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ROLE OF WOMEN IN PANCHAYATI RAJ INSTITUTIONS IN INDIA: AN ANALYSIS

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ABSTRACT

The 73rd Constitutional Amendment Act of 1992 institutionalized Panchayati Raj Institutions (PRIs) and made reservations for women mandatory, a landmark step in strengthening grassroots democracy in India. By ensuring at least one-third representation, and later expanding to 50% in many states, the amendment opened up previously denied political spaces to women. Since then, women representatives have played an important role in reshaping development priorities with emphasis on health, education, sanitation and social justice. Their participation has contributed to greater inclusivity, transparency and accountability in local governance. However, challenges such as misrepresentation, patriarchal control, and lack of training and socio-cultural barriers continue to limit the full realization of women's empowerment. This paper analyzes the dual story of achievements and barriers to women's participation in PRIs, highlighting their transformative role in rural governance and pathways to strengthening gender equality in political institutions.

KEYWORDS: *Panchayati Raj Institutions, Women Empowerment, Grassroots Democracy, 73rd Amendment, Local Governance, Political Participation, Gender Equality, Rural Development.*

INTRODUCTION:

Democracy flourishes only when it is inclusive and participatory. In India, where women constitute almost half of the population, their representation in political decision making has historically been minimal. The introduction of the 73rd Constitutional Amendment Act in 1992 marked a turning point by giving constitutional status to Panchayati Raj Institutions (PRIs) and mandating reservation for women in local governance. This historic step not only brought women into the political arena, but also attempted to dismantle deep-rooted patriarchal structures that had kept them out of positions of power for a long time.

Panchayati Raj, as a system of decentralized governance, provides an institutional framework for community participation in decision making at the village, block and district levels. Reservation of one-third seats for women – which was later increased to 50% in many states – has created unprecedented opportunities for women's entry into politics. Women elected representatives are now playing an important role as sarpanches, ward members and chairpersons of panchayat bodies, thereby giving a new shape to local governance.

The presence of women in PRIs has led to a change in development priorities, leading to a focus on social issues such as health, sanitation, education, drinking water and the welfare of marginalized groups. Their participation has also increased accountability, transparency and accountability in governance. However, the effectiveness of women leaders often varies, due to factors including proxy representation (commonly known as the "sarpanch pati" phenomenon), lack of administrative training, caste and class-based discrimination, and cultural barriers.

This paper aims to critically analyze the role of women in Panchayati Raj Institutions in India. It seeks to examine their contributions, the socio-political transformations brought about by their leadership, the structural and cultural challenges they face, and policy recommendations for strengthening women's empowerment through decentralized governance.

Objectives of the Study:

The present study aims to analyze the role and impact of women in Panchayati Raj Institutions (PRIs) in India. The specific objectives are as follows:

1. To examine the constitutional and legal provisions ensuring representation of women in PRIs, with focus on the 73rd Constitutional Amendment Act.
2. To study the extent of women's participation in Panchayati Raj Institutions across different states of India.
3. To analyze the impact of women leadership on local governance, development priorities and social change at the grassroots level.
4. To identify the challenges and obstacles faced by women representatives in performing their roles and responsibilities effectively.
5. To highlight success stories and best practices of women leaders in PRIs that demonstrates their potential as agents of change.
6. To suggest policy recommendations to strengthen women empowerment and ensure effective participation in decentralized governance.

Methodology:

The present study is qualitative and analytical in nature, based on secondary data sources. It adopts a descriptive research design to examine the role of women in Panchayati Raj Institutions (PRIs) in India.

1. **Research Design:** The study is descriptive and analytical, aimed at assessing the participation, contributions and challenges of women in PRIs. The analysis focuses on legislative framework, state-level experiences and case studies of women leaders.
2. **Data Sources:** Secondary data has been used for the study, which includes: constitutional provisions and government reports (73rd Constitutional Amendment Act, Ministry of Panchayati Raj Publications), research papers, journal articles and books on women in PRIs, reports from NGOs, international organizations (World Bank, UNDP) and state level Panchayati Raj departments, news articles highlighting success stories of women representatives and Case study.

3. **Scope of the study:** The study covers women's participation in PRIs across India with reference to states where 50% reservation has been implemented. It emphasizes both the achievements and challenges of women leaders at village, block and district levels.
4. **Method of analysis:** The data collected is systematically analyzed to identify trends, patterns and challenges. Comparative analysis has been used to study variation in women's participation in different states. The case study approach highlights examples of effective female leadership in PRIs.
5. **Limitations:** The study mainly depends on secondary data: therefore, real-time field insight may be limited. Variation in socio-cultural contexts across states cannot be fully accounted for in the general analysis.

Constitutional and Legal Framework:

Women's participation in Panchayati Raj Institutions (PRIs) in India is rooted in the constitutional vision of equality and empowerment. The framers of the Constitution recognized the importance of local self-governance, but it was only with the 73rd Constitutional Amendment Act of 1992 that the PRIs gained constitutional status and women's representation was formally institutionalized.

1. Constitutional Provisions

- a) Article 40 (Directive Principles of State Policy) – Directs the State to organize village Panchayats and endow them with necessary powers and authority to function as units of self-government.
- b) 73rd Constitutional Amendment Act, 1992 – Inserted Part IX (Articles 243–243O) and the Eleventh Schedule into the Constitution.
- c) Article 243D – Mandates reservation of not less than one-third of total seats for women in Panchayats at all levels, including chairperson positions.
- d) Eleventh Schedule – Empowers Panchayats to prepare plans and implement schemes for 29 subjects, ranging from agriculture and health to education and poverty alleviation, thereby giving women leaders a direct role in governance.

2. Legislative Provisions in States:

- a) Many states have gone beyond the constitutional minimum and provided '50% reservation for women' in Panchayats. Examples include Bihar (2006), Madhya Pradesh (2010), Rajasthan (2010), and Kerala (2010).
- b) Some states also provide rotation of reserved seats to ensure wider participation of women across constituencies.

3. Legal Safeguards for Women Representatives :

- a) Reservation applies not only to seats but also to the offices of chairpersons at the village, block, and district levels.
- b) Women from Scheduled Castes (SCs) and Scheduled Tribes (STs) are also entitled to reservation in proportion to their population, ensuring representation for marginalized women.

- c) Laws empower women to make decisions on development planning, welfare programs, and financial allocations at the grassroots level.

4. **Significance of the Framework :**

- a) These provisions have transformed women from being mere beneficiaries of welfare schemes to active decision-makers in governance.
- b) They serve as a constitutional guarantee for gender equality in politics, challenging patriarchal dominance in rural India.
- c) The framework ensures that women's participation is not symbolic but institutionalized and sustainable.

Women's Participation in PRIs: An Overview:

The introduction of reservations for women in Panchayati Raj Institutions (PRIs) has been one of the most significant milestones in India's democratic journey. It has created avenues for women to actively participate in decision-making processes at the grassroots level, where policies directly affect their daily lives. Women's participation has grown not only in terms of numbers but also in the quality of their involvement, though challenges remain.

1. **Numerical Representation:**

- a) After the 73rd Constitutional Amendment Act, 33% of seats were reserved for women across all tiers of Panchayati Raj.
- b) Several states, including Bihar, Madhya Pradesh, Rajasthan, and Kerala, have increased the quota to 50%, making India one of the few countries with such high women's political representation at the local level.
- c) Currently, more than 14 lakh women are elected representatives in PRIs, constituting nearly 46% of total members (Ministry of Panchayati Raj, 2021).

2. **Areas of Influence:** Women representatives have broadened governance priorities by focusing on basic amenities and social needs, including:

- a) Clean drinking water and sanitation facilities.
- b) Maternal and child health services.
- c) Primary education and promotion of girl child literacy.
- d) Welfare of marginalized groups and community development programs.
- e) Their leadership often reflects a people-centric approach, emphasizing welfare rather than profit-driven agendas.

3. **Symbolic vs. Substantive Participation:**

- a) While reservations ensure women's entry into governance, the depth of their participation varies.
- b) In some cases, women leaders assert independent decision-making and exercise authority effectively.

- c) In others, they function as proxies for male relatives (the “sarpanch pati” phenomenon), limiting their autonomy.
- d) Despite these challenges, studies indicate that even symbolic participation gradually evolves into substantive participation as women gain confidence, experience, and community support.

4. Changing Power Dynamics:

- a) The presence of women in PRIs has challenged patriarchal hierarchies and provided visibility to marginalized voices.
- b) Women’s leadership has fostered a collective identity for rural women, inspiring greater political and social participation.
- c) Over time, their contributions have led to institutional changes, including more transparent governance and stronger accountability mechanisms.

Impact of Women’s Leadership in Panchayati Raj :

- 1. **Social Change:** Women leaders have challenged caste and gender hierarchies in villages.
- 2. **Developmental Priorities:** Policies on health, nutrition, and education have gained greater attention.
- 3. **Transparency and Accountability:** Research shows women-led Panchayats often demonstrate better financial management and reduced corruption.
- 4. **Community Empowerment:** Their leadership encourages other women to participate in local governance and community organizations.

Challenges Faced by Women in PRIs :

While the 73rd Constitutional Amendment Act has been revolutionary in creating opportunities for women's participation in governance at the grassroots level, the reality of their functioning within Panchayati Raj Institutions (PRIs) highlights several constraints. These challenges often limit their autonomy, effectiveness, and ability to lead truly.

1. Proxy Representation (Sarpanch Pati System):

- a) A common challenge is that women elected representatives are often overshadowed by their male relatives, particularly husbands, who act as the real decision-makers.
- b) This phenomenon, popularly known as the ‘sarpanch pati’ system, undermines the purpose of political empowerment and reduces women’s roles to symbolic participation.

2. Patriarchal and Socio-Cultural Barriers :

- a) Deep-rooted gender norms often discourage women from speaking up in public forums.
- b) Cultural practices in many rural areas restrict women’s mobility and participation in community meetings.
- c) Female leaders frequently face resistance from male colleagues and bureaucrats who are unwilling to accept their authority.

3. Lack of Education and Awareness:

- a) Many women representatives, especially in rural and marginalized communities, have limited literacy and political awareness.
- b) This lack of knowledge regarding laws, procedures, and governance reduces their confidence and ability to make informed decisions.

4. Caste and Class Discrimination :

- a) Dalit and tribal women sarpanches face double discrimination — on account of both gender and caste.
- b) In some areas, upper-caste villagers resist taking instructions from women leaders of lower castes, creating conflicts and undermining their authority.

5. Resource and Administrative Constraints :

- a) Women leaders often lack control over financial resources, as funds are managed by male-dominated bureaucracies or technical staff.
- b) Inadequate training, lack of institutional support, and poor infrastructure limit their capacity to deliver effectively.

6. Political Marginalization :

- a) Women are underrepresented in higher tiers of political decision-making, such as state legislatures and Parliament, which reduces their influence on broader policy frameworks.
- b) Their participation in PRIs is sometimes seen as a ‘compulsory quota’ rather than recognition of their leadership potential.

7. Personal and Family Pressures :

- a) Women leaders often struggle to balance household responsibilities with public duties.
- b) In some cases, family opposition prevents them from actively participating in governance, leading to absenteeism or reduced involvement.

Case Studies and Examples:

Many inspiring stories have emerged across India from women's participation in Panchayati Raj Institutions (PRIs). These examples highlight not only his ability to lead effectively but also his transformative impact on rural development and governance.

1. Kerala – Kudumbashree and Women-Centric Governance:

- a) Kerala has been a pioneer in integrating women’s empowerment with local self-governance through the Kudumbashree movement, a network of women’s self-help groups closely linked with Panchayats.
- b) Women elected representatives have successfully utilized this platform to implement welfare programs focusing on microcredit, poverty alleviation, and women’s entrepreneurship.
- c) The synergy between PRIs and Kudumbashree has enhanced women’s decision-making power in community development.

2. Rajasthan – Women Leading Sanitation Campaigns:

- a) In several districts of Rajasthan, women sarpanches have played a critical role in promoting sanitation and hygiene.
- b) For instance, women leaders spearheaded awareness drives under the Swachh Bharat Mission, leading to increased construction and use of toilets in villages.
- c) Their efforts helped break taboos around sanitation and significantly improved public health outcomes.

3. Bihar – 50% Reservation and Grassroots Leadership :

- a) Bihar was among the first states to increase women's reservation in PRIs to 50% in 2006.
- b) This step drastically increased women's numerical strength and visibility in governance.
- c) Case studies from Nalanda and Gaya districts show women sarpanches prioritizing girl child education, mid-day meal schemes, and healthcare facilities.

4. Madhya Pradesh – Empowerment Through Healthcare Initiatives:

- a) Women Panchayat leaders in Madhya Pradesh have emphasized maternal and child healthcare services.
- b) Several women sarpanches have worked with Accredited Social Health Activists (ASHAs) to improve immunization rates and reduce infant mortality.
- c) Their interventions have also encouraged institutional deliveries in rural areas, challenging traditional home-birth practices.

5. West Bengal – Women and Education Reforms :

- a) In West Bengal, women panchayat leaders have actively promoted literacy campaigns and ensured higher enrollment of girls in schools.
- b) Some Panchayats have taken initiatives to distribute school supplies and monitor attendance, particularly for girls from economically weaker families.

Key Insights from Case Studies :

- a) Women representatives often prioritize basic needs and welfare-oriented issues over prestige projects like roads or buildings.
- b) Their leadership style is inclusive and community-centric, which creates more trust among the villagers.
- c) Even in the face of challenges like proxy representation, many women leaders have asserted autonomy and created long-term impacts on social development.

Policy Recommendations:

Although the 73rd Constitutional Amendment has significantly enhanced women's representation in Panchayati Raj Institutions (PRIs), several systemic and socio-cultural barriers continue to limit their effective participation. To strengthen women's role as leaders and decision-makers at the grassroots, the following policy recommendations are suggested:

1. Capacity Building and Training :

Women's effective participation in Panchayati Raj Institutions (PRIs) requires more than just reservation of seats – it requires adequate knowledge, skills and confidence to govern independently. Many women representatives, especially from rural and marginalized backgrounds, enter politics with limited experience of administrative processes, financial management and legal frameworks. Therefore, capacity building and training becomes important to transform numerical representation into meaningful empowerment.

a) Importance of Capacity Building :

- I. Enhances women's understanding of constitutional provisions, roles, and responsibilities within PRIs.
- II. Builds confidence to actively participate in meetings, decision-making, and negotiations.
- III. Equips women with skills in planning, budgeting, monitoring, and implementation of development programs.
- IV. Helps overcome socio-cultural barriers by empowering women to challenge patriarchal structures.

b) Training Programs for Women Representatives :

- I. **Induction Training:** Orientation sessions soon after election to familiarize women with Panchayat structures, rules, and functions.
- II. **Skill Development Workshops:** Focused training on financial management, digital governance, project planning, and public speaking.
- III. **Leadership and Confidence-Building Modules:** Encouraging women to voice opinions, lead discussions, and negotiate with officials.
- IV. **Legal Literacy Programs:** Awareness of rights, laws related to domestic violence, child marriage, and gender equality.

c) Role of Government and Institutions :

- I. The Ministry of Panchayati Raj and State Institutes of Rural Development (SIRDs) regularly organize capacity-building programs.
- II. NGOs and women's collectives play a significant role in mobilizing women and offering grassroots training.
- III. Technology-enabled platforms such as online courses and mobile-based training modules can reach remote areas and ensure continuous learning.

d) Challenges in Training Initiatives :

- I. Limited outreach in remote and tribal regions.
- II. High dropout rates due to domestic responsibilities and lack of mobility.
- III. Language and literacy barriers that make training less effective for uneducated women.

e) Recommendations for Effective Capacity Building :

- I. Institutionalize mandatory training for all newly elected women representatives.
- II. Design region-specific and language-friendly modules to improve accessibility.

- III. Provide continuous handholding support through resource persons and mentorship networks.
- IV. Allocate dedicated budgets for women's training under central and state Panchayati Raj schemes.
- V. Link capacity-building programs with Self-Help Groups (SHGs) and community-based organizations for long-term empowerment.

Capacity building and training transform women from passive participants into active leaders and decision-makers in Panchayati Raj Institutions. When equipped with the right knowledge and skills, women representatives not only enhance their own effectiveness but also contribute to more transparent, inclusive, and development-oriented governance at the grassroots.

2. Legal and Institutional Safeguards:

The constitutional framework for Panchayati Raj Institutions (PRIs) has provided women with unprecedented opportunities to participate in governance. However, meaningful empowerment requires not only reservations but also legal and institutional safeguards to ensure that women can exercise their rights effectively and independently. These safeguards act as protective mechanisms against social, cultural, and political barriers that often restrict women's leadership.

a) Constitutional Safeguards :

- I. Article 243D of the Constitution mandates the reservation of not less than one-third of the total seats for women in PRIs, including the office of chairpersons.
- II. Reservation is extended to women belonging to Scheduled Castes (SCs) and Scheduled Tribes (STs), ensuring intersectional representation.
- III. Several states, such as Bihar, Madhya Pradesh, and Rajasthan, have gone beyond the constitutional minimum by providing 50% reservation for women.

b) Legislative and Policy Measures:

- I. Many states have enacted supplementary laws to strengthen women's representation, including rotation of reserved seats to expand opportunities for leadership.
- II. Mandatory representation of women in Standing Committees (e.g., health, education, and sanitation) ensures their role in core areas of local development.
- III. Legal provisions empower women to sign official documents, approve budgets, and authorize expenditures, thereby granting them financial authority.

c) Institutional Mechanisms:

- I. State Election Commissions monitor and regulate Panchayat elections to ensure fair representation of women.
- II. State Institutes of Rural Development (SIRDs) and Panchayati Raj Training Institutes provide training and capacity-building programs tailored for women representatives.
- III. Grievance redressal systems at state and district levels help address issues such as proxy representation, harassment, and denial of authority.

d) Protection Against Proxy Representation:

- I. Some states have introduced rules that explicitly prohibit male relatives from acting on behalf of elected women representatives (the “sarpanch pati” practice).
- II. Legal awareness campaigns aim to sensitize communities about women’s constitutional authority.
- III. Penalties and administrative actions are recommended against cases where elected women are prevented from exercising their powers.

e) Judicial Support :

- I. The judiciary has, in several cases, upheld women’s rights to function independently in PRIs and emphasized that constitutional provisions cannot be diluted by social practices.
- II. Public interest litigations (PILs) have strengthened accountability mechanisms to prevent misuse of women’s reserved seats.

f) Recommendations for Stronger Safeguards :

- I. Establish independent monitoring bodies to oversee women’s participation and prevent proxy governance.
- II. Strengthen legal aid services to assist women representatives facing discrimination or harassment.
- III. Introduce clear penalties for violations of women’s autonomy in PRIs.
- IV. Institutionalize gender audits of Panchayats to measure inclusivity and ensure compliance with constitutional mandates.

Legal and institutional safeguards are crucial in transforming women’s presence in PRIs from symbolic to substantive. By enforcing constitutional rights, preventing proxy leadership, and providing institutional support, these safeguards enable women to exercise real authority and contribute meaningfully to grassroots democracy.

3. Enhancing Awareness and Education :

The success of women's participation in Panchayati Raj Institutions (PRIs) depends not only on constitutional guarantees but also on their ability to understand and exercise the powers vested in them. Awareness and education are important tools to enable women representatives to transform from symbolic figures to effective leaders. Without adequate knowledge of governance, rights and responsibilities, many women remain dependent on male relatives or bureaucrats, limiting the impact of their representation.

a) Importance of Awareness and Education :

- I. **Knowledge of Rights:** Awareness of constitutional provisions, legal rights, and entitlements empowers women to act independently.
- II. **Understanding Governance Processes:** Education helps women engage in discussions on budgets, development planning, and policy implementation.
- III. **Building Confidence:** Literate and informed women are better equipped to challenge patriarchal norms and assert their authority.

IV. **Community Mobilization:** Educated women leaders can effectively communicate with villagers, encourage participation, and inspire other women to engage in governance.

b) **Current Gaps :**

- I. Many women elected to PRIs, especially from marginalized communities, have low literacy levels and limited exposure to public life.
- II. Lack of political awareness often leads to dependency on male relatives (“sarpanch pati” system).
- III. Training programs sometimes fail to reach remote and tribal areas, leaving many women without guidance.

c) **Strategies to Enhance Awareness and Education :**

- I. **Grassroots Literacy Campaigns:** Special programs targeting women representatives to improve basic reading, writing, and numeracy skills.
- II. **Political Education Workshops:** Focus on Panchayat procedures, financial management, legal provisions, and rights-based schemes.
- III. **Community Awareness Drives:** Use of street plays, radio, and local media to spread knowledge about women’s roles and rights in PRIs.
- IV. **School and College Curriculum Integration:** Introducing Panchayati Raj and women’s empowerment in educational curricula to build long-term awareness.
- V. **Peer Learning Models:** Experienced women leaders mentoring and training newly elected representatives.

d) **Role of Institutions :**

- I. **Government Initiatives:** The Ministry of Panchayati Raj and State Institutes of Rural Development (SIRDs) organize capacity-building and awareness programs.
- II. **Non-Governmental Organizations (NGOs):** Play a vital role in mobilizing women at the grassroots and creating awareness of rights and responsibilities.
- III. **Self-Help Groups (SHGs):** Act as informal platforms for discussion, training, and spreading political awareness among rural women.

e) **Recommendations:**

- I. Launch state-wide awareness campaigns before Panchayat elections to encourage informed participation.
- II. Allocate dedicated funds for awareness and education programs targeting women representatives.
- III. Ensure inclusive training materials in local languages to overcome literacy and language barriers.
- IV. Encourage family and community sensitization programs to create supportive environments for women leaders.

Enhancing awareness and education is fundamental to empowering women in Panchayati Raj Institutions. By equipping them with knowledge, confidence, and skills, women can transcend symbolic representation and become active decision-makers. An informed and educated woman leader not only strengthens grassroots democracy but also inspires collective empowerment of rural communities.

4. Economic and Resource Support:

Economic independence and access to resources are essential for women representatives to function effectively in Panchayati Raj Institutions (PRIs). While reservation has ensured numerical representation, the ability of women to deliver on governance mandates is often hindered by limited control over financial and material resources. Providing robust economic and resource support can significantly strengthen women's leadership, autonomy, and decision-making power.

a) Importance of Economic Empowerment :

- I. **Financial Autonomy:** Control over Panchayat funds allows women leaders to prioritize community needs rather than depend on male colleagues or bureaucrats.
- II. **Strengthened Decision-Making:** Economic independence enables women to negotiate with officials, contractors, and higher authorities with greater confidence.
- III. **Community Development:** Women leaders often allocate resources toward welfare schemes such as healthcare, education, and sanitation, which directly benefit rural families.
- IV. **Reduction of Proxy Governance:** When women have direct access to resources, it reduces dependence on male relatives ("sarpanch pati" system).

b) Current Challenges :

- I. **Limited Access to Panchayat Funds:** In many cases, male officials or bureaucrats manage resources, restricting women's control.
- II. **Bureaucratic Delays:** Women leaders often face hurdles in sanctioning projects and accessing financial grants.
- III. **Lack of Training in Financial Management:** Many women lack exposure to budgeting, auditing, and fund utilization processes.
- IV. **Dependence on External Agencies:** Contractors and male officials frequently dominate resource allocation, sidelining women representatives.

c) Strategies for Economic and Resource Support :

- I. **Direct Fund Access:** Ensure that funds allocated to Panchayats are released in the name of women leaders, giving them full authority to manage resources.
- II. **Dedicated Women-Centric Budgets:** Create special provisions in Panchayat budgets for schemes addressing women's health, education, and livelihood.
- III. **Financial Literacy Programs:** Train women representatives in accounting, auditing, and transparent fund utilization.

- IV. **Linkages with Self-Help Groups (SHGs):** Empower women leaders by connecting them with SHGs for microfinance, livelihood initiatives, and entrepreneurship.
- V. **Incentives for Innovation:** Recognize and reward Panchayats led by women that demonstrate effective resource utilization and community development.

d) Institutional and Policy Measures :

- I. **Central and State Support Schemes:** Allocate targeted funds through flagship programs (e.g., Swachh Bharat Mission, MGNREGA, National Rural Health Mission) with active involvement of women representatives.
- II. **Monitoring Mechanisms:** Introduce gender audits and social audits of Panchayat finances to ensure transparency and accountability.
- III. **Public-Private Partnerships (PPPs):** Encourage collaborations that provide resources, infrastructure, and technology for women-led Panchayats.

Economic and resource support is the foundation of meaningful empowerment for women in PRIs. By granting them direct access to funds, providing financial training, and linking them with livelihood programs, women leaders can exercise greater authority and deliver development outcomes that truly reflect community needs. Strengthening financial autonomy not only enhances governance efficiency but also ensures that women's participation in Panchayati Raj moves from symbolic representation to genuine leadership.

5. Technological and Digital Inclusion :

In the era of digital governance, technology has emerged as a transformative tool for strengthening women's participation in Panchayati Raj Institutions (PRIs). Digital platforms not only enhance transparency and efficiency in local governance but also empower women representatives by providing them with access to information, communication tools, and decision-making resources. Technological inclusion ensures that women leaders can move beyond traditional barriers and exercise greater autonomy in governance processes.

a) Importance of Digital Inclusion :

- I. **Access to Information:** Digital tools provide women with updated knowledge of government schemes, legal rights, and development programs.
- II. **Transparency and Accountability:** Online portals and e-governance platforms reduce bureaucratic delays and minimize opportunities for corruption.
- III. **Improved Communication:** Mobile phones and apps enable women representatives to connect directly with officials, communities, and higher-level institutions.
- IV. **Efficiency in Service Delivery:** Technology supports better planning, monitoring, and evaluation of local projects.
- V. **Empowerment through Visibility:** Digital platforms highlight the achievements of women leaders, inspiring others and creating role models.

b) Current Challenges :

- I. **Digital Divide:** Many women in rural areas lack access to smart phones, internet connectivity, or digital literacy.

- II. **Language and Literacy Barriers:** Most digital platforms are available in English or Hindi, limiting accessibility for women with low literacy levels.
- III. **Social Constraints:** Patriarchal norms often restrict women's use of technology within households.
- IV. **Dependence on Intermediaries:** Inadequate training makes women rely on male colleagues or officials to operate digital tools.

c) **Initiatives for Technological Empowerment :**

- I. **E-Panchayat Mission Mode Project (MoPR):** Digitizes Panchayat records, financial transactions, and service delivery to promote transparency.
- II. **Digital India Programme:** Expands internet connectivity and promotes digital literacy in rural areas, indirectly benefiting women representatives.
- III. **Common Service Centres (CSCs):** Provide IT-enabled services and training for rural citizens, including women leaders.
- IV. **Mobile-Based Apps and Portals:** Platforms like "Gram Samvaad", "m-Governance apps", and state-level e-governance portals help women access information easily.

d) **Strategies for Enhancing Digital Inclusion :**

- I. **Digital Literacy Training:** Introduce specialized programs for women representatives to learn basic computer skills, mobile apps, and online financial management.
- II. **Localized Content:** Develop user-friendly digital platforms in regional languages with voice-based navigation for low-literacy users.
- III. **Subsidized Access:** Provide smart phones, tablets, and internet subsidies to elected women representatives.
- IV. **Peer Learning Models:** Create networks where digitally trained women leaders mentor others.
- V. **Integration with Capacity Building:** Ensure all Panchayati Raj training programs include digital governance modules.

e) **Recommendations :**

- I. Institutionalize mandatory digital training for all elected representatives, with special focus on women.
- II. Expand rural broadband infrastructure to bridge the connectivity gap in remote villages.
- III. Encourage partnerships with tech companies to develop women-friendly governance applications.
- IV. Promote gender-sensitive digital policies that prioritize women's access to technology in rural development schemes.

Technological and digital inclusion has the potential to revolutionize women's role in Panchayati Raj Institutions by equipping them with tools for effective governance. Bridging the digital divide through training, infrastructure, and inclusive platforms can enable women to exercise their authority more independently, ensuring transparency, accountability, and community-

driven development. Digital empowerment is thus not only a governance reform but also a catalyst for gender equality at the grassroots.

6. Social and Cultural Reforms :

While legal and constitutional provisions have mandated women's participation in Panchayati Raj Institutions (PRIs), true empowerment requires deep-rooted 'social and cultural transformation'. In many rural areas, entrenched patriarchal norms, caste hierarchies, and gender stereotypes continue to limit women's ability to act as independent decision-makers. Social and cultural reforms are therefore essential to create an enabling environment that allows women to fully utilize their constitutional rights and contribute meaningfully to grassroots democracy.

a) Importance of Social and Cultural Change :

- I. **Breaking Patriarchy:** Social reforms help challenge traditional norms that perceive politics as a male domain.
- II. **Changing Perceptions:** Cultural shifts can ensure that women leaders are recognized as legitimate decision-makers rather than symbolic representatives.
- III. **Promoting Equality:** Addressing discriminatory practices fosters inclusivity across gender, caste, and class.
- IV. **Encouraging Participation:** Positive cultural attitudes encourage more women to contest elections and engage actively in governance.

b) Key Social and Cultural Barriers :

- I. **Patriarchal Practices:** Many elected women representatives face proxy governance, where husbands or male relatives control their decision-making.
- II. **Caste and Class Discrimination:** Women from marginalized groups often face double discrimination, limiting their influence in Panchayats.
- III. **Low Social Acceptance:** Community resistance to women's leadership reduces their confidence and authority.
- IV. **Domestic Burden:** Traditional gender roles impose excessive household responsibilities, leaving women with less time for governance.

c) Areas of Reform :

- I. **Gender Sensitization Programs:** Conduct awareness campaigns for men and communities to accept women's leadership in governance.
- II. **Educational Reforms:** Promote gender equality in school curricula to instill progressive values from a young age.
- III. **Community Mobilization:** Encourage collective action through Self-Help Groups (SHGs), Mahila Mandals, and youth clubs to support women leaders.
- IV. **Media and Popular Culture:** Use films, radio, social media, and folk art to challenge stereotypes and highlight successful women leaders.
- V. **Religious and Cultural Institutions:** Engage local influencers to advocate for women's rights and participation.

d) Policy Interventions Supporting Social Reform :

- I. **Reservation Beyond Numbers:** Enforce strict measures to eliminate proxy representation.
- II. **Family and Community Engagement Programs:** Encourage husbands and family members to support women's political roles.
- III. **Incentives for Gender-Inclusive Panchayats:** Recognize and reward Panchayats that actively promote women's participation.
- IV. **Collaboration with NGOs and Civil Society:** Partner with grassroots organizations for cultural transformation campaigns.

e) Recommendations:

- I. Strengthen awareness drives at the village level to promote acceptance of women leaders.
- II. Introduce mentorship programs where successful women leaders act as role models for others.
- III. Encourage joint decision-making practices in families and communities to normalize women's voices in governance.
- IV. Promote social audits to ensure women's opinions are considered in Panchayat development plans.

Social and cultural reforms are vital for converting women's formal representation in Panchayati Raj Institutions into ****substantive empowerment****. By addressing patriarchal attitudes, caste hierarchies, and gender stereotypes, these reforms create a supportive ecosystem where women can exercise authority with dignity and confidence. Empowering women socially and culturally ensures that grassroots democracy in India becomes more inclusive, equitable, and truly representative.

CONCLUSION:

The role of women in Panchayati Raj institutions has been transformative, creating new spaces for inclusive governance in rural India. While the reservation policy has successfully increased women's representation, true empowerment requires going beyond numerical presence to ensure effective participation. Women leaders have already demonstrated their ability to bring transparency, accountability and social welfare to local governance. Strengthening institutional support and removing structural barriers will further strengthen the role of women as agents of change in grassroots democracy.

The 73rd Constitutional Amendment Act of 1992 has been a landmark step in strengthening grassroots democracy by institutionalizing Panchayati Raj Institutions (PRIs) and ensuring women's participation through reservation. Over the past three decades, women have emerged as active political actors, bringing new perspectives, priorities and approaches to local governance. His leadership has reshaped the development agenda by emphasizing health, education, sanitation and the welfare of marginalized communities, making governance more inclusive and people-centric.

At the same time, the journey of women in PRI has not been free from challenges. Issues such as pseudo-representation, patriarchal norms, lack of awareness, caste-based discrimination and

resource constraints continue to limit their effectiveness. However, case studies in different states show that where women have been empowered with training, institutional support and community acceptance, they have proven to be capable leaders delivering positive and sustainable results.

Women's participation in PRIs is not just about increasing numerical representation; It is about changing governance structures and promoting gender equality in public life. Active participation of women in decision-making processes has the potential to reduce corruption, improve service delivery and promote social justice at the village level. To achieve this, sustained policy measures, legal safeguards and awareness programs are necessary.

In conclusion, women in Panchayati Raj institutions are no longer passive recipients of development, but have become 'agents of change' driving India's democratic and developmental processes. Strengthening their role will not only strengthen democracy at the grassroots level but will also pave the way for a more inclusive and equitable society.

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“ANALYTICAL PARAMETERS OF DIGITAL ENTREPRENEURSHIP AND DIGITAL TRANSFORMATION IN INDIA: A SYSTEMATIC LITERATURE REVIEW”

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ABSTRACT

In the context of developing nations like India's, digital entrepreneurship plays a significant role in influencing innovation system dynamics. Concurrently propelling the country's larger digital transformation agenda, it reimagines structural configurations, strategic goals, and networking mechanisms across the corporate ecosystem. Digital India, Startup India, and India Stack are government-led programs that have expedited digital integration in India. It is crucial to comprehend the analytical metrics that support this change. In order to thoroughly investigate the hybrid concept of digital entrepreneurship and how it interacts with digital transformation, this research undertakes a comprehensive literature assessment of pertinent Indian and foreign sources distributed between 2010 and 2025. This assessment draws on 52 foundational articles to classify important analytical frameworks applicable to India. Behavioral traits, digital competencies, and socioeconomic impacts are all part of the entrepreneur's role in digital entrepreneurship in India. The entrepreneurial process also plays a role, involving digitalization of business models, operational transformations, and start-up ecosystems. Lastly, the entrepreneurial ecosystem encompasses infrastructural, policy, institutional, and regulatory influences. The relationship between digital innovation, entrepreneurship, and socioeconomic change in India may be better understood with the help of this systematization, which also identifies important areas for future study in theory, technique, and policy.

KEYWORDS: Digital Entrepreneurship, Digital Transformation, Innovation System, Systematic Literature Review, India, Entrepreneurial Ecosystem, Start-Up Ecosystem, Government Policy.

INTRODUCTION

In the 21st century, societies, industries, and economies all over the globe are undergoing profound changes as a result of the revolutionary wave that has been pushed by digital technology. One of the most notable outcomes of the digital revolution is the growth of digital entrepreneurship, which is characterised by the facilitation, acceleration, or construction of

entrepreneurial efforts entirely on digital technology. The activity of creating new businesses via the utilisation of digital technology such as mobile applications, cloud computing, artificial intelligence (AI), digital payment systems, platform-based economies, and mobile applications is an example of what is referred to as digital entrepreneurship. Concurrently, in order to maintain their competitive edge, both well-established firms and organisations operating within the public sector are required to undertake digital transformation[1]. To put it another way, digital entrepreneurship and transformation are fuelling innovation in emerging markets such as India's, which in turn is enhancing inclusive growth, increasing transparency in government, and supporting socioeconomic progress. The digital entrepreneurial ecosystem in India is fuelled by programs that are funded by the government, such as Digital India, Startup India, and Atal Innovation Mission. These projects have provided the required infrastructure and regulatory frameworks [2].

India stands out among the great number of examples of digital transformation that can be found all over the globe. With over 900 million internet users, over 1.2 billion mobile subscribers, and one of the world's fastest-growing startup and fintech ecosystems, India has emerged as a worldwide leader in digital innovation. This is especially true in the realm of financial technology[3]. Digital initiatives in industries as diverse as education, agriculture, health, logistics, and finance have grown as a result of the democratisation of access that has been made possible by programs such as Aadhaar, UPI, and India Stack. However, in order to be successful, digital entrepreneurship is dependent not only on policy and infrastructure as enabling factors, but also on a complex collection of analytical characteristics. These characteristics include the capabilities of organisations, the capabilities of entrepreneurs, the processes of innovation, and the support of ecosystems [4]. In light of the present socioeconomic and institutional environment in India, it is of the utmost importance to carry out a comprehensive analysis of the features of digital entrepreneurship and transformation.

Need for a Systematic Literature Review

Despite the fact that the literature on the subject is still rather dispersed, there has been an increase in the number of academic and policy conversations that revolve around digital transformation for entrepreneurs. There have been a great number of studies that have focused only on the adoption of technology or entrepreneurialism; however, very few of these studies have sought to synthesise the ways in which these two phenomena interact, particularly in settings that are Indian. Despite the fact that bibliometric and content evaluations are accessible all over the globe, there is a lack of India-specific assessments that put findings in the context of local restrictions [5]. These local constraints include issues with infrastructure, regulatory frameworks, and levels of digital literacy. The solution to this problem is to conduct a systematic literature review, often known as an SLR. By doing so, it is feasible to classify and evaluate past studies in order to identify similarities and variations in terms of study requirements, theoretical frameworks, and methodologies [6]. A longitudinal analysis of the history of the area is provided by this research, which focusses on the literature on digital entrepreneurship and transformation in India from the years 2010 to 2025.

OBJECTIVES

1. To identify and examine the main analytical factors affecting digital transformation and entrepreneurship in India.

2. To investigate how the Indian innovation system's supporting ecosystem, digital entrepreneurs, and their procedures interact.

METHODOLOGY

A systematic literature review, often known as an SLR, is a process that is both essential and useful for synthesising and synthesising current knowledge in a manner that is both ordered and fair. As a result of the methodology's adherence to well defined methods and criteria, the findings obtained from systematic literature reviews (SLRs) are more trustworthy and repeatable than those obtained via narrative or traditional reviews [7]. The huge and ever-expanding body of literature on digital transformation and digital entrepreneurship in India lends itself well to using this technique for the purpose of organisation and analysis. The purpose of this study is to investigate and categorise the analytical criteria that have an effect on digital entrepreneurship and transformation inside India's innovation system. The significant dimensions, processes, facilitators, and ecological consequences that are included in these criteria are essential. In order to ensure that the research is methodologically sound, this study follows the recommended reporting items for systematic reviews and meta-analyses (PRISMA) style [8]. This format is often used in research that draws from several disciplines. The procedure consisted of four crucial steps, which were as follows:

1. Establishing goals and inclusion criteria for the research
2. Searching all relevant databases completely
3. Evaluate and screen the obtained studies for validity
4. Classifying and systematically synthesising results from the literature that was included

PRISMA Framework

Throughout the course of this investigation, the 27-item checklist and the four-phase flow diagram that are components of the PRISMA 2020 guidelines were adhered to. In addition to its initial use in the field of healthcare meta-analysis, the PRISMA framework has found significant application in other fields as well, notably in the fields of business, management, entrepreneurship, and innovation research. When it comes to assessing enormous quantities of academic literature, the framework provides an approach that is not only straightforward and reproducible but also well-organised [9].

Data Sources and Search Strategy

We used the following academic databases to conduct our systematic search:

- Scopus
- Web of Science (WoS)
- Google Scholar
- EBSCO host
- Shodhganga (India-specific theses and research)

The search was conducted from January to June 2025, with a primary focus on literature that was written between the years 2010 and 2025. This was done in order to include the expanding phase

of digital entrepreneurship in India, as well as national targets such as Digital India and Startup India.

These are some of the search terms that were used:

- “Digital Entrepreneurship”
- “Digital Transformation”
- “India”
- “Innovation System”
- “Entrepreneurial Ecosystem”
- “Startups”
- “Technology Adoption”
- “Digital Economy”

Filters applied included:

- **Language:** English
- **Document type:** Published in scholarly journals, presented at conferences, and commissioned by private and public entities
- **Timeframe:** 2010–2025

Inclusion and Exclusion Criteria

The following inclusion criteria ensured quality and relevance:

- India research must concentrate on digital transformation or entrepreneurship.
- The research must analyse the entrepreneur, entrepreneurial process, or ecosystem.
- Research must illuminate outcomes, policy, digital platforms, or novel systems.
- Peer-reviewed empirical and theoretical journal articles

Articles were eliminated using these criteria:

- Technical difficulties (e.g., server architectures, code architecture)
- General discussion of innovation policy without entrepreneurship
- Case-specific to a foreign context without relevance to India
- No full text or English publication
- Conference abstracts, book reviews, non-peer-reviewed blogs, or editorials

Screening and Selection Process

During the first scan of the database, we discovered 812 records. Seven hundred and sixty-five papers were subjected to title and abstract screening after duplicates were eliminated. After doing an abstract screening, papers that did not meet the criterion of being technologically specific or

unrelated to the Indian context were eliminated from consideration further [10]. Following completion of this process, 136 articles were selected for review of their entire texts. For the purpose of qualitative synthesis, the entire inclusion criteria were used to conclude the selection of 52 of these publications. In order to code and classify the articles, a spreadsheet was used, and the following fields were utilised:

- Title and publication year
- Author(s) and country of affiliation
- Sectoral focus (e.g., fintech, e-commerce, edtech)
- Concepts and variables analyzed
- Type of entrepreneurship or transformation studied
- Methodology used (qualitative, quantitative, mixed-methods)

Data Synthesis and Categorization

Three main aspects of digital entrepreneurship in the innovation system were identified from the analysis of the 52 studies that were chosen:

1. **Entrepreneur** – skills, motives, socioeconomic status, behavior
2. **Entrepreneurial Process** – innovative company models, strategic digital adoption, startup creation, scalability
3. **Entrepreneurial Ecosystem** – policy frameworks, digital infrastructure, institutional support, financing

These categories helped develop analytical measures for digital entrepreneurship and change in India. The synthesis highlighted sector trends, study distribution by region, and research requirements, which informed the review's debate and conclusion.

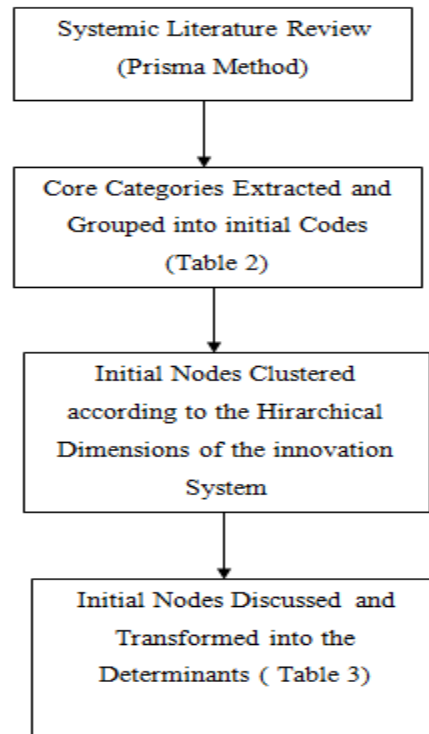


Figure 1 Methods and design

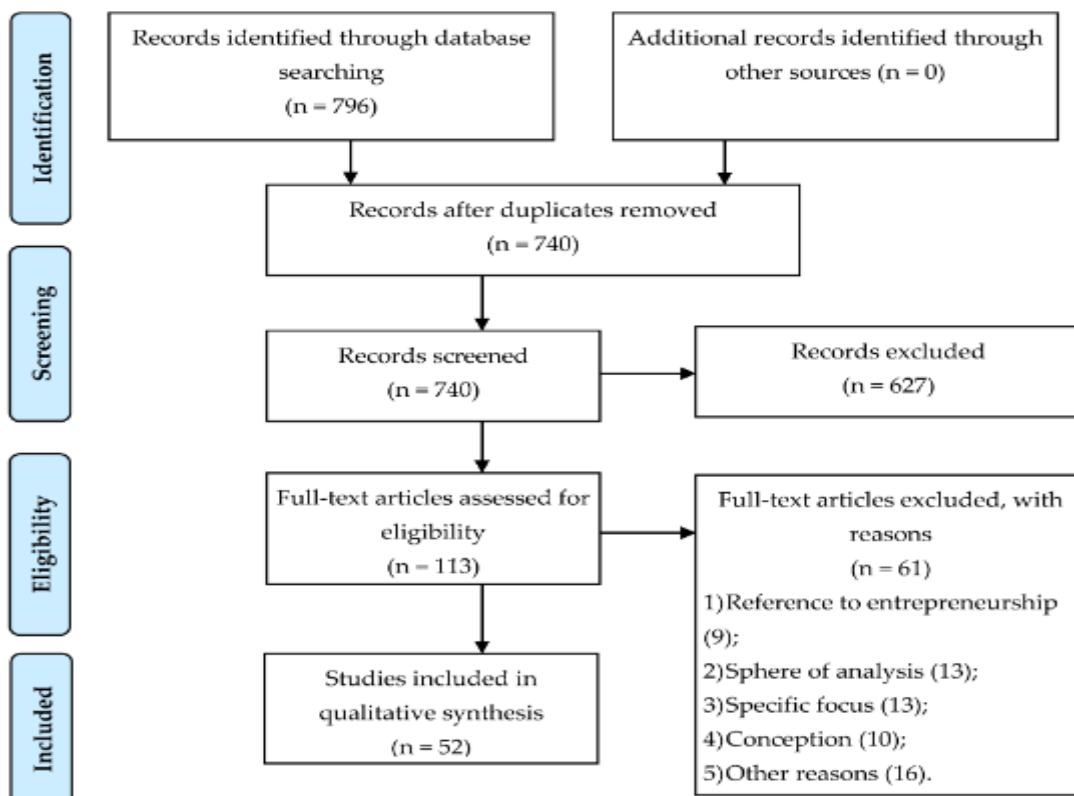


Figure 2 Author findings based on PRISMA flowchart template

TABLE 1 COMPILATION OF JOURNALS USED IN THE SYSTEMATIC LITERATURE REVIEW

Journal	ISSN	H Index	Impact Factor	CiteScore	Number of Articles
Academy of Management Proceedings	2151-6561		0.10	–	1
Applied Geography	01436228	77	3.117	3.75	1
Business Horizons	00076813	67	2.588	2.96	1
Computers in Human Behavior	07475632	137	3.536	4.57	2
Digital Policy, Regulation and Governance	23985038	26	–	1.02	1
Entrepreneurship Theory and Practice	10422587	121	5.321	2.46	1
European Journal of Information Systems	0960085X, 14769344	96	3.197	4.23	1
European Journal of Training and Development	20469012	49	–	1.45	1
Foresight and STI Governance	23129972	11	–	1.23	1
Foundations of Management	23005661	4	–	0.28	1
Frontiers of Business Research in China	16737326, 16737431	9	–	0.20	1
Industrial Marketing Management	00198501	114	3.678	3.76	1
Information and Management	03787206	142	3.890	5.24	1
Information Systems Frontiers	15729419, 13873326	55	3.232	3.63	1
International Journal of Entrepreneurship	10999264	9	–	0.24	1
International Journal of Innovation Management	13639196	34	–	0.97	1
Journal of Business Research	01482963	158	2.509	3.31	1
Journal of Business Strategy	02756668	34	–	0.63	2
Journal of Business Venturing	08839026	154	6.000	8.82	1
Journal of Competitiveness	1804-171X	–	–	–	1
Journal of Decision Systems	21167052, 12460125	19	–	1.0	1
Journal of Rural Studies	07430167	88	2.658	3.14	2
Journal of Small Business and Enterprise Development	14626004	55	–	1.41	2
Journal of Strategic Information Systems	09638687	76	4.313	3.82	2
Journal of Strategic Marketing	0965254X, 14664488	42	–	1.37	2
Journal of the Association for Information Systems	15369323	65	2.839	4.14	1
Journal of Theoretical and Applied Electronic Commerce Research	07181876	25	0.774	–	1
International Journal of Networking and Virtual Organisations	14709503, 17415225	17	–	0,37	1

Organization	13505084	88	2.701	1.69	1
Qualitative Market Research: An International Journal	13522752	46	–	0.88	1
Small Business Economics	15730913, 0921898X	108	2.857	–	1
Strategic Change	10991697	8	–	0.66	2
Strategic Entrepreneurship Journal	19324391, 1932443X	31	3.488	–	2
Sustainability	20711050	53	2.075	–	1
Technological Forecasting and Social Change	00401625	93	3.131	3.42	4
Technology Innovation Management Review	1927-0321		–	–	1
Technovation	01664972	111	4.802	4.57	1
Telecommunications Policy	03085961	60	2.087	2.14	2
The International Technology Management Review	2213-7149		–	–	1
Transnational Corporations Review	1918-6444		–	–	1

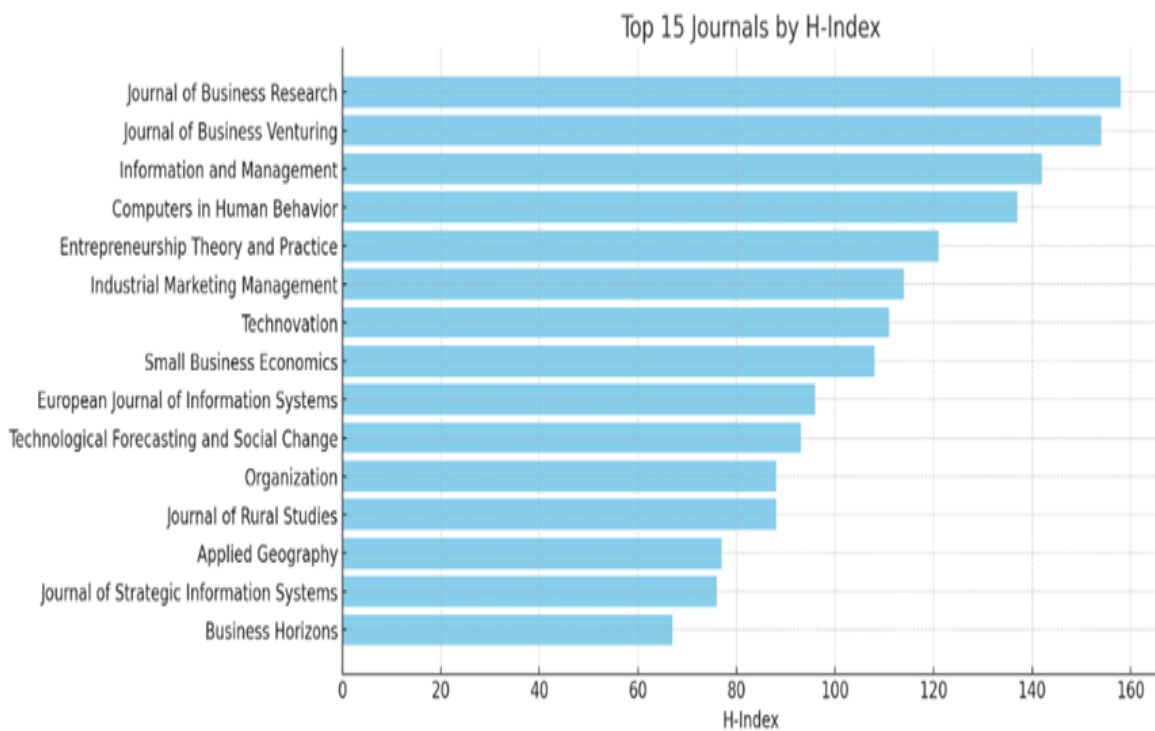


Figure 3 H-Index Bar Chart

Journals with a low H-Index tend to be more specialized or new, while those with a high H-Index have a solid reputation among scholars.

RESULT

The Essential Features of the Study Summarized

For the qualitative investigation, 52 articles were classified by year of publication, author nation, and country of analysis (if mentioned). In 2018, 27 of the mentioned papers were published, compared to five in 2016 and three in 2015. We excluded 2014 publications from our qualitative summary. We also noted if nations had researchers with links to them or were the topic of case studies or in-depth enquiries during screening. Some articles made the qualitative research despite our prior rejection of those with a narrow geographical emphasis. Their conceptual basis qualified the articles for inclusion (see Search Terms and Selection criteria). There were 26 countries. The US and UK had the most publications (14 and 10), but India case studies and research were chosen more frequently. Initial citation indices of the journals that published were unconstrained. We quickly scanned the journal rankings after included them in the qualitative synthesis.

Overview of Digital Entrepreneurship Categories

Qualitative synthesis helped us identify academics' preferred categories given digital entrepreneurship's complex development and implementation. The gathered categories were inserted into the original nodes to start coding. Further investigation of the first nodes from the review process allowed us to determine their relevance based on innovation system features. We classified and arranged the initial nodes into three dimensions. The first component is personal entrepreneurial outcomes, conduct, competence, and mentality. The second part includes digital start-ups, strategic and operational reforms, organisational management process digitisation, etc. The third dimension examines how institutions and infrastructure affect digital entrepreneurs. Based on these factors, we argue that digital entrepreneurship belongs to the Entrepreneur, Entrepreneurial Process, and Ecosystem in the innovation system's hierarchical architecture. Table 2 shows the literature review results.

TABLE 2 THE OUTCOMES OF THE COMPREHENSIVE LITERATURE STUDY

Initial Nodes	Categories Mentioned	Literature Sources
I. Entrepreneur		
Social impact	Social positioning; Inequality; Emancipatory potential; Ethnic minority entrepreneurship; Digital exclusion; Digital engagement.	[11,12,13,14]

Digital behavior patterns	Digital behavior; Identification of business opportunities; Digital entrepreneurial intentions; Entrepreneurial perception; Decision-making process.	[15,16,17,18]
Knowledge	Knowledge orchestration; Entrepreneurial knowledge; Competences.	[19]
II. Entrepreneurial Process		
Digital business models	Sustainable business models; Digital transformations; Business convergence; Digital business viability; Risks in models; Types of digitalization.	[20,21,22,23,24,25.]
Digital determinants	Factors of success; Digital capabilities; Strategic knowledge and learning; Social media and big data; Digital artifacts; Digital platforms; Digital users; Internet adoption.	[26,27,28]
Digital and innovative orientation	IT management; IT infrastructure; Digital business strategy; Management vision; Digital orientation.	[29,30,31]
Start-ups	IT clusters; Lean start-up approach; Access to resources (incl. venture capital); Formation of digital ventures.	[32,33,34]
Value	Value creation; Revenue mechanism; Cost saving; Resource configurations.	[35,36]
Marketing	Digital marketing.	[37]
III. Ecosystem		
Facilitating conditions for digital entrepreneurship	Cities facilitating digital entrepreneurship; Living labs for promoting digital entrepreneurship; Regional digital strategy; Business incubation facilities; Information, technology and institutional support.	[38,39,40,41]
Processes within the ecosystem	Competition; Transformation of value categories; Digital infrastructure; Digital users; Spatial, temporal, and spillover factors; Resource and module networks; Institutional barriers and sociocultural restrictions within digital entrepreneurship; Dimensions of digital context; Regional ICT access.	
Social networks	A partnership between different stakeholders; Social capital through social networks.	

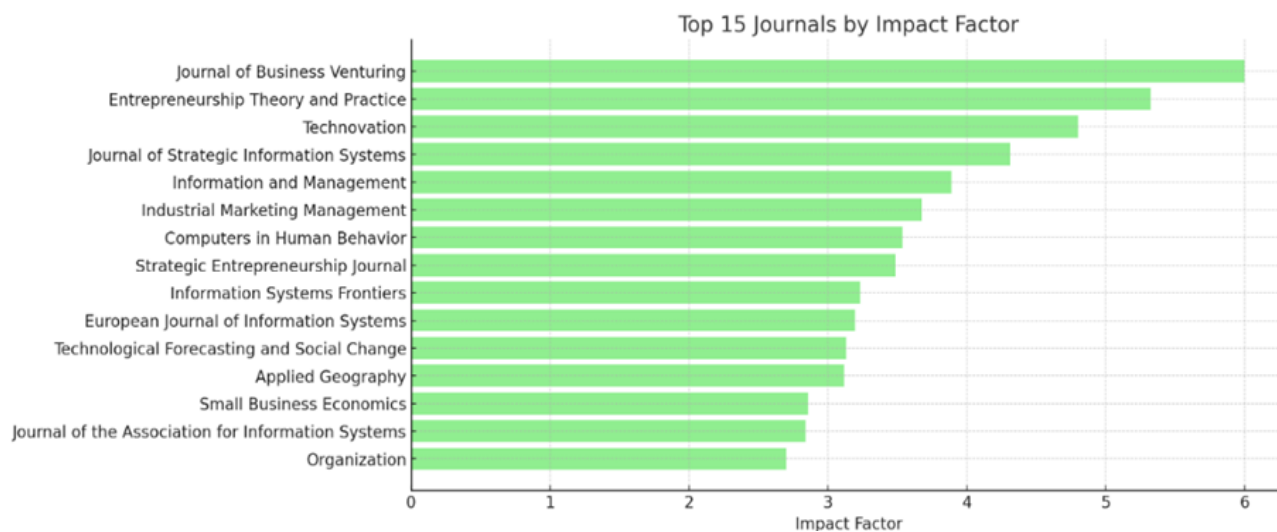


Figure 4 Impact Factor Bar Chart

Journals that publish highly referenced, cutting-edge research, such as Entrepreneurship Theory and Practice and Journal of Business Venturing, tend to have high impact factors. Specialty or new field publications tend to have lower impact factors.

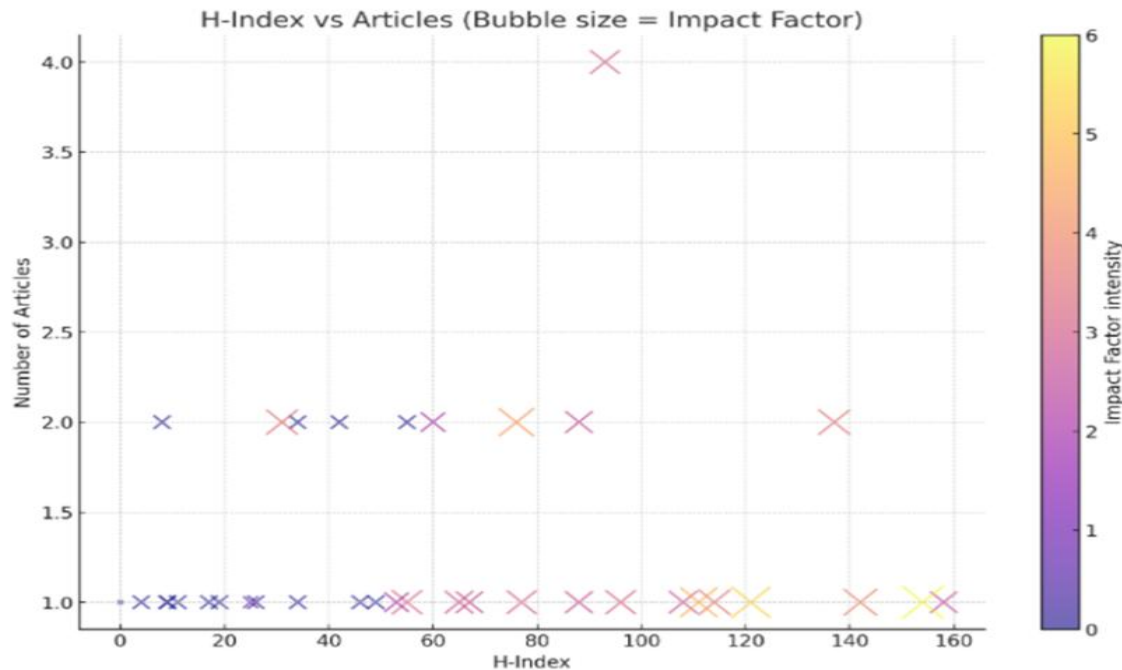


Figure 5 Scatter Plot

Journals like Computers in Human Behavior and the Journal of Business Venturing, which have high Impact Factors and high H-Index, demonstrate a wide range of effect. High-impact, few-article journals emphasize quality over quantity, while specialized publications published in journals with low impact factors or H-indices are less widely read but nonetheless useful.

DISCUSSION

1. Entrepreneur

According to the first few nodes, the Entrepreneur dimension is most closely linked to knowledge, social impact, and digital conduct. The subjects span from entrepreneurs' digital intentions to create a business and their choices to the integration of new information and their enterprises' social impacts. Entrepreneurs are key drivers of innovation; therefore digital changes affect their acceptance of digital stimuli and success possibilities [42, 43]. Before setting corporate objectives, assessing possibilities, analysing risks, and formulating strategies, entrepreneurs' personal views shape their intentions and decisions [44]. The company's digital maturity, external forces, and prior entrepreneurial attitudes shape digital entrepreneurs' behavioural control beliefs. Trust is seldom covered in scientific literature, although collaborative research initiatives like The Fletcher School at Tufts University's Digital Planet report consider it [45]. Digital entrepreneurs' perspectives are significantly impacted by trust.

Entrepreneurial competence affects a person's motivation to engage in digital and business activities, professional ambitions, and possibility of launching new companies. Digital capabilities are crucial to digital entrepreneurship [46]. Digital competences influence participation and competitiveness; therefore they may be important for digital engagement. Scholars think digital skills come from digital transformation, "context" influence, knowledge integration, and orchestration. Rephrased, context affects entrepreneurs' digital competency utilisation. The impact of context is frequently reflected in the expansion of social networks,

which in turn fosters the development of structural connections between individuals [47], as well as the promotion of regional access to information and communications technology (ICT) and the performance of entrepreneurial endeavours. Additionally, context can become a facilitator in situations where there are resource constraints and institutional barriers [48] (for more information, see the Ecosystem dimension).

Both "environmental" and "personal" effects affect information acquisition, which affects learning orchestration and cognition. Knowledge mobilisation and coordination are affected by social network diversity, node location, and "structural holes" effect. Digital impacts influence manufacturing, marketing, distribution, customer management, transaction mechanisms, labour policies, value generation, and internal organisational management. How managers' knowledge and motivation affect these changes is key. Managers have issues in ethics, consumer and employee regulations, privacy and security, and IT resource allocation due to digital transformations' new opportunities and hazards. This supports the view that digitisation has a "hybrid" and dual influence on entrepreneurship, linking it to fragility and disruption. Strategic risk management in digital business model innovation by Dellermann et al. (2017) covers several hazards. These risks are either relational or performance, or internal or external to the company, depending on their origin. Thus, a business strategy may focus on the firm, consumers, organisation, or technology. Digital entrepreneurship may assist overcome social positioning and societal limits in personal results by transforming family interactions, engaging women entrepreneurs, and expanding ethnic minority entrepreneurial options. Digitisation may also create new imbalances, with social, cultural, institutional, and economic barriers determining who becomes an entrepreneur. Our analysis of the initial nodes from the literature (Table 2) and our hypothesis about their interrelational patterns suggest that individual attributes, abilities, knowledge, decision-making methods, and outcomes characterise the entrepreneurial domain. Extrapolating from the data and our own ideas, the top three digital entrepreneurship factors are:

1. Personal characteristics and competences: fundamental traits associated with launching a digital venture (such as gender, age, level of education, entrepreneurial experience, and familiarity with the business climate); career adaptability (such as the capacity to learn new skills and be open to further education);
2. Decision-making and bounded rationality: personal drive (e.g., to start a business); opportunity-risk mindset (e.g., how successful a company is, how the company is structured and run, and how it views potential prospects); and
3. Personal outcomes: social standing (e.g., changes to current social relationships and positions, to cultural norms and traditions, to family dynamics); access to novel business opportunities (e.g., digital inclusion, the emergence of new social inequities).

2. Entrepreneurial Process

Among the first links in the entrepreneurial process are:

- Digital business models [49, 50, 51, 52, 53, 54];
- Digital determinants;

- Digital and innovative orientation ;
- Start-ups [55,56,57];
- Value [58,59,60]; and
- Marketing.

Digital transformation includes an organization's strategic, operational, and resource management levels. Digital transformation, which depends on an organization's digital strategy and digital talents, may be reactive or entrepreneurial. Business model evolution is one way digital technologies affect firm architecture. Digital artefacts and platforms, coupled with other technical affordances, promote new business models from production to marketing. These mechanisms are reflected in the convergence of digital business by the incorporation of various digital artefacts and devices, the separation of the device's functional aspects and physical embodiment, and the provision of additional recombinations of elements for further functionality. Before a firm to digitalise its activities, it needs a digital orientation (both entrepreneurial and market-oriented), digital skills, and, most significantly, digital process-based management methods. Companies may only participate in digital transitions then. Management styles and actions alone cannot spark digital revolutions. Schallmo et al. (2017) used various categories to create a transformation roadmap for digital business model creation and execution. According to various scholars, IT expertise and internal IT infrastructure maturity affect corporate digitisation and success throughout business transformations.

Assuming that internal and external factors impact an organization's management process, the degree and efficacy of digital transformation in the workplace are determined by their interaction. Geographic, spillover, and temporal factors affect external effects on entrepreneurship. Management and founder attributes, value generation, revenue rules, customer interactions, and other operational processes are intrinsic aspects of a company model. These links also demonstrate how digitisation affects enterprises by interacting between ecosystem processes (e.g., the Ecosystem dimension) and entrepreneur attributes. Digital infrastructure often enables model changes. The knowledge social media and big data bring to the corporation is a game-changer for business model frameworks. Strategic learning turns information into strategic knowledge, helping companies adapt or enter new markets. Digital platforms enable several parties to evaluate company risks, weaknesses, and opportunities and get valuable insights on entrepreneurial skills. Module and resource networks for startup and scale-up success, people, financial resources, and venture capitalists may be involved [61]. This may be crucial for early-stage firms that use business model innovation to adapt to a changing market.

Scholars use the Lean Startup Approach to formulate and evaluate business models because it allows entrepreneurs to test and alter their company assumptions by redirecting manufacturing processes towards customer value [62,63]. Digital entrepreneurship offers stakeholder engagement-based value creation and new digital ecosystem competition methods [64]. These opportunities come under new functional, social, emotional, epistemic, and conditional values. Digital solutions are closely tied to income-generating and value-creating policies, according to researchers. As noted, digital technologies may change resource configurations to create sustainable business models or minimise reproduction, distribution, and transaction costs. In India and the US, digitalization-related corporate shift affects digital entrepreneurship's IT cluster development. Many more digitisation affordances for marketing are found by researchers.

Market access (reduced entry costs, technology edge as a competitive position, and digital services to create entry barriers) or resource availability influences digital business model advantages. Assessing decision-making efficiency, optimising strategies and procedures for foreign market evaluation (particularly for lean global start-ups), and building communication and digital marketing tools are further advantages.

We may identify four more factors that influence digital entrepreneurship from the examination of the first nodes in the entrepreneurial process dimension and subsequent expanded reflections:

1. Prerequisites for digitalization: digital capacities (such as digital potential, maturity of the internal digital infrastructure, digital ambition, and digital fit), digital drives (such as the ability to adopt and utilise digital platforms), and digital facilities (such as the openness and capacity to generate digital platforms, social media, and large data sources, as well as information products);
2. Dynamic shifts in the transformation of business: digital characteristics in operational activities (e.g., reprogrammability, recombability, generativity, customer relations); revenue mechanisms (e.g., revenue models); leadership and competition (e.g., market position, market strategy, pioneering strategies for start-ups, digital monopolies); strategic learning and knowledge acquisition (e.g., information-sharing capabilities, collaboration process capabilities); and digital business tendencies (e.g., digital business viability, digital business convergence, digital ethics);
3. Digital business model innovation: Financial and investment changes, stakeholder relationships, operational and production processes, input/output strategies, resource configuration and orchestration, and digital tools like artefacts, platforms, and infrastructure; task division, allocation, and reward distribution issues; relational and performance risks associated with innovative business models; and the va
4. Digital business affordances: Act as an intermediary (e.g., links between technical devices and marketing, digital intensity and organisational performance, and digital capacities and digital strategy development), enhance (e.g., help develop competitive advantages, overcome market barriers, support market performance and development, and cut costs), and influence society.

3. Ecosystem

The Ecosystem dimension has three basic nodes (Table 2): ecosystem processes, digital entrepreneurship facilitation, and social networks [65,66].

Researchers say digital advances need a digital ecosystem outside business borders. An ecosystem like this accelerates digital start-ups, provides digital governance, business management, and other affordances, and matches “digital artifacts” with digital users and agents. In particular, ecosystem incubation procedures may impact digital entrepreneurship. The ecosystem's largest effect is on digital entrepreneurship, which has chronological, historical, geographical, institutional, social, industrial, and organisational characteristics that affect its growth. As said, context variables determine how much entrepreneurs employ digital skills, which are the primary determinants of the digital entrepreneurship ecosystem on an individual level. Given individual behaviour, the online context broadens social networks and facilitates social capital acquisition by building structural connections between individuals and bridging structural holes. Regional ICT access and entrepreneurial performance are linked to such a

network strategy because it may help overcome resource restrictions and institutional hurdles. This suggests digitalisation overcomes institutional and societal barriers. However, the ecosystem supports digital entrepreneurship. Several academics argue that cities are crucial because they enable a sharing economy that overcomes institutional obstacles and alters institutions. Company incubators help new enterprises get knowledge, while Living Labs help comprehend the digital-entrepreneurship process from ideation to startup and company management. Digitalisation also changes stakeholder engagement patterns and creates new digital ecosystem competition strategies.

We can identify three ecosystem-level digital entrepreneurship factors by analysing the first nodes and identifying the essential category interactions:

1. Regional digital business environment: issues related to the accessibility of resources, including information and communication technology (ICT) in different regions; attitudes towards digital entrepreneurship, such as perception and resistance; and the impact of context on the creation of digital start-ups, including elements such as social, political, institutional, and regulatory considerations;
2. Digital business infrastructure: digital infrastructure architecture (e.g., heterogeneity of digital infrastructure, digital infrastructure governance, information flows), enabling conditions within the infrastructure (e.g., support of innovations by the digital ecosystem, incubation facilities, information technology assistance), and the digital cluster framework (e.g., absorptive capacity, benefits for members, economic performance, influential factors, mobilizability capacity).
3. Collaboration and social values: interconnected web of relationships (e.g., agents' and users' roles, points of contact, channels for partner relations, knowledge orchestration and distribution, etc.) and patterns within communities and networks (e.g., network activity, actor ties, resource and module networks, structural holes effect, social capital acquisition, etc.).

TABLE 3 FACTORS THAT INFLUENCE DIGITAL ENTREPRENEURSHIP

Dimensions	Determinants
Entrepreneur	Determinant 1: Personal characteristics and competences ➤ Basic characteristics for starting a digital business ➤ Professional flexibility
	Determinant 2: Decision-making and bounded rationality ➤ Opportunity–risk attitude ➤ Personal motivation
	Determinant 3: Personal outcomes ➤ Social positioning ➤ Access to new entrepreneurial possibilities

Entrepreneurial Process	Determinant 4: Prerequisites for digitalization ➤ Digital capabilities ➤ Adoption of digital drivers ➤ Digital facilities
	Determinant 5: Dynamic shifts in the transformation of business ➤ Digital features in operation activities ➤ Merging of value creation ➤ Revenue mechanism ➤ Competition and leadership ➤ Knowledge acquisition and strategic learning ➤ Digital business tendencies
	Determinant 6: Digital business model innovation ➤ Shifts in digital business model configurations ➤ Digital tools ➤ Risks associated with innovative business models ➤ Digital innovation models' validation and assessment ➤ Shortcomings in digital business models
	Determinant 7: Digital business affordances ➤ Intermediary role ➤ Enhancing role ➤ Social influence
Ecosystem	Determinant 8: Regional digital business environment ➤ Resource availability/constraints ➤ Digital entrepreneurship attitudes ➤ Context effect on digital start-up formation
	Determinant 9: Digital business infrastructure ➤ Digital cluster framework ➤ Facilitating conditions within the infrastructure ➤ Digital infrastructure architecture
	Determinant 10: Collaboration and social values ➤ System of relationships ➤ Community and network patterns

Case Studies on Digital Entrepreneurship

A company known as White Hat Jr., which specialises in educational technology, gained to attention in 2018 after introducing an online coding curriculum for children. Prior to being acquired by Byju's, it served as a model for digital entrepreneurship in India. It saw quick expansion via aggressive online marketing and made advantage of the burgeoning digital infrastructure in the nation [67].

From its humble beginnings on social media, Sthree Creatives has emerged as a promising handloom enterprise that is owned by women. By using Instagram as a main platform to market handmade items and establish a specialised clientele, digital technologies make it possible for grassroots female entrepreneurs to enter competitive sectors with little infrastructure. This is one of the ways that female entrepreneurs may join these industries. That was exactly what this lady did [68].

Case Studies on Digital Transformation

A digital transformation program has been successfully completed by Wipro, a global information technology Services Company located in India. The program's objective was to transition away from static and inflexible IT services and towards digital solutions that are more dynamic and focused on the client. Due to this transformation, Wipro was able to reevaluate its core services in light of the standards that are prevalent in the worldwide Industry 4.0 community [69].

"Phygital" is a strategy that was executed by Tata CLiQ, which is the digital retail arm of Tata Group. This approach involves combining the online and physical shopping experiences. The use of artificial intelligence (AI) for product recommendations, augmented reality (AR) for virtual try-ons, and data analytics to improve customer experiences are all examples of successful digital transformation in the retail industry [70].

CONCLUSION

An response to the primary question, "How are digital entrepreneurship and digital transformation changing entrepreneurial and business frameworks in the Indian context?" was the goal of this study project. By doing research into these patterns and discovering how they interact with the creative infrastructure of the nation. Under the direction of the PRISMA methodology, a comprehensive and systematic literature review was conducted in order to ascertain the critical analytical indicators of digital entrepreneurship in India. For the purpose of their methodical organisation, three primary aspects were utilised: (1) the entrepreneur, which encompasses their personality traits, digital skills, and the outcomes that motivate them to take action; (2) the entrepreneurial process, which places an emphasis on the role of technology in the management of organisations, operational workflows, and strategic realignment; and (3) the entrepreneurial ecosystem, which encompasses the impact of Indian policies, infrastructure, institutions, and socioeconomic factors. The findings indicate that digital entrepreneurship in India is undergoing transformation and adaptation, via the utilisation of pre-existing business models as well as the development of new ones. But there are also worries linked with digital gaps, infrastructure shortages, and uneven institutional support. Opportunities for inclusive growth, scalable businesses, and technological innovation are abundant; nevertheless, there are also challenges related with these issues. The sectors of fintech, e-commerce, edtech, and agritech are relatively new in India; hence, the innovation ecosystem of the nation requires a comprehensive understanding of the ways in which these developments interact with the existing organisational structures. This analysis highlights three critical areas where research needs to go in the future: first, research into the specific social and economic effects of digital transformation in different parts of India; second, a cataloguing of the weaknesses and structural obstacles that prevent inclusive digital entrepreneurship in the country; and third, the creation of multidisciplinary models to connect innovation systems, digital policy, and entrepreneurial reality. All of these areas are highlighted in this analysis. This study shows the necessity of ecosystem support mechanisms and policy-driven interventions in order to make digital entrepreneurship robust, sustainable, and scalable. This is necessary in order to stay up with the ever-changing digital economy in India.

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BIOGRAPHY OF BABA BANDA SINGH BAHADUR: A STUDY

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ABSTRACT

Banda Singh's martyrdom did not extinguish the Sikh flame; it forged it anew. His abolition of zamindari inspired egalitarian ideals, influencing later Sikh polities. The Bandais faction, blending Khalsa and Bairagi elements, persisted until absorbed by the Tat Khalsa, though debates over his orthodoxy linger. Warriors like Baba Deep Singh, Nawab Kapur Singh, Jassa Singh Ahluwalia, and Charat Singh carried his torch, culminating in Ranjit Singh's 1799 conquest of Lahore. Today, his legacy endures in monuments like Fateh Burj (328 feet, taller than Qutub Minar) at Chappar Chiri, commemorating 1710's triumph. Gurdwara Shaheedi Asthan in Mehrauli marks his execution site. PM Narendra Modi honored his 300th martyrdom anniversary, hailing him an "unsung national hero." Rabindranath Tagore's "Bandi Bir" immortalizes his valor, while films like Chaar Sahibzaade: Rise of Banda Singh Bahadur (2016) revives his saga.

KEYWORDS: Banda Singh, Sikh, Nawab Kapur Singh, Chappar Chiri, Unsung National Hero, Chaar Sahibzaade, Lachman Dev, Martyr, Warrior, Khalsa, Mughal Empire, Guru Gobind Singh, Justice Equality, Madho Das.

INTRODUCTION:

Baba Banda Singh Bahadur, born Lachman Dev in 1670, stands as one of the most towering figures in Sikh history—a warrior, reformer, and martyr whose life embodied the unyielding spirit of resistance against tyranny. Revered as the first military commander of the Khalsa Army, he transformed from a reclusive ascetic into a revolutionary leader who challenged the mighty Mughal Empire, establishing the inaugural Sikh sovereign state in Punjab. His campaigns avenged the brutal executions of Guru Gobind Singh's younger sons and countless Sikhs, while his social reforms dismantled feudal oppression, granting land rights to peasants and empowering the marginalized. Though his rule lasted only six years, ending in a horrific martyrdom in 1716, Banda Singh's legacy ignited the flame of Sikh sovereignty, paving the way for the Sikh Misls and Maharaja Ranjit Singh's empire. This biography chronicles his extraordinary journey, drawing from historical accounts that portray him not just as a conqueror, but as a devoted disciple whose actions echoed the Guru's vision of justice and equality.

Early Life: From Hunter to Ascetic

Baba Banda Singh Bahadur was born on October 16, 1670 (or October 27 by some accounts), in the rugged hills of Rajouri, in the Jammu region of present-day Jammu and Kashmir, then a peripheral outpost of the Mughal Empire. His family belonged to the Minhas Rajput clan, with his father, Ram Dev, a humble farmer of the Bhardwaj gotra, eking out a living from the arid soil. Some sources suggest a Khatri Sodhi lineage, linking him symbolically to the Sikh Gurus, though Rajput origins are more widely accepted. Named Lachman Dev, he grew up in poverty amid the shadow of Mughal dominance, where Hindu and Sikh communities endured heavy taxation and religious persecution.

As a child, Lachman was robust and adventurous, excelling in the rugged pursuits of his mountainous homeland. Wrestling, horseback riding, hunting, archery, and swordsmanship were his passions, honing a physique and skills that would later serve him in battle. He roamed the forests with a bow and arrow, displaying the fearlessness of youth. Yet, beneath this vigor lay a sensitive soul, attuned to the cruelties of life. At the tender age of 15, a hunting incident shattered his worldview forever. While pursuing a doe, Lachman shot it down, only to witness the mortally wounded animal give birth to two fawns before his eyes. The sight of the orphaned newborns perishing alongside their mother filled him with profound remorse, evoking a deep empathy for the cycle of suffering. This epiphany—often described as a divine call—prompted him to renounce worldly attachments, leaving home to embrace asceticism. He adopted the life of a sannyasi, wandering the Indian subcontinent in search of spiritual solace.

Lachman's journey as an ascetic began under the guidance of Bairagi Sadhu Janaki Das, a wandering mendicant who renamed him Madho Das. Drawn to the esoteric practices of Tantra, Madho Das mastered siddhis (supernatural powers) and tantric rituals, which he used to amass a following of disciples. He traveled through northern India, eventually settling on the banks of the Godavari River in Nanded, present-day Maharashtra, where he established a dera (monastery). Here, as Madho Das Bairagi, he lived a life of meditation and austerity for over two decades, attracting sadhus and seekers with his mystical prowess. His dera became a haven for spiritual pursuits, far removed from the political turmoil brewing in Punjab, where Guru Gobind Singh's Khalsa was locked in a fierce struggle against Mughal oppression. Little did Madho Das know that this secluded existence was on the cusp of dramatic upheaval, as the winds of destiny carried the tenth Guru toward his path.

Conversion to Sikhism: The Divine Encounter:

The year 1708 marked a pivotal turning point in Madho Das's life, intertwining his fate with the Sikh mission. Guru Gobind Singh, having allied uneasily with Mughal Emperor Bahadur Shah I after the Battle of Jajau, traveled south to the Deccan region. Disillusioned by the emperor's failure to punish Wazir Khan, the Nawab of Sirhind, for the martyrdom of his mother Mata Gujri and younger sons—Sahibzadas Zorawar Singh (9) and Fateh Singh (7)—in December 1705, the Guru sought a champion to continue the dharamyudh (righteous war) against tyranny. On September 3, 1708, during a hunting expedition near Nanded, the Guru and his retinue arrived unannounced at Madho Das's dera.

The encounter unfolded dramatically. Absent from the dera, Madho Das returned to find the Guru's Sikhs slaughtering goats and cooking meat—a violation of his strict vegetarian vows. Enraged, he invoked his tantric powers to unseat the intruders, attempting to levitate the Guru's

chair or summon illusions. But his siddhis faltered before the Guru's divine aura. Guru Gobind Singh, unmoved, revealed his identity and engaged Madho Das in profound discourse on dharma, justice, and the Sikh path. Overwhelmed, Madho Das prostrated himself, declaring, "I am your banda (slave)." Touched by his humility, the Guru administered Amrit (nectar of initiation) via Khanda di Pahul, baptizing him into the Khalsa and renaming him Gurbaksh Singh—though he is eternally known as Banda Singh Bahadur, "the brave slave."

This conversion was no mere ritual; it was a commissioning. Guru Gobind Singh, recovering from a stab wound inflicted by a Pathan assassin sent by Wazir Khan, vested Banda Singh with temporal authority: five gold-tipped arrows for victory in battles, a nagara (war drum), Nishan Sahib (Sikh flag), his own sword, and hukamnamas (edicts) summoning Sikhs to arms. Accompanied by the Panj Pyare—Baj Singh, Ram Singh, Binod Singh, Kahan Singh, and Fateh Singh—as advisors, and 300 cavalry, Banda Singh vowed to avenge the Sahibzadas and uproot Mughal injustice. Tragically, the Guru's mortal wound proved fatal; he passed on October 7, 1708, entrusting the Guru Granth Sahib as eternal guide. Banda Singh, now 38, set forth northward, his heart ablaze with the Guru's mandate, embarking on a 1,600-kilometer odyssey that would redefine Sikh destiny.

Journey to Punjab and the Spark of Revolution:

Banda Singh's trek from Nanded to Punjab spanned nearly a year, a clandestine march through hostile Mughal territories in Maharashtra and Rajputana, averaging 10-16 km daily to evade patrols. Disguised and vigilant, he rallied secret supporters en route, his hukamnamas circulating like whispers of rebellion, invoking memories of Sikh sacrifices—the holocausts at Anandpur and Chamkaur, the bricking alive of the young princes. By late 1709, he reached Khanda village in Sonipat, Haryana, where local Sikhs and peasants, weary of zamindari exploitation, swelled his ranks to 500.

The Punjab of 1709 was a cauldron of oppression. Under Bahadur Shah I, Mughal governors like Wazir Khan enforced jizya on non-Muslims, demolished gurdwaras, and massacred Sikhs in the Chhota Ghallughara (1707). Banda Singh's arrival ignited a peasant uprising, blending Sikh fervor with agrarian discontent. His forces, a mix of battle-hardened Khalsa veterans, eager youth, and Jat/Gujar irregulars, targeted symbols of Mughal cruelty. Initial skirmishes in Bagar and Narnaul suppressed dacoits, with spoils redistributed to the poor, earning him the moniker "defender of the oppressed." By November 1709, at the Battle of Sonipat—his first major clash—he plundered the faujdar's treasury, signaling the dawn of Sikh offensives.

Military Campaigns: Forging the Sikh Sword:

Banda Singh's campaigns from 1709 to 1715 were a blitz of righteous fury, conquering swathes of Punjab and Haryana against numerically superior foes. His army, growing to 15,000-40,000 by 1710, relied on guerrilla tactics, moral zeal, and the Guru's blessings, often outmaneuvering Mughal artillery with spears, arrows, and swords.

The sack of Samana on November 26, 1709, was a thunderbolt. This Mughal stronghold, home to executioner Jalal-ud-din Jallad (who beheaded Guru Tegh Bahadur) and his son (slayer of the Sahibzadas), fell after fierce street fighting. Thousands of peasants joined the assault; the town was razed, its treasury looted, and Fateh Singh installed as governor. Emboldened, Banda advanced through Haryana: Kunjpura (Wazir Khan's hometown) was torched; Shahabad,

Damala, and Mustafabad—infamous for Pathan atrocities—were subdued in the Battle of Kapuri (December 1709), where zamindar Qadam-ud-din, a notorious oppressor, met his end.

Sadhaura's fall in early 1710 avenged Syed Pir Budhu Shah, the Muslim saint executed for aiding Guru Gobind Singh at Bhangani (1688). Locals revolted against Osman Khan's cow-slaughter and bans on Hindu rites; the town burned, its tyrant hanged. At Ropar, a dust storm aided Sikhs against Wazir Khan's vanguard, killing key officers like Khizar Khan.

The crowning glory was the Battle of Chappar Chiri on May 12, 1710, 20 km from Sirhind. Outnumbered 15,000 to Wazir Khan's 20,000 (bolstered by ghazis, elephants, and cannons), Banda's flanks—led by Baj Singh and Binod Singh—held firm. A Mughal ploy with 1,000 fake deserters backfired when they fled under fire. Banda's timely reserve charge shattered the center; Wazir Khan fell to Fateh Singh's spear (or Banda's musket, per some accounts). Sirhind besieged and stormed by May 14, Sucha Nand executed, the city looted for two crore rupees. This victory, costing 500 Sikh lives, avenged the Sahibzadas and shattered Mughal Punjab.

Further conquests followed: Saharanpur, Behut, Nanauta (July 1710); a failed Jalalabad siege; hill state invasions subduing Raja Ajmer Chand at Bilaspur (1711); recaptures of Batala and Kalanaur (1711-1713). 8 34 The First Siege of Lohgarh (December 1710) saw Banda escape a 60,000-strong encirclement via decoy, humiliating Bahadur Shah. Amid Mughal succession chaos post-Bahadur Shah's death (1712), Banda retook Sadhaura and Lohgarh.

Governance: Seeds of a Just Society:

From November 26, 1709, Banda Singh ruled a nascent Sikh state spanning 28 parganas from Sutlej to Yamuna, Shivaliks to Karnal, yielding 36 lakh rupees annually. Lohgarh (renamed from Mukhlisgarh) became his impregnable capital, fortified with moats and stocked arsenals. He minted Nanak Shahi coins—"Deg Tegh Fateh" (cauldron, sword, victory)—and issued seals proclaiming Sikh sovereignty.

Banda's reforms were revolutionary. Abolishing zamindari, he declared ryots (peasants) as landowners, ending extortion by feudal lords and fostering self-reliance. Low-caste Sikhs rose to command, dacoity ceased, and justice prevailed—even Muslims received allowances in his camps. Appointing Baj Singh (Sirhind), Fateh Singh (Samana), and Ram Singh (Thanesar) as governors, he disrupted Delhi-Lahore trade, forcing Bahadur Shah to redirect armies. His hukamnamas emphasized Khalsa rehat—abstaining from intoxicants, theft, and adultery—while blending Bairagi vegetarianism, though this sparked debates. Banda's rule, brief yet egalitarian, subverted Mughal hierarchies, empowering the tiller and the warrior alike.

Capture and Execution: The Ultimate Sacrifice:

Prosperity bred peril. Farrukh Siyar, ascending in 1713, unleashed Abdus Samad Khan (Lahore subahdar) and Zakariya Khan against the Sikhs. 0 Retreating to Jammu hills in 1713, Banda built Dera Baba Banda Singh, but campaigns resumed, capturing Kalanaur and Batala. The turning point was the Siege of Gurdas Nangal (November 1715), where 8,000 Sikhs, including Banda, his wives Susheel Kaur and Sahib Kaur, and sons Ajay (4) and Ranjit, were trapped by 100,000 Mughals. For eight months, they endured starvation, foraging leaves and bark, launching daring sorties that felled thousands of foes. Internal rifts—alleged excommunication by Mata Sundari over ritual deviations—weakened resolve; Binod Singh and others defected.

On December 7, 1715, exhaustion forced surrender; promises of mercy proved false. Banda, caged in iron atop an elephant, and 740 chained Sikhs were marched to Delhi amid spectacles of terror—2,000 heads on spears, 700 cartloads of skulls. Imprisoned in the Red Fort, they spurned conversion to Islam. From January 1716, were beheaded daily at Chandni Chowk, singing Gurbani unshaken. British diplomat John Surman witnessed this, noting their “incredible patience” in a letter to Fort William.

Banda’s final ordeal on June 9, 1716, was barbaric. Paraded mockingly, he refused to slaughter his son Ajay; executioners did, thrusting the child’s heart into his mouth. Unbroken, Banda declared to the qazi: “This fate is just; I failed my Guru.” His eyes gouged, limbs severed, flesh flayed with hot pincers, he was beheaded at age 45—his last words affirming divine justice. Not one Sikh apostatized, their sangfroid awing even foes.

Legacy: Eternal Flame of the Khalsa:

Banda Singh’s martyrdom did not extinguish the Sikh flame; it forged it anew. His abolition of zamindari inspired egalitarian ideals, influencing later Sikh polities. The Bandais faction, blending Khalsa and Bairagi elements, persisted until absorbed by the Tat Khalsa, though debates over his orthodoxy linger. Warriors like Baba Deep Singh, Nawab Kapur Singh, Jassa Singh Ahluwalia, and Charat Singh carried his torch, culminating in Ranjit Singh’s 1799 conquest of Lahore.

Today, his legacy endures in monuments like Fateh Burj (328 feet, taller than Qutub Minar) at Chappar Chiri, commemorating 1710’s triumph. Gurdwara Shaheedi Asthan in Mehrauli marks his execution site. In 2016, PM Narendra Modi honored his 300th martyrdom anniversary, hailing him an “unsung national hero.” Rabindranath Tagore’s “Bandi Bir” immortalizes his valor, while films like *Chaar Sahibzaade: Rise of Banda Singh Bahadur* (2016) revives his saga.

Baba Banda Singh Bahadur was more than a warrior; he was the Guru’s instrument, proving that one devoted soul could shake empires. His life whispers: In the face of atrocity, rise—not for glory, but for justice. Over three centuries later, his indomitable spirit fuels the Sikh ethos of courage, equality, and service, a beacon against oppression for generations.

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NEW EDUCATION POLICY 2020: THE IMPACT OF E-LEARNING ON ACADEMIC PERFORMANCE

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ABSTRACT

The 2020 New Education Policy (NEP) emphasizes the integration of technology through e-learning approaches, bringing about a paradigm shift in the Indian education system. This study examines how e-learning affects academic achievement in light of NEP 2020. We analyse the potential benefits and challenges associated with the widespread adoption of e-learning, considering factors such as access to resources, flexibility, engagement, assessment methods, and technological challenges. While e-learning offers opportunities to enhance learning experiences through increased accessibility and interactivity, concerns arise regarding the digital divide, student engagement, and the adequacy of assessment and feedback mechanisms. The study emphasizes how critical it is to deal with these issues in order to guarantee that e-learning tactics that are in line with NEP 2020 goals are successfully implemented. It concludes by emphasizing the need for a balanced approach that leverages the advantages of e-learning while mitigating potential drawbacks, ultimately contributing to improved academic performance and educational outcomes in the evolving landscape of Indian education.

KEYWORDS: NEP 2020, Online Education, Performance And Academic System.

INTRODUCTION

The main goal of the New Education Policy 2020 (NEP 2020) is to promote a nation-state that value and accepts a variety of perspectives on what constitutes a satisfying existence. It recognizes the value of appreciating and honouring other cultural traditions, realizing that variety may flourish in such a setting. Specifically, NEP 2020 aims to change the higher education system in India by focusing on the student instead of the teacher, changing the emphasis from information to knowledge, changing the system from marks to skills, changing the focus from examinations to skills, changing the perspective from learning to research, and changing the system from choice to competency. This shift aligns with the 2030 Agenda for Sustainable Development, as global educational policies now incorporate sustainability as a fundamental component. With the approval of the 2030 Agenda by the UN General Assembly in 2015, 17 Sustainable Development Goals (SDGs) were set for implementation by 2030. NEP 2020 is in

line with these objectives, especially in terms of empowering those who are vulnerable (Article 23) and guaranteeing inclusive, equitable, high-quality education for all (Article 25).

Consequently, NEP 2020 has set forth ambitious goals to establish India as a knowledge society and a global knowledge superpower. It envisions a comprehensive transformation of both school and higher education systems to adapt to the demands of the 21st century, emphasizing flexibility, multidisciplinary, and responsiveness. NEP 2020 also acknowledges the importance of education from an economic standpoint and seeks to use higher education as a spur for innovation, economic growth, and knowledge production. But achieving these targets by 2030 will largely depend on how well the government, higher education institutions, and educational institutions are able to confront and overcome the practical obstacles that lie ahead. Implementation strategies, resource allocation, infrastructure development, faculty training, and stakeholder collaboration will play crucial roles in shaping the success of NEP 2020 in transforming the education landscape of India.

ABOUT NEW EDUCATION POLICY 2020

In 1968, Prime Minister Indira Gandhi led the Indian government in introducing the first National Education Policy (NEP). Prime Minister Rajiv Gandhi then announced the second NEP in 1986, and Prime Minister Narendra Modi then put the third NEP into effect in 2020. In January of 2015, a committee headed by the former Cabinet Secretary T. S. R. Subramanian began the process of consultation for the creation of a New Education Policy. The Indian government's committee for the "Evolution of New Education Policy," the Ministry of Human Resource Development (MHRD), put up a number of reforms in April 2016 that included raising teaching standards, guaranteeing equal access to educational resources, and boosting education quality. The group, however, was unable to create a thorough framework for India's sustainable schooling. Based on the committee's recommendations, a panel led by Krishnaswamy, the former chairman of the Indian Space Research Organization (ISRO), submitted a draft NEP in June 2017. 2019 saw the introduction of the Draft New Education Policy (DNEP) by the Ministry of Human Resource Development, which was followed by several public consultations. There were 484 pages in the draft NEP. After a thorough consultation process, the Ministry received over two lakh proposals from 676 districts, 6,000 Urban Local Bodies (ULBs), 6,600 blocks, and 2.5 lakh gram panchayats. The NEP 2020 drafting committee sought to include a range of perspectives in the creation of the policy. The sweeping reforms outlined in the National Education Policy (NEP 2020) have the ability to completely alter the educational landscape. Over the years, India's New Education Policy (NEP) has experienced multiple revisions. Prime Ministers Rajiv and Indira Gandhi announced the second New Economic Policy (NEP) in 1986 and 1968, respectively. Prime Minister Narendra Modi announced the most recent NEP in 2020. Consultations were commenced in January 2015 by a committee under the direction of the former Cabinet Secretary, T. S. R. Subramanian, in order to formulate the new policy.

A committee named the "Evolution of New Education Policy" was established by the Ministry of Human Resource Development (MHRD) in April 2016 with the goal of proposing reforms that would prioritize high-quality instruction, equitable access to educational resources, and quality teaching. This group did not, however, create a structure for India's school education that is sustainable. A panel led by former Indian Space Research Organization (ISRO) chairman Krishnaswamy submitted a draft NEP in June 2017 based on its study. The Ministry of Human Resource Development presented the draft policy, which is referred to as the Draft New

Education Policy (DNEP) 2019, and held lengthy public consultations afterward. There were 484 pages in the draft NEP. After a thorough consultation process, the Ministry received over two lakh proposals from 676 districts, 6,000 Urban Local Bodies (ULBs), 6,600 blocks, and 2.5 lakh gram panchayats. The NEP 2020 writing committee worked hard to include a variety of perspectives in the policy. But for the policy's bold reforms to completely revamp the educational system, its effective execution and implementation are essential.

The NEP 2020 is coming at a good time and can help with problems that the Indian higher education system is facing, like forced qualification separation, early specialization, limited research areas, low priority given to research in most colleges and universities, and insufficient funding for competitive, peer-reviewed academic research. With around 300 million students enrolled in over 1.4 million schools, about 845 universities, and about 40,000 higher education institutions (HEIs), the Indian education system is among the biggest in the world. This is indicative of both a high degree of fragmentation and a sizable number of tiny HEIs connected to academic institutions. It is interesting that over 40% of these small-sized universities only provide one program, defying the push for higher education to become more multidisciplinary, which is necessary for 21st-century educational reforms. Furthermore, more than 20% of universities enrol fewer than 100 students each year, rendering them unprofitable for raising educational standards. The fact that only 4% of colleges accept more than 3,000 students each year draws attention to regional disparities and differences in the caliber of instruction provided by different schools.

Online Education

The distribution of educational materials and instruction via the internet is referred to as online education. This method of instruction has grown in popularity recently since it provides a convenient and affordable substitute for traditional classroom-based learning. Here are a few crucial elements of virtual learning:

My previous knowledge update was in January 2022, and as of then, I had no precise reports on India's online education system. I can give you some broad observations, though, based on trends up until that time. Please be aware that things might have changed since then.

1. **Government Initiatives:** Since the emergence of digital platforms, the Indian government has been pushing online education through a number of initiatives. Massive open online courses are encouraged by initiatives like SWAYAM (Study Webs of Active Learning for Young Aspiring Minds), which offers free online courses.
2. **E-learning Platforms:** In India, a number of private e-learning platforms have grown in acceptance. Sites such as Vedantu, BYJU'S, Unacademy, and Khan Academy provide a variety of courses ranging from preparation for competitive exams to school-level subjects.
3. **Adoption in Schools and Colleges:** A growing number of Indian schools and colleges have begun to include online education in their curricula. When educational institutions were compelled to switch to online learning environments in order to maintain educational continuity during the COVID-19 epidemic, this tendency picked up speed.
4. **Difficulties:** The digital gap (unequal access to technology and the internet), the requirement for digital literacy, and doubts regarding the caliber of online education provide difficulties for India's online education system. These difficulties are especially important in rural settings.

5. Skill Development: The use of online courses to enhance one's skills is becoming more and more common. Online education is not just for formal education. Numerous platforms provide courses with the objective of improving employability and addressing skill gaps.
6. Mobile Learning: Due to the extensive use of smartphones in India, mobile learning has become more popular. With the development of numerous mobile apps, e-learning platforms have expanded the audience for whom education is accessible.
7. Certification and Recognition: Employers and traditional academic institutions continue to express worry about the recognition of online courses and degrees. But as the ecosystem of online learning develops, attempts are being made to create consistency and trustworthiness.
8. Languages of Instruction: Online education options mirror the variety of languages spoken in India. In order to reach a wider audience, platforms are offering content in more languages.

You could wish to consult official government reports, academic institutions, or reliable research groups that concentrate on the condition of online education in India in order to get the most up-to-date and correct information. Furthermore, updates and news releases from educational ministries might offer perceptions on current events and guidelines.

The New Education Policy 2020 recognizes the importance of addressing language-related issues and includes several policies to promote languages, arts, and culture among students. Some of the policies mentioned in NEP 2020 include:

- Early application of the three-language formula, along with instruction in the student's native tongue, helps promote multilingualism.
- Building robust departments and programs around the nation in Indian languages, comparative literature, creative writing, music, art, philosophy, etc.; these initiatives include the launch of four-year B.Ed. dual degree programs in these fields.
- Establishing a group of excellent language instructors.
- Encouraging educational institutions at all levels to host Artists-in-Residence to introduce pupils to the arts, creativity, and regional and national cultural heritage.
- A rise in the use of native tongues or regional languages as teaching languages in schools and institutes of higher learning.
- Encouraging the vitality, vigor, and use of all Indian languages.
- Launching top-notch degrees and programs in interpreting and translation.
- A focus on providing students with first-hand knowledge of India's rich cultural legacy through field trips throughout the nation. the selection of 100 popular tourist spots for historical, scientific, literary, and traditional studies by students from educational institutions.
- A greater focus on translation and interpretation, as seen by the founding of the Indian Institute of Translation and Interpretation (IITI), which will use technology to support its programs.
- In multidisciplinary higher education institutions, the Three-Language Formula will be put into practice, and Sanskrit Knowledge Systems will be established and strengthened.

- Initiatives to protect and advance endangered languages, including the possibility of founding Indian language academies to aid in the creation of precise vocabularies, the publication of up-to-date dictionaries, and the promotion of linguistic ideas.
- Preservation of endangered and all Indian languages along with their rich local arts and culture by documentation of languages and their related arts and culture using a web-based platform/portal/wiki with dictionaries, recordings, films, and more.
- Establishing scholarships so that individuals of all ages can study Indian languages, arts, and culture with regional experts or in the context of higher education.

1.1. Objective of the Study

1. To have an understanding of the experiences that students have had with online education in Delhi.
2. To investigate the number of hours that are spent participating in online education as well as the technology that is used for this participation.
3. To determine the institutional assistance that is offered to students so that they may participate in online education.

METHOD OF STUDY

Following approval from the appropriate authorities, a cross-sectional study was carried out. After carefully weighing the benefits and drawbacks of previous research on the subject of online lecture delivery, a study questionnaire was created in cooperation with instructors and students to better understand the challenges they encounter. There are 20 questions altogether on the Google form that was utilized for the poll. The general categories that the questions fall under are listed below: information on the users demographics, including age, grade, school attended, type of device used for coursework, internet access, etc. Students were asked five questions about their perceptions of the faculty's approach to the course material and their confidence after taking the online courses. The questions were on a 5-point Likert scale, where 5 is "excellent," 4 is "above average," 3 is "average," 2 is "below average," and 1 is "very poor." Six questions about the professor's handling of the material in class and five questions about the quality of instruction were posed to the students.

The research was carried out in 2020 between November and December. There is no research period since the program was a single point of contention.

1.2. Statistical Analysis

Excel was used to input the data. Descriptive statistics expressed as percentages were utilized to analyze the demographic information as well as information about the tool used to participate in online courses. Percentages, averages, and standard deviations were calculated independently for dental and medical schools for the Likert scale perception items. Data on time spent online for assignments and time spent watching online lectures were analyzed using descriptive statistics. Analysis of free-form responses and suggestions was performed using data collected from medical and dental schools.

Shows the n (percentage) age distribution of the student body

Age in years	Government College N (%)	Private College (%)
18	6(7.8)	1(1.1)

19	31(50.4)	28(31.1)
20	26(30.1)	24(25.7)
21	9(11.6)	22(24.5)
22	3(1.0)	6(6.7)
23	1	3(11.2)
TOTAL	76(100)	84(100)

Online live course management: Using the cutting-edge "on-site classroom-style" live broadcast method, this online live course is taught to a single class of all students in the same grade. The teacher establishes a sense of presence in several ways, such as by dressing in formal attire, returning to school, entering the classroom, and standing on the platform. The Guanghai School of Sanitation 2020 "starting school without returning to school" undergraduate instructional work plan was created to ensure the quality of the live broadcast courses. Additionally, the school organized the "Guanghai Internet Celebrity Teachers" selection activity to motivate teachers. All classes were broadcast live in the college's lecture hall, which was outfitted with professional facilities. A teaching assistant resident was required to monitor students' attendance and learning impact at all times. Teachers and research officers from each department were also gathered to prepare network collective lessons, trial lectures, model lectures, and teaching classes observation. Every class also has online and/or on-site supervision scheduled. College administrators, teaching supervisors, teaching management personnel, several department directors, and deans are examples of supervisors. Colleagues can attend classes at any time by entering the virtual classroom in silence.

Most teachers would undertake course design, create lesson plans, and prepare online live lessons in addition to studying course standards, textbooks, and other information outside of the textbooks. Compared to the offline course, a considerably higher number of teachers participated in the lecture rehearsal (Fig. 3).

Figure 2- Survey on students' satisfactions'

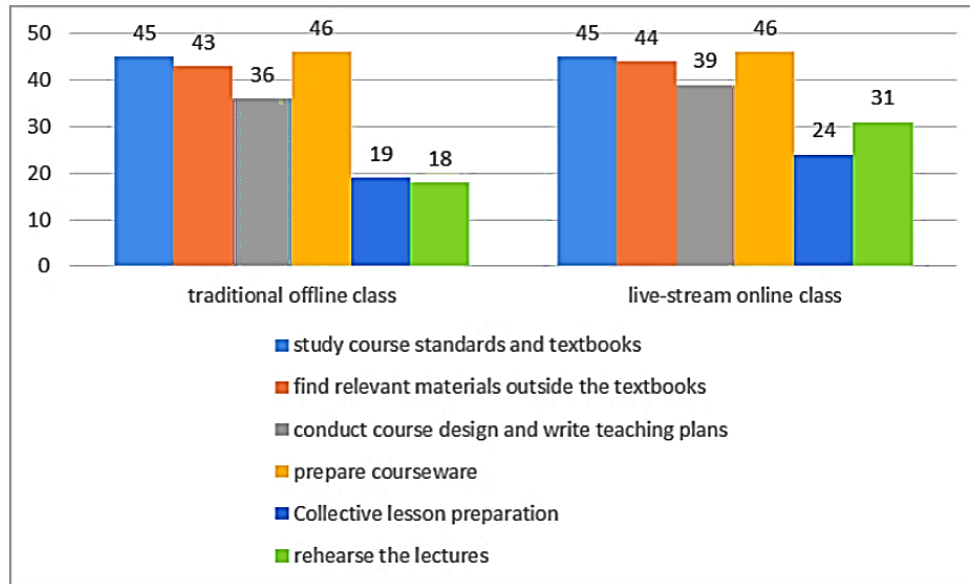
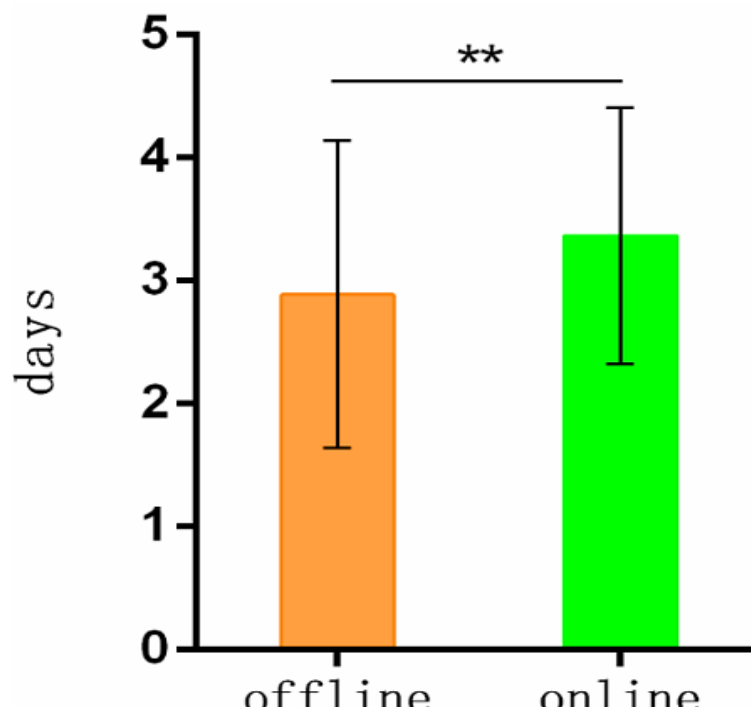
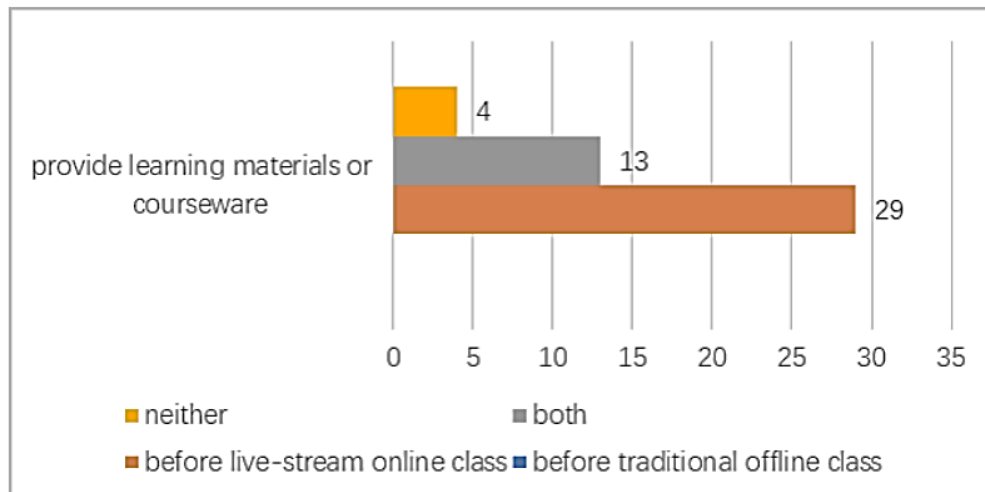


Figure 3 Analysis of online and offline course content.



Furthermore, it took longer to prepare for online courses than for two-hour courses. For online courses, teachers needed between six and ten days to prepare lessons, while for two-hour courses, they needed between six and ten days and more than ten days. This indicates that teachers are more hesitant to have their lessons broadcast live (Fig. 4).

Figure 4 Analysis of online and offline course preparation time. (p<0.01)**



Furthermore, as a means of enabling students to preview and review, learning materials will be sent by up to 63% of professors prior to online live classes and by 28% of teachers throughout both online live classes and offline sessions (Fig. 5).

In line with this (figure not shown), students felt that the instructors of the "online" live-streaming courses gave the classes more weight, and they were happier with the course materials—such as courseware—that they had before the online courses than they were with the offline ones. Additionally, 91.18% of students thought that it was beneficial to record and replay online live lessons. The pupils in the traditional offline class were just as enthusiastic as those in the online live class. Regardless of the style of instruction, the teacher's content was tightly integrated with the outline; additionally, there was no difference between the two courses in terms of how hard it was to understand the main ideas, how enthusiastically students answered questions in class, or how difficult it was to get the teacher's advice and answers in a timely manner after class.

EXTRACURRICULAR ACTIVITIES AND THEIR PLACE IN STUDENTS' LIVES

Schools are increasingly prioritizing both academic and extracurricular activities. Students were also aware of the significance of extracurricular activities in terms of cultivating their personal brand and advancing their professional careers. Students' conduct has been negatively impacted by a lack of outdoor activities during this pandemic era. Because of this, the researcher wants to know how students feel about ECA taking a backseat during the epidemic. For the perception of students on extracurricular activities, we performed a descriptive analysis and a t-test, as shown in Table 5.

Table 4.58 Descriptive analysis of students' perception on co-curricular activities

Statements	Mean	SD	t value	P value
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Extracurricular pursuits I will favor playing solo games over team sports.	3.45	1.03	8.10	< 0.001**
Co-curricular events including debates, talks, plays, and literary contests will all take place entirely online.	3.29	1.16	4.67	< 0.001**
Annual functions and other events will be less frequent.	3.53	1.20	8.20	< 0.001**
Picnics at schools and trips will be replaced by virtual tours.	3.28	1.27	4.05	< 0.001**
Overall	3.38	0.87		

Table 5 indicates that individual games will be preferred over team sports (M=3.45) and that debate, discussion, and performance-related activities will be moved completely online (M=3.29). Annual functions, which have the highest mean value of 3.53 with a standard deviation of 1.20, will be replaced with virtual tours, while field trips and school picnics, which have the lowest mean value of 3.28 with a standard deviation of 1.27, will be phased out. Students' perceptions of co-curricular activities differ considerably from their peers, according to a p-value of less than 0.001 in this study. According to the general mean and standard deviation of 3.45 1.25, School students have a positive outlook on education and learning in the classroom.

PERCEPTIONS OF APPRAISAL AMONG STUDENTS

During the pandemic, assessments and evaluations emerged online, however, the accuracy of online evaluation is often questioned. Some students may find the online evaluation procedure inconvenient, but others may find it simple (Ramesh,2020). Because of this, it is critical to examine students' views on the evaluation method. Descriptive and t-test results for students' evaluative perceptions are shown in Table 6.

Analyzing students' perceptions of evaluations descriptively

Statements	Mean	SD	t value	P value
Online examinations will take the place of offline exams since they are more convenient to take.	3.73	1.08	12.41	< 0.001**
Since there are no concerns about cheating, open-book exams are a useful tool for assessing students.	3.84	1.05	14.76	< 0.001**
Online assignments will be given preference since they improve students' punctuality in turning in their coursework.	3.95	1.01	17.53	< 0.001**
Overall	3.83	0.81		

In Table 6, teachers (M=3.73) and students (M=3.95) concurred that online assignments would be preferred because they promote timely coursework submission and that online evaluations would take the place of offline exams. Since there isn't much cheating, most students believe that open-book exams are a useful tool for evaluating their learning. The fact that p 0.001 indicates a

substantial difference between the mean of students' assessment views and the average of students' evaluation perceptions might be used to draw conclusions. This implies that, in the post-COVID-19 era, schoolchildren have a positive attitude toward the evaluation system.

PERCEPTION OF THE SCHOOL AND ADMINISTRATION BY STUDENTS

It is vital to examine students' impressions of the school and administration because these views have a significant impact on how they learn. Students' opinions on the university and its Higher Secondary Education Sector are displayed in Table 7.

Descriptive analysis of students' perceptions of the administration and the school

A statement regarding the administration and school	Mean	SD	t value	P value
There will be greater attention to sanitation by students and school management.	3.91	.95	17.85	< 0.001**
There will be a reduction in school hours and timetables.	3.91	1.04	16.09	< 0.001**
Protective clothing, such as masks and gloves, will be required for students as part of their required uniform.	4.07	.92	21.31	< 0.001**
For the commute, private transportation will be used over school transportation.	3.84	.96	16.14	< 0.001**
Classes will have a lower teacher-to-student ratio in order to uphold social distancing policies.	3.87	.98	16.34	< 0.001**
I'm at ease here at the school.	3.92	1.02	16.72	< 0.001**
In this school, students are accepting of one another.	3.87	0.96	16.60	< 0.001**
After COVID-19, the school treats kids fairly.	3.86	1.00	15.76	< 0.001**
Overall	3.87	0.71		

That the School Higher Secondary education sector will be more careful about sanitation and school schedules was shown in Table 7 (M=3.91). According to the article, School students are in agreement that safety gear like masks and gloves would be required as part of the required uniform. M=3.84 and a lower student-teacher ratio in the classroom were also agreed upon by School students (M=3.84 and a lower student-teacher ratio were also agreed upon by School students). Given that $p < 0.001$, we can draw the conclusion that students' average perceptions of the administration and school differ significantly from those of their online classes. The aggregate mean and standard deviation post-COVID is 3.87/0.71, indicating that students at the school appear to have a favorable opinion of their administration and institution.

STUDENTS' PERCEPTION TOWARDS TEACHERS

Teachers are extremely important in forming the social and behavioral norms of their students since they serve as role models for their students. Students' willingness to learn is directly impacted by the actions and attitudes of their teachers in the classroom (van Wyk 2020). Van

Wyk 2020. Table 8 summarizes the opinions of students about their teachers using a t-test and a descriptive analysis.

Descriptive Examination of How Students View Their Teachers

Remark on how pupils view their teachers	Mean	SD	t value	P value
Our teachers offer homework to us related to the subjects we are currently studying.	4.11	.81	25.56	< 0.001**
Our teacher shows us how to apply the concepts we have already learned to learn new topics.	3.96	.86	20.81	< 0.001**
For their lesson plans, our teachers employ a range of resources.	3.59	1.00	10.95	< 0.001**
Our instructors push us to consider the issues from all angles and come up with the best answer.	3.79	.99	14.89	< 0.001**
Overall	3.63	0.75		

According to Table 8, students strongly agree ($M = 4.11$) that their teachers assign homework on the subjects they are currently studying. They also strongly agree ($M = 3.96$) that their teachers assist them in applying what they learn to new contexts. The majority of students ($M=3.59$) agreed that teachers use a variety of resources to carry out classroom activities. They also said that teachers encourage their students to think creatively and positively and to solve problems with creativity ($M=3.79$). A $p < 0.001$ statistical significance level indicates that students' perceptions of co-curricular activities are very different from those of their peers. With an overall mean of 3.63 and a standard deviation of 0.75, schoolchildren's perceptions of their instructors were generally positive.

We can conclude from those figures that the null hypothesis, which states that equal preparation is required for both in-person and virtual learning, is false. The test yielded a p-value of less than .05. The t-value is -2.01. In this case, it is acceptable to accept the notion that face-to-face and online learning do not necessitate the same level of student and instructor preparation.

6. CONCLUSION

Important new information about the effects and efficacy of online education in Delhi has been made possible by the empirical study on online teaching and learning in higher education in the state. The study has illuminated a number of facets of the online learning environment by employing a mixed-methods research methodology that combines qualitative and quantitative data collection techniques.

The study's conclusions show that, thanks in large part to the COVID-19 epidemic, online teaching and learning has become a standard feature of Delhi's higher education system. There have been benefits and drawbacks to the shift to online learning. Positively, students can now access education remotely because to the flexibility offered by online learning, which includes both time and location flexibility. Additionally, technology has made it easier to incorporate

cutting-edge pedagogical strategies, like interactive learning environments, multimedia materials, and teamwork tools, which have increased student participation and engagement.

However, the study also highlights certain challenges associated with online education. Issues related to technological infrastructure, access to devices and reliable internet connectivity, and digital literacy have been identified as barriers to effective online learning. Moreover, some students and educators have reported difficulties in maintaining motivation, personal connections, and a sense of community in the online learning environment.

It is clear from the empirical data that Delhi's online learning environment has to be enhanced and improved on a constant basis. It is recommended that policymakers, educational administrators, and institutions concentrate their efforts on resolving the recognized obstacles and optimizing the advantages of virtual learning. The focus should be on enhancing the technology infrastructure, guaranteeing that all students and teachers have equal access to devices and internet connectivity, and offering them thorough guidance and instruction on how to use online learning environments.

Furthermore, the study suggests that pedagogical strategies need to be tailored to the online environment. Educators should employ active learning techniques, foster collaborative learning experiences, and incorporate interactive and engaging multimedia resources to enhance student motivation and learning outcomes. Building a strong sense of community and facilitating communication and interaction among students and instructors are crucial elements to foster a conducive online learning environment.

In summary, the empirical research on online teaching and learning in Delhi's higher education offers a thorough grasp of the potential, difficulties, and suggestions for enhancing the online learning environment. Delhi may take advantage of the potential of online teaching and learning to improve the caliber, reach ability, and efficacy of higher education in the state by recognizing the advantages and disadvantages of the medium and putting the recommended tactics into practice. This study lays the groundwork for future investigations and the ongoing development of online learning in Delhi and beyond.

The impact of e-learning on academic performance

Depending on a number of variables, such as the subject matter, student involvement, e-learning platform effectiveness, and general educational environment, the influence of e-learning on academic performance might change. These are some important factors to take into account when assessing how e-learning affects academic success:

1. Flexibility and Accessibility:

- **Benefits:** Students can choose when and where to access educational resources thanks to e-learning. Students with other responsibilities may find this flexibility useful since it enables them to design a customized learning plan.
- **Negative Impact:** Lack of structure or poor time management skills can lead to procrastination and negatively impact academic performance.

2. Engagement and Interaction:

- **Positive Impact:** Interactive features like discussion boards, quizzes, and multimedia content are frequently included in well-designed e-learning systems, and they can improve comprehension and engagement.

- Negative Impact: If the e-learning experience lacks interactivity or if students feel isolated, it may negatively affect their motivation and academic performance.

3. Self-Paced Learning:

- Positive Impact: E-learning allows for self-paced learning, enabling students to review materials at their own speed and spend more time on challenging concepts.
- Negative Impact: Lack of self-discipline and motivation might lead to a lag in progress or incomplete understanding of course content.

4. Access to Resources:

- Positive Impact: Access to a wide range of digital resources, such as articles, films, and interactive simulations, is made possible by e-learning, which enhances the educational process.
- Negative Impact: The sheer volume of information can be overwhelming for some students, leading to information overload and potential confusion.

5. Technological Issues:

- Positive Impact: When technology functions smoothly, it can enhance the learning experience and provide additional tools for collaboration and communication.
- Negative Impact: Technical glitches, poor internet connectivity, or limited access to necessary devices can disrupt the learning process and impact academic performance.

6. Assessment and Feedback:

- Positive Impact: E-learning platforms often facilitate quick and automated assessment, providing timely feedback to students, which can aid in understanding and improvement.
- Negative Impact: In some cases, the assessment methods used in e-learning may not effectively measure deeper understanding, critical thinking, or practical application of knowledge.

7. Adaptability to Learning Styles:

- Positive Impact: E-learning platforms can be designed to accommodate various learning styles, providing a more personalized experience for students.
- Negative Impact: If the e-learning content is not designed with diverse learning styles in mind, some students may struggle to grasp certain concepts.

8. Social Interaction:

- Positive Impact: Collaborative tools on e-learning platforms can facilitate communication and collaboration among students, fostering a sense of community.
- Adverse Effect: Insufficient in-person communication might cause emotions of loneliness and impede social growth, which could influence academic drive and achievement.

Ultimately, the impact of e-learning on academic performance is multifaceted, and its effectiveness depends on the thoughtful integration of technology, pedagogy, and student engagement strategies. Continuous research, evaluation, and improvement of e-learning methods can contribute to positive outcomes for learners.

SUGGESTIONS

- Adopting a concrete timeline and implementing the new education policy on a model similar to the five-year plan would have been beneficial. This would allow for a systematic and phased approach, starting with small changes in pre-nursery, primary, middle, secondary, and higher education. A well-defined timeline would help in setting specific targets and tracking progress.
- Universalization of education should be prioritized over centralization. A concentrated effort should be made to ensure consistency in teacher preparation programs and school curricula throughout all education boards in the nation. This would ensure equality in the standards of education, syllabus, faculty, and infrastructure. Consideration should also be given to establishing a single school board instead of numerous center and state boards, further promoting uniformity and eliminating disparities.
- To ensure the success and widespread acceptance of the new education policy, it is crucial to propagate and promote it beyond educational institutions. Efforts should be made to make it a subject of discussion in every Indian household. Public awareness campaigns, advertisements, and community engagement initiatives can help in creating a collective understanding and support for the policy. The involvement of all stakeholders, including parents, students, teachers, and community leaders, is essential in driving its effective implementation and fostering a positive educational environment.

CONCLUSION

The implementation of the new education policy in India presents a significant challenge, requiring a comprehensive understanding of the obstacles and a strategic approach to overcome them. Success depends on the acceptance, commitment, optimism, and willingness to change attitudes and mind-sets from both the government and civil society. Stakeholder involvement, thorough planning, resource allocation, capacity building, and addressing existing gaps are crucial. Monitoring, evaluation, flexibility, and collaboration with international organizations and other partners contribute to effective implementation. A collective effort is needed to provide quality education and empower future generations, fostering the holistic development of India's youth.

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THE ROLE OF GREEN MARKETING IN SHAPING CONSUMER BEHAVIOR AND BRAND EQUITY

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ABSTRACT

In recent years, environmental sustainability has become a major focus for businesses and consumers alike. Green marketing, which emphasizes environmentally friendly products and sustainable business practices, has emerged as a key strategy in influencing consumer behavior and strengthening brand equity. This research paper explores the relationship between green marketing initiatives, consumer purchasing behavior, and brand equity. It investigates how eco-friendly marketing strategies impact consumer trust, loyalty, and brand perception. The findings reveal that effective green marketing enhances brand reputation, builds consumer confidence, and fosters long-term customer relationships, provided that companies maintain authenticity and transparency in their environmental claims.

KEYWORDS: *Green Marketing, Consumer Behavior, Brand Equity, Sustainability, Environmental Awareness, Green Branding, Corporate Social Responsibility.*

INTRODUCTION

Environmental concerns such as global warming, pollution, and resource depletion have driven consumers and businesses to adopt more sustainable practices. As a result, *green marketing*—the process of developing and promoting products that are presumed to be environmentally safe—has become a strategic necessity for organizations worldwide.

Consumers today are more informed and environmentally conscious than ever before. Their buying decisions increasingly reflect concern for the environment and social responsibility. Consequently, companies are incorporating eco-friendly principles into their branding and communication strategies. Green marketing not only influences purchasing behavior but also enhances a brand's image, trust, and overall market value.

This study focuses on examining how green marketing shapes consumer attitudes and behaviors while contributing to brand equity.

Need of the Study

The growing global emphasis on sustainability has made it essential for businesses to understand how environmental initiatives influence consumer choices and brand perception. Consumers no longer evaluate products solely based on price or quality but also consider their ecological impact. Despite the growing popularity of green marketing, there remains a gap in understanding

its direct influence on consumer decision-making and brand loyalty. Hence, there is a pressing need to analyze:

- How green marketing affects consumer buying behavior.
- The extent to which it contributes to building and sustaining brand equity.
- The role of consumer trust and authenticity in determining the success of green marketing initiatives.

This study aims to bridge that gap and provide insights for marketers and organizations seeking to integrate sustainability effectively into their business models.

Objectives of the Study

1. To examine the concept and importance of green marketing in the current business environment.
2. To analyze how green marketing influences consumer behavior and purchase decisions.
3. To study the impact of green marketing practices on brand equity.
4. To identify the key factors that contribute to the success of green marketing strategies.
5. To provide recommendations for businesses to enhance consumer trust and brand loyalty through sustainable practices.

Research Methodology

This research is primarily **descriptive and analytical** in nature. It focuses on reviewing existing literature and secondary data to understand the relationship between green marketing, consumer behavior, and brand equity.

- **Research Type:** Descriptive
- **Approach:** Qualitative and Analytical
- **Data Type:** Secondary data
- **Analytical Tools:** Conceptual analysis and literature review of scholarly journals, industry reports, and case studies.

The study synthesizes information from various research papers, books, and credible business sources to draw meaningful conclusions about green marketing effectiveness.

Scope of the Study

The study focuses on analyzing the **role of green marketing** in shaping **consumer behavior and brand equity** across different sectors such as retail, automobile, and consumer goods. It emphasizes how consumers perceive green initiatives and how these perceptions influence brand loyalty and trust.

However, the study does not include quantitative data or field surveys; it is limited to qualitative insights derived from secondary sources.

DISCUSSION

Green marketing plays a significant role in shaping consumer behavior and enhancing brand equity. The discussion below highlights how these connections operate in practice.

1. Influence on Consumer Behavior

Green marketing affects consumer attitudes by appealing to environmental consciousness and ethical responsibility. When brands promote sustainable practices, they tap into consumers' desire to contribute positively to the planet. For example, products labeled as “eco-friendly,” “biodegradable,” or “carbon-neutral” create a sense of moral satisfaction for buyers.

However, consumer behavior depends on perceived authenticity. If green claims are exaggerated—a phenomenon known as *green washing*—consumers become skeptical, leading to distrust and avoidance of the brand.

2. Impact on Brand Equity

Brand equity is the cumulative effect of consumer perceptions, loyalty, and trust. Green marketing enhances brand equity by building positive associations with sustainability and ethics. Companies like **The Body Shop** and **Tesla** have developed strong brand equity through consistent and transparent environmental practices.

Green initiatives improve:

- **Brand Awareness:** Eco-labels and certifications increase visibility.
- **Brand Associations:** Sustainability becomes part of brand identity.
- **Brand Loyalty:** Environmentally responsible brands enjoy stronger customer retention.

3. The Mediating Role of Trust and Perceived Value

Consumers often associate green products with higher quality, safety, and social responsibility. This perception enhances their willingness to pay a premium, reinforcing both behavioral and attitudinal loyalty. Trust is the key mediator—when consumers trust that a brand's green claims are genuine, they are more likely to remain loyal and advocate for it.

4. Case Examples

- **Patagonia's “Don't Buy This Jacket” Campaign** encouraged responsible consumption, strengthening its image as an ethical brand.
- **IKEA's Sustainability Strategy** focuses on renewable materials and circular product design, boosting customer trust and brand strength.
- **Tesla's Electric Vehicles** combine innovation with sustainability, redefining the luxury segment and reinforcing green brand leadership.

Green Marketing and Consumer Behavior

1. Influence on Attitude Formation

Green marketing messages shape consumer attitudes by appealing to moral values and social identity. Studies show that consumers with strong environmental concerns tend to develop favorable attitudes toward brands that demonstrate sustainability efforts. For instance, a company using biodegradable packaging or renewable energy signals environmental responsibility, which enhances consumer trust and preference.

2. Perceived Value and Purchase Intention

Perceived value plays a critical role in converting positive attitudes into purchase intentions. Green products often carry a price premium; thus, consumers must perceive additional value—such as health benefits, quality assurance, or social impact—to justify the cost. According to Chen and Chang (2012), *green perceived value* mediates the relationship between green brand positioning and consumer purchase intentions.

3. Consumer Trust and Skepticism

While green marketing can build trust, it can also provoke skepticism if claims appear exaggerated—a phenomenon known as *green washing*. Transparency, third-party certifications, and clear communication are vital to maintaining credibility. Consumers increasingly demand proof of sustainability through traceability, certifications (e.g., Fair Trade, Energy Star), and corporate sustainability reports.

4. Social Influence and Lifestyle

Green marketing also shapes consumer behavior through social norms and identity signaling. Many consumers adopt eco-friendly products to align with social expectations or express a pro-environmental self-image. Social media amplifies this behavior, as users share sustainable consumption choices, reinforcing eco-conscious norms within communities.

Green Marketing and Brand Equity

1. Brand Awareness and Recognition

Green marketing enhances brand visibility by differentiating companies in saturated markets. Campaigns emphasizing environmental benefits attract attention from environmentally aware consumers. For instance, Patagonia’s “Don’t Buy This Jacket” campaign raised awareness by encouraging conscious consumption, paradoxically strengthening its brand image and sales.

2. Brand Associations and Image

Sustainable practices create positive brand associations. When consumers perceive a brand as ethical, responsible, and forward-thinking, they develop favorable attitudes that translate into loyalty. Tesla, for example, has positioned itself as a pioneer in clean energy and innovation, linking its brand identity to sustainability leadership.

3. Brand Loyalty and Emotional Connection

Brands that authentically engage in sustainability initiatives foster emotional bonds with consumers. Green branding efforts, such as community tree-planting programs or carbon-neutral commitments, cultivate long-term loyalty. Emotional resonance strengthens brand equity by transforming one-time buyers into advocates.

4. Green Brand Equity Model

According to Chen (2010), *green brand equity* arises from consumers’ associations of environmental commitment, brand trust, and perceived value. It is an extension of traditional brand equity frameworks, incorporating ecological dimensions. The model suggests that

consistent green marketing enhances brand differentiation and resilience against competitive threats.

Challenges in Green Marketing

1. Green washing and Consumer Distrust

Green washing—misleading consumers about environmental practices—poses the greatest threat to effective green marketing. Once detected, it damages brand credibility and consumer trust. Brands must ensure authenticity through verifiable claims and third-party endorsements.

2. Price Sensitivity and Accessibility

Many consumers remain unwilling to pay a premium for green products, especially in price-sensitive markets. Businesses must find ways to reduce costs or communicate added value effectively to sustain demand.

3. Information Overload

The proliferation of eco-labels and sustainability claims can confuse consumers. Standardizing certification systems and simplifying communication can help overcome information fatigue.

4. Cultural and Regional Differences

Environmental awareness varies across regions. Green marketing strategies must be adapted to local values and economic conditions. For instance, in developing countries, practical benefits such as durability or health advantages may outweigh abstract environmental appeals.

Future Directions

Green marketing will continue to evolve alongside digital transformation and global sustainability initiatives. Emerging trends include:

- **Circular economy branding:** promoting repairable, reusable, and recyclable products.
- **Digital transparency:** using block chain to verify sustainability claims.
- **Collaborative consumption:** emphasizing sharing models (e.g., car-sharing, clothing rental).
- **Corporate activism:** brands taking public stances on climate issues.

These developments suggest that sustainability will become a central dimension of brand identity and competitive strategy in the coming decade.

Findings

1. Green marketing positively influences consumer attitudes and purchasing intentions.
2. Authenticity and transparency are essential for sustaining consumer trust.
3. Green marketing significantly contributes to brand equity by enhancing brand image, associations, and loyalty.
4. Price sensitivity remains a challenge—some consumers are reluctant to pay a premium for green products.
5. Companies that integrate sustainability into their core business models (rather than using it as a promotional tool) experience stronger long-term brand value.

6. Consumer education and awareness play a vital role in the success of green marketing strategies.

Recommendations

1. **Be Honest and Transparent**

Companies should always share true and clear information about their green products and practices. This builds trust among consumers.

2. **Make Green Products Affordable**

Businesses should try to reduce the cost of eco-friendly products so that more people can buy them easily.

3. **Create Consumer Awareness**

Companies should educate customers about the benefits of using green products through advertisements, social media, and awareness campaigns.

4. **Encourage Innovation**

Firms should develop new and creative eco-friendly products and packaging to attract more customers and protect the environment.

5. **Work with Communities**

Businesses should take part in community programs like tree planting, recycling, and clean-up drives to build a positive brand image and social goodwill.

CONCLUSION

Green marketing has emerged as a strategic necessity in today's environmentally conscious marketplace. It shapes consumer behavior by influencing attitudes, trust, and purchase intentions while simultaneously enhancing brand equity through positive associations and loyalty.

However, the success of green marketing depends on **authenticity, transparency, and consistency**. Companies must ensure that their environmental claims are backed by genuine practices and verifiable results. As sustainability becomes central to consumer expectations, brands that integrate green principles into their identity and operations will gain a competitive edge in the global market.

In conclusion, green marketing not only drives business growth but also supports broader environmental and social goals—creating a win-win situation for companies, consumers, and the planet.

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