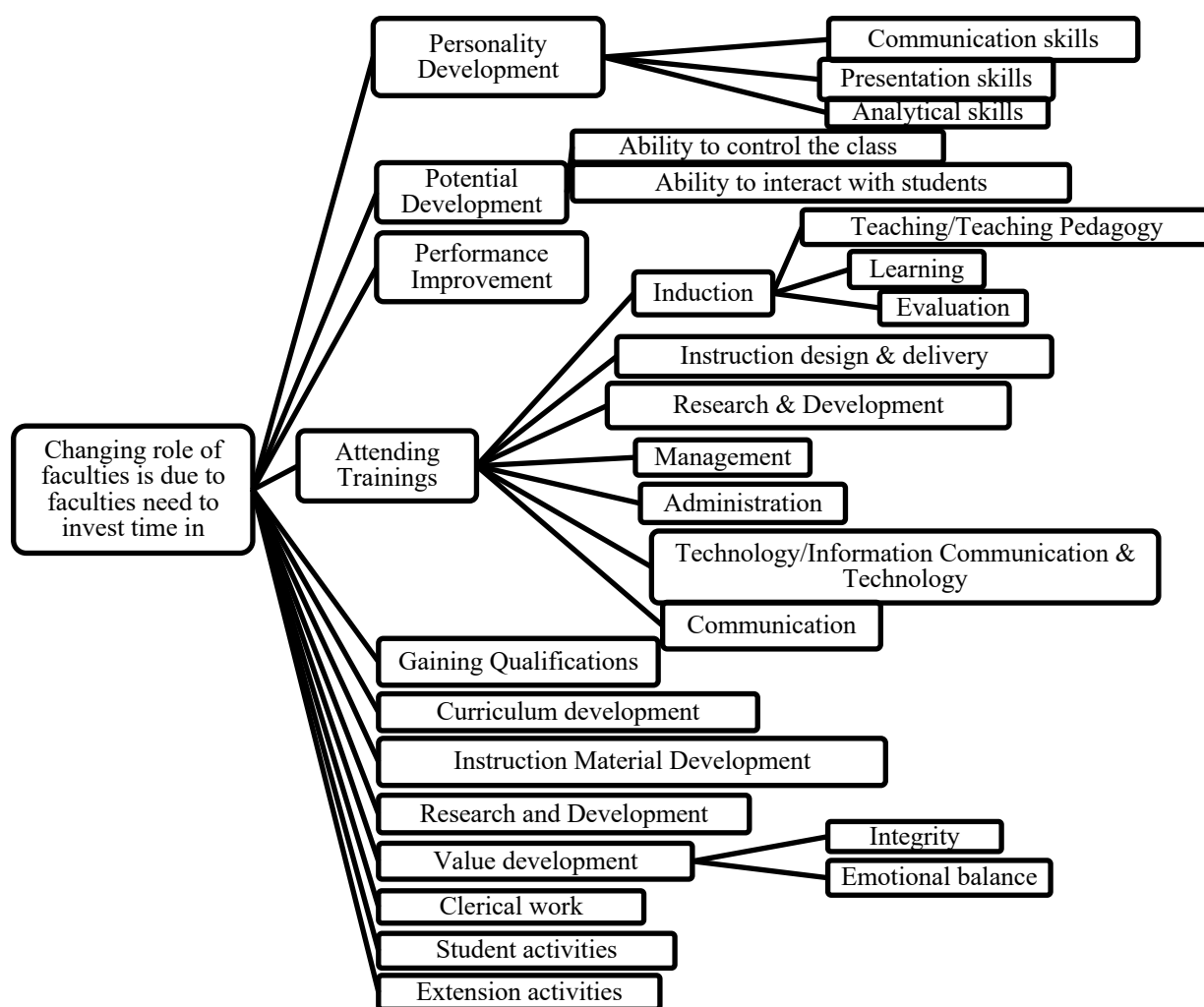
Figure 2 Conceptual Framework based on Theoretical Framework

Designing of the Lecture

The lecture was designed according to the requirements stated by the Director of the institute and hence, the first step towards achieving Quality by Design was accomplished. The major emphasis was given to ensuring that faculties understand what quality is, and the difference between efficiency and effectiveness parameters. The session also discussed premises from previous studies related to the accomplishment of teaching effectiveness and why is accreditation mandatory in educational institutes as per (Commission, 19-25 January 2013) act the importance of psychological and general principles of teaching. The Director of the institute wanted that the faculties of the institute should be made aware of what shall be incorporated in their lectures to ensure effectiveness and how they can measure the effectiveness. The model developed during the research (Chaturvedi, 2023) under the guidance of Dr. Mahima Rai was also shared with the faculties. The Figure 3 below is the flowchart for designing the lecture.
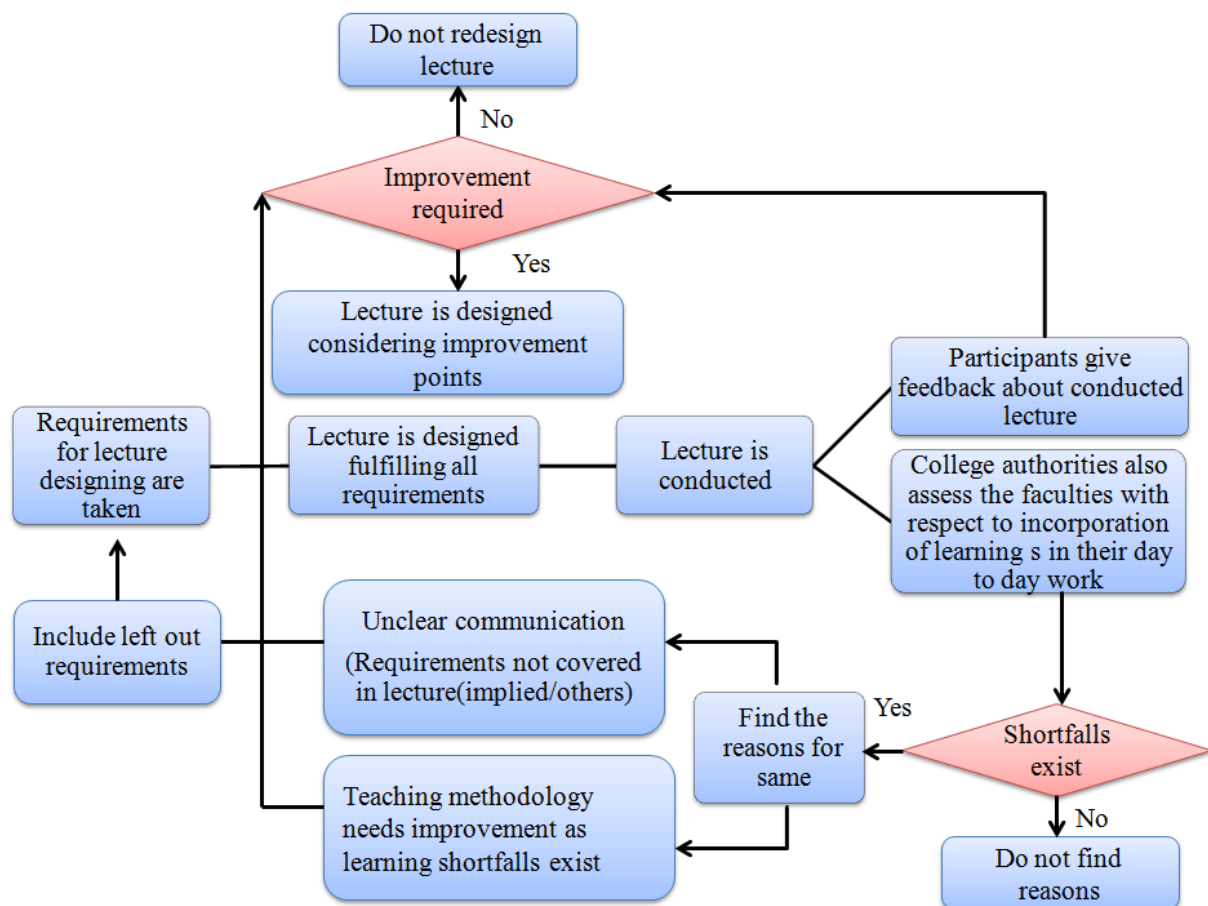
Figure 3 Flow chart showing steps required for designing the lecture

Research Questions

1. What was the effectiveness of the session conducted as a part of FDP at Kanoria PG Mahila Mahavidyalaya?

2. Are customer needs influenced by Maslow's Hierarchy of needs? Do customer needs vary with the need fulfillment status which in turn is dependent on the financial status?

3. Was the case study on the importance of explicit communication and company performance-related pay effective?

4. Do participants agree with the premise that emphasizing general and psychological principles of teaching while designing and delivering lectures improves the effectiveness of lectures?

5. Were the participants confident of being able to apply the learnings during work after the session?

6. What did the faculties understand by the term "Quality of an educational institute"?

Objectives

The following objectives were formulated during this research work-

1. To find out the effectiveness of the FDP session conducted on "Impact Assessment of Teaching Tools."

2. To find out whether customer needs are influenced by Maslow's hierarchy of needs, their need fulfillment, and the financial status of customers.

3. To find the effectiveness of understanding of the case study on communication and company performance-related pay.

4. To find out the participant's agreement level on the premise that emphasizing on general and psychological principles of teaching while designing and delivering lectures improves the effectiveness of lectures.

5. To find out whether the session was able to instill confidence in the faculties about the fact that they will be able to apply the learnings at work.

6. To find out the understanding of the term "Quality of an educational institute" among faculties.

Formulated Hypotheses

Table 1 Formulated Hypotheses

S.No.	Hypothesis	Test to be applied	Conditions to be fulfilled for applying the test

1	$H_{01.1}$=It is believed that 65 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p= 0.65) $H_{01.1a}$= It is believed that less than 65 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p < 0.65)	Z test for proportion	np≥5,nq≥5
2	$H_{01.2}$=It is believed that 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p= 0.32) $H_{01.2a}$= It is believed that greater than 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.(p >0.32)	Z test for proportion	np≥5,nq≥5
3	$H_{02.1}$=It is believed that 65 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students. $H_{02.1a}$= It is believed that less than 65 % of the participants felt that the physiological customer(student) vary with the financial status of the students. .(p < 0.65)	Z test for proportion	np≥5,nq≥5
4	$H_{02.2}$=It is believed that 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students. $H_{02.2a}$= It is believed that greater than 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students. .(p >0.32)	Z test for proportion	np≥5,nq≥5
5	$H_{03.1}$=It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.(p= 0.78) $H_{03.1a}$= It is believed that greater than 78 % of the participants understood the case study thoroughly with all the answers correct with respect to success of beehive 2.(p> 0.78)	Z test for proportion	np≥5,nq≥5
6	$H_{03.2}$=It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2 and failure of beehive 1.(p= 0.78)	Z test for proportion	np≥5,nq≥5

	$H_{03.2a}$= It is believed that greater than 78 % of the participants understood the case study thoroughly with all answers correct with respect to failure of beehive 1.(p> 0.78)		
7	$H_{03.3}$=It is believed that the expectations of 78 % of the participants were met in understanding the case study through the presentation slides.(p= 0.78) $H_{03.3}$=It is believed that the expectations of greater than78 % of the participants were met in understanding the case study through the presentation slides.(p> 0.78)	Z test for proportion	np≥5,nq≥5
8	H_{04}=It is believed that 78 % of the participants felt that emphasizing on psychological and general principles of teaching while designing and delivery of can improve the lecture effectiveness.(p=0.78) H_{04a}= It is believed that greater than78 % of the participants feel that emphasizing on psychological and general principles of teaching while designing and delivery of lecture can improve the lecture effectiveness.(p>0.78).	Z test for proportion	np≥5,nq≥5
9	H_{05}= It is believed that the session was able to instill confidence in 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught. H_{05a} = It is believed that the session was able to instill confidence in more than 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught.	Z test for proportion	np≥5,nq≥5
10	H_{06}= It is believed that the teaching components (input, output) were effective in the eyes of at least 78% of the participants. H_{06a} = It is believed that the teaching components (input, output) were effective in the eyes of greater than 78% of the participants.	Z test for proportion	np≥5,nq≥5

Research Methodology

The research design was Exploratory during the literature review when literature was reviewed to search content where changing roles of faculties were mentioned to establish the premise that faculty development is highly relevant in today's world and is a need of the hour. The research design was Descriptive when the questionnaire was designed to find the answers to the research questions.

The research instrument was a questionnaire.

Tools used were Jamai software, Microsoft Excel Megastat Data Analysis Toolpak, and Mentee.com.

Reliability-The internal reliability was computed using Jamovi software. The Cronbach alpha value was 0.796.

Sampling-Three samples were picked, and the sample size and sampling frame are discussed below. The first sample was of the research papers reviewed, the Second was the session selected of the many sessions in the FDP to measure the effectiveness and the Third sample was of the respondents who participated in the survey.

1. The sampling size was 10, according to the research papers. Non-random sampling was used as research papers were selected where the changing role of faculty members in Higher Education was highlighted. **Convenience sampling** was used for choosing the research papers and the easily available papers from peer-reviewed journals were picked.

2. The survey was shared with all the 75 faculties of Kanoria PG Mahila Mahavidyalaya participating in the session but only 23 filled the survey willingly and were self-selected respondents. Department-wise segregation of all 75 was not known so Quota sampling was not possible. The sample demographics are shown below. The sample represented 30% of the population and respondents were from 11 different departments.

Sample Demographics-The percentage distribution of the faculties participating in the survey is shown in Figure 4 level wise and Figure 5 department wise. The majority of participating faculties were Assistant Professors.

Figure 4 Percentage Distribution of the Faculties Participating in the Survey Level-Wise

The department-wise segregation shows that a maximum of 26 % of faculties were from Chemistry and 13% were from Botany. Only 4% of faculties were from the Department of Political Science, Psychology, Maths and Statistics, and Economic Administration and Financial Management. The remaining 45% of faculties participating in the survey were equally distributed among the Department of Physics, Home Science, Geography, Zoology, and English. Overall 11 departments participated in the survey.

Figure 5 Department-Wise Distribution of the Faculties Participating in the Survey

3. There were seven sessions conducted during the FDP and the session on "Impact Assessment of Teaching Tools" was selected to measure the effectiveness of being the resource person in this session it was convenient for the author to select this session. This selection represented Judgement sampling as the resource person was fully empowered to collect data.

Data Analysis and Findings

1. On asking the participants what is their understanding of the quality of an educational institute the understanding varied and was found as is shown in the word cloud below. All words were of the same height and length which shows that there was no preferred answer to this question.

Figure 6 Responses of survey respondents to the question "What do you understand by the quality of an educational institute?"

2. Competitive advantage means delivering the same services at a better price to the customers which strengthens the position of the organization in the market. The reasons behind the success of Beehive 2 in the opinion of the faculties are shown below in Figure 7.Slight variation in the opinion was observed about the overall performance-related pay, improved performance, fair appraisal and teamwork, and handholding of poor performers being the reasons for the success of the beehive. At least 78.26% agreed that all these mentioned reasons were the success of Beehive 2. Organizational goal and strategy fit, ensuring legal compliance, and satisfied employees were unanimously chosen as the reasons for the success of Beehive 2. Similarly, the reasons for the failure of Beehive 1 are shown in the Figure 8.

Stated Reasons by Respondents for Beehive 2 Gaining Competitive Advantage

■ Yes

Reason	Yes	No
Overall performance related pay	91.30	8.70
Improved performance	95.65	4.35
Ensuring Legal compliance	100.00	
Fair appraisal	95.65	4.35
Satisfied employees	100.00	
Organizational goal and Strategy fit	100.00	
Teamwork,Handholding the poor performers	78.26	21.74
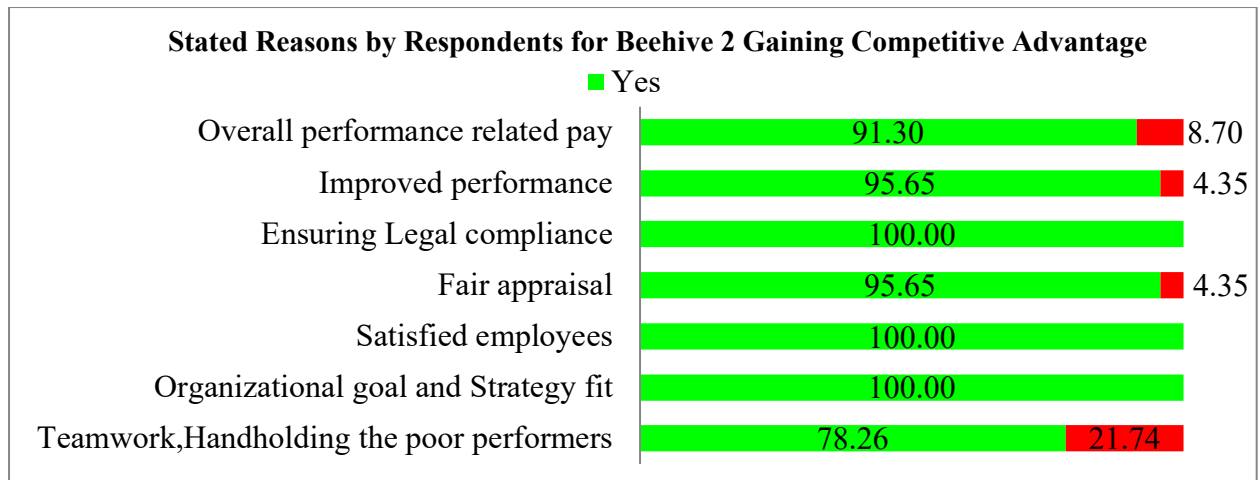
Figure 7 Stated reasons by respondents for Beehive 2 gaining a competitive advantage

Stated Reasons by Respondents for Beehive 1 Failure

■ Yes ■ No

Reason	Yes	No
No visualization board	73.91	26.09
Unclear communication:strategy and goal misfit	91.30	8.70
No overall performance related pay	82.61	17.39
No teamwork	78.26	21.74
Not focusing on nectar collection	86.96	13.04
Focusing on increasing the number of flowers visited	73.91	26.09
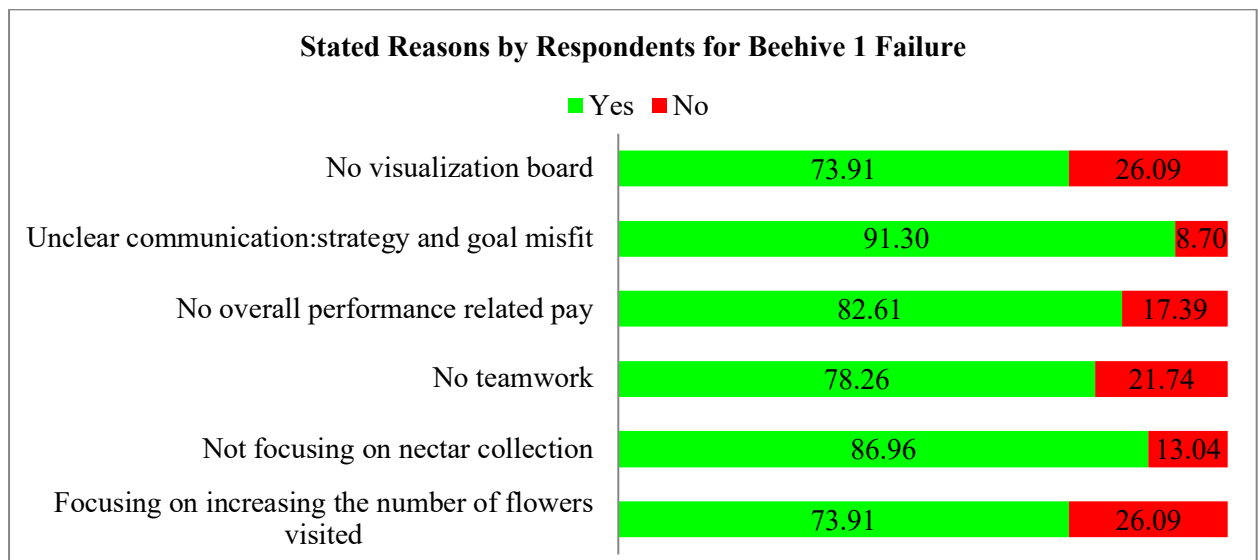
Figure 8 Stated reasons by respondents for Beehive 1 failure

3. 92% of the participants felt that the presentation met the expectation of understanding the case study as shown in Figure 9.

Participants Perception About Whether the Presentation Met the Expectation of Understanding the Case Study

- Exceeded Expectations
- Met Expectations
- Partial expectations were met
- Did not meet expectations
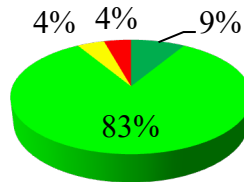
4%   4%   9%

83%

Figure 9 Participants' Perception About Whether the Presentation Met the Expectations of Understanding the Case Study

4. 48% of the respondents believed that Maslow's Hierarchy drives student needs and 52% believed that it does so to some extent as shown in Figure 10. Another finding was that the physiological needs in Maslow's Hierarchy vary with the financial status of students as admitted by 48% of the faculties.52% of the respondents agreed partially that variation exists as shown in Figure 11.

Respondents Perception About Whether Maslow's Hierarchy of Needs Drive Student(Customer) Needs

52%   48%
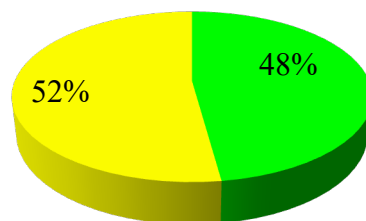
- Yes
- To some extent
- No

Figure 10 Respondents perception about whether Maslow's Hierarchy of Needs Drive Student Needs

Respondents Perception About Whether Physiological Needs in Maslow's Hierarchy vary with the Financial Status of Students

52%   48%
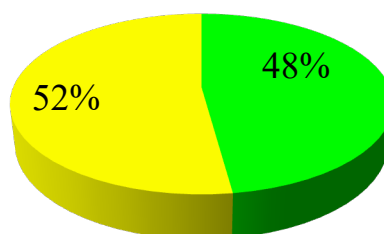
- Yes
- To some extent
- No

Figure 11 Respondents Perception About Whether Physiological Needs in Maslow's Hierarchy vary with the Financial Status of Students

5. The Figure 12 shows that 65.22% of the respondents were able to understand the case study well through the presentation slides but the remaining felt that there were some shortfalls in understanding .21.74% of the respondents felt that the case study problem was not clear to them, 13.04% felt that instruction slides used were boring. Other reasons which were restraining the understanding were no practice exercises in the case study, the case study was not a realistic example, slides did not link to participants' past knowledge as stated by 8.70% of the respondents 4.35% of the respondents felt that the case study content did not correlate with other subjects and that did not allow them to reach the maximum level of understanding.
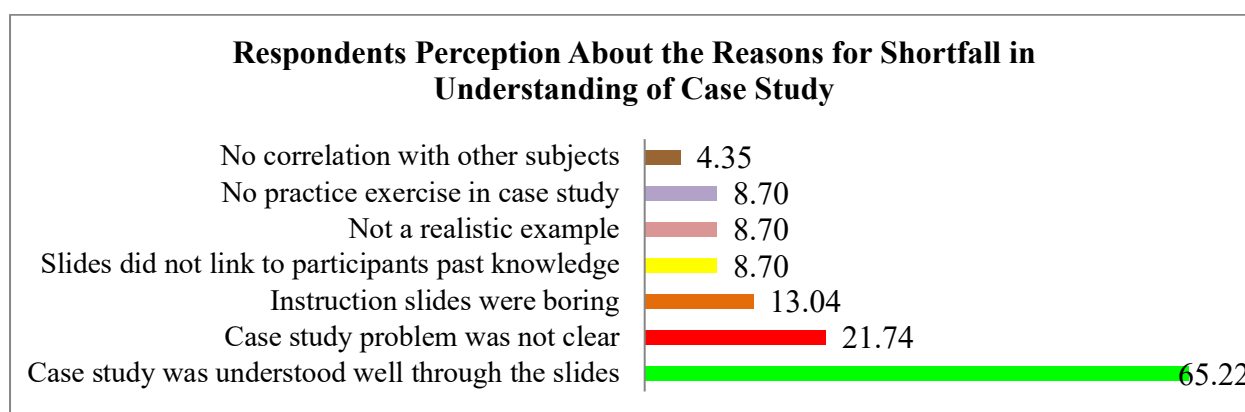
Figure 12 Respondents Perception About the Reasons for Shortfall in Understanding of Case Study

6. The percentage of respondents agreeing that the incorporation of General and Psychological principles of teaching can improve the effectiveness of their lecture was 83% and 17% denied the same.
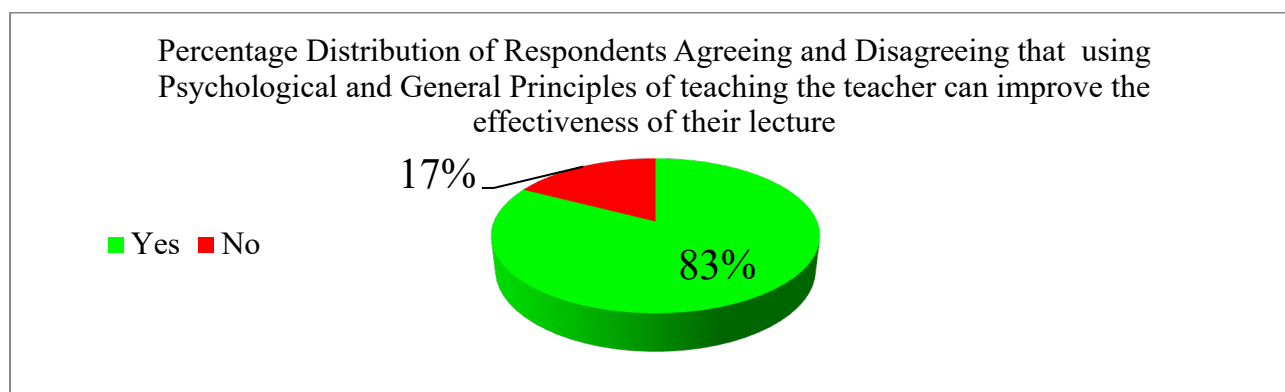
Figure 13 Percentage distribution of respondents agreeing and disagreeing that using Psychological and General principles of teaching the teacher can improve the effectiveness of their lecture

7. The session was able to instill confidence in 74% of the faculties that they will be able to improve their lecture effectiveness with the tools taught.
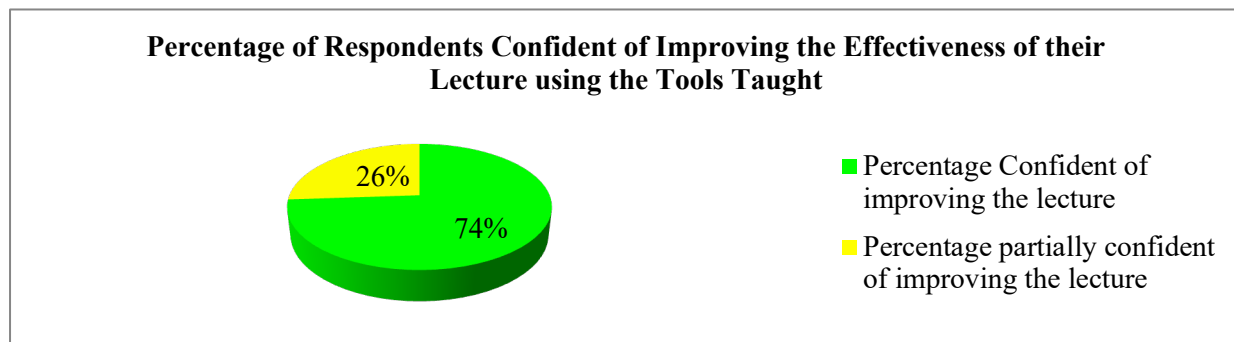
Figure 14 Percentage of respondents confident of improving their lecture effectiveness using the tools taught

8. All the input teaching components (Teacher, Teaching Methodology, Instruction Material, Classroom) were effective in the eyes of at least 82.61% of the respondents. The output component learning was also found effective by 82.61 % of the respondents.
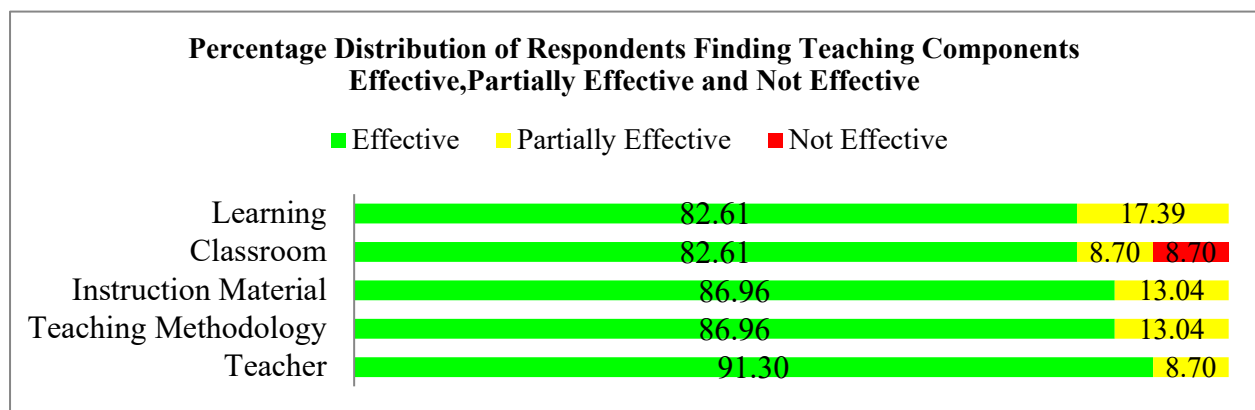
Figure 15 Percentage Distribution of Respondents Finding Teaching Components Effective, Partially Effective, and Not Effective

Hypotheses Testing Results

Table 2 Hypothesis Testing Results

S.No.	Hypothesis	p-value, z value, Zcritical, level of significance	Null Hypothesis (Accepted/ Rejected)	Conclusion
1	$H_{01.1}$=It is believed that 65 % of the participants felt that customer(student) needs are	Z value =-1.71, Z critical = -1.645 ,p-	Rejected	Less than 65% of the participants felt that customer(student) needs

	influenced by Maslow's Hierarchy of needs.(p= 0.65)	value=0.9450, 0.05		are influenced by Maslow's Hierarchy of needs.
2	$H_{01.2}$=It is believed that 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs. (p= 0.32)	Z value=1.64,Z critical =1.645,p=0.05, 0.05	Rejected	Greater than 32 % of the participants felt that customer(student) needs are influenced by Maslow's Hierarchy of needs.
3	$H_{02.1}$=It is believed that 65 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.	Z value =-1.71, Z critical = -1.645 ,p-value=0.9450, 0.05	Rejected	Less than 65% of the participants felt that physiological customer(student) needs vary with the financial status of the students.
4	$H_{02.2}$=It is believed that 32 % of the participants felt that the physiological customer(student) needs vary with the financial status of the students.	Z value=1.64,Z critical =1.645,p=0.05, 0.05	Rejected	Greater than 32 % of the participants felt that physiological customer(student) needs vary with the financial status of the students.
5	$H_{03.1}$= It is believed that 78 % of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.(p= 0.78)	Z value = -0.21, Z critical =1.645 p-value =0.5826, 0.05	Accepted	78% of the participants understood the case study thoroughly with all answers correct with respect to success of beehive 2.
6	$H_{03.2}$= It is believed that 78 % of the participants understood the case study thoroughly with all answers	Z value = -0.46, Z critical =1.645,p-	Accepted	78% of the participants understood the case study thoroughly with all answers correct with

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	correct with respect to failure of beehive 1.(p= 0.78)	value=0.6784, 0.05		respect to failure of beehive 1.
7	$H_{03.3}$=It is believed that the expectations of 78 % of the participants were met in understanding the case study through the presentation slides.(p= 0.78)	Z value = 1.54, Z critical =1.645,p-value=0.0618, 0.05	Accepted	The expectations of 78 % of the participants were met in understanding the case study through the presentation slides.
8	H_{04}=It is believed that 78 % of the participants felt that emphasizing on psychological and general principles of teaching during lecture design can improve their lecture effectiveness.(p=0.78)	Z value = 0.58, p-value =0.281, 0.05	Accepted	78% of the participants felt that emphasizing on psychological and general principles of teaching can improve their lecture effectiveness.
9	H_{06}= It is believed that the session was able to instill confidence in 78% of the faculties that they will be able to improve the effectiveness of their lectures using the tools taught.	Z value = -0.46, p-value =0.6784, 0.05	Accepted	74% of the participants felt that the session was able to instill confidence in them that they will be able to improve the effectiveness of their lectures using the tools taught.
10	H_{07}= It is believed that the teaching components (input, output) were effective in the eyes of at least 78% of the participants.	Z value = 0.53, p-value =0.2972, 0.05	Accepted	At least 78% of the participants found that the teaching components were effective.

Conclusions

1. The percentage of the participant population agreeing that customer needs are influenced by Maslow's Hierarchy of needs was >32% to <65%. Similarly, the percentage of the participant population agreeing that physiological needs vary with the financial status of students was also >32% to <65% as concluded from the hypotheses testing results shown in Table 2 . These limits are very close to one-third and two-thirds of the numbers. This indicates more than half the population believes that the hostels, classrooms, etc. should be designed to cater to the needs of students from poor to very high financial backgrounds. When principle of individual difference is important for designing the lecture delivery which means that it should serve the needs of the least trained/knowledgeable student to the maximum trained/knowledgeable student so this principle should also be kept in mind while designing the infrastructure. Fulfilling the needs of students having very good financial backgrounds is not easy as they are habitual in living luxurious lifestyles.

2. More than three-fourths of the participant population (78%) understood the case study on company performance-related pay and the importance of explicit communication thoroughly with all answers correct. So,78% of participants gained the maximum through the session.

3. More than three-fourths of the participant population (78%) felt that emphasising psychological and general principles of teaching while designing the lecture and during lecture delivery can improve their lecture effectiveness. So, teachers must design their lectures incorporating all principles of teaching.

4.74% of the participants felt that the session was able to instill confidence in them that they would be able to improve the effectiveness of their lectures using the tools taught. The session was successful in bringing a change in the mindset of more than 70% of the faculties and it was a symbol of a positive outcome in the form of participants positive frame of mind.

5. At least 78% of the participants felt that all the teaching components (input, output) were effective which means that inputs like a teacher, teaching methodology, instruction material, and classroom all were effective according to at least 78% participants and resulted in effective learning as output.

6. The understanding of the participants about the meaning of "quality of an institute" varied and their responses included both inputs as well as outputs of the teaching process as shown in Table 3.

Table 3 The meaning of "Quality of an institute" stated as inputs/outputs

Inputs	Outputs
Skilled teachers/teachers, low fees, congenial environment, infrastructure, following one's principle, Updated curriculum/curriculum	High research output, placement, excellence of the teachers, fulfilled student need, career advancement, career opportunity, critical development, employment, following one's principle, fulfilled employer need, student satisfaction, congenial environment

7. The effectiveness of the session was mapped using the model stated in the research (Chaturvedi, 2023) done under the guidance of Dr. Mahima Rai. According to this model, effectiveness was measured using 3 approaches -1. John Cowan's Approach 2. Quality Management Approach 3.European Federation of Quality Management Approach as shown in Figure 16.
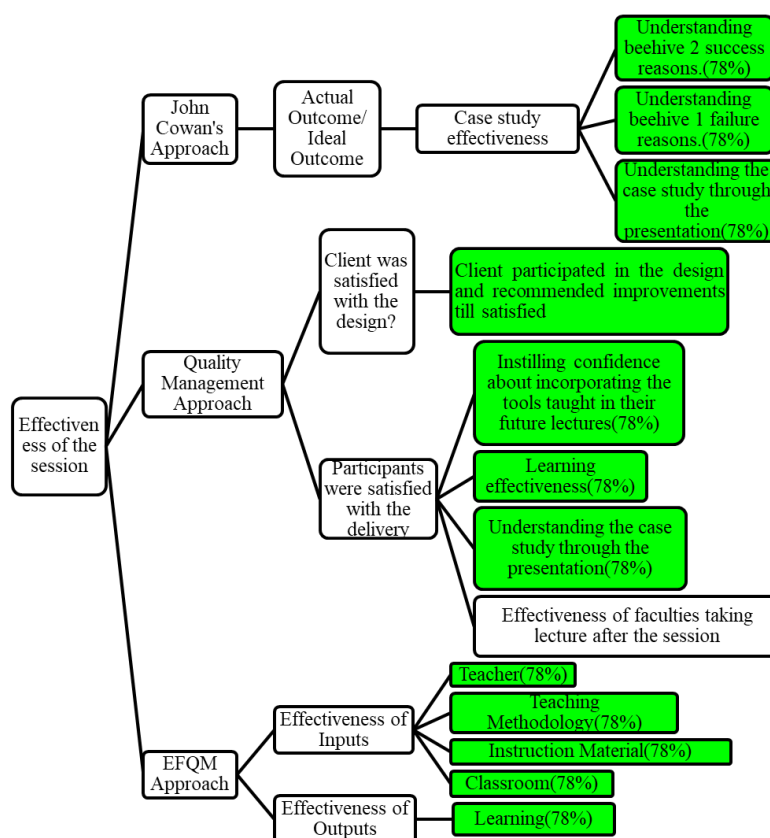
Figure 16 The effectiveness of the session based on the three approaches used in the model specified in (Chaturvedi, 2023)

Scope of Future Research

1. It will be interesting to find out how many institutions can fulfill the luxurious needs of students having very good financial backgrounds. Also, whether the fees of the students vary with their financial status in such institutes or not should be found out. Charging special fees from high-income families is also a way to bring equity as these fees can be used for uplifting the weaker sections and bringing them the things they can dream of achieving.

2. As shown in Figure 15 classroom was found ineffective by 8.70% of the respondents. The reasons for classroom ineffectiveness should be further explored.

Acknowledgement

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4

Women Entrepreneurship:
Journey of Becoming Entrepreneurs in Nepal

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Abstract

The number of women involved in entrepreneurship is increasing rapidly in Kathmandu Valley. Women entrepreneurs run many entrepreneurship ventures. This research paper seeks to study the problems, obstacles, opportunities, and level of motivation and satisfaction of the women involved in entrepreneurship. This research paper is prepared using a descriptive research design among twelve women entrepreneurs within Kathmandu Valley. This paper used both primary and secondary sources of information, and interviews were conducted using the qualitative data collection method. This paper explored the motivation factor, opportunities, challenges, and obstacles women entrepreneurs face in the Nepalese context. It is seen that the motivation and satisfaction of the participants involved in entrepreneurs are increasing. However, they needed more technical knowledge and a significantly lower awareness of the glass ceiling effect. From this research, it is hoped that women entrepreneurs will get a clear picture of the women involved in entrepreneurs and that the number of female entrepreneurs will increase.

Keywords: entrepreneurs, entrepreneurship, challenges, obstacles, opportunities.

Introduction

Background of the Study

Producing something new and valuable, investing the required time and energy, and taking on the associated risk and profit are all referred to as entrepreneurship. People who establish women's enterprises are considered women entrepreneurs (James and Satyanarayan, 2015). Since modernization, Nepal has embraced a mixed economy, with the private and public sectors engaging in entrepreneurial activities. Many industries, including biscuits and confectioneries, bakeries, flour mills, contemporary rice mills, sugar, soap, tanneries, cotton and textile, solvent breweries, television and radio assembly, hotels, etc., have been pushed by private entrepreneurs. The government also takes on the role of an entrepreneur in developing industrial ventures when the private sector needs more resources and entrepreneurial ability. The government of Nepal has established businesses related to jute, sugar, tobacco, leather, timber processing, agro-lime and agricultural tools, bricks and tile, cement, dairy, textiles, herbs, pharmaceuticals, and paper spinning (K.C, 2004). In the same way, female entrepreneurs are currently making their mark by starting multiple businesses.

Among the significant developmental concerns of the third world nations, women are the most prominent issue. Women in Nepal cover more than half of the country's population but are limited to the housewife. They have to face subordination to men since they are dependent on their male counterparts for everything. The issue of women's empowerment is being raised everywhere nowadays; women's empowerment must become economically empowered first; for that, women should be involved in entrepreneurial activities. This will not just help the development of women; instead, it is important for the nation's overall development.

In Nepalese society, a woman has always been viewed in the traditional viewpoint of what role she should play in the home: homemaker or caretaker. As mentioned above, she falls in the reproductive workforce. Even if women break from the stereotypical role of "housewife" and join entrepreneurship, they still face several challenges and obstacles to acquiring the position seen as advancing or of higher recognition than they would like. Though females are treated as the second sex in the family and society, they are breaking the glass ceiling, coming out of their homes, and starting their businesses on their own.

The rate of women in entrepreneurship is growing, and the awakening number is increasing in Nepal, mainly in the country's capital. Women's involvement in entrepreneurship helps in women's empowerment. It provides opportunities for women to grow, helps them break

stereotypes, and gives them economic freedom. Meanwhile, women involved in entrepreneurship face several obstacles and challenges in starting their own business and making it sustainable. The primary root causes can be attributed to the patriarchal traditions, gender roles, socialization, and gender norms of Nepalese society. Women are still considered as submissive and weak.

Statement of the Problem

Women cover more than 50 percent of the population of Nepal. They are still marginalized and face several problems related to gender issues and domestic violence. Women are not taken as an economically active population in Nepal. Breaking the stereotypes of women, the rate of women involved in entrepreneurship is increasing. Women entrepreneurs can play vital roles in the national economy and help women's empowerment. Lack of proper guidelines to run a business and support from the family and patriarchy are significant problems for women involved in entrepreneurship. The involvement of women in entrepreneurship is a new trend, so women need to be made aware of the situation of women involved in entrepreneurship. The concept of entrepreneurship, its challenges, obstacles, opportunities, and strengths must be clarified for women entrepreneurs. Women hesitate to start entrepreneurship due to the need for past experiences and proper guidance.

Nepal still faces rampant poverty, regional imbalance, a deepening social divide, and numerous political, social, economic, and cultural problems. These problems manifest not only in people's daily lives but also in the lives of women involved in entrepreneurship.

Rationale of the Study

Nepal is a developing country where women's participation in high decision-making is meager. In Nepal, the number of women involved in entrepreneurship is slowly increasing. The trend of start-ups and entrepreneurship has started in Nepalese women. There are both challenges and opportunities for women to get involved in entrepreneurship. Though several studies on women's participation in different occupations have been done, situational analysis of women involved in entrepreneurship has not yet been conducted in Kathmandu. Even though women's entrepreneurship plays a vital role in the overall development of the nation's economy, enough studies and analyses on strengths, weaknesses, opportunities, and threats of women involved in entrepreneurship still need to be highlighted. Therefore, a study in this field is highly necessary. The present study will benefit the people, the nation, and the coming researchers.

This study will provide more literature on the status of women involved in entrepreneurship. It will help entrepreneurs, planners, researchers, INGOs, NGOs, and the Ministry of Women and Social Welfare that set the program for women's entrepreneurship.

Objectives of the Study

i. To analyze the problems and challenges faced by women involved in entrepreneurship.

ii. To discuss the opportunities and strengths of women involved in entrepreneurship.

iii. To explore the interest and motivation of women involved in entrepreneurship.

Research Question

i. What are the challenges and obstacles faced by women involved in entrepreneurship?

ii. What are the strengths and opportunities for the women in entrepreneurship field?

iii. What has been the factor that brings a change in interest and motivation of women involved in entrepreneurship?

Methodology

Area of Study

The study area for this research is Kathmandu Valley. The study area focused on Kathmandu Valley because, being the capital city of Nepal, it has been the hub of many women entrepreneurs. Also, the easy accessibility and availability of the respondents in terms of the location is more suitable for the researcher. Thus, the area of study would be Kathmandu Valley.

Research Design

The study is based on a qualitative study. Both primary and secondary sources of data were used in the study. The major instruments used for primary data collection are in-depth interviews, case studies, and Key Informant interviews (KII). Primary data has been collected through interviews, observations, and home visits to explore the journey of women's entrepreneurship, the challenges and obstacles they face, and changes in the lifestyle of women entrepreneurs after being involved in entrepreneurial activities. While secondary data are collected from books, journal articles, and several websites, multiple case studies are conducted based on convenient sampling. The universe population of this research is Nepali citizens aged 20 years and above who are involved in entrepreneurial activity in Kathmandu Valley. The sample comprised 12 participants aged 20 years and above, married and unmarried, and

engaged in entrepreneurial ventures. The participants have been selected from diverse ethnic communities and socioeconomic backgrounds. The researcher has analyzed the data collected through primary and secondary sources after the transcription of audio data obtained from the interview. The collected information has been transcribed, coded, and tabulated, and a theme has been generated from the tabulation. The themes were analyzed based on the participants' responses and the literature reviews.

Literature Review

Understanding the potential and difficulties faced by female entrepreneurs around the globe has gained more attention in recent years. In Nepal, a developing nation, the number of women engaged in entrepreneurship has increased. This review of the literature gives a broad overview of the body of knowledge regarding the state of women entrepreneurs in Kathmandu, Nepal. Women-owned enterprises are well-positioned to enhance national prosperity and contribute to economic growth and development (Niethammer, 2013). Almost all women's enterprises are growth-oriented, increasingly operate firms across all industry sectors, and engage in global trade. Women-owned enterprises are well-positioned to enhance national prosperity and contribute to economic growth and development (Niethammer, 2013). almost all the women enterprises are growth-oriented and are increasingly operating firms across all industry sectors and engaging in global trade. Women-owned enterprises are well positioned to enhance national prosperity and to contribute to economic growth and development (Niethammer, 2013) almost all the women enterprises are growth-oriented and are increasingly operating firms across all the industry sectors and engaging in global trade.

Similarly, one can evaluate the reasons behind launching a business by comparing it to "push" and "pull" aspects. A push and pull factor has been found to operate as a motivator for people to work for themselves (Bollard, 1989). He also mentioned that the pull factor instead provides negative but powerful reasons for starting a new business, whereas push factors, on the other hand, though equally powerful, are more positive reasons for business ownership, which relates to the sense of intrinsic benefits attached to entrepreneurship and self-employment.

Several researches have been conducted on the general issues facing women entrepreneurs, shedding light on several gender-specific factors and challenges. Based on research conducted by Das in 2000, Das proposes three categories for women entrepreneurs: "Chance" entrepreneurs, whose companies begin with no specific objectives in mind, may have inherited their company from a family member or developed from a hobby."Forced" entrepreneurs are

business owners that were forced to launch their venture due to unfavorable financial conditions. "Created" or "pulled" entrepreneurs—those inspired by entrepreneurship programs or seeking a challenge and wishing to forge their path, grow as leaders, and uplift society through their business endeavors.

Women's entrepreneurship is influenced by a variety of variables, including societal influences, their complicated and interwoven lives, and their particular circumstances (Leung et al. 2005,).In the context of Nepal, Pandey and Aacharya (2023) explored that complicated paperwork procedures, administrative hurdles, political unpredictability, unfavorable business settings, corruption, labor strikes, and unionization are some of the concurrent elements influencing Nepal's entrepreneurial climate.

Women entrepreneurs have long existed in Nepal among some ethnic groups, particularly in Gurung, Sherpa, and Newar communities; the concept of women in business has just lately gained traction throughout the nation. (Tuladhar 1996). Due to the added obligations women have at home, female-headed businesses typically make around two-thirds of what male-headed businesses do annually. Additionally, women's working hours are typically three to four hours longer each day than men's. These elements significantly restrict women's capacity.

Data Analysis and Interpretation

The section deals with the qualitative analysis of the data collected from the participants through the interview process. The researcher interviewed a total of 12 participants, and all the participants were female. The collected data was transcribed, coded, and tabulated, and then, several themes related to the situation of women in entrepreneurship emerged from the interviews. The themes and subthemes were generated based on the responses and their commonality and contrast between each other. The major themes generated from data collection were a) predated work experiences, b) motivation to become an entrepreneur, c) Change in Motivation, d) strength and opportunities, e) challenges and obstacles, f) glass ceiling and corporate downsizing effect, g) reconciliation of family and work h) career in corporations i) satisfaction level.

Motivation to Become Entrepreneurs

The motivation for starting a new business can be analyzed against the pull and push factors. 'Push' and 'pull' factors have been set as a catalyst for people becoming self-employed (Bollard, 1989). For most participants, there were pull factors to be an entrepreneur, such as following

their passion, needing greater independence and flexibility, getting more opportunities, and doing more independently. Furthermore, some participants were involved in entrepreneurship by carrying the family's legacy and continuing the family business. Whereas, one of the participants there was a push factor for starting a business on her own where she mentioned,

"I was exploited financially and emotionally while working for others, so, for getting tired of working for others, I have started this company on my own."

Thus, for most participants, there are both pull and push factors for females to start businesses independently.

Predated Work Experiences

All the women participants have arrived at entrepreneurship from a variety of prior work experience. They had worked in private and public sectors for more than a year before starting their own business, but their work experiences differed from 6 months to 17 years. When participants decide to start or purchase their own business, they do not limit their choice to past employment. Unless 2 of the participants, others are likely to own a business unrelated to a previous job. Through this, it can be analyzed that most past experiences of women entrepreneurs didn't have any role in them to start a business on their own.

Change in Motivation

Most of the research participants have been doing business for more than two years. For nine participants, the motivation level has been increasing rather than decreasing due to the continuous support and recognition from family, friends, and society.

One of the participants mentioned, "Since I am passionate about my business, and I am continuously receiving support, and I have enough courage developed to deal with challenges that come eventually which is increasing my motivation."

For one participant, however, it is decreasing rather than increasing; as she mentioned, "Paths and motivation have been decreased due to the fluctuation in business and economic loss."

Thus, from this, it can be analyzed that for most participants, paths and motivation have increased over time due to patience and dedication to their startup.

Challenges and Obstacles

During the interview, the participants mentioned that they have faced several challenges and obstacles from the initial day to the present day. Thus, the theme of challenges and obstacles has been analyzed by diving into many subthemes based on the continuous repetitiveness of

the answer. Some of the sub-themes of the theme of Challenges and obstacles are a) limited network, b) gender biases, c) no specific working hours, d) financial obstacles, and e) continuous ups and downs in the market.

Limited Network

10 out of 12 participants mentioned that women's need for a sound network to carry out the business is one of the significant challenges they have faced during their business ventures. One of the participants mentioned, "Growth of the company has been stagnant due to limited network, and networking programs in Nepal are minimal."

For business, it is as important to have networks as solid ties. From this, it can be analyzed that women having limited networks are one of the biggest obstacles for females in entrepreneurship.

Gender Biases

Most of the participants claimed gender biases as an obstacle in the field of entrepreneurship. One of the participants mentioned, "We females are taken as the second sex, and people don't believe that women also can do business, which will create difficulty in having a deal with clients."

Similarly, another participant mentioned, "Female is objectified based on gender in Nepalese society, and stereotypes such as female should come home early causes problems in coming out of the comfort zone for females."

The entire participant agreed on the point that gender bias is prevalent in society, which creates obstacles for women to come forward in any field. Thus, from this, it can be analyzed that gender bias and the objectification of females have created obstacles and are significant challenges for women in business.

No Specific Working Hours

7 out of 12 participants mentioned not having specific working hours in entrepreneurship is one of the challenges for women in the entrepreneurial field. One participant said that not having a thorough working hour is a challenge for her as she always has to be ready for work, making it very difficult to manage her personal life. However, the other 4 participants didn't mention having specific working hours as a challenge. Instead, some took it as freedom from the tedious and hectic 10-5 job.

Thus, working hours for women depend on their preferences and choices. Some see not having specific working hours as a problem, whereas, at the same time, some females see it as an opportunity and freedom.

Finance

The interviewees of 12 participants said they faced financial challenges at different stages of their entrepreneurial ventures. Some struggled to start the business, whereas some struggled to sustain it due to needing more.

One craft business participant said, "I want to expand my business since I am sure that if I could expand my business, I would be able to sustain myself, but I don't have good financial status, so the project has been halted."

Similarly, another participant mentioned, "I wanted to start a business on my own, but due to the lack of starting funds, I had to wait for more than two years working for another corporate house just to collect starting funds."

Thus, from this, we can analyze that almost all the participants have faced finance as a challenge during their entrepreneurial venture, so economic sustainability is a major concern for all of them.

Ups And Downs in the Market

Many participants felt that an unstable market due to political instability and financial upheavals is one of the major challenges women in Nepal face when running their businesses. One of the participants mentioned, "I was going to sort down my business during the economic blockade in Nepal."

Another mentioned, "Due to the increase in the competition in the market, it is tough to be stable in the business."

Thus, it can be concluded that frequent ups and downs in the market and competition increases are some of the challenges faced by females in entrepreneurship.

Strengths and Opportunities

Similar to the weaknesses and challenges, during the interview, all the participants claimed to find several strengths and opportunities for the women involved in entrepreneurship. Thus, the theme strength and opportunities have been divided into several sub-themes and analyzed by the researcher. Some of the sub-themes are

a) Recognition

 b) Education and experience

c) Empowerment

d) Independent

e) Generate employment

Recognition

8 out of 10 participants claimed recognition of female entrepreneurs from Nepal's government, media, and non-government agencies is one of the significant opportunities for women entrepreneurs, which strengthens their capacity of women to run their businesses.

One participant mentioned, for example, "Several recognitions have been provided for the female entrepreneurs in Nepal by the such as *101 Nari Samman*, which motivates females like me to do more in this field and opens the door for several other opportunities."

Her other participant mentioned, "Recognition from media and the governmental sector provides an identity for females and boosts our confidence."

Thus, it can be analyzed that participants find recognition from different bodies like individuals, organizations, media, and government as an opportunity for this field.

Education and Experience

Most of the participants agreed that more educated and experienced women are entering the field of entrepreneurship, which is one of the major strengths for women involved in entrepreneurship. Among 12 of the participants, 5 of them had master's degrees, whereas 7 had bachelor's degrees, and they all completed their studies before starting the business.

One participant said, "Well-educated women are coming into this field, which increases network and broadens the perspective of society for women involved in the business."

From this, all the participants in this research find education and experience to be their strengths when starting and running a business.

Empowerment

Many participants mentioned feeling empowered due to their start-ups during the interview and took it as an opportunity for entrepreneurship.

Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes (The World Bank, 2018).

One of the respondents said, "I think my entrepreneurial venture has given me a completely new perspective to think and has provided me a completely new experience, which helped me to grow, and I feel empowered."

Her other respondent mentioned, "I think the biggest opportunity for females involved in entrepreneurship is they get space to grow and change to empower themselves."

The entire participant felt empowered after starting a business by themselves and mentioned empowerment as an opportunity.

From this, it can be analyzed that entrepreneurship has allowed women to increase their capacity to make choices and transfer them into desired actions and outcomes, which help them get empowered.

Freedom and Unemployment

During the interview, participants claimed that entrepreneurship provides financial freedom and makes them independent in making decisions and implementing what they feel is an opportunity.

One of the participants mentioned that she started her entrepreneurial venture to have freedom of choice and independence in decision-making, which she is getting in her business and is motivating her to do more. Whereas other participant found freedom and independence compared with their male counterparts when she mentioned,

"Running their own business provides economic freedom and makes women less dependent on their male counterparts."

Thus, it can be analyzed that almost all the participants took freedom in the economy and independence in decision-making as an opportunity for women involved in entrepreneurship.

Generate Employment

Furthermore, as an opportunity, participants answered that females involved in entrepreneurship could provide more job opportunities for other women, which is an ample opportunity for women. All the participants had been providing employment opportunities for more than two employees; however, some of them mentioned employment management as a challenge at the same time. Thus, through entrepreneurship ventures, participants not only empower themselves but also have been able to provide employment opportunities to many others. Hence, employment generation can also be taken as opportunities for women involved in entrepreneurship.

Glass Ceiling and Corporate Downsizing Effect

The glass ceiling is "A barrier so subtle that it is transparent, yet so strong that it prevents women and minorities from moving up in the management hierarchy (Morrison and von Glinow, 1990)."

To analyze the effect of glass ceiling and corporate downsizing on women choosing their own business as a career choice, a question was asked, *"What has been the influence of glass ceiling and corporate downsizing on you choosing to start your own business?"* to each participant. Only two participants mentioned that they had started businesses independently due to the glass ceiling effect they faced in their previous workplace.

"I was treated very well but not well paid, and unknowingly, my promotion was halted without any reason, and I felt used by the company's owner, so I left that office and started on my own."

Similar to her, another participant mentioned, "I didn't feel any glass-ceiling effect neither the effect of downsizing, but I have seen several women starting a business on their own due to the effect of corporate downsizing, they are replicating similar kind of business where they were working previously."

The other 9 participants didn't feel any glass-ceiling effect, and there is no relation between starting a business and the glass-ceiling impact on them.

Thus, it can be analyzed that the glass ceiling concept was new for most of the participants, and most of them had never faced such an effect. They hadn't started businesses independently due to the glass ceiling effect. Instead, they began with their passion and willingness to do something alone.

Reconciliation of Family and Work

Regardless of gender, many entrepreneurs aspire to a work-life balance; nevertheless, mothers who launch enterprises must manage both their families and their businesses at the same time. Furthermore, conventional gender norms frequently still hold sway in this field. (Fernandes, 2017)

To analyze how female entrepreneurs have balanced their work and family, every participant was asked, *"How have you been able to reconcile your family and professional relationship?"* Among the 12 participants, only 6 of them were married, so a difference was seen between participants. Regarding their experience with the reconciliation of family and work, married participants felt slightly more complex than unmarried participants.

One of the married participants mentioned, "Since I am married, I have to give maximum time to my family. It is quite difficult, but I have managed it properly by segregating the time to the family and children."

The unmarried participant mentioned that she didn't face any challenge reconciling family and work: "Through proper communication with parents, I have been able to reconcile family and profession. Since I am not married, there is no marriage bar."

Like other unmarried participants, due to the complete family support and time management, they didn't face many challenges reconciling family and work. At the same time, they also mentioned that not having specific working hours sometimes creates hindrances in negotiating family and work.

Thus, it can be analyzed that only a few entrepreneurship participants have faced problems reconciling family and work. Instead, by managing time properly, they managed family and work properly.

Satisfaction Level

Among the 12 participants, 10 claimed that they were delighted by their entrepreneurial venture. In contrast, only one participant mentioned that she is not merely satisfied with her business due to the constant economic loss and ups and downs she has to face in running a business. Other participants were delighted as they got several daily growth opportunities and improved their skills.

Thus, it is analyzed that entrepreneurship participants have very high satisfaction levels and are highly motivated to do better.

Major Findings
Motivation to Become Women Entrepreneurs

All participants were highly motivated to start their own business, and their motivation to continue their business increased instead of decreasing. However, they have seen several ups and downs during Covid-19. Three of the participants were carrying the legacy of their family business. So, for them, significant sources of motivation were family members and carrying out the family legacy. Other participants mentioned their educational background, desire to do something independently, and influence from other businesswomen and friends as the motivation for them to start their own business. Furthermore, one participant said that their motivation has increased with time.

Thus, it is found that educational background, desire to do something independently, and influence from friends and family are the sources of motivation for the females involved in entrepreneurship. And their motivation has increased.

Obstacles and Challenges Faced by Women Entrepreneurs

All the participants said they had faced several problems related to gender, finance, networks, and specific working hours. Though there is a variance in the situation participants face, they have encountered at least one problem. The particular obstacles to the participants while carrying out their entrepreneurial ventures are limited or no networks, gender biases, no specific working hours, financial barriers, and continuous ups and downs in the market. It was found that though there are several obstacles and challenges in this field, the motivation level of women has not decreased.

Opportunities for Women Entrepreneurs

Though several challenges and obstacles were there for women entrepreneurs, there are also several opportunities for women entrepreneurs. All the participants mentioned to have had several opportunities during their entrepreneurial journey. Some significant opportunities for women in the entrepreneur field are recognition, education and experience, empowerment, financial Independence, and employment.

Glass-Ceiling Effect

While interviewing twelve participants, only one participant had sound knowledge of the glass-ceiling effect; other participants didn't know the terminology, so they could not answer the impact of the glass-ceiling effect on choosing entrepreneurship as their career choice. Thus, it is found that several participants don't have an awareness of many terminologies related to business, which is lagging them behind. Knowing the glass-ceiling effect, the participants mentioned the start-ups of the women who faced the glass-ceiling impact as being a repetitive kind of business similar to the company they were involved in earlier.

Reconciliation of Family and Work

Among the twelve participants, only four were married, and it has been found that married entrepreneurs faced more problems than unmarried ones in the case of reconciliation of family and work. Instead, all the participants agreed that proper communication, support, and effective

time management help them to reconcile their work and family. Thus, it is found that if not considered, reconciliation of family and work becomes a challenge for women.

Satisfaction Level

Among the twelve participants, nine said they had the highest satisfaction level and mentioned seeing many positive changes in themselves and society. In contrast, only three participants had minimum satisfaction levels, but she was also said to be satisfied to some extent. Thus, participants involved in entrepreneurship are happy to a large extent as they receive several opportunities and can minimize the challenges.

Discussion:

The literature review and findings presented above provide a comprehensive overview of the situation of women entrepreneurs in Kathmandu, Nepal. The discussion will focus on some key themes and findings emerging from the literature and the implications for policy and practice.

Challenges Faced by Women Entrepreneurs:

This study shows that female entrepreneurs in Kathmandu encounter various difficulties while starting their businesses. Their limited access to capital significantly hampers their need to improve and expand their businesses. This finding, which emphasizes the need to address this issue through better access to financial services and focused financial literacy initiatives, is consistent with earlier research done in different situations.

This report also addresses the issue of women entrepreneurs need more social networks and support. Social networks are essential for accessing resources, learning about entrepreneurship, and finding mentors. Thus, programs that encourage the formation of encouraging networks and offer mentorship opportunities designed especially for female business owners may be crucial in resolving this issue.

Women entrepreneurs in Kathmandu confront several significant challenges, including discrimination based on gender and societal expectations. Their chances are restricted by conventional gender norms and prejudices, which also lead to unequal access to opportunities and resources. Women entrepreneurs can flourish in environments more supportive of gender equality through policy initiatives and awareness efforts that address gender prejudices.

Enabling Factors for Women Entrepreneurs:

Despite these obstacles, the article identifies several supportive factors that help women entrepreneurs in Kathmandu. The success of women-led enterprises has been proven to be

positively impacted by access to training and mentorship programs. These programs give female entrepreneurs the abilities, information, and direction they need to negotiate the corporate world successfully. Organizations and policymakers should prioritize the creation and execution of such initiatives to increase the potential and success rates of female entrepreneurs.

Social capital and business networks are also critical in assisting female entrepreneurs. Creating robust corporate networks improves opportunity, information, and resource access. Women entrepreneurs in Kathmandu can flourish and succeed if business associations, forums for knowledge exchange, and networking events are made more accessible.

Policy Implications:

This paper underscores the importance of supportive policy frameworks to address women entrepreneurs' challenges in Kathmandu. It is crucial to have policies that address gender-specific barriers, promote inclusivity, and ensure equal opportunities for women in the entrepreneurial ecosystem. This includes improving access to finance through targeted financial programs, implementing gender-responsive policies, and fostering an environment that supports women's economic empowerment.

Moreover, the paper highlights the need for collaborative efforts between government agencies, NGOs, and private sector stakeholders in developing and implementing effective policies and programs. This collaboration can facilitate knowledge exchange, resource sharing, and coordinated support for women entrepreneurs.

Conclusion

This paper emphasizes the challenges and opportunities for women entrepreneurs in Kathmandu, Nepal. By addressing challenges related to finance, social support, and gender biases and leveraging enabling factors such as training, mentoring, and business networks, policymakers and practitioners can create an environment that fosters the growth and success of women entrepreneurs. This, in turn, would contribute to the overall economic development and empowerment of women in Kathmandu.

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5

Climate Change and Disaster Risk Reduction

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Abstract

Climate change is the most discussed concern across the world. The Sustainable Development Goal thirteen calls for pressing motions to fight climate change and its impact. The consequences of climate change trigger the events of disaster. According to United Nations International Strategy for Disaster Reduction Secretariat (UNISDR), "disaster many of which are exacerbated by climate change are increasing in frequency and intensity which significantly impede the progress towards sustainable development." The future projections by IPCC AR4 also points out that there is 'increased number of weather events with anomalies and such extremes will become more frequent, more widespread and/or more intense during the 21st century and impacts due to altered frequencies and intensities of extreme weather, climate and sea level events are very likely to change.'

Studies done by Intergovernmental Panel on Climate Change (IPCC) based on General Circulation Model (CGM), projected "warming of Indian sub-continent by 2-4.7^0 C. Assessments conducted by Indian scientists at Hadley Centre Regional Model (HadRM2) reveals an increase in the temperature by 3 to 4^0 C towards the end of 21st century." The different models/experiments uncover the variability in the nature of rainfall. The increase in global sea level from 0.09- to 0.88 m by 2100 would cause a cascade of disasters like flash floods, excessive rain, droughts, forest fires and cyclones. Such climate induced events will severely affect the territorial land and waters of India. Increase in temperature due to global warming causes the melting of glaciers in the Hindukush- Karakoram-Himalayan region causing episodes of flash floods and landslides in the mountain ranges and alteration of the monsoon rain pattern threatening the thickly populated states of the Ganga-Brahmaputra plain regions.

The mapping of climatic and anthropogenic disasters in India as reported by National Institute of Disaster Management (NIDM) and the German Development Agency says that from 1995

to 2020, India experienced more than 1058 disasters of cold waves, heat waves, drought, floods, and cyclones.

Developing economies like India suffers a major financial set back inflicted by disasters. Eventually they threaten the country's food security, posing water stress and increase in outbreaks of water borne and air borne diseases.

The following research paper aims at studying the interconnections of climate change and disasters according to Sendai Framework for Disaster Risk Reduction 2015-2030 to further understand the mechanism of disaster risk reduction.

Keywords: climate change, disaster preparedness, disaster risk reduction, Sendai Framework

Introduction

The modern world boasts about the far-reaching developments but, on the flip side climate change and its irreversible effects threaten the planet. A long-term change in climatic elements such as rise in temperature and shift in weather patterns can be understood as climate change. Search alterations have occurred due to both natural forces and human interventions like volcanic eruptions, burning of fossil fuels, deforestation etc. (UN Climate Action, 2024).

Objective

1. To study the impact of climate change causing disasters.
2. To understand the measures of Disaster Risk Reduction by Sendai Framework for Disaster Risk Reduction 2015-2030 (SFDRR).

Methodology

1. Case study of various natural and anthropogenic disasters to derive the impacts of climate change causing disaster.
2. Study and analysis of Sendai Framework for Disaster Risk Reduction 2015-2030 (SFDRR), to enhance capacities in disaster risk management.

Climate Change and Disaster

Human interventions exacerbating climate changes can mainly be grouped into two activities. Firstly, the increase in global temperature by release of greenhouse gases especially carbon

dioxide and methane. Such gases trap the heat in the atmosphere leading to increase in earth's average temperature. Secondly, human activities which restricts the absorption of greenhouse gases, for instance deforestation and receding green cover limit the absorption of carbon dioxide. (Ilan Kelman, 2015)

Climate change is considered as a potential hazard and disaster risk trigger. According to IPCC-AR6 report,

> "approximately 3.3 to 3.6 billion people live in context that are highly vulnerable to climate change. Human and ecosystem vulnerability are interdependent. Regions and people with considerable development constraints have high vulnerability to climatic hazards. Increasing weather and climate extreme events have exposed millions of people to acute food insecurity and reduced water security with the largest adverse impacts observed in many locations and/or communities in Africa, Asia, Central and South America, small islands and Arctic and globally for indigenous people, small scale food producers and low-income households. Between 2010-2020, human mortality from floods, droughts and storms was 15 times higher in highly vulnerable regions, compared to regions with very low vulnerability." (IPCC-AR-6)

The future projections of emissions of greenhouse gases poses a grave picture. According to IPCC-AR6 report, "the global warming will continue to increase in the near term (2021-2040) mainly due to increased cumulative carbon dioxide emissions in nearly all considered scenarios and modelled pathways." (IPCC AR-6, b 1.1) These continued emissions will compound the climate changes and ultimately lead to increased frequency of disaster events like heatwaves, droughts, flash floods, variabilities in global precipitation and intensification of tropical and extra tropical storms.

Climate Change and Disasters in India

As per the EM- DAT (Natural disasters 2019, CRED, 2020),

> "there were 396 major natural disasters recorded in the year 2019 with 11,755 deaths, 95 million people affected and 103 billion U.S. dollars in economic losses across the world. Among the continents of the world, Asia suffered highest level of impact and accounted for 40% of disaster events, 45% of death and 74% of the total affected population. India suffered the hardest hit and recorded nearly 20% of the total deaths and 24.5% of the total number of people affected."

According to Government of India,

"The geographical landmass of India is reported to be the world's most disaster-prone region. Nearly 59% of India's landmass is prone to earthquakes of moderate to very high intensity, over 40 million hectares (12% of total land area) is flood-prone zone, out of 7516 kilometres of countries long coastline, approximately 5700 kilometres is prone to tropical cyclones, storms and tsunamis, 2% of land is prone to landslides and avalanches and 68% of India's agricultural land is affected by episodes of drought." (GOI, Disaster Management in India, 2004 a)

According to a report on disasters occurred in India presented by Gupta,

"during 1995-2020, a total of 1058 climatic disaster events (floods, cyclones, droughts, cold waves and heat waves) were reported to hit India. Floods accounted for 33% of India's total number of climatic disaster incidents, followed by heatwaves (24%), drought (22%), cold waves (16%) and cyclones (25%)." (Gupta et al, 2021)
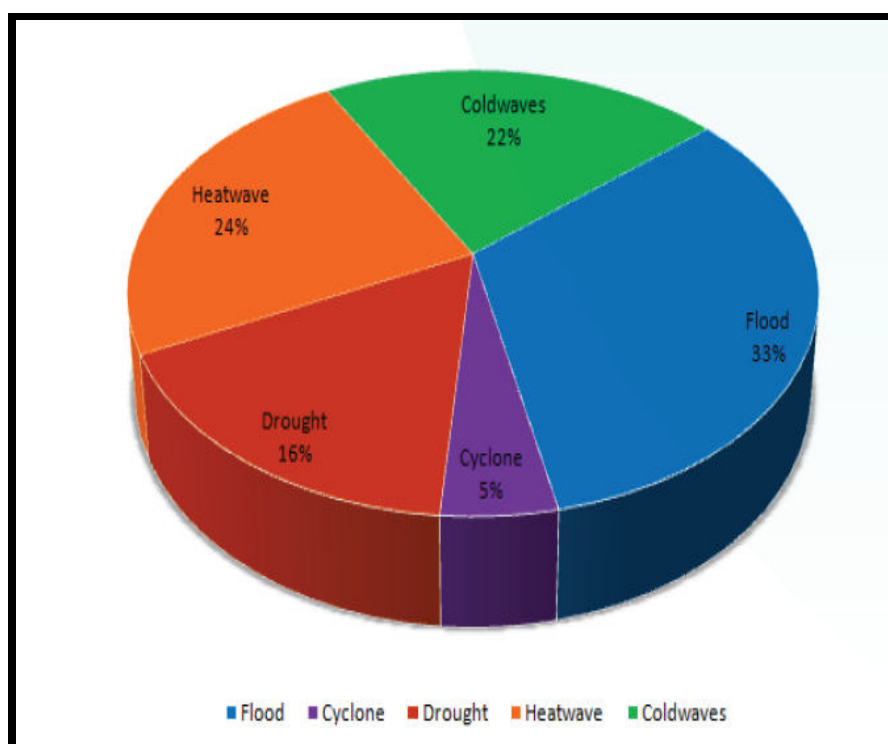
Figure 1: Occurrence by disaster type (number of events occurred)- Five climate related events during the period 1995-2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.

Uttar Pradesh has recorded the highest number of deaths due to events of disaster followed by the states of Bihar, Odisha, Andhra Pradesh, West Bengal, Gujarat, Punjab, Maharashtra and Rajasthan. The state level composite spatial analysis conducted by GIZWIDM reports that 8 out of 36 States and union territories of India have experienced more than 50 disasters during 1956 to 2020. The maximum disaster events have recorded in Rajasthan followed by Odisha, Uttar Pradesh, West Bengal, Bihar, Maharashtra and Andhra Pradesh. Also, the multi hazard spatial analysis reports show that the majority states of India suffer from risks of four to five climatic disasters. (Gupta et al, 2021)
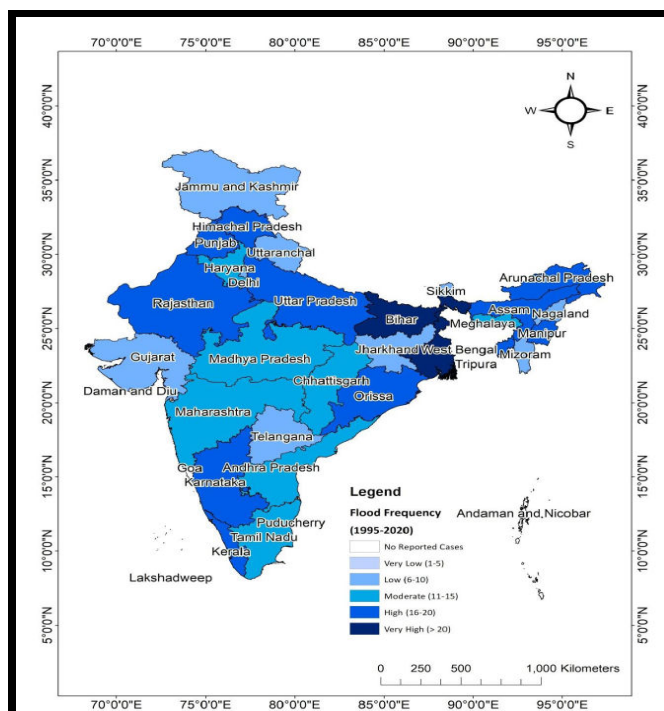
Figure 2: Sate -wise distribution of total number of Flood events from 1995 to 2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
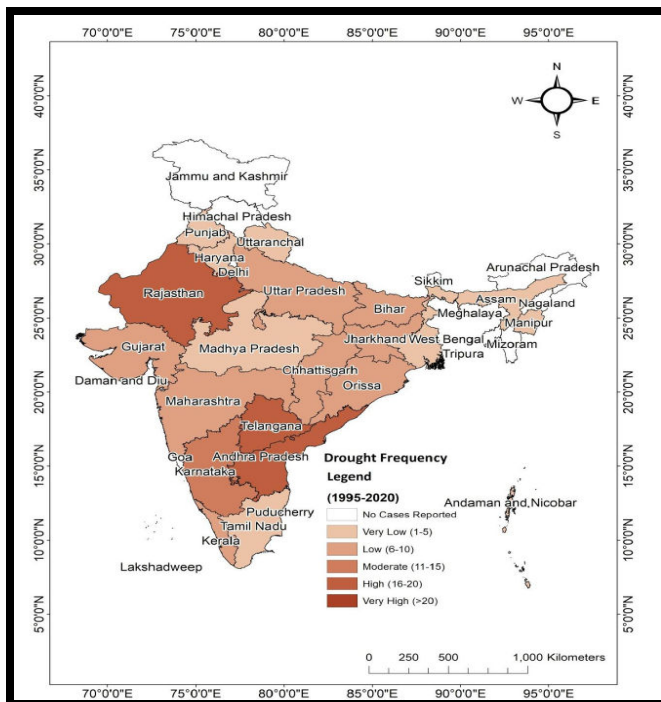
Figure 3: Sate -wise frequency of Drought from 1995 to 2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
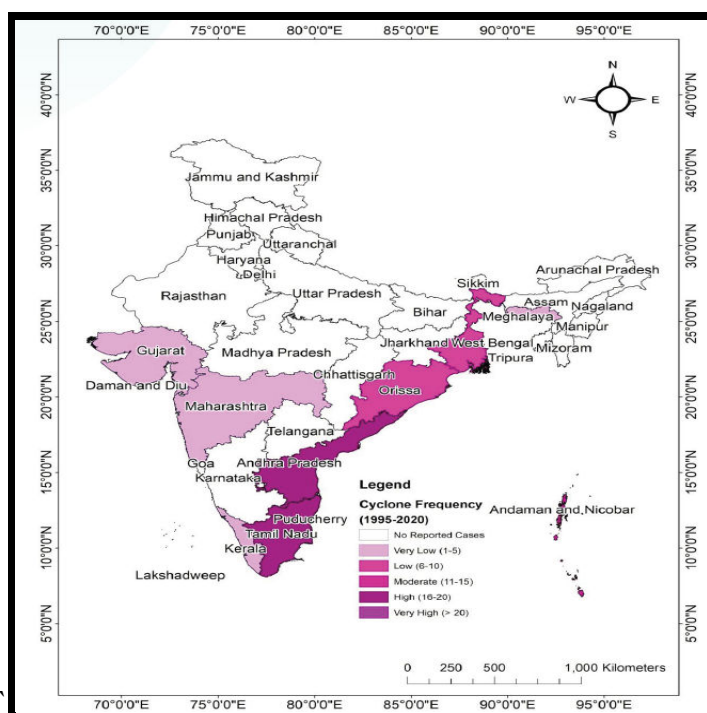
Figure 4: Cyclone Frequency Map of India from 1995-2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
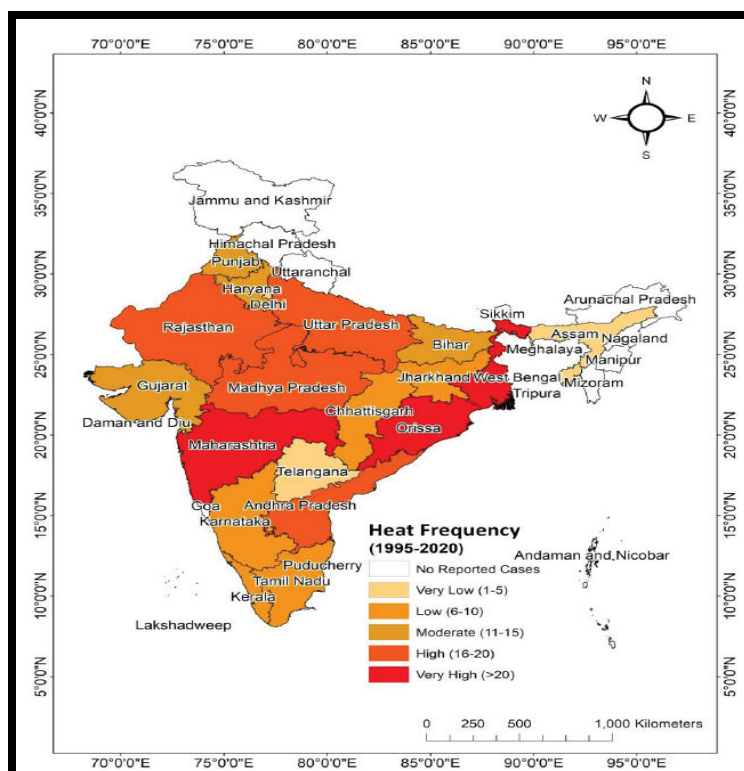
Figure 5: State- wise Heatwave Frequency Map of India from 1995-2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
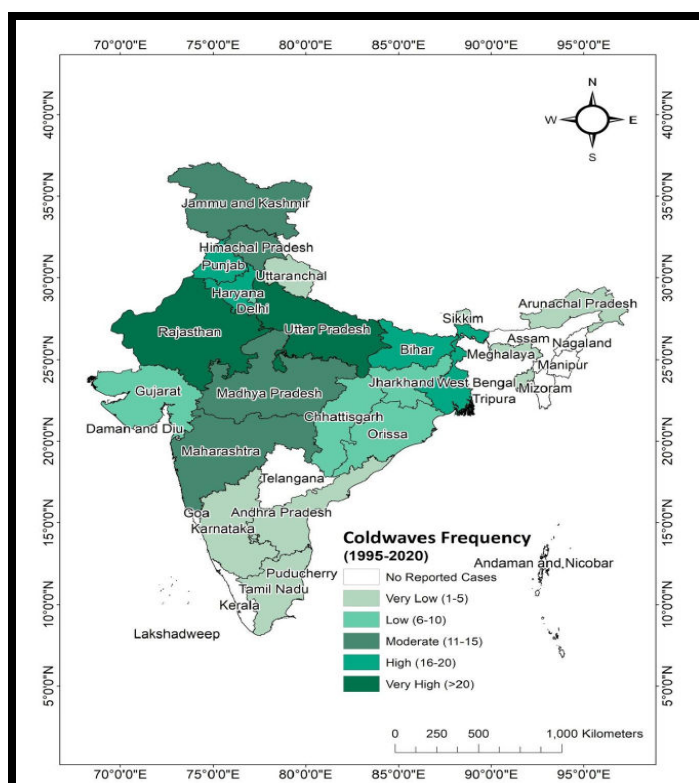
Figure 6: State- wise Cold wave Frequency Map of India from 1995-2020.

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
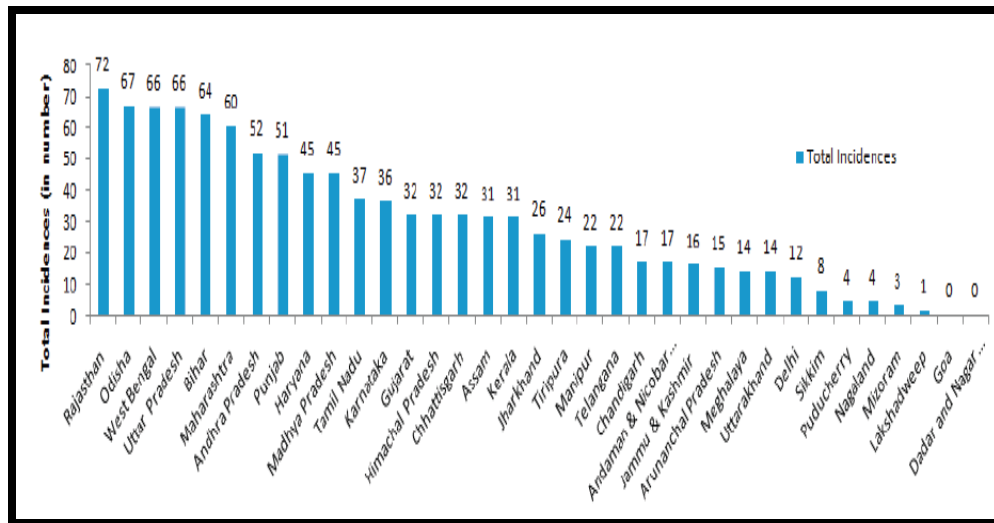
Figure 7: State-wise overall climatic disasters in India from 1995-2020

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
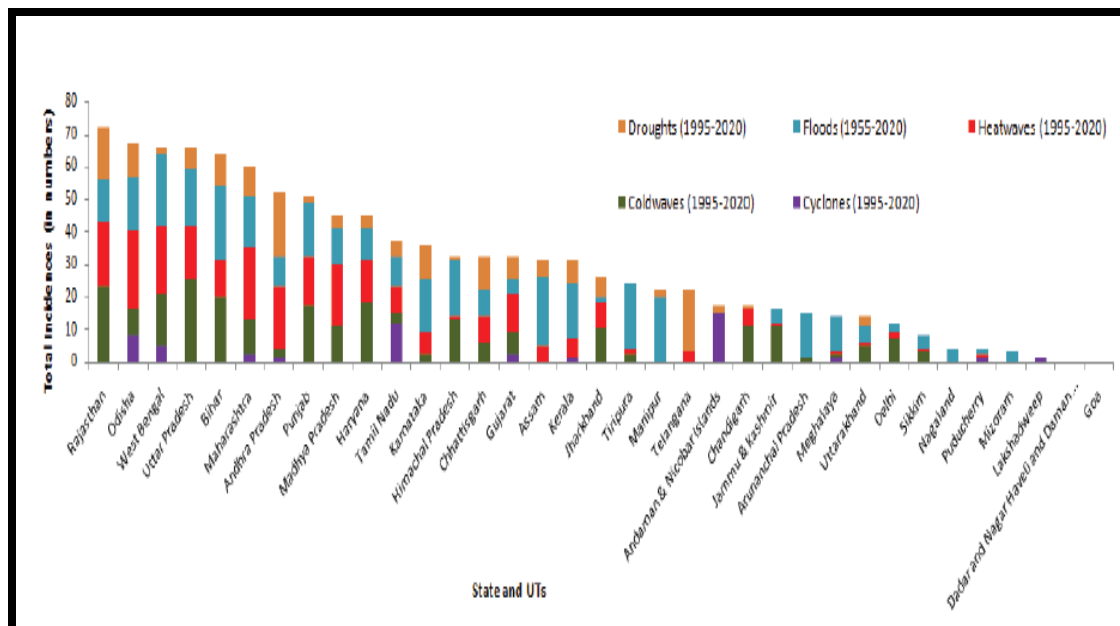
Figure 8: State-wise breakup of climatic disasters in India from 1995-2020

Source: National Institute of Disaster Management (NIDM), Climatic Mapping, 2021.
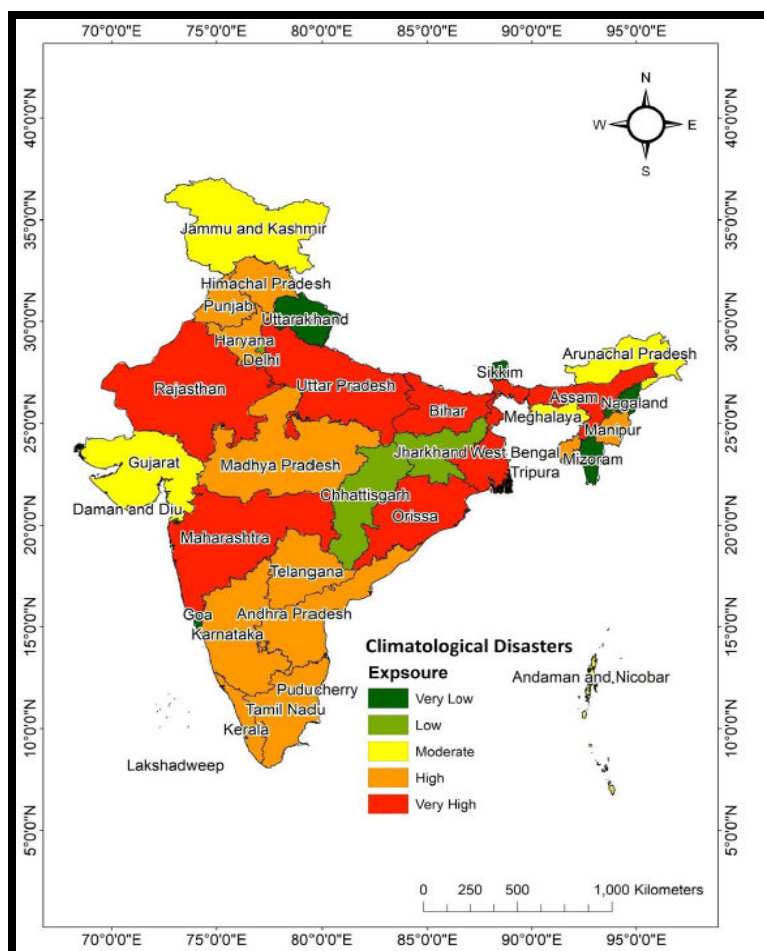
Figure 9: Composite Climatic Disaster Frequency Map of India (1995-2020)
Source: Disastrous Weather Event Reports, IMD and MHA Reports.

Case Studies of Disaster Events from India

The events of past disasters are instrumental to study as they help us understand to handle disaster crisis. They help us to understand and analyse disasters and equip us with knowledge that can help us being prepared. The evaluation of happenings of disaster events occurred previously provide an insight to prepare and stay disaster ready for the future (GFDRR, 2018). The study highlights important disaster events which happened in India. These landmark disaster events later on have helped India to understand and adopt policies and build institutions dedicated to understanding disaster and work for Disaster Risk Reduction, Disaster Management and preparedness.

- **Odisha Super Cyclone, 1999**

On 29 October 1999 a severe tropical cyclone originated in the Bay of Bengal struck the coast of Odisha and effected 12 districts and more than 15 million people. The cyclone took a toll of 9885 people. According to UN report "a total of 3.7 million children were affected and 1500 were orphaned." (UNDMT,1999)

- **Bhuj Earthquake, 2001**

  Gujarat which lies on the western coast of India, falls under Zone V and witnessed a powerful earthquake of 6.9 magnitude reading in Richter scale at Bhuj district on 26 January 2001. 21 districts out of 33 suffered huge losses. About 20,086 persons were killed and around three lakhs of buildings and residential colonies were completely demolished.

- **The Indian Ocean Tsunami, 2004**

  Sumatra, the northern territory of Indonesia Island was founded to be the epicentre of 9.0 magnitude earthquake, which resulted in generating monstrous tsunami waves in the Bay of Bengal of Indian Ocean. The tsunami tidal waves hit island and coastal states of India on 26-December 2004. The tidal waves of 3 to 10 metres high hit the Great Nicobar Island. According to World Bank report, "it also affected coastal states of Tamil Nadu, Kerala, Andhra Pradesh, and union territories of Puducherry." As per the Government of India report "12,405 people lost their lives, and 2,000 kilometres of Indian coastline was submerged up to a distance of 2 kilometres." (ABD, UN and WB,2005).

- **Uttarakhand Flood, 2013**

  In June 2013, Uttarakhand received heavy rainfall which severely affected 5 districts of Uttarakhand. According to Indian metrological department (IMD), "the state received more than 375% then normal monsoon rain, which caused melting of Chorabari glacier and flooding of Mandakini River." According to the state government "169 people died and 4021 went missing." These flash floods caused washing away of areas around Kedarnath temple. (NIDM,2014).

Psychological Impacts of Disasters

The traumatic incidences of disasters impact the psyche of the sufferer and cause abnormalities in their behaviours. According to IGNOU Disaster Response Manual, "Researcher studies show the victims go through distinct emotional phases following a disaster there being: (IGNOU Disaster Response, 2006)

  a. Impact Phase:

In this phase victims do not panic or show no emotions and keep themselves and their families alive.

b. The Inventory Phase:

This face immediately follows the event; victims assess damage and try to locate other survivors.

c. The Rescue Phase:

In rescue phase emergency services providers are responding and victims are willing to take direction from these agencies without protest.

d. The Recovery Phase:

In this phase victims may be tense and apprehensive. They believe that rescue efforts are not proceeding quickly enough but gradually they regain psychological equilibrium. In an abnormally stressful event such as disaster, people normally experience a range of psychological and physiological reactions and intensity, timing, and duration of such responses may vary from person to person."

The victims often suffer from psychological disorders like anxiety, depression and fear etc.

Sendai Framework for Disaster Risk Reduction

According to UN, "Natural hazards by themselves do not cause disasters. It is a combination of an exposed, vulnerable and ill prepared population or community with a hazard event that result into a disaster." (UNISDR, 2008)

Disaster Risk Reduction can be defined as "action taken to reduce the risk of disasters and the adverse impacts of natural hazards through systematic efforts to analyse and manage the causes of disasters including through avoidance of hazards and reduce social and economic vulnerability to hazards and improved preparedness for diverse events." (UNISDR, 2004)

As per the UN document of Hyogo framework, "the foundation for the implementation of Disaster Risk Reduction was provided by Hyogo Framework for Action (HFA) which was agreed at the world conference on disaster reduction in January 2005 in Kobe, Japan." (UNISDR, 2008). The Hyogo Framework summarises "5 priorities of action: (Summary HFA)

1. In sure that Disaster Risk Reduction is a national and local priority with a strong institutional basis for implementation.

2. Identify, assess and monitor disaster risks and enhance early warning.

3. Use knowledge innovation and education to build a culture of safety and resilience at all levels.

4. Reduce underlying risk factors.

5.　Strengthen disaster preparedness for effective response at all levels."

The continuity of work done under HFA was ensured by the Sendai Framework. The Sendai framework for Disaster Risk Reduction 2015-2030 was adopted by the third UN World conference in Sendai, Miyagi, Japan.

SFDRR sets out 4 priorities for action viz - "1. Understanding disaster risk. 2. Strengthening disaster risk governance to manage disaster risk. 3 Investing in Disaster Risk Reduction for resilience. 4 enhancing disaster preparedness for effective response and to 'build back better' in recovery rehabilitation and reconstruction." (UNSFDRR,2015)

SFDRR highlights particular vulnerability of disaster-prone developing nations, small island states, landlocked developing countries and African countries. The guiding principle of SFDRR elaborates that Disaster Risk Reduction requires a multi hazard approach and inclusive risk informed decision making based on the open exchange and dissemination of data. (UNSFDRR, 2015).

To achieve goals of Disaster Risk Reduction it is paramount to develop strengthen and implement relevant policies, plans, practices and mechanism in coherence with food security, climate change and environmental management. (UNSFDRR. 2015)

Furthermore, only collaborated efforts of entities of United Nations systems including the funds and programmes and specialised agencies along with global partnership are essential for disposal of effective Disaster Risk Reduction mechanism.

Findings

1.　Global climate change is marked by anthropogenic influence.
2.　Climate change is a potential hazard driver inducing vulnerability to disaster risks.
3.　Disaster risk reduction emphasises on enhancing disaster preparedness for effective response, recovery, rehabilitation and reconstruction.

Conclusion

Disasters exacerbated by climate change is an issue of global importance. Developing nations, islands are more vulnerable to disaster risks Hyogo Framework followed by Sendai Framework have provided strategies for Disaster Risk Reduction and appeals to the global agencies and countries to participate together to build back better efficiently. Disaster Risk Reduction is key to sustainability and hence it must be ensured that measures for Disaster Risk Reduction becomes a global, national and local priority.

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- A summary of the HFA may be found at the end of the Briefing Note. For guidance on implementing the HFA http://www.unisdr.org/eng/hfa/hfa.htm

6

A Comprehensive Review on The Relation Between Marketing and Impulse Buying Behaviour in Consumers

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Abstract

Purpose: Throughout history marketing professionals, students and researchers have a piqued interest in consumer behaviour, impulse is often one of them. This study aims to provide a comprehensive insight into the factors influencing impulse buying including personal, external, and marketing stimuli thus adding to the understanding of Impulse Buying Behaviour in Consumers.

Methodology/Approach: This study essentially uses the Theoretical literature review approach wherein all the existing data and theories on this topic were investigated and gathered to provide a panoramic understanding of impulse buying and its relation to marketing and other stimuli.

Findings: This study describes impulse stimulants: Internal, External, Marketing and Psychological.

Originality/Value: The study provides relevant information regarding the influencers and stimulants of impulse which can be used to formulate business strategies and add to the understanding of students, marketers, and future researchers.

Keywords: Marketing Practices, Impulse Buying, Consumer Impulsiveness, Online Impulse, Consumer Behaviour, Hedonic Products & Motivation, E-Retailing.

Introduction

E-Retail, Mega-markets, shopping malls, Mini marts and Brand Outlets have become prominent fixtures in the modern retail landscape of major Indian cities and are gradually venturing out to the suburbs and small townships. The retail industry in India has experienced rapid growth, attracting both domestic and international firms. According to the 2023 AT

Kearney report, India ranks First (1st) among the 44 markets and countries (in the AT Kearney report) in terms of retail development (GRDI). Organized retailing in India is expected to expand significantly over the coming years, driven by shifting lifestyles, rising disposable incomes, increased credit facilities and favourable demographic trends. Indian consumers have undergone notable changes in their shopping habits, and buying decisions with impulse buying becoming increasingly prevalent. Understanding the role of impulse buying is crucial for the modern business environment and researchers alike to tap into the most viable way to increase sales and pave a way for future business models and consecutive researches. This paper reviews existing literature on impulse buying behaviour with all the major influencers and sheds light on the most relevant factors of impulse purchases. Additionally, it offers some suggestions for marketing practices, and future research.

Literature Review

Scholars have shown considerable interest in impulse buying over the past seven decades. Abratt and Goodey (1990) highlighted the potential significance of studying impulse buying in supermarkets for manufacturers and businesses globally. Piron (1991) sought to define impulse buying by synthesizing previous research, noting commonality with unplanned purchasing (Clover 1950, West 1951), and emphasized managerial and strategic implications. Early studies primarily focused on purchases rather than consumer traits, with managerial concerns centred on product sales. Researchers have proposed that impulse purchases could be further categorized based on consumers' emotional and/or cognitive responses. In a recent look, researchers and businesses exhibit a considerable amount of interest in the online retail impulses of customers given the high degree of digitalisation in commerce.

a. **History and Definitions of Impulse buying:**

Prior to Rook's study in 1987, descriptions of impulse buying were mainly centred on the product itself, overlooking or sometimes even neglecting the role of the consumer and their individual traits and preferences in influencing impulsive purchases. Subsequent researchers in the later years shifted their focus towards personal impulsiveness, exploring various behavioural aspects of impulse buying. Rook (1987) contended that during impulse buying and described impulse buying as a sudden, intense, and enduring desire experienced by the consumer. He characterized it as an unintentional, reflexive reaction triggered shortly after

exposure to stimuli within the store or a stimulating environment. Rook and Gardner (1993) defined impulse buying as spontaneous behaviour involving rapid decision-making and a tendency to immediately acquire a product.

Engel and Blackwell (1982) described impulse buying as an action undertaken without prior conscious recognition or buying intention formed before entering the store. Overall, impulse buying involves hedonic purchase decisions made in-store and excludes reminder purchases. Although Engel and Blackwell focused only on the need to visit a physical store it is equitable to modern day visits on shopping platforms and websites.

Beatty and Ferrell (1998) explained that impulse buying entails immediate purchases without any pre-shopping objective or specific need fulfilment. It occurs when a shopper experiences a sudden desire to buy without much reflection, excluding purchases prompted by out-of-stock items or reminders. Block and Morwitz (1999) characterized impulse purchase as those made with practically zero thought, driven by an unexpected, strong desire. Kacen and Lee (2002) noted that impulsive behaviour is more arousing and irresistible but less deliberative than planned purchasing. Among the above three thoughts, a common factor and ground is the lack of thought and much consideration before making a purchase.

Bayley and Nancarrow (1998) defined impulse buying as a "sudden, compelling, hedonically complex behaviour where rapid decision-making precludes thoughtful consideration of alternatives." Hedonic behaviour emphasizes pleasure, contrasting with utilitarian behaviour focused on functional benefits and economic value, the impulse buying decisions as the name suggests are quick and often don't carry much thought along with them.

Stern (1962) at first characterized this purchasing conduct as expected, impromptu, or drive, with arranged buys including broad data search and normal independent direction. Impromptu purchasing includes all choices made without earlier preparation, while motivation purchasing is described by fast direction and an unexpected, solid, overpowering inclination to purchase. Stern also presented the thought of idea motivation buys, wherein new items are bought in view of self-idea without related knowledge. Han et al. (1991) explained this idea with regards to design situated drive purchasing, where purchases are inspired by self-idea to get new style things. In such cases, the customer needs knowledge related to the elegant item. Mattila and

Enz (2002) later contended that design arranged motivation purchasing can be affected by the customer's positive feelings while shopping.

Iyer (1989) made a further distinction, stating that all impulse purchases are unplanned, yet not all unplanned purchases are necessarily made impulsively. Han et al. (1991) adapted Stern's (1962) classification of impulse buying specifically for fashion products, expanding it into four types: Planned impulse buying, Reminded impulse buying, Suggestion impulse buying and Pure impulse buying.

In the case of planned impulse purchases, where specific products or categories are not established by consumers and instead influenced by a variety of promotions in stores, partial planning takes place. When a consumer is reminded of the need to buy a product after noticing it in the store, reminded impulse buying occurs. Pure impulse buying refers to novel or escape purchases where the shopper deviates from their usual shopping patterns and makes quick decisions regarding the purchase.

b. Internal Factors Prompting Impulse Buying:

Since 1950 various researchers have conducted many studies focused on the factors influencing or promoting the Impulse buying behaviour and tendencies in consumers. The most common classification is Internal and External Stimulus.

According to Beatty and Ferrell (1998), individuals who have more **time** available tend to spend a greater amount of time browsing the shopping environment. Situations where consumers feel **time-constrained** can lead to impulsive buying as they make quick decisions to avoid missing out on perceived opportunities (Verplanken & Sato, 2011), thus it can be said that impulse decisions show an inverse relation with time available. Giraud (2001) suggests that **gender** plays a specific role in impulse buying, noting that women tend to exhibit higher levels of impulsivity compared to men. Additionally, Giraud (2001) proposes that consumers in a **positive mood** are more likely to indulge themselves and engage in impulsive behaviour, although positive and joyful moods can prompt impulses, negative mood or stress can also have a significant degree of stimulating impulses as suggested by Baumeister (2002), additionally It is noted that stress and negative emotions can reduce an individual's ability to delay gratification, leading to more frequent impulse buying as a form of emotional regulation and

satisfaction. Dittmar (2001) introduces the concept of materialism, indicating that individuals who view product acquisition as a means of self-completion are inclined to be more impulsive. Mai et al. (2003) assert that the younger **generation** tends to display greater impulsiveness, with individuals aged 18 to 40 exhibiting higher levels of impulsivity. Furthermore, Mai et al. (2003) suggested that **culture** influences impulse buying tendencies both at regional and individual levels.

Significant rises in individual discretionary **incomes** and the accessibility of credit have led to a widespread adoption of impulse buying in retail settings among consumers (Dittmar et al., 1996). Socioeconomically, individuals with lower household incomes often prioritize immediate gratification, favouring immediate indulgence such as daily savings and sensory experiences over delayed gratification. The availability of **funds** facilitates impulse buying (Mai et al., 2003) by increasing an individual's purchasing power, Conversely, a lack of funds may deter individuals from entering shopping environments altogether; this suggests that a person's capability to manage their funds also affects their impulsive tendencies. Consumers exhibit a natural inclination towards impulsive purchases (Jones et al., 2003), with browsers often making more unplanned purchases compared to non-browsers (Crawford and Melewar, 2003) hence consumers with more disposable time tend to display more impulsive buying behaviour. Product **pricing** is another significant factor influencing impulse buying behaviour, with consumers being more inclined to act impulsively in the presence of sales, discounts, low marginal need, short product life, smaller sizes, and easy storage options (Wong and Zhou, 2003) as these factors birth a sense of benefits attained at low expenses. Moreover, the likelihood of impulse purchases varies across product categories, with **hedonic products** often triggering impulsive buying due to their symbolic and personal significance (Mai et al., 2003). Impulse buying is often driven by the anticipation of **pleasure** or **gratification** associated with the purchase. Consumers may seek immediate pleasure or excitement from acquiring a desired product (Solomon, 2014).

Products perceived as scarce or with limited **availability** can trigger impulsive purchases as consumers fear missing out on the opportunity to acquire them (Verplanken & Sato, 2011), thus a consumer's perception on need and wants is a key factor in their purchase decisions.

Impulse purchases are often driven by consumers' desire to express their self-identity or to fulfil a need for **self-expression**. Buying certain products can serve as a means of defining or

enhancing one's identity (Dittmar, 2001), when a consumer comes across something that may help them express themselves and enhance their identity they show a high level of impulsivity moreover Individuals with higher levels of **materialism**, i.e. who place a strong emphasis on acquiring material possessions, are more likely to engage in impulsive buying behaviour (Dittmar, 2001). The presence of others, especially peers or influencers, can stimulate impulsive buying as individuals may be influenced by social norms or the desire to **fit in** with a particular group (Solomon, 2014), this suggests the ownership of a certain product by a certain group which has a substantial influence on others, may increase the probability of uncontrolled impulses in others, that is their peers. Lee et al (2023) suggested that emotional factors, such as stress and the need for instant gratification, continue to play a crucial role in impulse buying. During times of heightened emotions, consumers are more prone to make unplanned purchases as a way to cope with their feelings. This behaviour is further amplified by the immediate availability of products through online shopping channels or by simply coming across something that seems attractive in the traditional store setup.

Shopping **enjoyment** also influences impulse buying, as individuals who perceive shopping as a form of recreation and do not adhere strictly to shopping lists tend to make more impulsive purchases (Sharma and Sivakumaran, 2004). The presence of others can increase the likelihood of impulse purchases, as observed in group settings where individuals tend to consume more (Luo, 2004). Additionally, individuals who perceive a **self-discrepancy** may seek to compensate by purchasing material goods impulsively (Luo, 2004). These variables collectively prompt consumers to engage in spontaneous impulse purchases.
Consumers who feel a sense of **control** over their environment and choices are more likely to engage in impulsive buying as they believe they can handle the consequences of their actions (Verplanken & Sato, 2011).

(Keywords: time, mood, generation, culture, convenience, process, layout, type of store, income, funds, gratification, availability, materialism, peers, norms, self-discrepancy.)

c.   External Factors and Environment Influencing Impulse Buying Behaviour:

External factors influencing impulse buying are marketing cues or stimuli strategically placed by marketers to attract customers towards making purchases or are simply a coincidental stimulus i.e. not planned, thus External stimuli can be a planned one or an unplanned one.

These external stimuli encompass aspects of both the shopping environment, such as store size, ambience, design, and layout, as well as marketing activities like sales promotions and advertising. Impulse buying can be triggered when consumers encounter relevant visual or promotional stimuli in the retail environment (Piron, 1991). Rook and Hoch (1985) further explained that impulses and impulse purchases actually begin with a consumer's perception driven by the external stimuli and are followed by a sudden urge to make a purchase. In today's retail landscape, impulse buying remains relevant due to the implementation of innovative sales promotions, creative messaging, and the effective utilization of technology within retail stores (Schiffman, 2010).

Applebaum's landmark study in 1951 reveals that the stimuli a customer experiences in stores can be linked with the concept of impulse buying. The variety of stimuli present within the store directly or indirectly impact the customer. The ambiance of the store is shaped by factors such as **lighting, layout, merchandise presentation, fixtures, flooring, colour schemes, auditory cues,** fragrances, and the demeanour of sales and service staff. Environments that are highly stimulating and pleasant tend to promote increased impulse buying (Hoyer and Macinnis, 1999) an example of this is a carnival, bright colours and pulsating lights, music, parades, rides and varieties of food tend to over stimulate an individual and drive up their impulsivity. **Product presentation and background music** were identified as significant external influences on customers (Verplanken and Herabadi, 2001). A well-designed store layout can enhance the convenience and attractiveness of the shopping environment, encouraging impulse purchases (Crawford and Melewar, 2003), well designed store also includes what is the expected flow of customers through the stores and how they will interact with: staff, marketing cues, product placement and much more throughout their experience in the store.

The **ambience** of the store has shown to play a crucial role in stimulating impulse purchases, prompting corporations to consider various environmental design elements to enhance stimulation (Crawford and Melewar, 2003). In the opinion of Mattila and Wirtz (2008), store environmental cues have a beneficial impact on impulse buying behaviour, particularly when the setting is perceived to be overstimulating (enthusiastic and stimulating). Stimuli in the retail store **environment** are likely to influence consumer emotions and decisions (Donovan and Rossiter, 1982), which are the other variables that have been found to affect the impulse purchases (Rook 1987; Zhou and Wong 2003). Baumeister (2002) claimed that arousal and

stimulation impairs the ability of people to regulate themselves, thus reducing their ability to think by means of action which can in turn lead to an increased likelihood of impulse purchasing. Ambience and store stimuli are also subjective to the business type, consider a bookstore, a light and calm environment would make the customers stay and browse longer, whereas a pub would likely have a more energizing and livelier ambience. This suggests that an appropriate ambience for prompting impulse should also consider the type of customer needs the business is attracting and catering to. There is an emphasis on the importance of a well-designed **store layout** to enhance consumer **convenience** (Crawford and Melewar, 2003). Additionally, well-trained salespeople can alleviate frustration by assisting consumers through the purchasing **process**, thereby encouraging impulse buying behaviour (Crawford and Melewar, 2003). Furthermore, the propensity for impulsiveness may vary depending on the **type of store** (Wong and Zhou, 2003), with grocery stores being a notable setting for many impulse purchases. Super markets and any store that offers a wide variety of products and product choices often make the customer spend more time in the store exploring and experimenting.

Gupta et.al, (2009) suggested that when size and type of the store is concerned product display and product prices were the main in-store stimuli in large stores and businesses. The price of products was the most important stimulus in attracting impulsive shopping for smaller stores. A consumer is instantly motivated to buy a product by retail advertising and prices offered.

In 2001 Underwood et.al conducted a study, this research delves into the attentional effects of **product imagery on packaging**. It investigates how certain visual elements on packaging can capture consumers' attention and influence their purchasing decisions, including impulse buying behaviour. Similarly in 2009, Hausman, A. V., & Siekpe, J. S. researched the effects of online webpage and their effects on the consumer buying behaviour and explores how different features of web interfaces and **web designs** influence consumers' online purchase intentions. While not directly focused on packaging, it provides insights into how design elements affect consumer behaviour in the online and e-retail context, which can be extrapolated to offline packaging design. Both these studies found that packaging, designs and layout have a huge impact on purchase decisions and have a prominent influence on impulse buying. This indicates audio-visual stimulation promotes the impulsive tendencies in consumers by making them feel more engaged, excited and thus driving up their interest regardless of the purchase being made online or offline.

Consumers may feel a sudden desire to make impulsive purchases upon seeing visual cues like **promotional offers**, as noted by Dholakia (2000); consumers will tend to buy more in the pretext of getting more for less. Sales, discounts, and promotions can also create a sense of urgency and incentivize impulse buying behaviour among consumers (Wong and Zhou, 2003). Xu (2007) suggested that the atmosphere of a store can impact consumers' emotions, potentially prompting them to engage in impulse buying while inside. Offering product demonstrations or **samples** can pique consumers' **interest** and lead to spontaneous purchases (Hoch and Loewenstein, 1991). Consumer's probability to purchase on impulse receives a further increase when they see an item on **sale** or with some kind of promotion(Ramaswamy and Namakumar, 2009). Hulten & Vanyushyn (2011) suggested that impulsive buyers are observed to put more attention to the in-store displays offerings, discounts, and bundles of any kind. This behaviour can also be noticed in e-retail purchases made by clicking on digital ads and marketing, the customer is attracted to the offered discounts and bundles and thus finds themselves needing to buy the product regardless of their needs ie. wants to get the best deals.

Kaur and Singh (2007) studied the buying behaviour of Indian youth and observed that sensory stimulants such as the **odour or feel** of the products play a pivotal role in shaping the shopping decisions of these individuals and could influence impulse buying in them. Dave (2010) pointed out that retail stores in Indian settings and discovered that all of the in-store measures taken by the retailer affect the impulse stimuli of the customers and therefore pushes towards conversion into sale, but overall, the promotional mix can act as base for differentiating a store from others and attracting customers to it. Mattila and Wirtz (2008) emphasized the impact of social factors on impulse buying, distinguishing between two main types: interactions with store employees and the presence of other customers. They found that **social factors**, such as the friendliness of employees, directly affect impulse purchasing. To mitigate the negative impact of crowded conditions, store managers could potentially train their employees to be exceptionally welcoming during busy periods and how to effectively handle customer queries and tend to their needs.

Receiving positive **feedback** from others, whether it's from a salesperson or friends while shopping, can increase the likelihood of impulse purchases (Yu and Bastin, 2010). Luo's (2005) study on the "influence of shopping companions on impulsive buying" revealed that the presence of peers heightens the desire to make impulsive purchases, whereas the presence of

family members tends to decrease it. Contrastingly, Rook and Fisher (1995) suggested that anonymity can also foster impulse buying, as shoppers feel more inclined to explore new items, styles, and indulge in fantasies in a self-service environment where they remain anonymous and avoid the fear of judgement.

Harmanciouglu (2009) proposed that marketing managers can enhance the inclination to make impulsive purchases of new products by placing emphasis on creating a sense of excitement, enjoyment, and diversity in their promotional campaigns. Up selling and **cross-selling strategies** have been observed to have an effect on impulse buying as stated by Dawson and Kim (2009). Yu and Bastin (2010) analysed the effect of in-store Point of Purchase (POP) posters and advertisements in supermarkets and other retail establishments and found that they induced impulse purchase behaviours. In-store stimuli are promotional techniques strategically employed to stimulate impulse purchases made by customers. Some examples of these techniques include in-store settings, on-shelf positioning, discounting, availability of samples, POP displays (influences last minute impulse buying), coupons or vouchers, and in-store demonstrations. Quick, easy and streamlined checkout processes, including one-click and mobile payment options, reduce friction and make impulse buying more hassle-free for consumers (Naylor et al., 2012). This has been one of the reasons for the development of quick and easy or hassle-free payment options on e-retail sites. Lee et al (2023) observed that, with the adoption of e-wallets has been shown to facilitate impulse buying among Generation Y and Z. This behaviour is driven by the ease and convenience of using digital payment methods, which reduces the friction of the purchasing process. The perceived enjoyment and satisfaction of using these platforms further enhance the likelihood of impulsive purchases

(Keywords: environmental cues, ambience, presentation, offers, prices, samples, interest, feedback, promotions, strategies, design, packaging.)

Role of Marketing Practices in Impulse Purchases

In this age of fast-moving trends and ever-changing wants, for a business, Marketing is one of the most effective ways to stimulate impulse buying behaviour in customers. By using persuasive strategies and tactics, marketers can create the optimum environment for consumers to make impulse purchases. From personalized recommendations to short-term offers and engaging visual cues, marketers can try to capture the emotions, wants, and needs of potential

buyers. Social proof, feedback, and easy checkout processes can simplify the buying process, making it easier for consumers to make an impulse purchase. Additionally, shopping convenience and cross-selling tactics make impulse buying even more attractive. By understanding consumer behaviour, marketers can create a compelling environment that takes advantage of impulse buying tendencies, driving up sales and revenue, and building brand loyalty in a highly competitive digital and retail environment alike.

Consumers are more influenced to shop in stores with **attractive displays, product placement, or attractive signs.** This leads to much higher impulse purchases. Stimulating multiple senses through in-store experience or product experience can increase emotional responses and drive impulse purchases (Krishna, 2012).

Discounts and **Time-limited promotions** create a sense of urgency, pushing consumers to make an impulse purchase to take advantage of the perceived benefits (Chandon et al., 2009).

Social Proof (being influenced by someone to make a purchase) **and FOMO** (Fear of Missing Out); Social media influencers, customer **reviews**, and testimonials may create a sense of social proof, triggering FOMO and encouraging impulse buying (VanMeter, 2020). Creating a perception of scarcity or urgency through phrases like "limited time offer" or **"while supplies last"** taps into consumers' fear of missing out (FOMO), thus increasing impulse purchases (Li et al., 2018). A study on the psychological triggers of impulse buying, emphasizing the role of scarcity and urgency. The research showed that limited-time offers and flash sales are powerful motivators for impulse purchases, tapping into consumers' fear of missing out (FOMO) (Roy, R., & Naidoo, V., 2023). **Cross-selling and upselling** strategies, such as bundling complementary products or suggesting upgrades and combo deals, capitalize on impulse buying tendencies by enticing consumers with additional offerings and savings (Verhoef et al., 2014). Social media advertising and influencers can trigger impulse buying through **peer influence** or pressure and validation. (Smith, A. N., Fischer, E., & Yongjian, C. (2012). **Emotional advertising** appeals, such as those evoking happiness, excitement, or nostalgia, can trigger impulsive buying behaviour through bypassing rational decision-making processes thus driving sales (Baumeister et al., 2008). Neuromarketing studies often investigate how social factors influence neural responses related to decision-making, shedding light on the mechanisms underlying social influence in marketing (Falk et al., 2012).

E-commerce platforms often use **algorithms** to provide personalized product recommendations based on past purchases or browsing history. These recommendations can trigger impulse purchases by appealing to the consumer's interests and preferences (Kowal & Fortunato, 2019). Positive reviews, testimonials, and social proof in the form of **likes, shares, and ratings** can enhance the perceived value and credibility of a product, leading to impulsive buying behaviour (Huang & Benyoucef, 2013). With the increasing use of smartphones, mobile-optimized websites and apps offer consumers the convenience of shopping anytime, anywhere, leading to impulsive buying behaviour, especially during idle moments (Kowal & Fortunato, 2019). Tailoring marketing messages and offers to individual preferences and behaviour patterns can increase the likelihood of impulse purchases. Research by Verhagen et al. (2015) emphasized the effectiveness of personalized marketing strategies in driving impulse buying. Lee et al (2023) noted, more than 35% of consumers in the United States reported being likely to make impulse purchases online. This trend is attributed to the increased accessibility of e-commerce platforms and targeted advertising that appeals directly to consumers' preferences and browsing history. In contrast, traditional in-store impulse buying is driven by strategic product placements and in-store promotions

Given the heavy influence of **psychological factors** promoting impulse purchases it is often seen that psychological and neuro marketing also cause impulsive behaviours in purchase decisions. **Anchoring and Decoy Pricing** wherein presenting a high-priced item next to a slightly less expensive option can anchor consumers' perception of value, making the latter seem more attractive and prompting impulse buys (Zhang et al., 2016). Highlighting potential losses or missed opportunities rather than gains can nudge consumers towards impulsive purchases to avoid regret (Jin et al., 2017). Subtle cues or **priming techniques,** such as using words associated with speed or spontaneity, can activate impulsive decision-making tendencies in consumers (Guerreiro et al., 2017). Behavioural economics examines how psychological factors influence economic decisions. **Neuromarketing** complements this by providing neuroscientific insights into these decision-making processes. For instance, both fields explore concepts like loss aversion and scarcity, which can be leveraged to stimulate impulse buying (Kenning & Plassmann, 2005). Neuromarketing studies emphasize the importance of emotional engagement in advertising. Emotional appeals trigger impulse buying by tapping into consumers' feelings rather than rational decision-making processes (Heath 2012). Neuromarketing insights into consumer perceptions of pricing influence psychological pricing strategies. Pricing techniques such as **charm pricing** ($9.99 instead of $10.00) exploit

cognitive biases, stimulating impulse buying by altering consumers' perceived value (Grewal 2019)

Neuromarketing principles emphasize the power of **storytelling** in advertising. Compelling narratives trigger emotional responses, fostering connections with brands and influencing impulse buying behaviour (Morgan 2019). Visual marketing strategies, including product packaging and design. Stimulating visuals can trigger emotional responses and impulse buying behaviour. (Lindstrom, M. (2008)

During the Covid-19 Pandemic, an increase in impulsive behaviour among customers was noted and various researchers observed its causes and effects. A study published by Prentice, C. et al. (2020) observed a significant rise in impulse buying during the COVID-19 pandemic. The research attributes this to increased stress, anxiety, and the uncertainty of the situation, which led consumers to seek immediate gratification through spontaneous purchases . On the other hand some used shopping as a coping mechanism as noted by Zheng et. al (2020), and found that the pandemic-induced isolation and stress had a direct correlation with increased impulse buying. The study noted that consumers turned to shopping as a coping mechanism to manage negative emotions and fill the void left by reduced social interactions. A study published in 2023 (Chen, S., & Lin, Y.) focused on the effects of post-pandemic consumer behaviour on impulse buying. It found that while the initial surge in impulse buying during the pandemic has levelled off, the convenience of online shopping and the habit of seeking instant gratification continue to drive impulse purchases.

In 2017, Sohn, S. Y., & Tadisina, S. K; conducted a study focusing primarily on Indian consumers, this study analyses the determinants of impulse buying behaviour in online shopping. It examines factors such as **website design**, consumer characteristics, and situational factors to provide insights into what drives impulse purchases in the online environment and found that the above factors have high degree of impulse stimulation. While not directly addressing impulse buying Chen, Y. H., & Yang, H. L. (2010) conducted a study investigating the effect of online store atmosphere on consumers' **emotional responses.** Emotional responses play a significant role in impulse buying behaviour, and understanding how the online environment influences these responses can provide valuable insights for e-retailers, thus emphasized on the emotional responses of consumers. While in 2012, Huang, M. H., & Chang, C. H. employed structural equation modelling to understand the determinants of online impulse buying behaviour. It examined various factors such as website characteristics and design,

individual characteristics, that influence impulse buying in e-commerce context and suggested web pages and their designs have a positive influence the consumer buying behaviour. With an interesting approach to consumer tendencies, Kim, J., & Forsythe, S. (2008) conducted a study which while not focused specifically on impulse buying, this research explored the adoption of virtual try-on technology in online apparel shopping (clothes, cosmetics, eyewear). **Virtual try-on** tools can stimulate impulse purchases by enhancing the online shopping experience and reducing perceived risk associated with purchasing clothing items without trying or testing them. To examine consumer usage and buying **patterns** in both traditional and online stores, (Kacen, J. J., Hess, J. D., & Chiang, W. K. 2013) contributed to understanding the dynamics of multichannel retail. The findings are relevant to exploring how consumers navigate between different channels and make impulse purchases online and offline by understanding their purchase patterns where **algorithms** can be of great help. that explored how digital marketing and social media influence impulse buying. Xu, Y., & Huang, J. (2023) conducted a research and found that personalized advertisements and social media influencers significantly increased impulse purchases by enhancing product visibility and perceived value.

(Keywords: signage, promotions, social proof and fomo, algorithms, psychological factors, neuro marketing, patterns, emotional response, web design and environment.)

Framework and Future Research

After a comprehensive look into the existing literature and studies on impulse purchase and impulsive consumer behaviour and how each stimuli affects the consumer behaviour (with respect to impulse), I suggest the following factors and stimuli to be studied and considered for research:

 i. Consumer Personality.

ii. Consumer Needs.

iii. Promotions.

iv. Social Factors.

 v. Digital Payment Mode.

Conclusions

Exploring impulse buying has been a challenge for market researchers due to its intricate nature which differs from person to person. According to Hausman (2000), impulse buying is a complex and multifaceted phenomenon that contributes significantly to the volume of products sold annually. The main objective of consumer research has been to determine the different elements that lead to impulsive purchases in developed countries. However, in emerging economies, there is an urgent need to study impulse buying due to recent developments in retailing and substantial cultural disparities compared to developed nations (Kacen and Lee, 2002). The substantial rise in personal disposable income, changes in lifestyle, and increased access to credit have made impulse buying prevalent across various retail formats. Enhancing sales through unplanned purchases requires the creation of an appealing physical shopping environment and in-store stimuli (Abratt and Goodey, 1990). The current retail environment in India offers ample opportunities for consumers to engage in impulsive buying both offline and online across different product categories.

Considering the universal occurrence of impulse buying, retailers can leverage it to enhance their business prospects. By strategically combining and harnessing the influence of various factors affecting impulse buying, retailers stand to increase their sales turnover, thus benefiting marketers and retailers alike. Through a comprehensive content analysis of existing literature, it became feasible to elucidate the concept of impulse buying, its diverse dimensions, and its correlation with consumer behaviour. Furthermore, this analysis facilitated the formulation of research propositions aimed at advancing knowledge in consumer research. Given the evolving market dynamics in developing economies, it is conceivable that impulse buying will emerge as a burgeoning area of research and activities, transcending various forms of retailing.

After the comprehensive review and analysis of a diverse set of existing literature on purchasing decisions, impulse buying, consumer behaviour, marketing practices and their effects on consumer , psychological factors in buying decisions and various others, it is clear that Impulse Buying Behaviour although heavily influenced by Internal and External Stimuli along with Socio-cultural norms and Psychological factors, Marketers can use these stimuli effectively for increasing sales and driving up revenue. Impulse buying behaviours in consumers also provides a good opportunity for introducing new products and ranges given judicious use of the above stated factors and stimulus. Given the rise of digital retail and attractive stores both online and offline marketing can efficiently target impulse buying tendencies of customers to drive up sales and brand recognition. Impulse buying also births further recommendations to peers and social groups which may enhance brand awareness and consumer bases.

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7

Building of Strong Digital Banking Perception of Consumer in Recent Era

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Abstract

The growing use of technology in today's world has created opportunities for banks to begin digitalizing their services. This study focused on the causes behind adopting digital banking offerings during recent eras. Various significant factors, i.e., convenience, secure way of dealing with the bank, ease of maintaining banking activity, variety of features and services offered, and that digital banking is more reliable, are the primary reasons for adopting digital banking services. The study confirms a significant difference in mean digital banking usage with digital banking systems in the recent era.

Keywords: Banking Services, Digital Banking, Consumer Satisfaction, Consumer Perception.

Introduction

The banking sector is crucial for the growth of the Indian economy. Addressing issues related to banking competitiveness and introducing new products and services are essential for the banking business. Digital banking has experienced rapid growth worldwide, especially in recent years, due to continuous advancements in IT and the Internet. Customers' preference for digital banking has become evident in recent years. The spread of rumors about viruses on banknotes has also contributed to people embracing electronic banking. The primary goal of banking institutions is to provide high-quality services to consumers at minimal transaction costs. In this context, digital banking enables users to access both new and traditional banking

products and services through digital and interactive communication channels, leading to a significant customer base.

Due to the improved efficiency and accessibility of digital banking channels in recent years, banks have opted to use them to assist their customers. The government and the Reserve Bank of India (RBI) have acted quickly to address the situation. The Indian Bankers Association has further stated that essential services such as deposits, payment services, remittance, clearing, and government operations will be provided by adjusting bank branch working hours and reducing the number of employees in the branches. The benefits of an exceptional digital customer experience will be quantifiable. Since the future of digital banking relies on customers, banks need to understand their digital banking needs and expectations, which can be challenging.

During recent times, many organizations and associations were closed, leading to a high number of job losses. Banks were only permitted to serve a limited number of customers in specific areas. Consequently, many people found it inconvenient to visit the bank for their regular transactions and were encouraged to use online banking services instead. As a result, the demand for e-banking has increased during the COVID-19 crisis, with the Reserve Bank of India (RBI) reporting that 57 percent of users now utilize online banking. To enhance customer experience and satisfaction, banks have focused more on online banking. Many banks have promoted this service through positive messaging, reminding customers of the benefits, such as the ease of conducting transactions at any time and continuous access to financial information.

Review of Literature

Vennila and Murugan (2019) stated in their research article that Internet banking has replaced traditional banking habits of individuals, as they can perform many services via the Internet, such as account information inquiries, card account transfers, Bank securities account transfers, foreign exchange transactions, client service, and account management, among others.

Suryalakshmi & Vijai (2020) concluded in their paper that banks offer different channels to provide banking services with the help of Bank branches, Internet banking, Mobile banking, ATMs, etc. Several opportunities are available for banks to adopt digital channels to provide banking services. Along with that, banks must focus on secure Internet banking services to extend banking facilities.

Jain & Sarupria (2020) stated in their study that there was an upsurge in purchases made on online shopping platforms for apparel, entertainment, and food during in recent era. Payment can be made through the payment gateway by someone who performs such services on e-commerce platforms. It ensures that sensitive data, such as credit card details, hosted on an interface or an e-commerce website, is securely transported over numerous routes, making digital payment safer and safer.

Patil (2021) examined that the recent era has had a negative influence on banking, resulting in a drop in demand, reduced incomes, and production shutdowns, as well as a negative impact on bank operations. In recent eras, there has been a decline in credit demand, a decrease in the Indian banking sector's rating, an increase in bank loan defaulters, banking operations restrictions, and an increase in Internet and mobile banking.

Singhal & Gupta (2021) concluded in their research study that there has been a considerable increase in the use of mobile payment operations through various payment platforms in Indian towns and villages, which was not the case before the global pandemic COVID-19. Trade through digital applications is far safer than actual money exchange, which involves many hands touching notes in a circular motion.

Dauda & Aliu (2021) analyzed in their article that Internet banking and e-payment usage have enhanced customers' lives by making e-transactions easier. The influences of purpose, mindset, perceived benefit, and ease of use have long been recognized in digital banking. Perceived usefulness and ease of use have had a huge positive impact on the mindset toward online banking and e-payment usage during in recent era.

RESEARCH GAP

Digital banking has been transforming the banking industry overall in recent eras. It has an impact on banking performance as well as client interactions. According to the mentioned literature analysis, the majority of research has focused on consumer satisfaction with digital banking, customer perceptions of digital banking efficacy, and digital banking prospects and difficulties. The majority of the research focused on a few aspects of digital banking. During the COVID-19 outbreak, customers switched from traditional to digital banking, according to this study. This study also looked into the factors that led to the acceptance of digital banking. As a result, through this study, the researcher bridged a research gap.

OBJECTIVE OF THE STUDY

- To know the degree of awareness and understanding of digital banking services as a result in recent era.

- To understand the transition of customers from traditional banking to e-banking.

- To find the significance of digital banking in in recent era.

- To explore the causes of digital banking acceptance after the COVID-19 pandemic.

Research Methodology

The researcher collected data from primary sources. A structured questionnaire was distributed through Google Forms. The data was collected from 424 bank clients using a random sample method. The acquired data was analyzed using SPSS statistical software. In analyzing demographic data and research questions, descriptive statistics such as frequency counts and percentages were used, while inferential statistics such as the paired sample T-test and Kruskal-Wallis test were also conducted to assess the stated hypotheses at the 0.05 level of significance.

Data Analysis & Interpretation

Table-1

Presentation of Demographic Data

	Background	Frequency	Percentage (%)
Gender	Male	320	75.5
	Female	104	24.5
Marital Status	Married	272	64.2
	Unmarried	148	34.9
	Others	4	.9
Age of respondent	Below 20 Years	12	2.8
	21 to 40 Years	356	84.0
	41 to 60 Years	40	9.4
	Above 60 Years	16	3.8
Qualification	Undergraduate	40	9.4
	Graduate	96	22.6

	Postgraduate	204	48.1
	Professional	84	19.8
Occupation	Government Service	72	17.0
	Private Service	96	22.6
	Self Employed	80	18.9
	Business	16	3.8
	Student	112	26.4
	Others	48	11.3
Annual Income of respondent	Below Rs. 2.5 Lacs	152	35.8
	Rs. 2.5 Lacs to Rs. 5 Lacs	156	36.8
	Rs. 5 Lacs to Rs. 10 Lacs	80	18.9
	Above Rs. 10 Lacs	36	8.5
Residential Status	Urban	196	46.2
	Semi-Urban	104	24.5
	Rural	124	29.2

Interpretation: Among 424 respondents, 75.5% are male and 24.5% are female. The majority of customers are married (64.2%) The majority of customers, i.e., 84%, are aged between 21 to 40 years, which indicates that the younger the age, the greater the inclination to use digital banking. About 22.6% of customers are graduates, 48.1% are postgraduates, and 19.8% are professionals, indicating that the majority of customers are well-educated. Regarding occupation, 17% are government employees, 22.6% are private employees, 18.9% are self-employed, and 26.4% of customers are students. The majority of customers reside in urban areas, i.e., 46.2%, followed by 29.2% in rural areas and 24.5% residing in semi-urban areas.

Table 2.

Descriptive Statistics

	Mean	Std. Deviation

Rating of digital banking services by the respondents	**4.22**	**.766**
Convenient (24/7 Access)	**4.59**	**.712**
Digital banking is secure way of dealing with bank	**3.88**	**.919**
Ease to maintain banking activity	**4.13**	**.814**
Variety of features and services that are offered	**4.12**	**.909**
Digital banking is more reliable	**3.80**	**1.024**

Interpretation: Considering the above results, it is revealed that among all the variables, the highest mean is related to the variable of convenience of digital banking which is equal to 4.59 (SD = .712). From this, it is inferred that customers used digital banking services for convenience (24/7 Access) during COVID-19 phase and the lowest mean is related to the variable reliability of digital banking which is 3.80 (SD = 1.024).

Paired Samples T Test

H_1: There is a significant difference in mean digital banking usage pre-and post the post-COVID-19 pandemic.

H_2: There is a significant difference in the mean number of visits to bank branches pre- and post-COVID-19 pandemic.

Table 3.

Paired Samples Test

		Mean	Std. Deviation	Paired Differences					t	df	Sig. (2-tailed)
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower	Upper			
Pair 1	Usage of digital banking before COVID-19	2.25	1.064	-.509	.781	.038	-.584	-.435	-13.433	423	.000

	Usage of digital banking after COVID-19	2.75	1.124								
Pair 2	Visit of bank branch before COVID-19	1.62	.783	.462	.633	.031	.402	.523	15.042	423	.000
	Visit of bank branch after COVID-19	1.16	.459								

A paired sample t-test was applied to evaluate the effect of COVID-19 on the usage of digital banking. As the results showed in Table 3 there is a significant increase in usage of digital banking before (M = 2.25, SD = 1.064) to after (M = 2.75, SD = 1.124), t (423) = -13.433, p=.000 (two-tailed) is less than 0.05. Therefore, the null hypothesis H_0 is rejected at a 5% level of significance, and it is concluded that there is a significant difference in mean usage of digital banking before and after the COVID-19 Phase.

A paired sample t-test was applied to evaluate the effect of COVID-19 on visits to the bank branch. The results showed a significant decrease in visits to bank branches before (M = 1.62, SD = 0.783) to after (M = 1.16, SD = .459), t (423) = 15.042, p=.000 (two-tailed) is less than 0.05. Therefore, the null hypothesis H_0 is rejected at a 5% level of significance, and it is found that there is a significant difference in the mean visit of bank branches before and after the COVID-19 Phase.

Kruskal Wallis Tests

H₃: There is a significant difference between gender and the reasons of digital banking acceptance during in recent era.

Table 4.

Test Statistics⸴ᵇ

	Convenient (24/7 Access)	Digital banking is secure way of dealing with bank	Ease to maintain banking activity	Variety of features and services that are offered	Digital banking is more reliable
Chi-Square	4.400	9.220	11.302	25.195	10.067
df	1	1	1	1	1
Asymp. Sig.	.036	.002	.001	.000	.002

a. Kruskal Wallis Test

b. Grouping Variable: Gender

The above Kruskal-Wallis Test Table 4 shows the level of significance between gender and reasons for digital banking adoption after the COVID-19 pandemic. The P-value is 0.036 for convenience (24/7 access), 0.002 for a secure way to deal with the bank, 0.001 for ease of maintaining banking activity, 0.000 for the variety of features and services offered, and 0.002 for reliability. The result indicates that the P-value is < 0.05, the null hypothesis is rejected at a 5% level of significance, and it is stated that there is a significant difference between gender and the causes of digital banking acceptance during in recent era.

H₄: There is a significant difference between age and the reasons for digital banking acceptance during in recent era.

Table 5.

Test Statistics⸴ᵃ⸴ᵇ

	Convenient (24/7 Access)	Digital banking is secure way of	Ease to maintain banking activity	Variety of features and services that are offered	Digital banking is more reliable

		dealing with bank			
Chi-Square	48.756	31.925	58.583	26.340	33.244
df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: Age of respondent

The above Kruskal-Wallis Test Table 5 shows the level of significance between age and reasons for digital banking adoption during the COVID-19 pandemic. P-value is 0.000 for convenience (24/7 access), 0.000 for a secure way to deal with the bank, 0.000 for ease of maintaining banking activity, 0.000 for the variety of features and services offered, and 0.000 for reliability. The result indicates that the P-value is < 0.05, it is stated that there is a significant difference between age and the causes of digital banking acceptance during in recent era.

H_5: There is a significant difference between occupation and the reasons for the adoption of e-banking during the COVID-19 epidemic.

Table 6.

Test Statistics[b]

	Convenient (24/7 Access)	Digital banking is a secure way of dealing with bank	Ease to maintain banking activity	A variety of features and services are offered	Digital banking is more reliable
Chi-Square	35.418	26.341	39.184	37.910	52.630
df	5	5	5	5	5
Asymp. Sig.	.000	.000	.000	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: Occupation

The above Kruskal-Wallis Test Table 6 shows the level of significance between occupation and reasons for digital banking adoption during the COVID-19 pandemic. P-value is 0.000 for convenience (24/7 access), 0.000 for a secure way to deal with the bank, 0.000 for ease of maintaining banking activity, 0.000 for the variety of features and services offered, and 0.000 for reliability. The result indicates that the P-value is < 0.05, it is concluded that there is a significant difference between occupation and the reasons for the acceptance of digital banking during the COVID-19 outbreak.

H_6: There is a significant difference between age and understanding of digital banking functions in recent eras.

Table 7.

Test Statistics[b]

	Awareness and understanding of digital banking functions
Chi-Square	42.849
Df	3
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Age of respondent

The above Kruskal-Wallis Test Table 7 shows the level of significance between age and understanding of digital banking functions. The result indicates that the P-value (0.000) is < 0.05, the null hypothesis is rejected at a 5% level of significance, and it is found that there is a considerable difference between age and understanding of digital banking functions in the recent era.

H_7: There is a significant difference between residential status and understanding of digital banking functions in the recent era.

Table 8.

Test Statistics,b

	Awareness and understanding of digital banking functions
Chi-Square	29.162
Df	2
Asymp. Sig.	.000

a. Kruskal Wallis Test

b. Grouping Variable: Residential Status

The above Kruskal-Wallis Test Table 8 shows the level of significance between residential status and understanding of digital banking functions. The result indicates that the P-value (0.000) is < 0.05, and it is observed that there is a significant difference between residential status and understanding of digital banking functions in recent era.

Findings

In recent eras, consumer preference for digital banking has been confirmed by this study. It has been discovered that of five significant factors, i.e., convenience (24/7 access), secure way of dealing with the bank, ease of maintaining banking activity, variety of features and services that are offered, and digital banking is the more reliable. Customers' satisfaction with digital banking services is influenced by these aspects. During the COVID-19 epidemic, customers' gender, age, and occupation all play a significant impact in their adoption of digital banking services. Customers' age, qualification, and residential status play a significant role in their awareness and understanding of digital banking functions. Banks should prioritize employing the most recent versions for their clients' information privacy, security, and communication needs. Regular communication with customers for security and up-to-date transaction details would be preferable to avoid mistreatment of client information and raise customer awareness. Banks should place greater emphasis on the aforementioned factors in order to develop and upgrade their online operations. This is often crucial to the bank's growth. It will be easy to comprehend all subsequent conversations.

Conclusion

This study analyzed the numerous demographic parameters that are significant in discovering the reasons for the transformation of customers to digital banking in the recent era. The majority

of consumers use digital banking for their banking needs. Individuals used to visit bank branches for financial transactions before the COVID-19 epidemic, but as a result of the pandemic, bank branch visits have decreased, and people are increasingly turning to Internet banking. As a result, the number of digital banking transactions has risen. Digital banking is convenient since it allows you to access banking services, including balance inquiries, fund transfers, and investments, at any time of day or night, seven days a week. There are various restrictions imposed by the government during COVID-19, and individuals also want to minimize unnecessary movement, so digital banking appears to be quite convenient. Digital banking is a safe approach to interact with banking institutions. Customers were concerned about the lack of security features in digital products. Customers' trust in banks has grown as banks have focused on increasing security and safety features. Digital banking has evolved as a convenient approach to continuing financial activities, since it saves time, and money, and protects against the coronavirus. People prefer web-based financial administrations because they save time, avoid lines for keeping and withdrawing money, and can simply find their needs on their bank's websites. Customers like to transfer money from one bank account to another without visiting a bank location. Digital banking offers a variety of features and services. Most banking services, such as balance inquiries, account statement inquiries, fund transfers, utility bill payment, investment, shopping, and so on, may be performed through digital banking, reducing the need to visit bank offices and helping to defend against COVID-19. Customers will begin to request additional services from banks once they are convinced of the numerous benefits of digital banking. Customers' trust in digital banking has grown as banks' security features have been improved. Banks also provide insurance and fraud protection. The bank is responsible for banking fraud up to a certain limit. During the COVID-19 pandemic, the study explains why people started using digital banking. Future studies could concentrate on digital banking services in COVID-19 high-risk locations.

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8

Beyond Capes: Unveiling Gendered Layers in

Female Superhero Narratives

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Abstract

This research endeavours to scrutinise the intricate delineations of femininity within the narrative framework of female superhero representations, employing Connell's theory of hegemonic masculinity and Judith Butler's concept of gender performativity as theoretical underpinnings. The emergence of female superheroes within a predominantly male-centric milieu has sparked both fascination and scholarly scrutiny. Grounded in feminist theoretical frameworks and informed by critical media studies, this inquiry seeks to elucidate the strategies employed by female superheroes to negotiate and contest conventional gender paradigms, identities, and power structures.

Utilising a qualitative analytical approach informed by narrative methodologies, the research aims to dissect selected comic book characters, cinematic adaptations, and televised renditions to uncover the myriad ways in which gender is constructed, contested, and negotiated within these narratives. It anticipates uncovering a spectrum of representations, ranging from narratives that exude empowerment and subversion of gender norms to those inadvertently perpetuating entrenched gender stereotypes.

Moreover, this study endeavours to interrogate the agency of creators, the reception by audiences, and the influence of socio-cultural contexts in shaping the discursive terrain surrounding female superheroism. Through this scholarly pursuit, it aspires to contribute nuanced insights to broader discourses concerning gender representation in popular culture while offering scholarly elucidation on the ongoing evolution of female superhero identities.

Keywords - Superheroes, Hegemonic Masculinity, Gender Performativity, Queer, Intersectionality.

Introduction

The emergence of female superheroes within popular culture has heralded a significant shift in the landscape of the superhero genre, inviting critical scrutiny and catalysing profound discussions surrounding gender representation, identity, and power dynamics. Historically entrenched within a predominantly male-dominated domain, the ascent of female protagonists within comic books, films, and television adaptations marks a pivotal moment in the evolution of popular narratives.

This burgeoning prominence not only underscores shifting cultural attitudes but also raises compelling questions about the complex interplay between gender, agency, and representation. The genesis of female superheroes can be traced back to the early 20th century, albeit within a milieu dominated by male counterparts. Characters such as Wonder Woman, introduced in 1941, embodied pioneering attempts to carve out space for women within the superhero pantheon. However, their representation often reflected prevailing gender norms and expectations, encapsulated within tropes of the "damsel in distress" or the hypersexualised 'femme fatale'.

Despite these limitations, these early incarnations laid the groundwork for subsequent generations of female superheroes to challenge and transcend traditional gender boundaries. In recent years, the visibility and diversity of female superhero characters have expanded exponentially, propelled by a confluence of cultural, social, and economic factors. The success of films such as 'Wonder Woman' and 'Captain Marvel' underscores both the marketability and cultural resonance of female-led narratives, signalling a seismic shift within the industry. Moreover, the proliferation of female-centric comic book titles and television adaptations reflects a growing demand for more inclusive and representative storytelling. However, while the ascendance of female superheroes signifies progress, it also brings into sharp relief the nuanced complexities surrounding gender representation within these narratives. Beyond the spectacle of superhuman feats and epic battles, lies a rich tapestry of gendered meanings, symbols, and narratives waiting to be unpacked. This research endeavours to delve into these complexities, examining the multifaceted layers of femininity woven into the fabric of female superhero narratives, seeking to elucidate the nuanced gender dynamics often obscured within prevailing discourse.

Historically entrenched within a predominantly male-centric domain, the emergence of female superheroes has engendered both fervent interest and critical scrutiny. Grounded in feminist theories and informed by critical media studies, this inquiry endeavours to elucidate how female superheroes negotiate and disrupt conventional gender paradigms, identities, and power structures. Employing a qualitative analysis informed by narrative frameworks, the research aims to dissect select comic book characters, cinematic adaptations, and televised renditions to discern the manifold ways in which gender is constructed, contested, and negotiated within these narratives. The findings will unveil a tapestry of representations spanning from empowering and transgressive renderings to those that inadvertently reinforce entrenched gender stereotypes. Moreover, it will interrogate the role of creators, audiences, and socio-cultural contexts in shaping the discursive terrain surrounding female *superheroism*. In doing so, this study contributes a nuanced understanding to broader dialogues concerning gender representation within popular culture while offering scholarly insights into the ongoing evolution of female superhero identities.

The Importance of Central and Diverse Representation of Female Superheroes In Comics

The realm of comic books and superhero narratives has historically been dominated by male protagonists, perpetuating gendered norms and stereotypes that relegated female characters to secondary roles or narrow, stereotypical depictions. However, in recent years, a discernible shift towards greater representation of female superheroes has emerged, indicative of a growing recognition of the imperative of diversity and inclusion within the genre. This article delves into the significance of central and diverse representation of female superheroes in comics, drawing upon insights from gender studies to analyse the impact of such representation on readership and societal perceptions of gender roles.

Traditionally, female superheroes were often portrayed as derivative or subservient to their male counterparts, lacking agency and depth of character. Even iconic figures like Wonder Woman and Supergirl were subject to objectification and gendered stereotypes. However, as societal attitudes towards gender equality have progressed, the representations of female superheroes has also been popularised.

Contemporary female superheroes are increasingly depicted as multifaceted individuals with agency, complexity, and diverse backgrounds. Characters like Kamala Khan (Ms. Marvel), Jessica Jones, and Riri Williams (Ironheart) serve as exemplars of this evolution, challenging

traditional gender norms and offering readers a broader spectrum of representations to identify with.

Central and diverse representation of female superheroes in comics holds profound significance within the context of gender studies:

Empowerment: When female characters are portrayed as strong, capable, and multifaceted individuals, they not only challenge traditional gender norms but also serve as powerful symbols of empowerment for readers, particularly young girls. The portrayal of female superheroes in central roles reinforces the message of female agency and self-worth, fostering confidence and self-belief among readers.

Visibility: Representation plays a pivotal role in combating marginalisation and erasure of women's experiences in popular culture. By featuring female superheroes prominently in comics, publishers and creators affirm the importance of women and girls as integral participants in the superhero narrative, thereby contributing to the visibility and recognition of diverse gender identities and experiences.

Counteracting Stereotypes: Diverse representations of female superheroes disrupt monolithic notions of womanhood and challenge entrenched stereotypes. By showcasing characters from diverse racial, cultural, and socioeconomic backgrounds, comics have the potential to redefine societal perceptions of femininity and celebrate the richness of human diversity, thereby fostering inclusivity and acceptance.

Cultural Impact: Comic books wield significant influence as cultural artifacts that shape societal attitudes and norms. The portrayal of female superheroes as complex, capable, and diverse individuals contribute to a more inclusive and equitable cultural landscape, fostering dialogue and reflection on gender dynamics and power structures within society.

Expanding the Audience: Central and diverse representation of female superheroes not only resonates with female readers but also attracts a broader audience encompassing readers of all genders and backgrounds. By offering compelling and relatable characters, comics transcend traditional demographic boundaries, expanding the reach and impact of the medium while fostering empathy and understanding across diverse perspectives.

Connell's Hegemonic Masculinity:

Connell's seminal work on masculinity, particularly in "Masculinities" (1995), elucidates the concept of hegemonic masculinity as a cultural ideal that embodies traits such as physical strength, aggression, and dominance. According to Connell, hegemonic masculinity is not fixed but is instead perpetuated through social and cultural practices that reinforce traditional gender norms. Connell writes, "Hegemonic masculinity is the pattern of practice that allowed men's dominance over women to continue" (Connell, 1995, p. 77).

Hegemonic masculinity is not only about power over women but also entails a hierarchy among men, where some forms of masculinity are privileged over others. Connell explains, "Hegemonic masculinity is the dominant form of masculinity in a given society, but hegemony does not mean unopposed dominance" (Connell, 1995, p. 77). In other words, hegemonic masculinity is maintained through social and cultural processes, but it is constantly contested and negotiated within society.

Connell's theory of hegemonic masculinity provides a valuable framework for understanding the representation of gender within the superhero genre. Within patriarchal societies, certain forms of masculinity are privileged and dominant, perpetuating power differentials and reinforcing traditional gender roles. Employing Connell's insights, this article delves into the ways in which central and diverse representations of female superheroes challenge the hegemonic masculine ideal, particularly the macho, hypersexualised image associated with male superheroes.

Cinematic Representations of Female Superheroes:

Wonder Woman (2017): Directed by Patty Jenkins, 'Wonder Woman' offers a powerful challenge to hegemonic masculinity within the superhero genre. Gal Gadot's portrayal of Diana Prince/Wonder Woman embodies traits typically associated with hegemonic masculinity, such as strength, courage, and leadership. As Connell argues, "Hegemonic masculinity is constructed in relation to women, so women are always present in the construction of masculinities" (Connell, 1995, p. 74). By presenting Wonder Woman as a multifaceted character with agency and depth, the film subverts traditional gender norms and challenges the hypersexualized and objectified depictions of women prevalent in earlier iterations of the character.

Captain Marvel (2019): Brie Larson's depiction of Carol Danvers/Captain Marvel further challenges hegemonic masculinity within the genre. The character's journey from self-discovery to embracing her power emphasises themes of agency and resilience, challenging

traditional narratives of female passivity and dependence. Connell argues, "The traits and practices that make up hegemonic masculinity are not necessarily superior to other forms of masculinity; rather, they are simply the most socially valued and rewarded" (Connell, 1995, p. 78). By presenting Captain Marvel as a formidable and complex protagonist, the film asserts the validity of diverse expressions of gender identity and challenges the privileging of hegemonic masculinity within society.

Black Widow (2021): Scarlett Johansson's portrayal of Natasha Romanoff/Black Widow provides a nuanced examination of female superhero representation. While the character exhibits traits traditionally associated with hegemonic masculinity, such as physical prowess and combat skills, her narrative arc also delves into themes of vulnerability and emotional depth. Connell emphasises, "Hegemony is a precarious and often fractious process" (Connell, 1995, p. 77). By presenting Black Widow as a multifaceted and relatable character, the film challenges one-dimensional and hypersexualised portrayals of female superheroes, highlighting the complexity of gender identity within the genre.

Batwoman (2019-Present): The DC TV series 'Batwoman' challenges hegemonic masculinity within the superhero genre by featuring Kate Kane as the titular character. Played by Ruby Rose and later Javicia Leslie, Kate Kane/Batwoman assumes the mantle of Gotham's vigilante, a role traditionally associated with male protagonists. The series addresses themes of identity, justice, and empowerment, offering a nuanced portrayal of a female superhero navigating her own path in a male-dominated world. Connell's assertion that "Masculinity is not a fixed entity" (Connell, 1995, p. 79) resonates within the context of Batwoman, as the character challenges traditional gender norms and celebrates the diversity of female heroism

Breaking Stereotypes and Hegemony-

The modern representations of female superheroes in cinematic adaptations have significantly challenged stereotypes and hegemonic masculinity within the superhero genre. Through nuanced characterisations and narrative developments, these portrayals have contributed to the dismantling of traditional gender norms and the promotion of inclusivity and diversity.

Wonder Woman's depiction in the 2017 film not only challenged prevailing stereotypes but also exemplified Judith Butler's concept of gender performativity, further underscoring the subversion of traditional gender constructs within the superhero genre. Butler argues that gender is not an inherent trait but rather a social construct that is performed and repeated through actions, behaviours, and appearances. In this context, Wonder Woman's portrayal as a

multifaceted character with agency and strength can be understood as a performative act that disrupts established gender norms.

By embodying traits typically associated with hegemonic masculinity, such as leadership and combat prowess, while simultaneously retaining her femininity, Wonder Woman engages in a performative act that challenges traditional gender binaries. Through her actions and behaviours, she demonstrates that strength, courage, and assertiveness are not exclusive to masculinity but can coexist with femininity. This subversion of gender norms highlights the fluidity and complexity of gender identity, as outlined by Butler's theory of gender performativity.

Furthermore, the film serves as a powerful example of how popular culture can influence and reshape societal perceptions of gender. By presenting a female character as the central protagonist in a genre historically dominated by male heroes, the film not only provides representation for women but also challenges the notion that heroism is inherently masculine. This representation is particularly significant in a cultural context where traditional gender roles are often reinforced and perpetuated through media and entertainment.

Moreover, the film exemplifies the intersection of Connell's theory of hegemonic masculinity and Butler's concept of gender performativity within the superhero genre. Through her multifaceted characterization and performative acts, Wonder Woman subverts traditional gender constructs, challenges prevailing stereotypes, and highlights the fluidity of gender identity. As audiences continue to engage with and interpret these representations, they contribute to broader discussions surrounding gender equity, representation, and social change within popular culture.

Similarly, Captain Marvel's portrayal in the 2019 film serves as a prime example of how gender performativity can be harnessed to challenge traditional gender expectations. By presenting Captain Marvel as a confident and assertive protagonist whose identity transcends her sexuality, the film disrupts the notion that physical strength and leadership are inherently masculine traits. Captain Marvel's embodiment of power and authority emphasizes the diversity of gender expressions and underscores the importance of agency and empowerment in redefining femininity within the superhero genre.

Furthermore, Captain Marvel's character arc exemplifies Butler's concept of gender performativity by highlighting the performative nature of gender roles and the potential for individuals to disrupt and reshape these roles through their actions and behaviours. Rather than

conforming to traditional gender norms, Captain Marvel asserts her autonomy and agency, thereby challenging hegemonic notions of femininity and masculinity.

Moreover, the inclusion of openly queer characters like Batwoman/Kate Kane in the DC TV series 'Batwoman' further underscores the transformative potential of gender performativity within the superhero genre. By featuring LGBTQ+ characters as central protagonists, these narratives challenge heteronormative conventions and promote greater visibility and representation for LGBTQ+ individuals in popular culture.

In this way, the modern representations of female superheroes in cinematic adaptations draw upon both Butler's theory of gender performativity and Connell's theory of hegemonic masculinity to challenge stereotypes, subvert traditional gender norms, and promote inclusivity and diversity within the superhero genre. Through nuanced characterisations and narrative developments, these portrayals offer audiences a more complex and multifaceted understanding of gender identity and expression, while also fostering greater acceptance and understanding of diverse sexual orientations and identities. As the genre continues to evolve, these representations serve as a testament to the transformative power of storytelling in shaping cultural attitudes and perceptions.

Black Widow's characterisation in the 2021 film offers a compelling illustration of the nuanced exploration of gender identity within the superhero genre, particularly through the lens of Judith Butler's theory of gender performativity. Butler argues that gender is not an inherent biological trait but rather a social construct that is continually performed and reinforced through repetitive actions and behaviours. In this context, Black Widow's portrayal serves as a prime example of the performative nature of gender, as her character challenges and subverts traditional gender stereotypes through her actions and narrative arc.

In the 2021 film, Black Widow is depicted as a complex and multidimensional character who defies traditional gender norms by exhibiting traits typically associated with hegemonic masculinity. Her physical prowess, combat skills, and assertiveness are qualities traditionally valorised in male superheroes, yet Black Widow embodies these traits without sacrificing her femininity. Through her actions, she disrupts the binary understanding of gender as a fixed and immutable category, instead showcasing the fluidity and complexity of gender identity.

Furthermore, Black Widow's narrative arc delves into the themes of vulnerability and emotional depth, challenging the notion that strength and power are incompatible with traits traditionally associated with femininity. Judith Butler's concept of gender performativity

emphasises the performative nature of gender, suggesting that individuals have agency in shaping their gender identities through their actions and behaviours. In this sense, Black Widow's portrayal exemplifies the idea that gender is not a fixed or predetermined category but rather a dynamic and evolving aspect of identity that is continually negotiated and contested.

By presenting Black Widow as a multifaceted character who embodies both traditional masculine and feminine traits, the film challenges conventional gender stereotypes and highlights the complexity of gender identity within the superhero genre. This multifaceted portrayal not only disrupts traditional gender norms but also opens up new possibilities for understanding and representing gender diversity within popular culture.

Black Widow's characterisation in the 2021 film provides a compelling example of how the performative nature of gender can be explored within the superhero genre. By challenging traditional gender stereotypes and highlighting the complexity of gender identity, Black Widow's portrayal offers a nuanced and multifaceted representation of gender that contributes to broader conversations about gender diversity and inclusivity within popular culture.

Moreover, Batwoman's representation in the DC TV series "Batwoman" has played a pivotal role in normalizing LGBTQ+ identities within the superhero narrative. Kate Kane's status as an openly queer character has been integral to the series' exploration of identity and empowerment. By featuring a queer superhero as the central protagonist, "Batwoman" has contributed to greater visibility and representation for LGBTQ+ individuals in popular culture. This normalization of LGBTQ+ identities within the superhero genre not only challenges heteronormative narratives but also fosters greater acceptance and understanding of diverse sexual orientations. The modern representations of female superheroes have made significant strides in breaking stereotypes and challenging hegemonic masculinity within the superhero genre. Through nuanced characterizations and narrative developments, these portrayals have promoted inclusivity, diversity, and empowerment, while also contributing to the normalization of LGBTQ+ identities through characters like Batwoman/Kate Kane. As the genre continues to evolve, these representations serve as a testament to the transformative power of storytelling in shaping cultural attitudes and perceptions.

In conclusion, the analysis of modern representations of female superheroes within the superhero genre illuminates a multifaceted narrative landscape that challenges entrenched gender norms and hegemonic masculinity. Through a critical examination informed by Connell's theory of hegemonic masculinity and Butler's concept of gender performativity, it

becomes evident that these portrayals offer a significant departure from traditional tropes and stereotypes.

The depiction of characters such as Wonder Woman, Captain Marvel, Black Widow, and Batwoman exemplifies a deliberate effort to subvert hegemonic masculinity by presenting complex, multidimensional female protagonists who defy conventional gender expectations. These characters embody traits traditionally associated with masculinity, such as physical strength, leadership, and assertiveness, while also retaining their femininity and agency. By transcending binary notions of gender, these representations underscore the fluidity and performative nature of gender identity, challenging the notion of fixed gender roles and hierarchies.

Furthermore, the inclusion of openly queer characters like Batwoman/Kate Kane contributes to the normalisation of LGBTQ+ identities within the superhero narrative, fostering greater visibility and representation for marginalized communities. By centreing LGBTQ+ characters as central protagonists, these narratives challenge heteronormative conventions and promote inclusivity and diversity within popular culture.

Overall, the evolving portrayal of female superheroes reflects a broader cultural shift towards greater gender equity and social justice. Through nuanced characterisations and narrative developments, these representations offer audiences a more inclusive and nuanced understanding of gender identity and expression, while also highlighting the transformative potential of storytelling in shaping cultural attitudes and perceptions. As the genre continues to evolve, it is imperative to continue interrogating and analysing these representations to further advance discussions surrounding gender representation and diversity within popular media.

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9

Planned Obsolescence in Consumer Products

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Abstract

Planned obsolescence describes the practice of intentionally designing products to break quickly or become obsolete (unusable). Many debates have occurred in past decades whether this process is ethical or not.

This paper will explain why the practice is widespread among various industries and why it is still relevant in the market after massive consumer awareness, and it will also examine if consumers can track down these patterns of obsolescence. Furthermore, it will assess how obsolescence impacts the environment.

Objectives

This Research paper will help users understand the ongoing practice of Intentional Obsolescence and its effects on their buying behavior. Study what impacts it has on the environment and the planet. It will also find out whether the users are already aware of this practice through personal interviews. Detailed study on Apple product users and their awareness of this practice.

Research Methodology

By reading numerous research papers by Taiwo K. Aladeojebi, Sofia Margarita, and many more we had substantial information and knowledge about the topic but wanted to find out whether people around us knew what this practice is and how it is impacting their lives.

So, we decided to move ahead by conducting interviews with iPhone users and a few general consumers around us and out whether they are facing any related problem in their device, and

if they know what planned obsolescence is and how it is impacting them.

By conducting these interviews, we came around a bunch of people, so we categorized them into three groups and then analyzed them. After looking
into each group's needs, wants, pain points, and behaviors we have drawn some conclusions and came up with the findings of our Research.

Introduction

Planned obsolescence or built-in- obsolescence is a policy of intentionally designing a product with a limited useful life, so it becomes obsolete or no longer functional after a certain period. The primary objective of this approach is to incentivize consumers to invest in newer products at an accelerated pace, consequently bolstering sales. Products are intentionally designed to have a limited lifespan, or by fostering a perception of obsolescence, wherein consumers feel compelled to upgrade due to perceived inadequacies in their current products. Although consumers could perceive planned obsolescence as a profit-maximizing tactic employed by producers, marketing expert Phillip Kotler stated that "it is a result of competitive and technological forces in a free market."

Some examples of Planned Obsolescence are:-

- Apple does this by making its product obsolete in old devices.
- Textbook publications do this by adding new modules with minor changes in their textbook.

Planned obsolescence serves as a boon to manufacturers and the economy, ensuring consistent and potentially growing sales by stimulating consumption. Simultaneously, society reaps rewards from ongoing investments in research and development. Nonetheless, the downsides are glaring: vast amounts of waste accumulate, and resources are excessively depleted, leading to environmental repercussions. Furthermore, this perpetuates a cycle of consumer discontent and stress, driven by the relentless pursuit of owning the latest models.

How it all started?

In Geneva, Switzerland 1924 there was a meeting of top executives of the world's leading light bulb companies they formed what became known as the Phoebus Cartel. They agreed to

collaborate in assisting each other by managing the global supply of light bulbs.

Due to massive technological advancements light bulbs were lasting for approx. 2,500 hours. Light bulbs were lasting too long which declined their sales so all the members of the cartel agreed to reduce the life span of light bulbs.

Following the establishment of the Cartel, the lifespan of light bulbs gradually diminished, with the average duration plummeting to 1205 hours by 1934. As intended, this decline coincided with a 25% surge in sales.

While the Cartel disbanded in the 1930s, its strategies endured, shaping contemporary business practices. Today, many businesses purposefully reduce the lifespan of their products—a strategy known as Planned Obsolescence.

How do Companies do it?

Planned Obsolescence occurs when a company deliberately manufactures a device to deteriorate before reaching its expected lifespan. This often involves using inferior materials, like a weaker filament or fragile glass screen, to limit the durability of the product, such as a smartphone.

Conversely, there's the more abstract concept of perceived obsolescence. Consider the latest phone launch or the current fashion trend. These exemplify instances of perceived obsolescence. When companies introduce new product lines, their older offerings quickly lose appeal or seem outdated. To ensure continued consumer purchases, corporations consistently promote their latest releases, creating the impression that last year's gadget is now antiquated.

With vehicles, technology, and fashion in particular, this kind of perceived obsolescence is common since these consumer products have become status symbols.

Planned Obsolescence and Apple

Apple's products stand out as some of the most notorious examples of planned obsolescence. Allegations of this practice have been directed at the company for numerous years, drawing significant scrutiny from both the media and consumers alike.

- They push software updates as soon as new products launch in the market to decrease

the performance of older products.

- Apple phone charger cables have gained ill fame for their fragility, often necessitating more frequent replacements compared to cables from other brands.
- In the past, there have been indications suggesting that Apple intentionally shortened product replacement cycles.

Harvard University professor Sendhil Mullainathan also noticed in 2014 that searches for "iPhone slow" spike in the days after a new phone launches.

However, Apple has officially denied that it uses planned obsolescence.

Although Apple is well-known for its planned obsolescence policy, there isn't concrete evidence to support this claim, despite the previously reported facts.

The Problem of Electronic Waste

The most immediate consequence of constantly replacing products that have gone out of style, or which have broken before they should, is an increase in electronic waste. Annually, millions of tons of electronic waste, are generated each year. In the European Union alone, around 2.5 billion tons of e-waste is produced each year. These discarded electronics harbor hazardous chemical substances and materials, posing significant threats to both human health and the environment. Compounds like lead, cadmium, and chemicals such as phthalates DEHP and DBP are often present in high concentrations.

Components that defy recycling, often find their way to countries lacking stringent regulations on waste management, including many nations in Africa. Here, the waste is frequently processed by unprotected children, who handle the gadgets bare-handed to extract valuable materials like aluminum and copper. This processing often involves burning and releasing toxic dust and fumes.

Looking ahead, this rampant disposal of electronics represents a colossal waste of resources. Many of the materials within these devices, such as neodymium, indium, and cobalt, are inherently scarce. While they are abundant in products like magnets and batteries, they are difficult to come by in nature.

If practices like planned obsolescence persist unchecked, and no measures are taken to address

them, we are on course to encounter severe material shortages. Concurrently, we risk inflicting irreversible harm on vast swathes of our planet.

Primary Research

This study investigated planned obsolescence among iPhone users, with a focus on understanding what the views of the users on planned obsolescence are and their awareness of the same. Also, why do users stick with or switch from iPhones to Android devices? Through 40 interviews conducted via phone and in-person which specifically includes 10-15 telephonic interviews and 25-30 one-on-one interviews, three main types of iPhone users emerged.

Firstly, there are the Environmental Advocates, who switch to Android due to concerns about electronic waste generated by frequent iPhone upgrades. They prioritize eco-friendly choices and opt for Android devices perceived to have longer lifespans.

Secondly, we have the Status Seekers who view iPhones as symbols of prestige and wealth. Despite potential drawbacks like planned obsolescence, they remain loyal to the brand due to its association with social status and exclusivity.

Lastly, some users Value the familiarity and functionality of the iPhone interface. While acknowledging similar features in Android devices, they stay with iPhones due to their comfort with the iOS ecosystem. However, they expressed willingness to switch if Android offered comparable features.

These findings emphasize the diverse motivations behind iPhone usage and responses to planned obsolescence. They underscore the need for further research on consumer behavior and attitudes towards sustainable technology consumption, as understanding these dynamics can inform strategies for promoting environmentally friendly practices in the smartphone industry.

Research Findings

We had some questions at the beginning of the research discussed each one by one and try finding out whether we found the answers or not.

1. Are the users aware of the practice of Planned Obsolescence?

As expected, many users aren't aware of this practice and seemed to hear it for the very first time but upon explaining they expressed that they do notice it in their lives. Some people had a little bit of idea about it and some knew the exact concept and had already taken action against

it.

2. The extent to which the Companies use planned obsolescence in the present time according to users.

Many responses favored that every company has now been indulged in this practice and you can't escape it by leaving the use of one product. In the race for profits, the quality has been compromised and that is not a good sign.

3. Are iPhone users aware of this practice and do they notice it in their devices?

Similarly, many users here also aren't aware but most of them do notice the diminishing quality and standards in their devices over the years and aren't happy about it. Some on the other hand say that they will change their devices after 2-3 years, so it didn't matter.

4. Will they still purchase the products if they become aware of companies doing this?

In this question the respondents were divided into equal halves and outright rejected the use of any product that is intentionally doing it, but the other half

says that they don't have any choice and can't do anything except accept their fate.

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10

Education as a catalyst of Empowerment, Positive Change and Social Justice

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Abstract

Aim: Education aims not only for providing knowledge and literacy, it also helps one grow and develop personally, socially, politically and economically. It provides with cognitive skills, decision making capabilities, creativity and enhances awareness of self as well as others. This makes an individual strong at psychological level too. Thus, it empowers a person with reasoning and judgement to live a fulfilling life which consequently reinforces an individual to bring positive change in society. Absence of quality education often leads to development of prejudices. The prejudiced attitude is often based on incomplete or inaccurate information detrimental for the growth of an individual. However, this can be transformed into well informed and fair perception through quality education. Positive social change often require grass root reforms, awareness programs, challenging the existing majority, dismantling oppressive structures and promoting social justice.

Objective: Research designed to find out the prevalence of need of Educative awareness and counselling orientation programs and its effectiveness in cognitive restructuring for the desired mindset change and thus optimizing the prevalence of equal opportunities, fairness and social justice.

Method: A program designed to educate about the learning difficulties prevalent in society, to stimulate students minds with creative methods for simplified learning, to diversify the mindsets of students through cognitive restructuring and becoming smart media users as beneficiaries and ruling out its negative impact. 130 school and college students' responses were recorded.

Key Findings: The result shows low awareness level in turn high demand of educative awareness programs. The students affirmed that knowledge, awareness and creativity sessions empowered them to allocate and utilize the available resources. This includes using and channelizing their own energies and capabilities which were hidden and not understood by them as well as using the available resources outside. Significantly high number of students felt empowered and hopeful for bringing the change in society which otherwise seems impossible to them. Again, a significant number of students felt that education paves the way for equal opportunities, fairness and social justice. This means through education we unlock the potential of underprivileged to promote them as drivers of innovation, productivity and prosperity. Lastly the students were equally divided on media's role in educating people. Those who were in favour says media increased the volume of learning with better illustrations and easy access to knowledge while others feel depressed when unable to manage information explosion and dealing with confused communication which differs from their real life.

Conclusion: The research can be concluded that education act as a catalyst of empowerment . This is possible only when the education managers are ready to perceive the change and accordingly systematize the age old working procedure. If it is than the beneficiaries will be education, teachers, parents and students. By promoting awareness, creativity, cognition and critical thinking among students qualitative education encourages individuals to question age old norms, challenge unfairness and reducing prejudices that often stand in the way of social justice.

Keywords: Empowerment, Awareness, Cognition, Critical Thinking, Unfairness, Reducing prejudices, Social Justice.

Introduction

Education aims not only for providing knowledge and literacy, it also helps one grow and develop personally, socially, politically and economically.

Personal Development includes cognitive intelligence, interpersonal and intra personal skills, discrimination, judgement, leadership and problem solving. These skills are necessary to have self-awareness as well as awareness about others and becoming competent to achieve at personal level.

Social Development develops an individual to have pro social behaviour towards society. Prosocial behaviour is defined as 'voluntary behaviour intended to benefit another (Eisenberg et al.,2006). This refines person with kind behaviour and compassionate attitude. The person likes to help others without any selfish motive. Also respecting others, obeying the rules and norms comes with acceptance of socially accepted behaviour.

Political Development makes an individual understand the importance of participation in politics. The educated citizen becomes attentive to the political needs and through knowledge has a great impact on selection and implementation on policies for general people. This includes enhancing their will and ability to speak, write on prevalent political issues and formation of positive attitude and beliefs to build the concept of nationhood. It triggers the feeling of being good citizen with rights and duties as integral part of their political system.

Economic Development maximizes the potential skills to promote an individual towards economic growth and social mobility. In other words, education serves as provider of economic worth of a person and then in turn they contribute in raising the economic competitiveness of the country. The more an educated individual is productive, the more productive and prosperous will be the country at larger level. According to the World Bank, increasing the average years of schooling by one year can increase a country's GDP growth by 0.37%.

So, to sum up education provides an individual with cognitive skills, decision making capabilities, creativity and enhances awareness of self as well as others. This makes an individual strong at psychological level too. Thus, it empowers a person with reasoning and judgement to live a fulfilling life which consequently reinforces an individual to bring positive change in society.

Absence of Quality Education often leads to development of prejudices. The prejudiced attitude is often based on incomplete or inaccurate information detrimental for the growth of an individual. This affects all the three components of attitude i.e cognitive, affective and behavioural.

Cognitive distortions give rise to meaningless generalizations, oversimplifications as well as unnecessary complications. An individual can suffer from generalized anxiety to anxiety disorders. Specific learning disabilities also requires cognitive restructuring. Media prejudices also comes in this category.

Affective component gives negative emotions. It affects an individual's subjective feelings as well as physiological responses. Negative emotions like sadness, aggression, hatred,

jealousy etc leads to miserable life with reducing self esteem and confidence. Decreased life satisfaction requires life skills for a better and improved emotional life. Psychosomatic disorders are due to physiological imbalances.

Behavioural component is the way we act and react to a situation or an object. Fear, Phobias and Conduct disorders comes in this category.

However **positive social change** often requires grass root reforms, awareness programs, challenging the existing majority, dismantling oppressive structures and promoting social justice.

Objective of the study: Research designed to find out the prevalence of need of Educative awareness and counselling orientation program and its effectiveness in cognitive restructuring for the desired mindset change and thus optimizing the prevalence of equal opportunities, fairness and social justice.

Method: A program designed to educate about the learning difficulties prevalent in society, to stimulate students minds with creative methods for simplified learning, to diversify the mindsets of students through cognitive restructuring and becoming smart media users as beneficiaries and ruling out its negative impact. The following four major criteria were Taken:

Awareness: is educating to identify the areas to understand children better with their needs, hopes, aspirations so that behavioural, emotional and conduct problems can be successfully dealt with.

Creativity: Innovative methods and alternative therapeutic interventions like art, play, music and dance therapy improving communication, focus and attention of students.

Cognition: Introducing life skills with conceptualizing cognitive cycle and cognitive restructuring.

**Media's Role:** To become smart for using it for beneficiaries, ruling out its negative impact such as its addiction, managing information explosion and prejudiced communication. 130 school and college students' responses were recorded during the programme.

Sample Size:

Sample Category	Boys	Girls	College Students	School Students	Sample as whole
	40	90	70	60	130

Criterion 1: Awareness

| Sample Category	Sample Size	Awareness		
		High	Average	Low
Boys	40	5 (12.5%)	10(25%)	25 (62.5%)
Girls	90	10(11.1%)	25(27.7%)	55 (61.1%)
College Students	70	8(11.4%)	18(25.7%)	44(62.8%)
School Students	60	7(11.6%)	17(28.3%)	36(60%)
Sample as whole	130	15(11.5%)	35(26%)	80(61.5%)
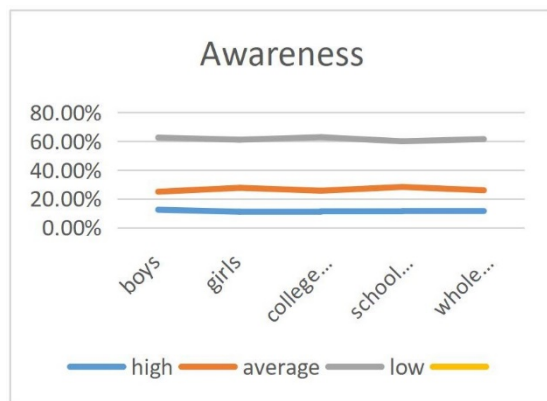
Key Findings: The data above clearly shows the results. There is low awareness level in students about the learning difficulties and available resources and indicates the high demand of educative awareness programs.

Criterion 2: Impact of creativity sessions empowering students.

Sample Category	Sample Size	Creativity (Empowering Students)		
		High	Average	Low
Boys	40	31(77.5%)	7(17.5%)	2(5%)
Girls	90	71(78.8%)	13(14.4%)	6(6.6%)
College Students	70	53(75.7%)	11(15.7%)	6(8.5%)
School Students	60	49(81.6%)	9(15%)	2(3.3%)

Sample as whole	130	102(78.4%)	20(15.3%)	8(6.1%)

Creativity sessions empowered students
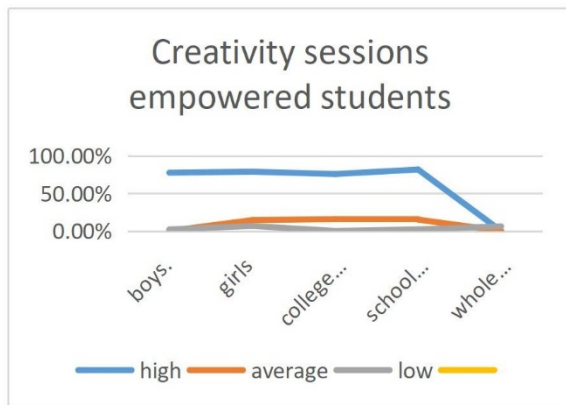
Key Findings: The students affirmed that knowledge, awareness and creativity sessions empowered them to allocate and utilize the available resources. This includes using and channelizing their own energies and capabilities which were hidden and not understood by them as well as using them outside. Significantly high number of students felt empowered and hopeful for bringing the change in society which otherwise seems impossible to them.

Criterion 3: Education paves the way for social justice

Sample Category	Sample Size	Cognition (Cognitive restructuring)		
		High	Average	Low
Boys	40	35(87.5%)	5(12.5%)	0
Girls	90	76(84.4%)	12(13.3%)	0
College Students	70	58(82.8%)	10(14.2%)	2(2.8%)
School Students	60	53(88.3%)	7(11.6%)	0
Sample as whole	130	111(85.3%)	17(13%)	2(1.5%)
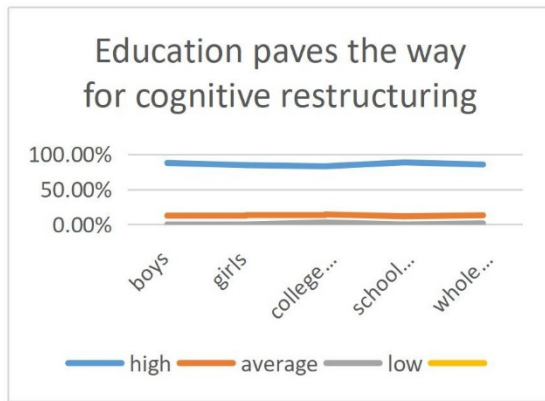
Key Findings: Significant number of students felt that education paves the way for equal opportunities, fairness and social justice. This means through education we unlock the potential of underprivileged to promote them as drivers of innovation, productivity and prosperity.

Criterion 4: Media's role in educating people

Sample Category	Sample Size	Media's role		
		High	Average	Low
Boys	40	18(45%)	8(20%)	14(35%)
Girls	90	38(42.2%)	19(21.1%)	33(36.6%)
College Students	70	30(42.8%)	13(18.5%)	27(38.5%)
School Students	60	26(43.3%)	14(23.3%)	20(33.3%)
Sample as whole	130	56(43%)	27(20.7%)	47(36.1%)
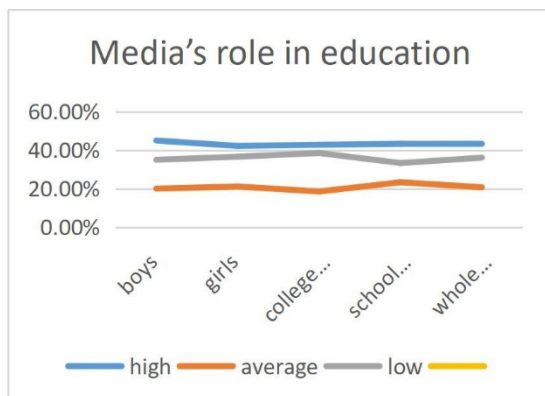
Key Findings: Students were almost equally divided on media's role in educating people.

Some were indifferent too. Those who were in favour says media increased the volume of learning with better illustrations and easy access to knowledge while others feels depressed when unable to manage information explosion and dealing with confused communication which differs from their real life.

Conclusion

The research can be concluded that education act as a catalyst of empowerment. This is possible only when the education managers are ready to perceive the change and accordingly systematize the age old working procedure. If it is than the beneficiaries will be education, teachers, parents and students. By promoting awareness, creativity, cognition and critical thinking among students qualitative education encourages individuals to question age old norms, challenge unfairness and reducing prejudices that often stand in the way of social justice.

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11

Pollution Reduction for *Swachh Bharat*

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Abstract

The government of India has begun the *Swachh Bharat* Mission, also known as the Clean India Mission on the 2nd of October 2014. The main objective aim is to remove open defecate & improve waste management as well as to make Open Defecation Free (ODF) villages. This large nationwide campaign is a significant step in the direction of protecting the environment, which is deteriorating at a rapid pace. The campaign's goals include doing away with open defection, replacing unsanitary toilets with pour-flush toilets, doing away with manual scavenging, and, most importantly, changing people's behaviors to promote healthy sanitation habits with ensuring public participation in accomplishing these goals. India continues to be the nation where the greatest number of persons engage in open defecate worldwide. There is little doubt that India will one day become a nation free from open defection if the *Swachh Bharat* Mission (SBM) is carried out effectively and all of its partners assume their respective duties. A synopsis of this program.

Keywords: SBM, Open Defecation Free, Waste Management, Healthy Sanitation

Introduction

The *Swachh Bharat Abhiyan* (SBA) was conceived by the great Honorable PM of India, Shri Narendra Modi, in Rajghat, New Delhi, on October 2, 2014, the birth anniversary of Mahatma Gandhi. The primary aim of this big initiative is to promote sanitation, hygiene, and cleanliness throughout the whole of India. The *Swachh Bharat* Mission (Urban) and the *Swachh Bharat* Mission (Gramin/Rural) are two of the movement's very clearly defined sub-missions. Among

the objectives of the urban sanitation business are: promoting public awareness of sanitation and its direct correlation to public health; implementing manual scavenging; open defecation; modern, scientific municipal solid waste management; positive behavioral changes related to healthy sanitation practices; and enhancing the ability of urban local bodies (ULBs) to create an environment that somehow encourages private sector participation in capital expenditure (CapEx) and operation.

The residents of India are the main primary stakeholders who somehow will help determine the program's road to success, so many governmental and non-governmental organizations are promoting the *Swachh Bharat* Mission & encouraging people to take part somehow actively. Even though the SBA is such a greatly ambitious initiative that has been effectively improving facilities and infrastructure, all of its somehow goals can be met if people will somehow be familiar with it and have the positive mindset when it comes to waste management and basic sanitation.

Literature Review

ODF is the "deadliest sanitation practice of all," as stated by the WHO (2014). The Swachh Bharat Abhiyan Toilet Drive by insight (Sulabhhenvis, 2016) seeks to raise awareness about proper toilet usage and construct toilets for those lacking access to them. According to some authors, inadequate sanitation, including the unhygienic disposal of excreta, unfit drinking water, & poor hygiene conditions, have significant non-health effects, particularly impacting women and girls. These effects include a lack of security and privacy, as well as a violation of basic human dignity (Amnesty International Kenya, 2010). The effectiveness of enhancements to human excreta disposal facilities in preventing diarrheal illnesses has been proven by Asratie HM, Belay GB, et al. (2022).

For maintaining a healthy lifestyle, it is crucial to have access to clean drinking water, practice good hygiene, and adopt healthy habits (Swain and Pathela, 2016). Research indicates that 88 percent of diarrheal infections stem from tainted drinking water, poor sanitation, and inadequate hygiene (UNICEF Report, 2014). Proper hand washing with soap/sanitizer at key moments can decrease respiratory infections by 30% and diarrhea episodes by nearly 50% (WHO and UNICEF, 2009).

Despite advancements in waste management, safe drinking water, and sanitation, rural residents remain uneducated about proper sanitization practices, especially regarding restroom usage (Shuezabdi, Muhammad, 2020). While government efforts aim to enhance sanitization

standards in impoverished nations, improving personal hygiene and education are essential for positive outcomes.

The fifteenth Finance Commission, 2020, highlighted that the open defecation is still persists despite access to toilets, emphasizing the need for sustained efforts to promote sanitary toilet use. Research conducted in 5 northern states of India revealed 40% of households owns functioning toilets have members who still defecate outside (Rani, Yadav et al., 2020).

Addressing Open Defecation in Rural Communities:

Efforts to change attitudes towards adopting better sanitation practices and ending the practice of open defecation are ongoing. The Standing Committee on Rural Affairs in 2018 highlighted the importance of community-wide adoption of sanitary toilet practices for true open defecation-free (ODF) status.

Gautam Buddha Nagar district, with a total area of 1282 square kilometers and a rural population of 40.88% according to the 2011 Census of India, faces challenges in promoting proper sanitation practices. There are 673,806 individuals residing in rural areas, including 359,605 men and 314,201 women across 320 settlements.

The literacy rate in rural areas of Gautam Buddha Nagar district is recorded at 74.77%, with men at 86.32% and women at 61.69%. Among the 421,928 literate individuals, there are 163,268 girls and 258,660 males. Efforts focusing on educating rural residents about sanitization practices remain a priority to ensure community health and well-being.

Objectives of the Study:

A program's effectiveness can only be determined by determining whether participants are sufficiently motivated to engage, have been heard about the program & its goals, & have comprehended and agreed that the information being delivered (Chinchwadka 2017).

The main goal of the current research is to understand and provide a thorough description of respondents' views on many elements, such as awareness level, and perceptions and household-level engagement in the hygiene program.

The following particular goals have been developed within this paradigm, and research has been done to achieve them:

3.1 Does knowledge of SBA correspond with attitudes toward the Sanitation and Hygiene Program?

3.2 Does participation in the sanitation and hygiene program result from one's viewpoint of SBA?

3.3 Does participation in SBA follow awareness of it?

Research Methodology:

4.1 Type of research: This study aims to investigate how perceptions and involvement in sanitation and hygiene programs are influenced by the *Swachh Bharat Abhiyan*. Consequently, the research methodology adopted is "casual."

4.2 Data Sources: Primary & Secondary Data Sources

4.3 Research Instruments: Questionnaires as Research Instruments.

4.4 Gathering Data: A pre-tested and prepared interview schedule was in place before any field prospecting began. As a results, the final questionnaire was used to gather information. Convenience sampling was used to select study participants. All identified respondents gave their consents during the questionnaire administration process, and the chosen respondents were requested to complete a series of MCQs. Males and females above the age of 18; patients who are seriously ill, comatose, and reluctant to participates in the research.

4.5 Sample Size Valuation: 300 respondents were initial included in the sample; however, 100 respondents were removed during data cleaning, leaving 200 respondents as the required sample size!

4.6 Study area & sample respondents: The sampling frame, which represent the region of Jaipur. Age of 18 and above respondent was randomly selected from each household to participate in the study.

4.7 Pilot study & questionnaire: To examine the feasibility of the study, a pilot study was done among. These households were excluded; from the selected sample.

Importance of the Research:

A UN research claims that because there aren't enough toilets in rural India, India leads the world in open deflation. Government estimates state that urban. India produces 1.88 lakh tons of solid garbage daily, or 68.8 million tons a year, of which 16 million tons are expected to be produced by 2041. In cities, one-third of the trash is still untreated? 67.3% of rural families in the nation still lack access to sanitary toilets, with 5.48 crore families (32.7%) having access to facilities as per the 2011 census. According to data from a Baseline survey done in 2012–2013, 40.35% of rural households have access to toilets. Every year, diseases linked to poor sanitation, hygiene, and access to safe drinking water claim the lives of over two million people, the majority of whom are children (WHO AND UNICEF, 2000). The issue is made worse by the fact that 498 Tier I cities produce almost 38 billion liters of sewage each day (2009 data),

26 billion of these are left untreated in the open. India's rural areas produce 0.4 million tons of solid trash annually. India is the world leader in the practice of open defecation, per a UN assessment.

In rural India, poor sanitation, solid waste management, and access to clean water are the main causes of 88% of diseases. Instead of placing litter and dust in dustbins, people in metropolitan areas throw it on the streets, outside of their homes, and on the sidewalk, where it slowly builds up and becomes enormous rubbish? If left unattended, this trash will smell bad and attract illnesses that harm humans! Humans can come into contact with excrement from public defecation in open fields through a variety of waterways, including contaminated fingers, food, field crops, flies, and more (Cairn Cross and Valdmanis, 2006).

According to the WHO, contaminated water and poor sanitation cause around 600 million cases of diarrhea and 400,000 child deaths annually. In developing nations, contaminated water is thought to be the cause of 80% of all infections and one-third of all fatalities (Rajgire, 2013). Mahatma Gandhi had stated: "Sanitation is more important than Independence" in this regard. However, 600 million of India's 1.2 billion citizens still lack access to latrines.

More than two lakh villages are reportedly free of open defecation, according to a government study from May 2017 (Dash, 2016). On the other hand, open defecation and everyday municipal trash management are challenges in metropolitan settings! The problem in rural areas is the amount of liquid waste produced. Inadequate facilities for processing solid waste and shifting responsibilities of individuals in charge continue to be major obstacles for this flagship initiative! The percentage of respondents to a Local Circles online survey who stated Swachh Bharat hasn't made their cities cleaner increased from 35% to 57%, showing that the cleanliness movement is waning in metropolitan areas. There hasn't been much of an improvement on the ground, despite the government launching a number of measures, such as yearly cleanliness surveys and social media campaigns that emphasize behavior modification. The sluggish development in establishing plants to handle solid waste is one of the primary causes. Currently, 1.7 lakh tons of trash are produced every day, of which around 80% are disposed of without being processed. Even with all the efforts, just 2 lakh tons of compost are used annually. Most of our cities' local government authorities struggle to maintain adequate levels of hygiene, sanitation, and cleanliness. Due to a lack of resources, the government's powerlessness on the sanitation front frequently becomes apparent. The public's sustained and active involvement in the nationwide cleanliness campaign can support the healthy growth of our cities, towns, & villages. Only if sufficient measures are made to raise awareness, spread knowledge, & foster a sense of accountability for our environments would this be achievable.

The media can have a significant impact on raising public awareness of the need for cleaning, encouraging individuals to join campaigns, and changing their behavior in favor of cleanliness! It makes sense to conduct this study at this time and with this relevance because a thorough examination of the Indian media's involvement in carrying out its aforementioned responsibilities can yield insightful information for upcoming campaign tactics.

Key Findings

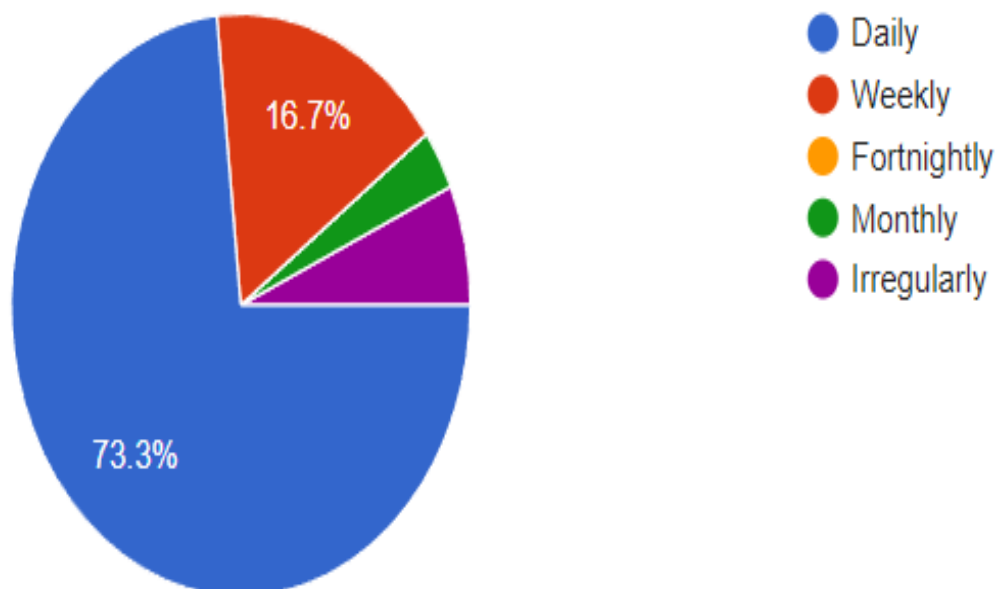**How would you rate the overall cleanliness of your locality?**
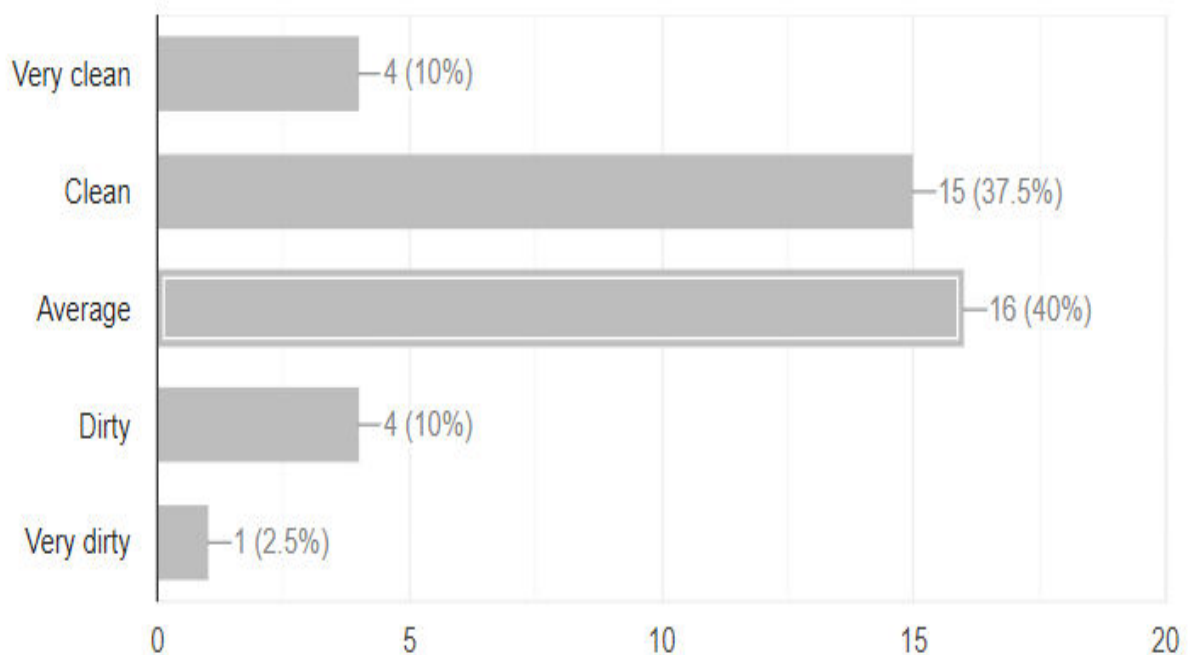
Is there a proper waste management system in place in your locality?
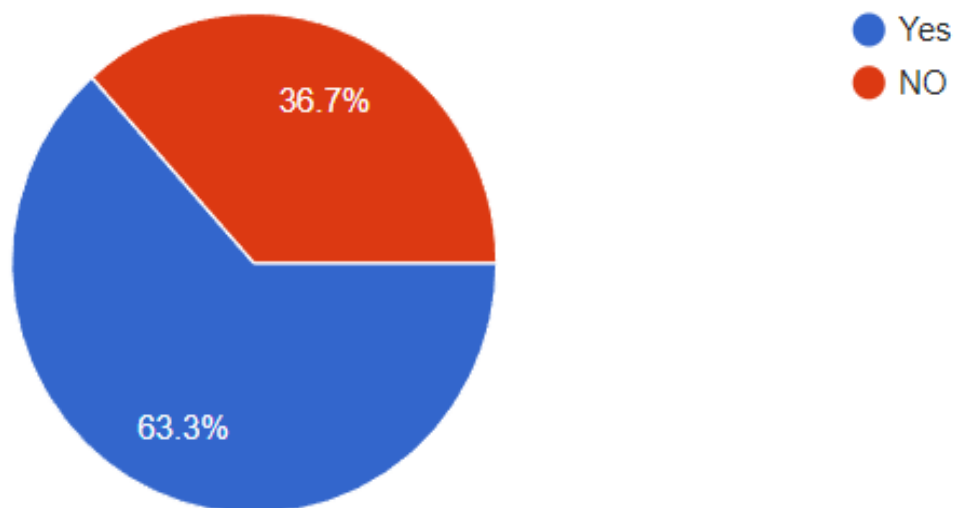
How frequently is garbage collected in your area?

Are there separate bins for biodegradable and non-biodegradable waste?
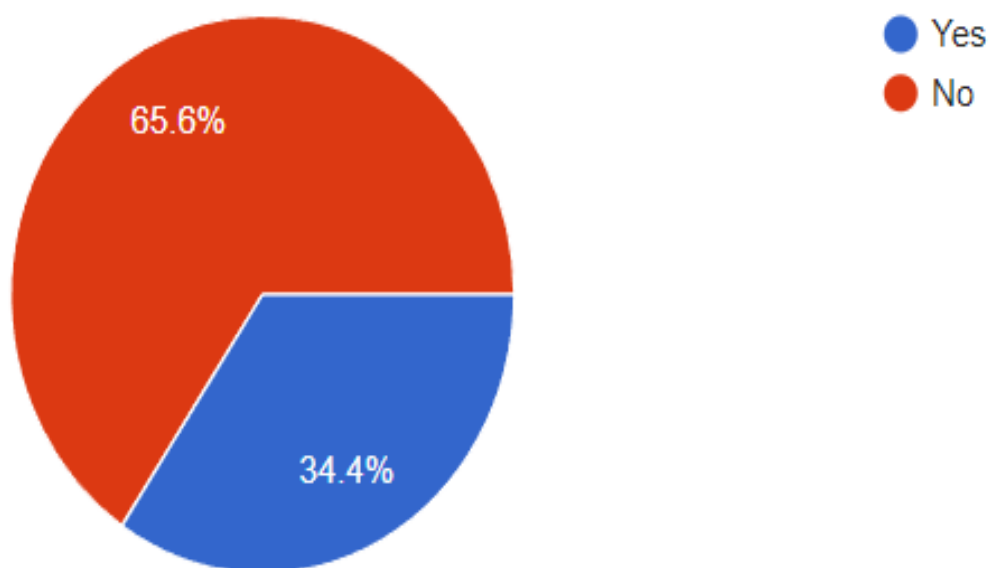
Are there enough public toilets in your locality?
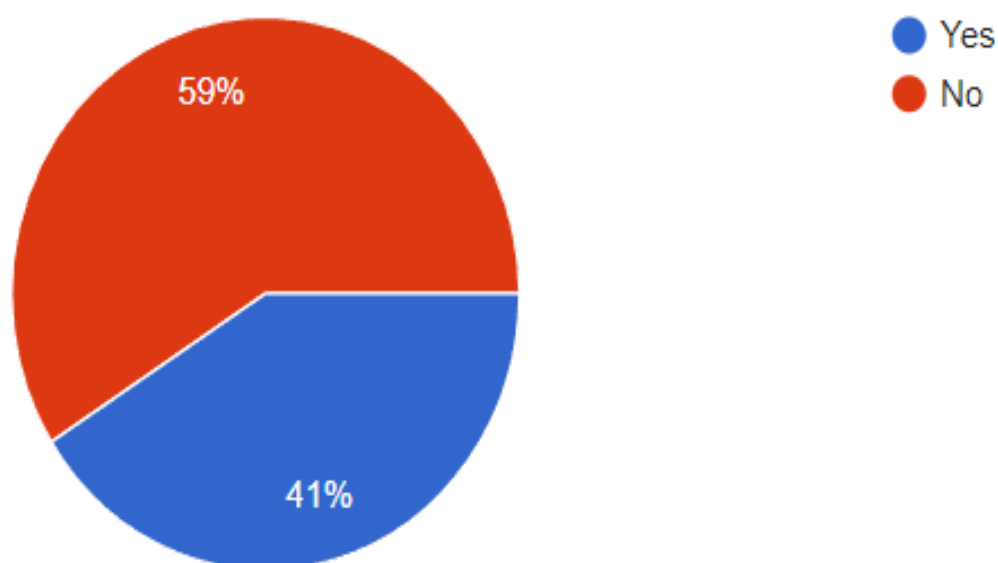
How would you rate the cleanliness and maintenance of public toilets?
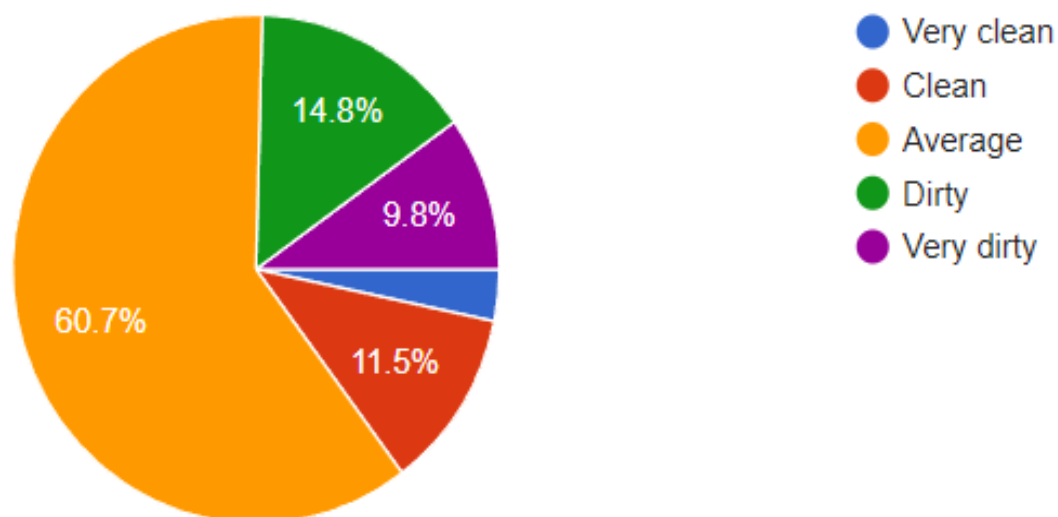
Have you attended any awareness programs or campaigns related to sanitation and hygiene under the *Swachh Bharat Abhiyan*?
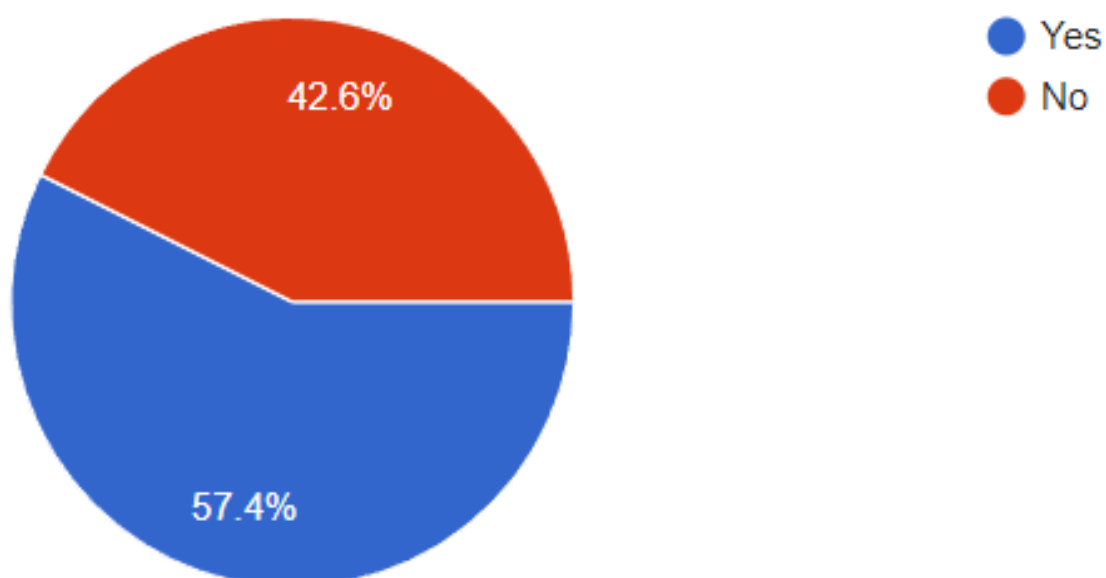
Do you think there is enough emphasis on sanitation and hygiene education in schools and communities?
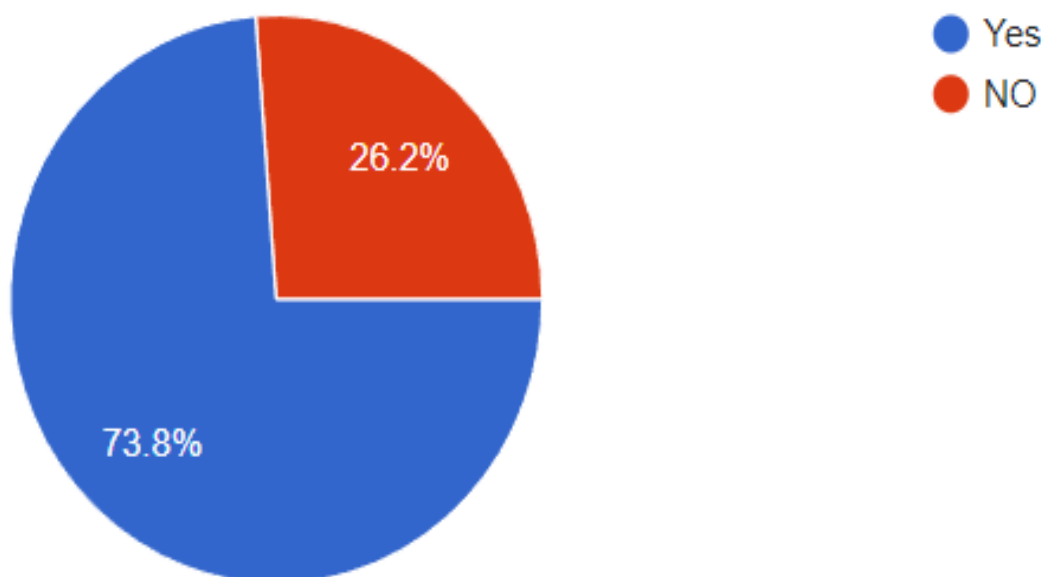
Do you feel the community is actively involved in maintaining cleanliness in your area?
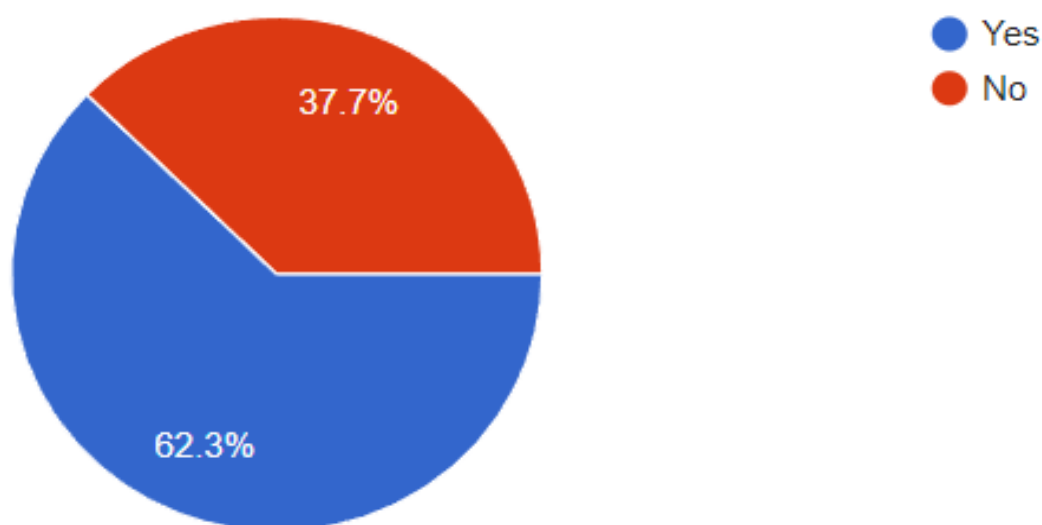
How do you rate the role of local authorities in implementing and monitoring cleanliness initiatives?
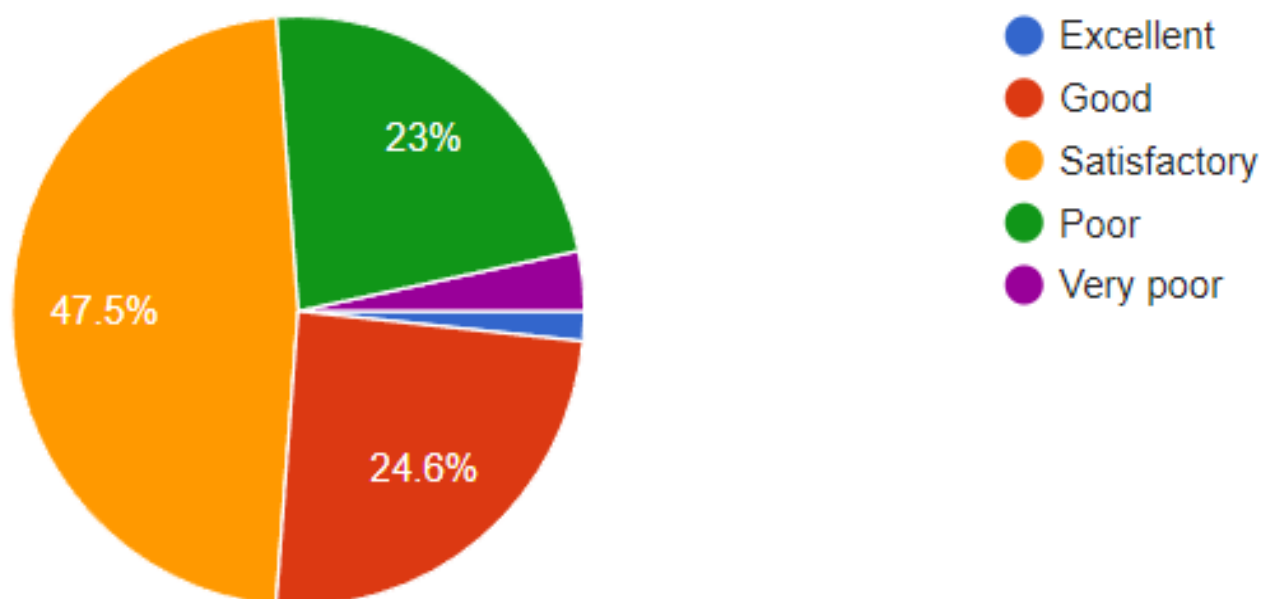
After taking into account the selection criteria outlined in the methodology, a total of 200 contestants were interviewed from society of Jaipur City. The study contestants consisted of 75(37.5%) males & 125(62.5%) females.

In terms of respondents' perceptions of SBA, the majority (82.00%) concurred that the program has helped create a cleaner India and acknowledged the importance of individual contributions to the program's success. This demonstrates that participants view SBA favorably. Since our research was restricted to a single metropolitan location, it is not possible to extrapolate the findings to the entire city.

Conclusion

This study focuses on knowledge, understanding and participation in SBA among urban households in Jaipur. It is concluded that existing knowledge of work, understanding of culture and attitude towards LD encourage people to participate in work to improve their family life. Findings suggest that even if participants had positive attitudes about hygiene and LD behavior, more effort is needed to demonstrate work to protect children and families, such as the publication of material health information from local health departments on how to use restrooms. Additionally, strategies that promote hygiene in low-income communities should focus on behavior change interventions, have personal communication, and be more accepting of their delivery methods. Effective implementation of *Swachh Bharat Abhiyan* is essential to

eliminate OD as the government has said that all cities have completed sanitation programs but OD still persists on the ground. Everyone needs access to a working bathroom to promote hygiene and break the habit of open defecation. *Swachh Bharat's* urinal campaign has been widely accepted for its message, but its potential to help improve sanitation has not yet been considered. Also, in government behavior change programs and in safety and health, healthcare, etc. It is recommended to apply effective measures in its basic use and development. Since our study was limited to one region of city, it is not possible to simplify the findings to the entire city.

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12

AI and Translations: The Prospects and Challenges for Literatures of India

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Abstract

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This research paper analyzes the problem of translating the literary works of various languages to some other significant language, with the help of easily available knowledge sources and internet facilities in a diverse country like India; and how readers would face the problem of language barriers if the translated versions were not available as accurately as possible. However, in 21st century India with the development of Artificial Intelligence the knowledge to translate these works is easily available and it is simpler to learn various languages for translation purposes. The translating process of the writeups in different languages has become more effortless, straightforward and accurate. To facilitate this argument various works of Indian Literature in both prose and poetry were studied and researched. Poems of Gulzar from the book *Selected Poems* are explained along with their translated language. Furthermore, for prose translations, the example of Devdutt Pattanaik's books based on his TV series have also been discussed.

Keywords – Indian Literature, Translation, Languages, Development, Accuracy.

Introduction

Literature, a realm where the alchemy of words unveils the treasures of human emotion, is a sublime canvas that mirrors the depths of our psyche and sentiments. It is a sanctuary of creativity where language transcends mere expression, becoming a vessel that carries our thoughts and emotions to the hearts of others.

In the world of Literature, we embark on journeys through the landscapes of human experience, traversing realms of joy, sorrow, love, and longing. Each stroke of the pen is a brushstroke of emotions, painted in vibrant hues and delicate shades. Writers weave intricate tapestries of words, embellishing narratives with the intricacies of the human soul. Yet, the essence of Literature transcends the mere arrangement of words; it lies in the reader's ability to delve deep into the reservoirs of emotions evoked by the characters and the narrative. The true essence of studying literature and art lies not in superficial comprehension but in the profound exploration and understanding of the human condition. When readers immerse themselves in the world created by the writer, when they empathize with the joys and sorrows of the characters, when they feel the heartbeat of every word, then the true magic of literature unfolds. It is in this communion of hearts and minds, where the reader resonates with the emotions as deeply as the writer intended, that the essence of literature finds its fulfillment and purpose.

Indian Literature, a tapestry woven with threads of ancient epics like the Ramayana and Mahabharata, the timeless charm of "Malgudi Days", the contemporary verses of Kamala Das, and the modern narratives such as "The Palace of Illusions" and "A Suitable Boy", stands proudly alongside the literary treasures of the world. These literary gems, rich in human emotions, philosophical insights, and cultural nuances, resonate with readers across borders and generations, transcending the limitations of time and space. However, within the vast expanse of Indian literature lies a challenge that echoes the complexity of our diverse yet interconnected society – the barrier of language. India, with its myriad states and cultures, boasts a linguistic landscape as diverse as its people. Each language carries within it the history, traditions, and ethos of its native speakers, adding layers of complexity to the act of literary translation.

Translation, often heralded as a bridge between cultures and languages, plays a pivotal role in making Indian literature accessible to a wider audience. However, the task of translating the rich tapestry of Indian languages into other significant languages prevalent in the country is not without its challenges.

Translation theories such as the equivalence theory, dynamic equivalence theory, and cultural translation theory, among others, offer insights into the intricate process of transferring meaning and emotion from one language to another. These theories emphasize the importance of capturing the essence, tone, and cultural nuances of the original text while ensuring readability and authenticity in the target language. Yet, despite the advancements in translation theory and practice, the art of translation remains a laborious endeavor, requiring meticulous attention to detail, linguistic expertise, and a deep understanding of both the source and target

cultures. The endeavor to preserve the core vibrations and emotions of the original work while adapting it to a different linguistic and cultural context demands a delicate balancing act, often requiring extensive time and effort.

In the past, the challenges of language barriers made it daunting, and at times, near-impossible to translate the intricate beauty of Indian literary masterpieces into other languages. However, with the advent of new translation methodologies, technological tools, and a growing appreciation for cultural diversity, the boundaries of linguistic limitations are gradually being bridged, allowing Indian literature to traverse across linguistic borders and enchant readers worldwide.

Translation Theories

Paul Ricoeur rightly says in translation "advanced with some salvaging and some acceptance of loss." Also, according to G.E. Wellworth, in a literary translation "what is required is the re-creation of a situation or cohesive setting of that language." To understand the translations of literary works more accurately, let's discuss the theories of translation.

Equivalence Theory: It's the most basic theory of translation, also known as Formal Equivalence Theory. The theory aims to translate the Source Language (SL) into Target Language (TL) through a formal equivalence and literal translation where the translator aims to preserve the original text's grammatical and sentence structure. The translator attempts to translate each and every word into the target language as closely as possible to the source language. However, the theory may result in a translation that is too literal and lacks cultural adaptation. It may struggle to convey subtle nuances such as humor, irony or some cultural reference, which can lead to a translation that is not as effective as the original text as well as less relatable to the target audience.

Dynamic Equivalence Theory: Dynamic equivalence, also known as functional equivalence, prioritizes the communication of the message and the response of the target audience, rather than the formal equivalence of the source text. This approach focuses on conveying the same impact, effect, or response as the original text, rather than its literal meaning. The translator focuses on communicating the message, rather than preserving the form or exact meaning of the source text. This may lead to over-interpretation of the text by the translator, reading between the lines or adding their own understanding of the author's intent. This can lead to an inaccurate representation of the original text.

Cultural Translation: Cultural translation theory, also known as cultural translatology, is a fascinating concept that explores the complexities of translating

cultural texts, including literature, art, and other forms of expression, from one language and culture to another. It focuses on the process of transferring cultural meaning from one language and culture to another, taking into account the cultural context, nuances, and power dynamics involved. It includes making the source text more familiar and accessible to the target audience, often by using cultural references and expressions that are specific to the target culture. However, critics argue that Cultural translation theory has been criticized for ignoring the power imbalances between cultures, this oversight can lead to the perpetuation of dominant cultural norms and the marginalization of minority cultures. Furthermore, it includes foreignization i.e. the process of preserving the cultural specificity of the original text, even if it means using unfamiliar cultural references or expressions that may be challenging for the target audience to understand. It is relying too heavily on Western theoretical frameworks, such as poststructuralism and postcolonialism, which may not be applicable or relevant to non-Western cultural contexts.

J. C. Catford's Translation theory: In the book 'A Linguistic theory of Translation', Catford assumes that translation may be performed between any two related or unrelated languages. He defines translation as, "the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." Catford uses two important terms in his definition- textual material and equivalent. According to Catford it is the central problem of translation practice to find TL translation equivalence. He provides some broad types of translation in terms of extent, levels and ranks. Catford argues that "what is expressed by the original author in a single morpheme might require one full sentence for a translator."

Apart from theories there are seven phases of translation that are a widely accepted framework that outlines the steps involved in the translation process. Here they are:

Phase 1: Pre-Translation - Preparation and planning before starting the translation project reviewing the source text, understanding the context, and identifying any potential issues determining the translation requirements, such as the target audience's language, tone, and style.

Phase 2: Translation - Translating the source text into the target language using translation tools, such as CAT (Computer-Assisted Translation) software, to facilitate the process ensuring accuracy, consistency, and quality of the translation.

Phase 3: Editing - Reviewing the translated text to ensure it meets the required quality standards, checking for errors, inconsistencies, inaccuracies and making revisions to improve the clarity, coherence, and overall flow of the text.

Phase 4: Proofreading - Carefully reviewing the edited text to catch any remaining errors or typos, checking for formatting, punctuation, and grammar errors while ensuring that the text is polished and error-free.

Phase 5: Desktop Publishing (DTP) - Formatting the translated text to match the original layout and design Using DTP (Desktop Publishing) software to recreate the original document's layout, including images, tables, and fonts ensuring that the final product looks professional and visually appealing.

Phase 6: Quality Assurance (QA) - Conducting a final review of the translated text to ensure it meets the target language's requirements and finally, checking for consistency, accuracy, and quality or making any final revisions before delivery.

Phase 7: Submission - Submitting the final translated script to the publishers, providing any necessary support or maintenance and ensuring that the target audience is satisfied with the final product.

These seven phases of translation provide a structured approach to the translation process, ensuring that the final product is of high quality and meets the target audience's needs. Yet there are certain obstacles such as implication of the cultural nuances, cultural importance and emotions behind certain rituals and objects in the target language still needs to be covered by the Artificial Intelligence and other Software translators. To support this argument here are some examples given further in the research.

Analysis/Argument

Translating the texts with the help of today's AI technologies doesn't really change the core meaning of the character and the message or thought it wants to deliver to the readers but can affect the cultural emotions and essence associated with the source language (SL) and the targeted language (TL). We have immense facilities nowadays such as applications for learning and understanding various languages and easy availability of numerous books which are available both physically and in electronic versions, many highly efficient and accurate translating software and many other facilities. Thus, it would be wrong to say in 21st century India that the translated versions of the original writeups are not that worthy or correct.

To support this argument, we can look forward to poems of Gulzar – the renowned Urdu poet of India, in the book *Selected Poems* where the original poetry in Hindi and Urdu language has

been marvelously translated by Pavan K. Varma in English language. "पीछे, शाम के हल्दी रंग आकाश की चादर …" the line is taken from the poem *Hawa Mahal, Jaipur* where Gulzar tries to represent the exceptional beauty of Jaipur's dusk hours and of the monument Hawa Mahal. The lines have been accurately translated Pavan K. Varma as "Against the sheet of the turmeric-colored sky at dusk…" even the metaphorical representation of the evening sky as "turmeric-colored" by the writer goes perfectly well with the original expression of "हल्दी रंग आकाश ". Here not just the words but the various literary devices have also been taken care of while translating the poem, such as the imagery of evening formed by Pavan K. Verma in English is as similar as the original imagery expressed by Gulzar in Hindi. Despite such accuracy the essence and ritualistic importance of "turmeric" in Indian culture is not being felt in the translated version of the poem. One more poem from the same book, titled *Sketch* in Hindi could be seen as best translated in English –

"याद है इक दिन-

मेरी मेज़ पे बैठे - बैठे,

सिगरेट की डिबिया पर तुमने,

छोटे से इक पौधे का,

एक स्केच बनाया था –

आकर देखो,

उस पौधे पर फूल आया है!"

translated in English as -

"Remember, one day,

While sitting at my table

You sketched on a cigarette box

A tiny plant

 Come and see,

That plant has bloomed!"

In this translation the writer Pavan K. Varma has given the exact literal meaning and resemblance to the "plant" and "cigarette box" as given by Gulzar in Hindi. Also, we can see the mindful selection of the word "bloomed" in translation for "फूल" to express well and accurately to the readers, the process of growing relationship between the speaker and his

beloved, as the writer has tried to express in his original Hindi poetry. Although, the emotion and symbolism of purity in their relationship is associated with the purity of flowers in most cultures and the delicate idea of fertility and new beginning of something associated with the saplings or we may say plant is visible in poor and negligible manner in the targeted language English.

Furthermore, if we talk about prose then the Indian television series named *Devlok with Devdutt Pattanaik*, was published as a book by Penguin Publishers both in Hindi and English languages under the same title for the first time in 2016. Also, there are now three parts of the book published comprising the three seasons of the series. However, the original series was shot in Hindi where Devdutt Pattanaik was interviewed regarding his knowledge in Hindu Mythology with facts and proves and the English version of the books containing all his interviews are written as accurately in their meanings and ideas as expressed by Devdutt in the interview. Anyways, it again loses the emotional beliefs and essence of certain things and ideas felt and experienced in Hindu culture and mythology. The interviewer asks him about the Upanishad, where Devdutt answers in Hindi (as published in the Hindi version of the book too) "उपनिषद् का सही मतलब है मेरे साथ बैठ के बात करो। तो किसी एक विषय के उपर परिचर्चा करना - मिमांसा जिसे हम कहते हैं। यहां ख़ास फोकस है आत्मा पर - अन्तःमन, चेतना, मर्म, इत्यादि।" and it is accurately translated by the Penguin Publishers in English as "Upanishad technically means sit down and talk to me, like a discussion or a chat. It involves inquiry on any subject; what we call *mimansa*. Specifically, the focus is on the *atma* - the soul, consciousness, essence, and so on." In the given texts, the way he explains the definition of Upanishad has been exactly transferred to its English version. The words "मेरे साथ बैठ के बात करो" which defines Upanishad as a normal person-to-person talk and is explained in English with literal accuracy through the words "sit down and talk to me". Further when he goes on explaining in other words, such as "तो किसी एक विषय के उपर परिचर्चा करना - मिमांसा जिसे हम कहते हैं।" this too is completely clear in English with even more detail so that if something gets confusing while translation that too must be involved in "like a discussion or a chat. It involves inquiry on any subject; what we call *mimansa*." Again, in the next lines the essential words such as "आत्मा पर - अन्तःमन" & "मर्म" are explained as "*atma*-the soul" & "essence". If we observe here, the word "मर्म" sometimes in Hindi also refers to some medicine to heal wounds, but here according to the given context the word is logically translated to "essence" which is what it literally means here in context to Upanishad. Anyways, due the cultural difference of different languages the reader

might fail to perceive and detect the ideology or emotion behind the word "essence" (which also means some pleasant smell or perfume in English language) and the word "मर्म" in Hindi language.

Other than this in prose, one more example of the self - help books of a renown Indian author and poet Ashish Bagrecha. His book "Dear Stranger, I Know How You Feel" is originally written in English but its translated version in Hindi is also available in the market under the title "डियर अजनबी, मैं तुम्हारे साथ हूं" which is translated by Dheeraj Kumar Agrawal. Let us take the very first chapter of the book "About Pain" or "दर्द" as it is titled in the Hindi version. Ashish writes "I see you trying hard to cover up your pain, to pretend it doesn't hurt to breathe. That, with every beat of your heart, your chest aches and tears burn deep down in your throat. It doesn't matter if you saw it coming or not; it hurts." which Dheeraj Kumar Agrawal translates in Hindi as "मैं देख रहा हूं कि तुम अपने दर्द को छिपाने की भरपूर कोशिश कर रहे हो, दिखाने की कोशिश कर रहे हो कि सांस लेने में तकलीफ़ नहीं हो रही। कि दिल की हर धड़कन के साथ तुम्हारी छाती दुखती है और तुम्हारे गले में भीतर तक आंसुओं की जलन उतर जाती है। इससे फर्क नहीं पड़ता कि तुमने इस तकलीफ़ को आते हुए देखा था या नहीं; दर्द तो होता है।" as we can observe in this chapter, the writer talks about the emotional pain a person feels in any kind of adversity, failure or heart break and expresses the exact internal experiences we go through and in order to hide that anxious sadness and melancholy from others, how it keeps burning more inside us. The feeling which we get when we want to cry but cannot, is excellently translated from "tears burn deep down in your throat" to "तुम्हारे गले में भीतर तक आंसुओं की जलन उतर जाती है।" However, The reader can feel some confusion in observing and experiencing the wait and the uncomfortable feeling of distress Ashish is talking about. The degree of sorrow or distress might differ in their vibes and experience by the people of different cultures because of difference in vibrations of the words "जलन" and "burn" also the vast difference in the degree of experience and essence behind the words "भीतर" and "deep".

Conclusion

With the above argument and facts, we can conclude that with the available technology and other AI facilities such as e-books, language learning apps, translation software and the easy availability of relevant knowledge; the Language barrier in literary works of a diverse country like India is no more there to restrict our literature in the boundaries of some few languages. Even the translated versions of the original writeups are as accurate and effective, in their core

meanings, explanation and understanding but still fails to express the cultural essence and degree of emotions and experiences, as expressed in their original works by the writer. Also, this indicates to us that in the coming future language barrier and the loss of core meanings while translating Indian literature is not at all a problem but it still has to go a long way in understanding the emotion and the essence of the work as felt in the original or source language (SL).

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Azadi by Chaman Nahal from a Postcolonial Perspective

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Abstract

"In the blink of an eye, our lives were torn asunder, our homes shattered, and our loved ones lost to the madness of partition. The scars of that fateful day run deep, etched into the fabric of our souls". These lines reflect the profound personal losses endured by individuals and families as a result of partition, capturing the grief, displacement, and sense of dislocation experienced by those caught up in one of the darkest chapters of modern history of India. *Azadi* explores the struggles and aspirations of individuals grappling with the legacy of colonialism and the quest for freedom and identity. The novel takes the backdrop of a normal middle class family of Lala Kanshi Ram in Sialkot (present day Pakistan), having no political connections yet were the victims of a havoc created by the political class of India and British Raj then. In *Azadi*, Chaman Nahal outlines the dawn of freedom, the partition and its aftermath. While reading about the brutal murders, merciless massacres, cruel rapes, burning and looting of properties, one could feel horrified. It depicts the unprecedented and ugly event which left lives millions of people asunder. After the partition, there is a large scale migration of people from both the sides of the border between India and Pakistan. The novel is divided into three parts such as 'Lull', 'Storm' and 'Aftermath'. In 'Lull', the author portrays the silent atmosphere before the announcement of the partition. In the second part 'Storm' ,he presents the horrifying story of the merciless killing of the Hindus, Muslims, and Sikhs after the partition. The third part 'Aftermath', he portrays the assassination of Gandhi and how people have suffered due to it. Characters in the novel grapple with questions of identity, belonging, and the preservation of cultural heritage in the face of colonial assimilation. The author examines the lingering effects of colonialism on Indian society and politics, as well as the disillusionment and unfulfilled promises of independence. The novel raises important questions about the meaning of freedom and the ongoing struggle for social justice and equality in postcolonial India. Although *Azadi* is mostly examined through the lens of partition and rightly so . But a wholesome picture can only be depicted when one delves into the aspect colonialism and its impact on India and how

partition of the Indian Subcontinent was one of the results of brutality of British Raj on India. My paper would, therefore study the aspects of postcolonialism, that is, language, role of women, partition, politics, colonial institutions, belonging, displacement, memories, emotions and identity in the novel *Azadi.*

Few individuals, including the family of Lala Kanshi Ram, a grain dealer, are most affected by this major historical event. Young lovers, such as Arun and Nur, and subsequently, Arun's relationship with Chandni are thwarted by the country's division. The novel "Azadi" describes the sorrow and crimes that occurred during the Partition of India, the darkest event in India's history. India was mercilessly separated into two pieces, India and Pakistan, leaving a severe wound on the minds of countless millions of individuals. According to critic Sisir Kumar Das: "the people were tormented by recollections of terror, looting, fire, murder, and rape, which heightened their sense of terror and instability. Millions of people were uprooted and relocated to the new frontiers to endure difficult lives. Before the people could comprehend the political ramifications of the split, they were blinded by extraordinary horrors and cruelty."

As India acquired independence from the British Empire in 1947, the Partition of India was the means of dividing the subcontinent along ethnic lines. It resulted in the formation of the Muslim-dominated northern state of Pakistan and the Hindu-dominated southern portion of the Republic of India. However, Partition destroyed both India and Pakistan. It displaced around 15 million individuals from their homes. The two nations began their independence with bankrupt economies and areas lacking an established, effective administration. Azadi by Chaman Nahal is a modern masterpiece that conceals an all-encompassing revelation of life, symbolizing the societal and individual havoc partition wreaked on the people of the country. From a literary standpoint, it depicts the realistic historical documentation of the horrific clashes precipitated by the split. As a former refugee, Chaman Nahal writes with remarkable insight and reality. Therefore, he has portrayed his personal experiences through the characters of Lala Kashiram and his son Arun. The narrative focuses on the tranquillity setting preceding the proclamation of division, the terrible episodes that resulted from Partition, and the dreadful conditions of the desensitized refugees following Partition.

Azadi, one of Gandhi's Chorus's novels, is considered Chaman Nahal's finest work. This tale was inspired by Nahal's experience of living in Sialkot during the Partition of India. Nahal himself observes: "I wrote Azadi as a hymn to one's land of birth rather than a realistic novel

of the Partition. (Nahal, 10) The novel is historical, political, and a superb piece of art above all else. Nahal has offered a realistic depiction of the Partition's interim as well as a humanitarian approach. When we learn of the killings, massacres, rapes, arson, looting, and the plight of uprooted refugees caused by the division, we are appalled. According to K R. Srinivasa Iyengar: "Azadi is a film about India's Partition, which engulfed the subcontinent in a nightmare of terror for months and left a trail of incredible bitterness and agony in its wake. Even after all these years, the scars bleed again as recollection prods them". 1 Chaman Nahal was himself a victim of the Partition, a refugee who endured painful hardships on his trek over the border. Therefore, he has portrayed his personal experiences through Lala Kashi Ram and his son Arun.

The novel Azadi begins in the Pakistani city of Sialkot. According to the author, Muslims, Hindus, and Sikhs coexisted amicably in majority-Muslim Sialkot before the Partition. Fear, animosity, and hostility developed among the inhabitants of Sialkot, and a riot broke out there for the first time. The protagonist of Azadi expresses his perspective on Partition and British control. Lala Kanshi Ram feels conflicted about the British. They are admired for their merits yet criticized for their flaws. He appreciated the security of the British Raj and affectionately embraced it. His nation, which had been torn apart, had found peace thanks to the rulers. As per the protagonist of the novel, "They are a nation which cannot be easily beaten, he thought. A handful of them has kept us under their feet for over two hundred years." 2 Lala Kanshi Ram also lauded the authority of British rule and the police officials. For instance, he had considerable confidence in General Ress. Before leaving his home, however, Lala Kanshi Ram accuses the British of failing to safeguard the refugee. Additionally, he attributes problems to the British. If the British were to

lose India, it was not because of Gandhi or the awakening of the masses but rather because of the tactical blunder they committed by sending out an unattractive Viceroy during the key days of their Raj. Brutality and atrocities The novel Azadi powerfully illustrates Nahal's dissatisfaction with the Partition of India and the intensity of his pain and rage. In this work, he intends to provide the most exhaustive description of the Partition. Lala Kanshi Ram is aware that the Viceroy would make an important radio statement on the evening of the third of June, 1947, putting an end to all speculation. He appears uncomfortable and dreads the terrible repercussions "if the English agree to give Pakistan to Jinnah." (Nahal, 27) Lala Kanshi Ram is concerned about the division of the nation. He recognizes in it the cunning British scheme. He is familiar with the British policy of promoting the Partition. His conviction in Gandhi's commitment not to accept the Partition appears to be waning. The book analyses this disruption

with tremendous sympathy and criticizes the horrific atrocities committed against innocent people as a result of Partition. Kanshi Ram's world is broken by the birth of Pakistan, and he stands as a shattered man, unsupported by his most valued ideas and morals. This demonstrates that the author was not pleased with the Partition of India, and he vividly articulated his grief and indignation over it in Azadi, which is primarily a political book whose protagonist, Lala Kanshi Ram, opposes the split. He blames the English, stating, "Yes, they were the real villains; they had let the country down- they had let him down, he who put such faith in them" Different communities react differently to the news of the Partition. Muslims are enthralled by the news. They mark the occasion by blowing firecrackers. The loudness and glare of these fireworks afflict Hindus and Sikhs, causing them to lose their appetite. The Muslim dwellings and rooftops are illuminated with clay lamps, and as more and more lights come on, it appears as though the ground exploded in a volcanic eruption. They express their excitement with dancing, fake combat, and singing, as well as by forcibly leading the parade past the Hindu Mohalla, where Lala Kanshi Ram and his companions reside. The Police Superintendent and Deputy Commissioner make every effort to maintain order. Hindus and Muslims began to despise and tear one other apart.

Even though "Azadi" focuses on the political upheaval at the time of India's Partition into India and Pakistan, it focuses on the aftermath of the greatest catastrophe in the history of contemporary India. "Azadi" highlights the influence of Indian politics in the lives of Hindus and Muslims in general, as well as its impact on the lives of lovers such as Arun and Nur, and subsequently Arun and Chandni. The love between Arun and Nur is ephemeral and fleeting. The Partition of India serves as a backdrop to both Arun and Nur's life, causing their love to be ripped apart. Similar to the divide of the country into two halves, there is a division in their lives, namely the separation of their hearts. Their love has been entirely shattered and destroyed. As a result of the prevailing political unrest, the lovers are compelled to part ways, as their future looks too grim to them. Arun, who resides in Sialkot with his parents, must leave the area since it was incorporated into Pakistan. Arun falls in love with the daughter of Chaudhari Barkat Ali, Nurul Nisar. It has just been two years since Arun and Nurul Nisar, also known as Nur, expressed their love for one another. Yet, each time he approached her, regardless of where he approached her, he yearned for her as if it were their first meeting. There was always a slight flutter in his heart. Will she arrive or not? Will a foe be hiding someplace to inform of their whereabouts? Will she or will she not be able to make it? 8 After the declaration of India's division, Arun, a Hindu teenager having a romance with a Muslim girl,

comes under the ominous surveillance of other Muslim lads. The political crisis founded on religious boundaries acts as an impediment between these two young lovers of different religions, and they both become extremely powerless. Arun previously pledges Nur that he would convert to Islam for her sake, but the entire situation gradually changes as division occurs. He inquires as to why Nur cannot adopt Hinduism. Nur is astonished to hear the news, which exceeds her anticipation, expectations, and greatest dreams. She tells Arun, through sobs, that she is defenceless and cannot impose her will on her family. She expects Arun to make sacrifices for her since he is a male and so more self-reliant. Arun loves her passionately. As reported by Mohan Jha, "Arun and Nur may have been married despite their different religions in the normal order of events, but the eruption of communal violence turns everything upside down. Arun might have chosen Nur over his parents when he was young, but the community holocaust transforms him into a man, and he opts to share life's pleasures and tragedies with them." The Arun family chooses to leave the refugee camp and travel to Delhi. Munir, the brother of Nur, gives Arun a letter written by Nur. The letter is smeared with tears, which demonstrates Nur's despondency.

In the third part 'Aftermath' depicts the events after the partition and independence like Mahatma Gandhi's assassination and the contrasting reactions of the people on it. The priest of non –violence is killed by violence. Except a few refugees like Kanshi Ram and Sunanda all blame Mahatma for the partition tragedy. The mood of frustration and anger with reference to Gandhi was a common experience in those days. The discussion among Arun, Sunanda and Bibi Amar Vati after Gandhi's assassination is worth studying,

> Well, it is a good thing he is gone. He brought nothing but misery to us…It all happened because of the partition. And it was Gandhi who sanctioned the partition. 'That's not true'. Arun felt he had to put the record straight. 'It was the Congress leaders, like Nehru and Patel'. 'They were his stooges'. 'No, auntie. You are wrong there. In the final days they didn't listen to him. (PP. 366-367)

Thus, there is a controlled tension in Nahal's narratives and his envenomed memories as a victim of partition have not, however, warped his sensibilities. Azadi (Independence) indeed lives in many levels – political, religious, social, cultural, and historical – and certain images haunts the reader. Niranjan Singh, straight as a sword, committing self- immolation, Sunanda's fierce gesture of defiance confronting Rahmat Ullah, threatening to kill him if he touch her; Isher Kaur's giving birth to a daughter in the refugee train just as another refugee train passes it by creeping towards Pakistan full of dead and dying. It is hardly possible to exorcise these

very realistic images. The plot of the novel through these images refers to the time just before the partition and depicts the ill- effects of the partition and ends with what happens to the refugees just after the partition and the independence. It also shows the contrasting characters like Barkat Ali who tries his best to give company to his friend Lala Kanshi Ram and his family in their nightmarish moments and Rahmat Ullah Khan who as an officer instead of giving shelter and protection tried to rape Sunanda Bala. A nightmare with an exciting finish, one closes the novel with a sense of relief; the lie has become the truth, the unbelievable has happened. In Azadi (Independence) two episodes the procession of jubilant Muslims in Sialkot when the partition is announced, the queer parade of naked Hindu women in Narowal, and the immolation of Niranjan Singh stand out by their realism. And there is enough evidence to convict both the British administrators who, after two hundred years of trusteeship, could only prepare for the holocaust and the national movement led by barristers, thinkers, Mahatmas (an illustrious or eminent man), and Moulanas (a title of a Mahomedan scholar) that could celebrate the baptism of freedom only with mass murder and revolting bestiality.

Chaman Nahal has successfully communicated to his readers a hint of grossness, ghastliness, and total insanity of the two-nation theory and the partition tragedy. The whole horror is there but humanity and compassion are there too and the novel adequately conveys them both. Thus, though the novel's events seem to us like a nightmare, it is the reality that every Indian of that time had to face and till now in the 21st century, it is a living wound. However, the novelist here tries to show a note of hope in the end of the novel after the nightmare i.e. the re-settlement of the families of Lala Kashi Ram and other tenants

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14

Charlotte Bronte's *Jane Eyre* as a Protest Novel:
Jane Eyre's Self-Realization Through the Path of Varied Injustices
Prevailing in Nineteenth-Century England

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Abstract

Jane Eyre, written by Charlotte Brontë, is a novel that vividly depicts various social injustices prevalent in 19th-century England, particularly concerning class, gender, and morality. At the heart of the novel lies Jane's struggle against the rigid class system. As an orphaned girl without wealth or social standing, Jane is treated as inferior by those around her. She faces discrimination and condescension from characters like Mrs. Reed and Mr. Brocklehurst, who represent the privileged upper class. Jane's lack of wealth and connections limit her opportunities, highlighting the harsh realities faced by those outside the aristocracy. Gender inequality is another prominent theme in *Jane Eyre*. Women in the novel are often relegated to subservient roles, expected to be obedient and passive. Characters like Bertha Mason and Adele Varens are marginalized and silenced, their voices ignored or dismissed. Even Jane, despite her intelligence and strength of character, faces limitations due to her gender, particularly in her quest for independence and self-determination. Furthermore, *Jane Eyre* critiques the hypocrisy of Victorian morality. Characters like Mr. Rochester and St. John Rivers manipulate and exploit others under the guise of righteousness, highlighting the corruption and double standards inherent in society's moral code. Mr. Rochester's treatment of Bertha Mason and his attempt to enter into a bigamous marriage with Jane exposes the hypocrisy and immorality that often lurk beneath the surface of respectable society. Overall, "Jane Eyre" serves as a powerful critique of the social injustices present in 19th-century England. Also reflects themes such as colonialism and feminism. Hence my research paper, through Jane's journey, tries to bring forth the inequalities perpetuated by class, gender, and morality and also would delineate Jane's search for self-realization through the course of the novel.

Keywords: Social Injustice, morality, society, gender, class

Literature has witnessed the roles of women evolving through the ages. Most of the published writers were men and the portrayal of women in literature was without doubt biased. According to author Anita Nair, literature has always been ambivalent in its representation of women. Good women are the one who accepts social norms and she is rewarded. From the Elizabethan age, the theme of misogamy and the superiority of man was predominant. Women were not looked at as a person but were considered a mere necessity for the pro-creation process.

During the Victorian era, there was an unending debate over the roles of women. Women were treated in the literature as angelic figures, innocent, physically weaker, and nothing less than household commodities. Alfred Lord Tennyson in his poem 'The Princes' states:

"Man for the field and women for the heart Man for the sword and the needle she Man with the head and women with heart Man to command and women to obey"

So it is evident that women during the Victorian age were in a subjugated role. The Portrayal of Jane in Jane Eyre's Metamorphosis is the concept of the heroine. Jane appears as a rebellious, self-respected, spirited, courageous, unconventional, outspoken girl and later on self-dependent woman in the journey of her life from Gateshead Hall to Moor House. Her unconventional traits of personality are exhibited by Charlotte in her dealing with Mrs. Reed, Mr. Brocklehurst, Ms. Scatchered, Mr. Rochester, and Mr. Rivers.

The research paper tries to show the journey of Jane from a docile girl to a mature self-respected lady of Mr. Rochester. Charlotte shows the metamorphosis of Jane from enslavement to empowerment and thereby changes the concept of the heroine.

In a world where women are judged primarily by physical appearance, clothing, and social standing, being docile, Charlotte Bronte changed the whole concept of the heroine in her novels especially in Jane Eyre as she presented poor, plain, outspoken young women with nothing but her native intelligence. When Charlotte Bronte decided to write the novel Jane Eyre, she was determined to create a main character who challenged the notion of the ideal Victorian woman.

At Gateshead Hall: From the beginning, Charlotte exhibits Jane's spirit to protest. As a small girl, she exhibits the spirit of the revolt and self-esteem girl. She was living with her aunt as an orphan and according to Victorian norms of a girl she should be grateful to her maternal aunt for providing her shelter doubt she bore all the injustice and rudeness of her maternal cousins. She suffers alienation but when she is mercilessly bitten up by her maternal cousin

John as she is reading his book. He scolds her and throws her down and she is hurt and her rage comes out and she calls John 'a wicked and cruel boy.' She said, "You are like a murderer; you are like a slave driver." For the first time, she realized that she should not be passive but should fight her fate and express her feelings. Her maternal aunt Mrs. Reed became angry and locked up her in a red room.

Mrs. Reed to get rid of little Jane enrolled her in the orphanage school. When the manager of the Lowood Institute Mr. Brocklehurst visited her at home, Mrs. Reed introduced her as a "liar girl". This was a cruel blow for Jane and she was filled with anger. She becomes bold and she says to Mrs. Reed that she is a liar she says, "I am glad you are no relation of mine, I will never call you aunt again as long as I live. I will never come to see you when I am grownup and if anyone asks me how I liked you, and how you treated me, I will say the very thought of you makes me sick and that you treated me with miserable cruelty." So in her anger and passion Jane is far removed from the conventional model of the Victorian child who should be "seen and not heard." Instead, she is part of a new emerging more sympathetic attitude to childhood which shows that adults should pay attention to the suffering and emotional and psychological needs of children.

Jane as a Student at Lowood Institute, her revolt and bold spirit to speak the truth is also presented as Lowood –the Orphanage school which is a benevolent institution in name but a hell. Jane is not as oppressed at Lowood as at Gateshead but she still is not allowed to do as she pleases. Brocklehurst makes Jane stand on a stool in front of the class and orders her classmates to shun her because she is a liar. The main idea behind this harsh treatment was that if the body was punished, the soul could be shaved but through Jane Eyre, Charlotte Bronte challenges these notions and offers a sympathetic description of the rebellious child which helps to transform Victorian attitude. Jane develops a friendship with Helen Burns who tries to convince her to be submissive but for Jane it is difficult. She doesn't like Miss Scatchered who abuses Helen for dirty nails and ill manners. Jane criticizes the hypocrisy of Mr. Brocklehurst who advises Christian philosophy regarding "original sin" which was satirized by Bronte by Jane's critical views. Little Jane is against all the operations. When her favourite teacher leaves Lowood after marriage Jane feels restless and does not wish to submit to the world of Lowood. She rebels by advertising on her own for the position of governess and leaving the school to work at Thornfield.

Jane as a governess at Thornfield Hall

At Thornfield Jane doesn't face any serious operation but mature young girl Jane is not ready to reveal her innermost feelings to her master Mr. Rochester. Jane falls in love with her

master Mr. Rochester and decides to get married to him but it is due to love she is marrying him and not for money. When Mr. Rocheter bestows riches and jewelry she puts her foot down and says, "O sir! Never mind the jewels!" and rejects to accept them. After the mystery of Bertha Mason, the wife of Rochester, Jane is emotionally shattered but very soon she regains her composure. When Mr. Rochester asks him to stay with him as his mistress in another part of the world she rejects it and decides to leave Mr. Rochester. She says, "I am no bird, and no net ensnares me, I am a free human being with an independent will." This statement resembles Karl Marx's revolutionary manifesto. Jane upholds her principles, her morals, and her independence. If she had accepted Mr. Rochester's proposal she would not be a self-esteemed girl.

After leaving Thornfield, Jane looks for work but finds nothing within a matter of hours she is reduced to begging for food. Her innate pride and delicacy are severely tested. After three days of destitute life, she reaches the Moor House in a nervous collapse. She is tenderly nursed by Diana & Mary Rivers. She gradually regains strength. She hides the story of her previous life and her name. She assumes the name Jane Eliot. She continues to delight in the company of Diana & Mary and St. John Rivers. Jane asks him for employment. Jane finds him fiercely religious. His church sermons distress her because they are so fervent. He tells her that he needs someone to set up a small school for girls in the nearby village. Jane accepts the job of teacher. She settles into her new life well. She finds satisfaction with the new life but is still tormented regularly by the dreams of Rochester. Amazingly, Jane receives a fortune of 20,000 from her uncle. She also finds out St. John, Diana & Mary as her family- first cousins and she splits her fortune in four ways. She says, "It could never be mine in justice, though it might be in law."

St. John Rivers asks her to come with him as a missionary in India. He also wants to marry her. But again Charlotte shows Jane a bold woman who rejects St. John as she still loves Rochester. She says, "I scorn your idea of love." I scorn the counterfeit sentiment your after yes, St. John and I scorn you when you offer it." St. John Rivers tries to control her. She is very passive with him and submits to his wish. But she does not yield to his proposal of marriage. She rebels against it, though it is difficult for her.

Jane is Rochester's wife at Ferndean Manor, after the Rivers incident, Jane becomes an independent woman as she inherits her uncle's inheritance. She is charged with emotions, she hears Rochester's voids calling her desperately. She prepares to return to Thornfield. She goes

back to Thornfield and is shocked and dismayed to find it a "blackened ruin." She learns about the fire and Bertha's death. Jane's first sight of Rochester evokes pain and pity as he is a changed man scarred both physically and emotionally. He cannot believe that she is back, so many times he has dreamt of her return that he feels that it is a dream. He repeats his proposal to her. She accepts to reunite with him without hesitation. This time this is lawful and pleasing to Jane. Here Jane exercises no rebel nor submission to Rochester as now she has her independence and is in control of herself.

So, the journey of Jane shows the journey of a modern woman, when Rochester calls her an angel, she responds with, "I am not an angel, I asserted and I will not be one till I die, I will be myself, Mr. Rochester. You must neither expect nor exact anything celestial of me..." By accepting the idea of being an angel she would be sacrificing her identity to cater to Rochester's desire. Jane refuses to become Rochester's mistress because becoming his mistress would not allow her to be his equal and would make her a lesser person than who she was destined to be. St. John's offer of marriage would bring her financial security yet domesticity. St. John tries to alter her identity to "an ape in a harlequin's jacket" Feminism ideals are shown when she chooses to value her identity and independence over materialism. So her rejection of St. John and acceptance of Mr. Rochester convey a strong message of female independence. The prominent message is that women should value their independence thinking and equality rather than subjecting them to male control. To Jane marriage is a trap that would make her lose her independence. She refuses to be the ideal domesticated wife of St. John. He became angry and announced Victorian thinking, "If you reject it, it is not me you deny, but God. Through my means He opens to you a noble career as my wife only can you enter upon it. Refuse to be my wife, you limit forever to a track of selfish ease..."

So the way Jane Eyre puts her values of freedom and self-fulfillment before these options shows feminist ideas of female empowerment. She says, "I am no bird and no net ensnares me, I am a free human being with an independent will."

So, Jane Eyre places her values of freedom and self-fulfillment before conformity. The novel was written in 1800, it conveys messages of individual empowerment and equality that apply to modern society. Jane begins as an undeveloped orphan, a neglected plain, small despised girl. She becomes a school-mistress almost a missionary but finally, she is a beloved wife and mother. So Charlotte Bronte's story of a plain orphan girl whose superior qualities are finally acknowledged and she gets the rewards of love and becomes the modern version of Cinderella

tale. Jane not only wins her Prince charming but does so by asserting her independence and her values.

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