



Souvinor

International Conference on  
**English Language and Literature**  
(ELL-2025)

---

Aug 02-03, 2025

---

International Research and Development Center for Publication (IRDCP)

[www.irdcp.org](http://www.irdcp.org)

International Conference  
on  
English Language and  
Literature  
(ELL-2025)  
August 02-03, 2025

---

Copyright © 2025 International Research and Development Center for Publication

DOI: [10.22161/conf.ell.Aug.2025](https://doi.org/10.22161/conf.ell.Aug.2025)

Publisher

*IRDCP*

*Email: [irdcp.publication@gmail.com](mailto:irdcp.publication@gmail.com) | [conference.irdcp@gmail.com](mailto:conference.irdcp@gmail.com)*

*Web: <https://irdcp.org/>*

## **About IRDCP**

The International Research and Development Center for Publication (IRDCP) is a non-profit organization that promotes research and development around the world. IRDCP is the bridge between the quality publisher and researchers. It provides the platform to researchers and academicians for publication in high-impact journals, including Scopus Indexed Journals, SCI Journals, Web of Science Journals, UGC Approved Journals, NAAS Rated Journals, Google Scholar Indexed Journals and other good quality DOI journals.

As a partner organization for publication in conference proceedings, IRDCP organizes International conferences for publication in SCOPUS-indexed and other refereed journals, tailored to the needs of the authors. Manuscripts submitted to IRDCP should be free of plagiarism and demonstrate coherence in all aspects.

The scope of publication with the IRDCP covers all types of review and research manuscripts, including Exploratory and explanatory Research, Descriptive and theoretical Research, Applied Research and action Research, Cross-Sectional Research, and Quantitative and Qualitative Research in the fields of engineering and technology, agriculture and environmental science, Social science and humanities, Literature and education development, and Medical and Health Science.

### **The vision of IRDCP :**

IRDCP is dedicated to fostering global excellence in research and development through the diligent application of advanced technology. Our mission is to contribute to the holistic development of society by inspiring researchers to undertake projects that enhance human society and improve the world we live in. We are steadfast in our commitment to be the hub of knowledge around which the efforts of researchers revolve.

**About Conference**  
***International Conference on***  
***English Language and Literature***  
***(ELL-2025)***

In recent years, the COVID-19 pandemic disrupted academic and professional activities worldwide. However, it also reshaped the way we learn, collaborate, and share knowledge by bringing virtual platforms to the forefront. Building on this experience, the International Research and Development Center for Publication is organizing a **two-day International Conference on English Language and Literature (ELL-2025)** on **August 02–03, 2025**, in **online mode**.

This conference aims to provide a dynamic platform for researchers, developers, students, academicians, and practitioners from around the globe to share innovative ideas, research findings, and advancements in the field of **social sciences and educational development**.

Prospective authors from academia and industry are invited to submit abstracts of original, unpublished research and industrial applications that highlight significant contributions and innovations in the field.

## **International Advisory Committee**

- **Prof. Liu Wenxiang**, Hubei University, Wuhan, China
- **Prof. Dr. Flávio de São Pedro Filho**, Coordinator of the GEITEC / UNIR / CNPq, Brazil. Federal University of Rondônia, Brazil
- **Prof Dr. Noman Omar Sattar**, National Defense University, Islamabad, Pakistan
- **Dr. Sunil Kumar Mishra**, Amity School of Liberal Art, India
- **Dr. Mahona Joseph Paschal**, Service-Learning ambassador in Tanzania.
- **Titus O. Pacho**, Kisii university , Kenya
- **Demetria Gerold Mkulu**, St. Augustine University of Tanzania
- **Dr. Neel Kamal Purohit**, S.S. Jain Subodh P.G. College, Rambagh, Jaipur, India
- **Dr. Parul Mishra**, GD GOENKA University, India
- **Dr. P. D. Nimsarkar**, RTM Nagpur University Nagpur, India
- **Dr. Sandhya Lanjewar**, Central Institute of English Hyderabad, India
- **Dr. Anil Matthew**, Research Supervisor, Former Head of Department of English, Hislop College Nagpur, India
- **Dr. Jyoti Patil**, Principal, Renuka Mahavidyalaya, Besa Nagpur, India
- **Dr. Md Mahadhi Hasan**, Assistant Professor, Department of English, Southeast University, Bangladesh.

## **Message**

I am extremely pleased to share that International Research and Development Center for Publication (IRDCP) is organizing a two days International Conference on English Language and Literature (ELL-2025) on Aug 02-03, 2025.

I am sure the state-of-the-art lectures from the invited experts and the research findings of researchers, academicians, and utility engineers will enrich the knowledge of all the participants. It will provide an excellent opportunity for students to learn new ideas.

I offer my best wishes to the whole team of the organizing committee, the participants, and volunteers for the grand success of the conference.

Dr. Kiran Reddy  
Convenor ELL-2025

## **Message**

I am happy to know that the International Research and Development Center for Publication (IRDCP) is organising a two day International Conference on English Language and Literature (ELL-2025) on Aug 02-03, 2025. I am sure this conference would provide an ideal platform for academicians, scholars and experts to present and exchange their research findings and Ideas.

I wish the conference a great success.

Dr. Shruti Bhomik

*INDEX*

---

**Invisible Labour and Gendered Hierarchies: Rethinking the Feminisation of Teaching in Urban India**

Mohd Hassanain

**2**

---

**The Concept of Equality in Charles Dickens's Hard Times: A Critical Examination of Class, Gender, and Education**

Zainalabdeen Abd alrazaq Shnain Aljanabi

**3**

---

# **Abstract of ELL-2025**

# **Invisible Labour and Gendered Hierarchies: Rethinking the Feminisation of Teaching in Urban India**

Mohd Hassanain

Jamia Millia Islamia, New Delhi. India

Email: [heireth94@gmail.com](mailto:heireth94@gmail.com)

**Abstract**— The increasing concentration of women in the teaching profession, particularly in private primary schools, has been termed the ‘feminisation of education’. However, this phenomenon, especially in urban contexts like Delhi, reveals deeper structural issues that merit critical examination. This paper challenges the assumption that the growing presence of women in teaching necessarily signals empowerment. Instead, it foregrounds how systemic undervaluation, precarious employment conditions, and informal hierarchies structure the experiences of women teachers. Based on qualitative fieldwork conducted in multiple private primary schools across Delhi, the paper discusses how institutional practices assign women to low-paying, emotionally demanding roles while excluding them from leadership or decision-making positions. It also analyses how gender intersects with class to normalise the exploitation of women’s labour under the guise of ‘natural caregiving’. In doing so, the study not only critiques the neo-liberalisation of education but also calls for a rethinking of how feminised professions are conceptualised and compensated in the Indian context.

**Keywords**— *Invisible Labour, Emotional Labour, Gender and Work, Femininity in Teaching, Professionalism, Women Teachers*

## **References:**

- [1] Sahni, U. (2017). *Primary school teachers in India: Narratives of change, inclusion, and education*. Routledge India.
- [2] Rampal, A. (2000). Education for human development in India: The role of teachers. *Prospects*, 30(1), 53–70.
- [3] Acker, S. (1995). *Gender and teachers' work*. *Review of Research in Education*, 21, 99–162.
- [4] Reay, D. (2001). Spice girls, nice girls, girlies, and tomboys: Gender discourses, girls’ cultures and femininities in the primary classroom. *Gender and Education*, 13(2), 153–166.
- [5] Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- [6] Acker, S. (2005). Gendered games in academic leadership. *International Studies in Sociology of Education*, 15(1), 3–20.

# **The Concept of Equality in Charles Dickens's *Hard Times*: A Critical Examination of Class, Gender, and Education**

Zainalabdeen Abd alrazaq Shnain Aljanabi

University of Kufa, AL-Najaf, Iraq

Email Id: [zainalabdeena.aljanabi@uokufa.edu.iq](mailto:zainalabdeena.aljanabi@uokufa.edu.iq)

**Abstract**— This paper is a critical re-evaluation of the complex inequalities as presented in Charles Dickens' *Hard Times*, with an emphasis on class, gender, and education in the cultural setting of Victorian Britain. A careful reading of the novel shows that Dickens was against the industrial capitalist system and its dehumanizing effects on the working classes. Therefore, this study will challenge the sharp economic and social divide through questioning the characters of Mr. Bounderby and Stephen Blackpool, who represent the capitalistic exploitation and the state of labor in an industrialized economy, respectively. However, the gender relations are questioned, showing how the Victorian ideals limited women to enclosed places and, at the same time, celebrated their emotional stability as a kind of passive rebellion. Such characters as Louisa Gradgrind, Sissy Jupe, and Mrs. Sparsit serve as key examples of emotional straitjacket and loss of agency imposed on women and, in such a way, reveal the general patriarchal system of the time. In the final part, the theme of educational inequality comes to the fore, especially when criticizing the utilitarian approach to education as a pedagogy of facts by Mr. Gradgrind. This system reinforces the current social order by not giving a chance to imagine and develop emotionally. *Hard Times* does not offer a clear blueprint of reform despite the fact that Dickens is categorical in his condemnation of the structural injustices of his time. However, the novel is a silent supporter of education philosophy promoting empathy and creativity as the qualities that are essential to address the established social divisions and imagine a more egalitarian world.

**Keywords**— *Equality, Class Inequality, Education, Gender Roles, Charles Dickens, Hard Times.*

## **References:**

- [1] Bodenheimer, R. (1991). *The politics of story in Victorian social fiction*. Cornell University Press.
- [2] Davis, P. (2004). *The Victorians: Their story in literature*. Oxford University Press.
- [3] Dickens, C. (1854). *Hard times*. Chapman & Hall.
- [4] Eagleton, T. (2002). *Marxism and literary criticism*. Routledge.
- [5] Gagat, A. (2020). Utilitarianism and the education system in Charles Dickens's *Hard Times*. *IIS University Journal of Arts*, 9(1), 150–159.

- [6] Hartmann, H. (1979). The unhappy marriage of Marxism and feminism: Towards a more progressive union. *Capital & Class*, 3(2), 100–121. <https://doi.org/10.1177/030981687900800107>
- [7] Johnson, M. (2008). Class conflict in Dickens's *Hard Times*. *Victorian Studies Journal*, 48(2), 70–85.
- [8] Jones, A. (2010). *Industrial capitalism and social critique in Victorian England*. Oxford University Press.
- [9] Sanders, A. (n.d.). *The short 3*. [Note: Please clarify or complete this reference; it's currently incomplete.]
- [10] Seidman, S. (1990). The power of desire and the danger of pleasure. *Journal of Social History*, 24(2), 47–67.
- [11] Smith, E. (2015, March 12). The representation of workers in Dickens' novels. *The Guardian*, 44–48.
- [12] Toman, M. (2008). Teaching Dickens's *Hard Times* in a general education humanities course. In C. C. Irvine (Ed.), *Teaching the novel across the curriculum: A handbook for educators* (pp. 194–203). Greenwood Publishing Group.
- [13] Tong, R. (2009). *Feminist thought: A more comprehensive introduction* (2nd ed.). Westview Press.
- [14] Zall, P. M. (1995). *Dickens and the Industrial Revolution*. University of California Press.