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HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT:
POSSIBILITIES AND CHALLENGES

Seema Devi



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A Study on Trends of Micro Finance Program in India

Dr. Inderpal Singh*
Jyoti Bala**

Introduction

After China, India has the second-highest population in the world. The increasing population is the major cause of unemployment and poverty in India. In India, almost 22 percent of people live below the poverty line. To face this problem of poverty and unemployment microfinance is a big solution. Microfinance provides microcredit to the needy people of rural areas and helps hand in skill development which helps people to become successful entrepreneurs. Microfinance does not only provide finance to needy, it also help in increasing saving habits, giving insurance facility also. Before microfinance evolution, many people of the rural area do not have bank accounts and the bank also did not give finance easily, banks demand collateral as security and poor people don't have assets that they give as security to the bank. So they had to depend on the money lender, they charged a high rate of interest from them and most of their income had been gone in payment of interest and loan amount. Due to lack of financial resources poor people are deprived of basic amenities of life like no education, and no proper health facility, not socially and economically empowered. Microfinance institutions are working through the SHG-Bank linkage program and microfinance institutions that provide micro-credit to the needy at low rates of interest and without collateral security.

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** Assistant Professor S.D. College, Hoshiarpur, and research scholar IKGPTU, Kapurthala, Punjab, India.

Microfinance Development in India**Table 1**

Year	Name of Organisation	Key Points
1900-1960	The co-operative movement	<ul style="list-style-type: none"> • Dominance of institutional and non-institutional sources. • Non-institutional sources cater to 93percentage requirement and institutional caters to only 7percentage requirement. • Several malpractices like high rates of interest, denial of repayment, and misappropriation of collateral were there. • Primary agriculture societies provide short-term loans and land development banks provide long-term loans.
1960-1990	Subsidized social banking	<ul style="list-style-type: none"> • 14 banks nationalized and 5 regional rural banks were established. • RBI focused on nationalizing more commercial banks to increase more branches in rural areas. • NABARD and SIDBI were established to support microfinance. • Integrated Rural Development Program(IRDP) by GOI to fill demand supply gap.
1990-2000	SHG-Bank linkage program	<ul style="list-style-type: none"> • SHG-Bank linkage program started by NABARD in 1992. • These self-help groups are directly financed by commercial banks. • RBI said to commercial banks to give finance to SHGs as rural credit operations.
2000-2010	NABARD	<ul style="list-style-type: none"> • NABARD introduced a dedicated microfinance development fund corpus of Rs 100 crore. • NABARD achieve target of promoting 1 million SHGs. • Year 2005 declared as International year of Micro Credit" by UN. • Microfinance development fund (MFDF) rename as Microfinance Development and Equity Fund(MFDEF) by NABARD • Joint Liability Group(JLG)scheme started by NABARD for farmenrs. • Centre for microfinance research established as Banker institute of Rural Development (BIRD), in Lucknow in 2008.

2010-2020	Govt. initiatives	<ul style="list-style-type: none"> Govt. Of India introduced women self helpgroup(WSHG) program in 150 backward districts. Govt. of India launches National Rural Livelihood Mission (NRLM). Small Industries Development Bank of India(SIDBI)introduced India micro finance micro finance equity fund. SHG-2 initiated by NABARD. NABARD constituted SHG-BLR strategic advisory board.
2020-23	Digitalization	<ul style="list-style-type: none"> Main development in this period is digitalization. MFIs used digital collection methodology. RBI will introduce new regulation for the growth of MFIs. 67.40 lakhs SHGs and bank credit of 1.51 lakhs crore.

Source-1 NABARD Report

Source-2 Microfinance in India 4 Stages Development Evolution - ilearnlot

Objective of the Study

To study the trends of the microfinance program in India.

Research Methodology

For conducting the study data was collected from secondary sources like annual reports of NABARD, websites, journals, etc. Tables and charts are used to present the data. To know the trends of microfinance the data of five years was collected and analyzed.

For assessing the progress/trends the following points are considered:

- Trends of no. of self-help groups.
- Trends of saving amount of self-help groups.
- Trends of bank loans disbursed to SHGs.
- Trends of bank loan outstanding against self-help groups.

Analysis of Data

Trends of no. of Self-Help Groups

Table 2

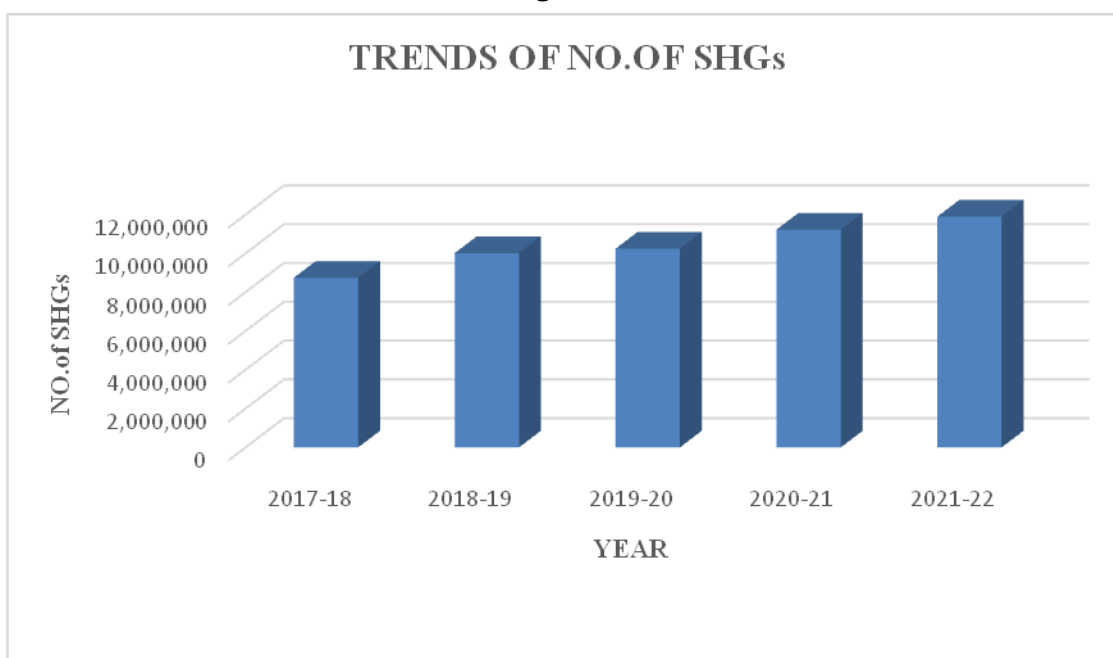
Year	No. of SHGs	Percentage	Increase/Decrease
2017-18	87,44,437
2018-19	1,00,14,243	14.52	increase
2019-20	1,02,43,323	2.28	increase
2020-21	1,12,23,400	9.56	increase
2021-22	1,18,93,053	5.97	increase

Source- NABARD reports

Interpretation of Table 2 and Figure 1

Table 2 and figure -1 depicted that the number of self-help group were 87,44,437 in 2017-18 and from 2017-18 to 2021-22 number of self-help are in increasing trends. The percentage of the 2018-19 i.e 14.52 percentage is maximum increase from all years and the percentage increase of year 2019-20 is minimum i.e 2.2percentage. This was the year of pandemic but we can see the increase in number of self-help group.

Figure 1



Trends of saving amount of self-help groups

Table 3

(Amount in Lakh Rupees)

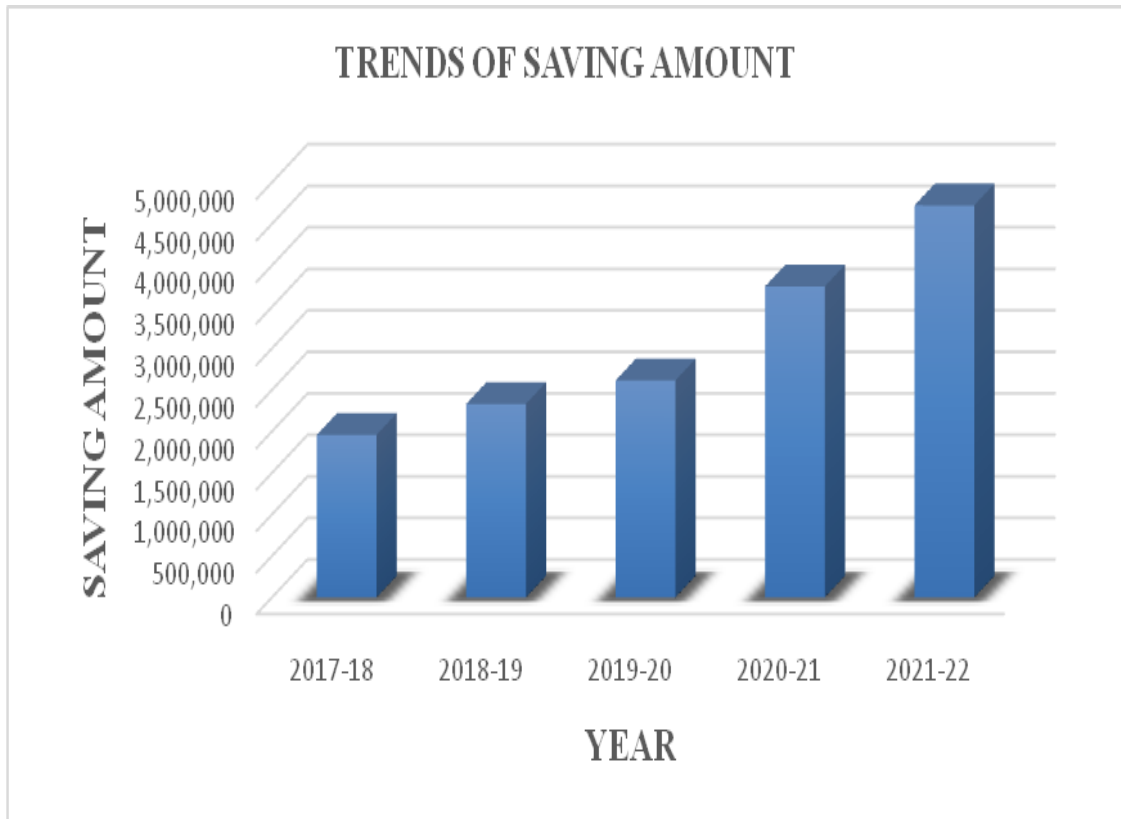
Year	Saving Amount	Percentage	Increase/Decrease
2017-18	19,59,211
2018-19	23,32,245	15.99	increase
2019-20	26,15,205	12.13	increase
2020-21	37,47,761	43.31	increase
2021-22	47,24,048	26.05	increase

Source- NABARD reports

Interpretation of Table 3 and Figure 2

This is showed in table 3 and figure -2 that the saving amount was Rs 19,59,211 in the year 2017-18 and it got doubled in 2021-22 that is Rs 47,24,048.here were increase of saving amount of self-help group every year.

Figure 2



Trends of bank loans disbursed to SHGs

Table 4

(Amount in Lakh Rupees)

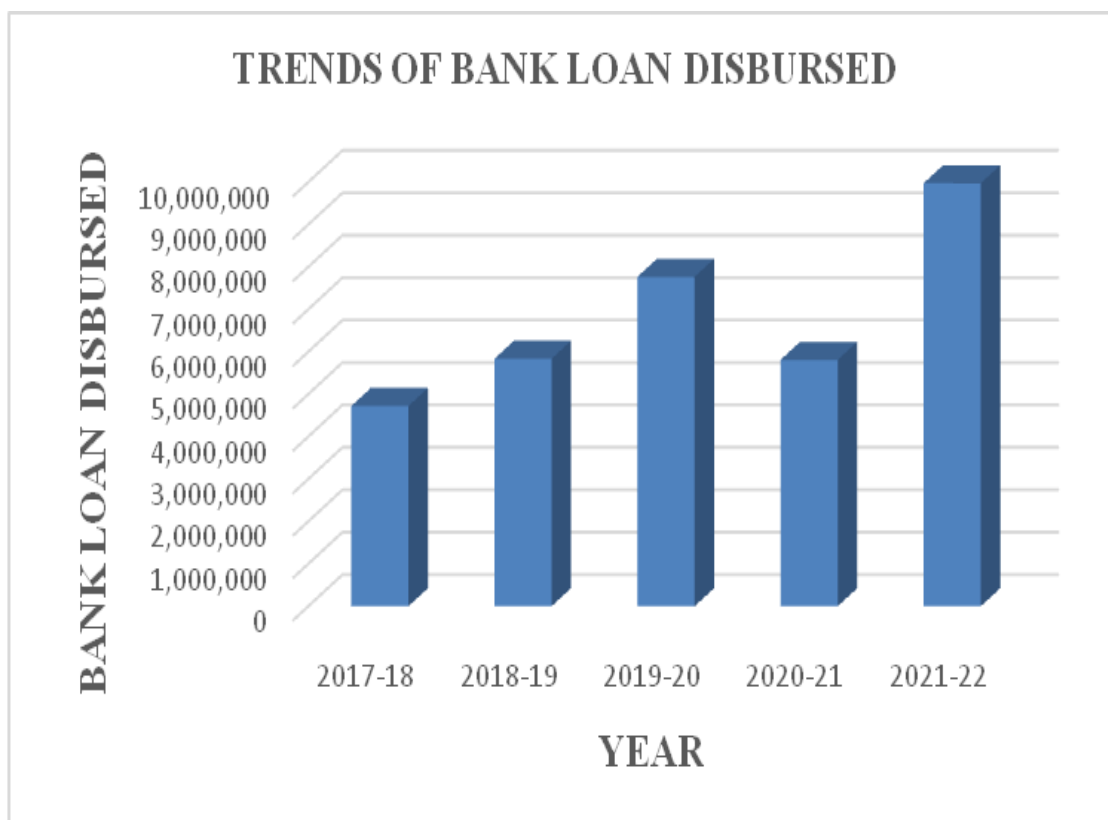
Year	Bank Loan Disbursed	Percentage	Increase/Decrease
2017-18	47,18,588
2018-19	58,31,763	19.01	increase
2019-20	77,65,935	33.17	increase
2020-21	58,07,068	25.22	decrease
2021-22	99,72,923	71.73	increase

Source- NABARD report

Interpretation of Table 4 and Figure 3

Table -4 and figure-3 showed that the bank loan disbursed was 47,18,588 lakh rupees. In year 2018-19 and 2019-20 the increase can be seen in bank loan disbursed to self-help groups. In the year 2020-21 there is downward trend. There is decrease of bank loan disbursed by 25.22 percentage. But in year 2021-22, there is maximum increase of 71.73 percentage in bank loan disbursed.

Figure 3



Progress in bank loan outstanding against self-help groups

Table 5: Trends in Bank Loan Outstanding SHGs.

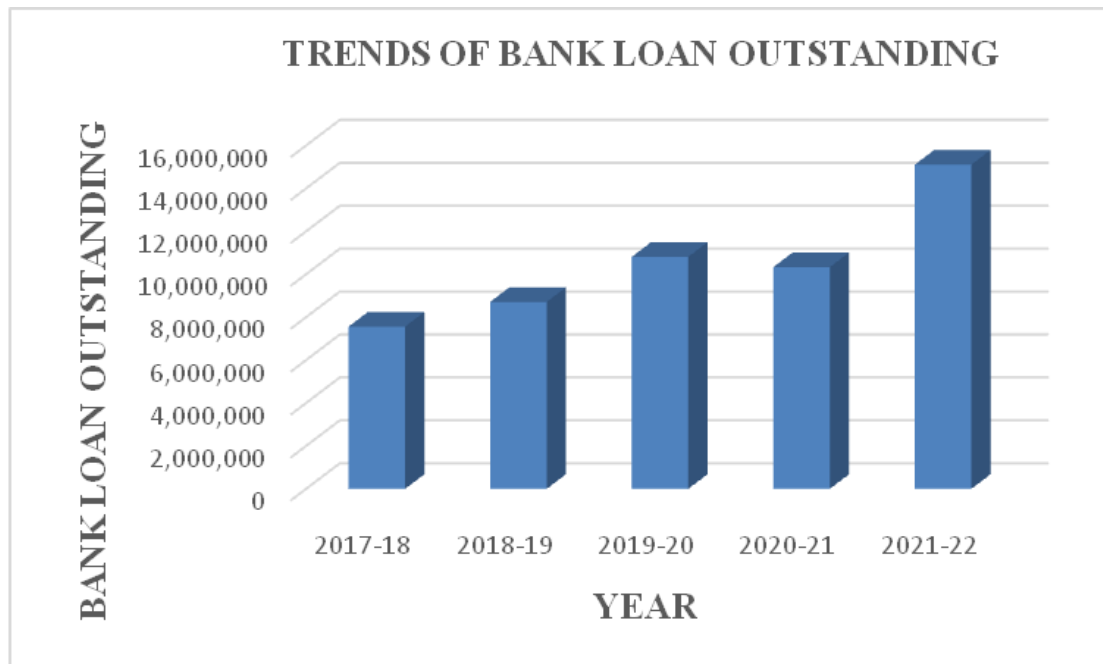
(Amount in Lakh Rupees)

Year	Bank Loan Outstanding	Percentage	Increase/Decrease
2017-18	75,59,845
2018-19	87,09,815	15.21	increase
2019-20	1,08,07,507	24.08	increase
2020-21	1,03,28,971	4.43	decrease
2021-22	1,51,05,130	46.24	increase

Source- NABARD reports

Interpretation of Table 5 and Figure 4

It can be seen from table -5 and figure-4 the bank loan outstanding against self-help groups were 75,59,845 lakh rupees. In the year 2020-21 there is negative trends that is decrease by 4.43 percentage. Except the year 2020-21 the bank loan outstanding is in increasing trends in India, The amount of bank loan disbursed is doubled from 2017-18 to 2021-22.

Figure 4**Conclusion**

Microfinance is the ladder of development through which poor and needy people can get out of poverty and unemployment. Microfinance has proved a tool for saving, insurance, and credit. It decreases the impact of poverty through financial inclusion. Microfinance is also helpful in increasing access to the basic amenities of life like increased education level, health facilities, and upliftment of economic and social levels.

SHG-Bank linkage program is a successful program that provides several financial services under one roof at the doorstep of poor people. SHG-bank linkage program has completed its thirty years this year and with the support of NGOs, Govt. of India, banks, and NRLM, this scheme covered 14.2 crore families and saving deposit of Rs 47,240.48 crore and 67 lacs groups has received a collateral-free loan from a bank.

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A New Dimension of Learning: Exploring Augmented Reality in Higher Education

Dr. R. Padmaja*

Introduction

Assume a science student is researching on the human heart. Textbooks, diagrams, charts, and lectures have traditionally been used to learn about the structure and function of the human heart. If there is a provision for the virtual visualisation and observation of the illustrations of the human heart, similar to a 3D model that can be rotated in a 360-degree direction, it would allow for a comprehensive understanding of each individual component of the human heart. It will allow observing how blood flows through the various chambers, see the pumping mechanism, and witness the heart's action. Such immersive experience could potentially be created through the utilisation of Augmented Reality (AR).

Augmented Reality (AR) is a technology that enriches the real-time environment by overlaying computer-generated sensory information, creating an interactive experience. AR has transformed several sectors, including the educational sector. The utilisation of this immersive technology has created novel opportunities for augmenting the educational experience in higher education. AR enhances students' educational experiences by superimposing digital material into the physical and real-time environment, allowing for interactive and captivating learning opportunities. This chapter explores the merits of augmented reality in the context of learning and examines its contribution to higher education, explores the challenges and future of augmented reality.

Merits of Augmented Reality (AR) in Learning

- **Improves Sense of Engagement in Students:** One of the key merits of AR in higher education is its remarkable capability to increase student engagement.

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Traditional teaching methods frequently encounter difficulties in engaging students' attention, resulting in learning experiences that tend to be more passive in nature. However, when utilising AR, students will be able to take on a more active role in their educational journey. Through the utilisation of virtual objects and scenarios, students can actively engage with and explore intricate concepts, resulting in a heightened level of interest and interactivity. Active involvement is a crucial factor that not only enhances motivation but also aids in the improvement of knowledge retention and comprehension.

- **Introduces New Way of Learning through Interactive Textbooks:** Interactive textbooks are an innovative approach to learning that is gaining popularity in education. Interactive textbooks, as the name suggests, are educational resources that integrate conventional written content with virtual elements. This integration results in a more engaging and dynamic learning experience for students. Students can conveniently access supplementary information, visuals, and videos by utilising their smartphones or tablets to scan the pages. Not only does this enhance the enjoyment of the learning process, but it also aids in fostering a more profound understanding of the subject matter. Interactive textbooks are designed to accommodate the diverse learning styles of students, allowing them to access information in a manner that aligns with their individual preferences.
- **Enables Virtual Campus Tours:** Selecting a university is an immensely significant decision for students, and the act of touring various campuses holds utmost importance in the overall selection process. Nevertheless, it can be quite arduous for aspiring students to personally visit every university they are contemplating due to geographical limitations and the scarcity of resources. Here is where augmented reality comes to the rescue. Virtual campus tours provide students with the opportunity to conveniently and comfortably explore universities without leaving their homes. Through the utilisation of AR applications, individuals have the opportunity to embark on a virtual journey across the campus, exploring different facilities and immersing themselves in the distinctive atmosphere of the university. Not only does this save time and money, but it also empowers students to make more informed decisions regarding their higher education.
- **Improved Laboratory Experiences:** In the field of science and engineering, AR has the potential to revolutionise laboratory experiences. In the area of scientific exploration, chemistry experiments are known to unfold in captivating and vibrant displays, where various substances interact and react in interesting ways. Similarly, in the field of physics, phenomena have a tendency to manifest themselves in the air, often leaving observers in surprise of the

forces and principles at play. In the study of biology, dissections are conducted without the need for traditional scalpels, as alternative methods and tools are utilised to AR lab simulations offer a safe and controlled environment for students to engage in exploration. Within this space, students have the freedom to make errors, iterate, and acquire knowledge without being limited by the constraints of the real world.

- **Enables Virtual Field Trips:** Students can be virtually taken to historically significant places and civilizations through the use of AR technology. This redefines the classroom space. Imagine a scenario in which students are able to digitally explore the relics of the Indus Valley Civilization, go around the archaeological sites of Harappa, and experience the ancient urban layout that characterised these early societies. They will be able to see excavations and gain a glimpse into the daily life of people who flourished in these ancient civilizations through the use of AR. Transitioning to more recent history, a virtual journey might lead them to World War I and II battlegrounds, where they can witness the impact of global conflicts on landscapes and societies. It is possible that the immersive experience might be extended to include the rule of notable Indian leaders. This would provide students the opportunity to virtually stand in the courts of emperors and track the historical development of the India. AR makes these trips possible.
- **Enables Learning through Gamification:** Picture a creation of AR human resource application where students who aspire to become HR professionals, can utilize the application to engage in a virtual recruitment game. The game presents the students with a variety of scenarios like talent shortages, cultural fit assessments discussions with prospective candidates etc. Students in the role of human resource managers overcome these obstacles by making strategic decisions, conducting virtual interviews, and evaluating candidates' talents. Credits will be added for every efficient move. Such apps create competitive yet collaborative environment, encouraging students to refine their HR skills in a gamified setting. This is possible through AR.
- **Fosters Experiential Learning:** Experiential learning is learning by doing. Considering an example of civil engineering students, where a virtual construction project is created using AR, the students, equipped with AR devices can collaboratively engage in tasks like surveying, designing foundations, preparing structures within a dynamic digital environment. This immersive experience enables them to simulate and address real-world challenges, such as analyzing soil conditions and responding to environmental factors, fostering a hands-on understanding of construction principles.

Success Stories of Augmented Reality (AR) in Higher Education

Augmented reality (AR) has had remarkable success in higher education, altering students' learning experiences. AR integration in education has produced beneficial results across a variety of institutions. Few of them are as follows:

The educational portal known as iEN, which was established by the Ministry of Education in Saudi Arabia, integrated AR features including QR codes to facilitate information retrieval. In the Saudi educational system, students who utilised QR codes demonstrated superior academic performance in comparison to their counterparts who did not, according to a study. The incorporation of AR technology into the educational process was executed effortlessly, free of significant technical complications (AlNajdi, 2022).

Laboratory-based teaching has been revolutionised by the Department of Chemical Engineering at Imperial College, which has successfully integrated augmented reality (AR) technology, specifically Microsoft HoloLens. AR has not only tolerated the transition to remote learning, but has also improved the overall educational experience. By employing HoloLens headsets, controllable cameras, and QR codes, learners belonging to 69 different countries are able to actively participate in virtual laboratory experiments within the CREATE Lab. Real-time collaboration between a student in the lab and remote team members is possible through the use of Microsoft Teams. This enables the student to share live-streamed experiences and conduct experiments on operational machinery while donning a HoloLens headset. This approach exemplifies the transformative potential of augmented reality (AR) by surpassing geographical limitations and facilitating an immersive, collaborative educational setting on a global scale (Lab-based Teaching Re-imagined Using Augmented Reality, 2020).

Challenges in Implementing Augmented Reality (AR) in Higher Education

- **Cost and Accessibility:** One of the primary challenges that arises when considering the implementation of augmented reality in the field of education is the significant cost associated with acquiring AR devices and applications. AR-enabled devices, such as AR glasses, can pose a financial challenge for educational institutions, as they can be quite costly. Consequently, this can create difficulties in ensuring that every student has access to these devices. Furthermore, it is important to consider the compatibility of AR applications with various devices, hardwares, softwares and operating systems, as this introduces a level of complexity to the implementation process.
- **Training and Support to Teachers:** In order to optimally employ AR in the field of education, it is needed for teachers to receive adequate training and support. For teachers to successfully incorporate augmented reality (AR) into the curriculum, it is essential for them to develop a high level of proficiency in

utilising AR devices, applications, and content creation tools. This is another major challenge.

- **Content Creation and Development:** Developing high-quality AR content that is specifically designed to meet educational objectives can require a significant amount of time and resources. To create interactive and engaging AR experiences, one must possess a deep understanding of content creation and instructional design. To make it possible for educational institutions to enhance their teaching methods, it is important that they allocate resources towards content development or establish partnerships with external entities to create meaningful AR content which can be challenging in developing countries like India.

Future of Augmented Reality (AR)

- **Customized Learning:** The future of AR in higher education revolves around the customization of learning experiences to meet the unique needs of individual students. AR applications can have the ability to adjust how they deliver content to students, taking into account their unique learning styles, preferences, and progress. This fosters a customized and adaptive approach to education, allowing each student to learn in a way that suits them best.
- **Increased Global Collaboration:** Augmented Reality (AR) has the potential to greatly enhance global collaboration among students and educators. Learners from various regions across the globe have an opportunity to connect with one another through AR. This will tremendously grow in future and will facilitate cultural exchange, the sharing of diverse perspectives and the ability to collaborate on projects together.
- **Augmented Evaluation Techniques:** In the future, it is anticipated that there will be a significant integration of AR into different methods of evaluation. Students will have the opportunity to showcase their knowledge by utilising augmented reality in their presentations, projects, or simulations. This allows for a more thorough evaluation of their abilities and understanding.
- **Improved AR Devices Usage:** With the increasing availability of wearable AR devices, students may have continuous access to augmented information, which significantly improves their capacity to study while on the go. This has the potential to completely transform the way students get and engage with instructional materials.

Conclusion

Augmented reality (AR) is revolutionising higher education through the provision of realistic and interactive learning experiences. AR applications are improving student engagement, learning ways and information retention by including

scientific teaching, virtual tours, and collaborative learning. Despite the presence of obstacles such as costs, lack of training and support, difficulty in content creation, the advantages of augmented reality in higher education are unquestionable. AR will play a more influential role in education as technology advances. Equipping students with the necessary skills and knowledge to thrive in a rapidly changing and technology-driven society when they graduate is highly important.

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Urban Employment Programme in India: Emerging Trends of Sustainable Livelihood Programme in Changing Labour Market

Manish Prasad*
Dr. Sharad Sekhawat**

Introduction

Urban unemployment is a major challenge before the urban managers and administrators of the present time in global context. In the midst of rapid rising of urban population in Asian and African countries it becomes urgency to meet the livelihood sources of urban poor. According to the World Bank Report 2021, 56% of the world's working-age population lives in urban areas, contributing over 80% of global GDP (World Bank 2021). While unemployment remains a major confront for city planners and researchers, as the global data on employment growth reported 6.1% in rural are and 4.1% in urban are (ILO, 2020). This increase of urban job crisis caused by migration from rural to urban areas expecting higher productivity jobs but lacking skills to meet the job requirement (Ahluwalia 2019). At the end migrated labour ended in unorganised sectors to manage their basic needs. This growth of urban labour force in informal sectors invited slums and squatters demands social security scheme for themselves to live a dignity of life like other citizens.

In 2011-12, 80 per cent of the urban workforce in India was informally employed. Of the urban informal workforce, just over half were self-employed (51%) and just under half were wage employed (49%) including domestic workers, home-based workers, street vendors, and waste pickers of urban informal employment in that year (Chen & Raveendran 2012). There was a significant decline in all forms of

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wage employment. Despite witnessing rapid economic growth over the last two decades, 90% of workers in India have remained informally employed, producing about half of Gross Domestic Product (GDP). Periodic Labor Force Survey (PLFS 2019-20) data shows that 75% of informal workers are self-employed and casual wage workers with average earnings lower than regular salaried workers. The plight of the slum dwellers, the unidentified street poor and the unemployed or underemployed urban poor who demand a quality of life equal to that of other citizens in the country.

A wide range of poverty alleviation and employment generating programmes has been implemented since Independence as Livelihood Strategy but results show that the situation is bleak. Significantly, poverty in urban India gets exacerbated by extensive rate of population growth, high rate of resettlement from the rural areas and rising of slum pockets. Local governments are often under-resourced in terms of human, financial, and mechanical resources. As a result, their capacity to deliver services compromised, and they fail to meet their assigned obligations (UN-Habitat, 2022). At grass roots level livelihood creation is more challenging and coping strategy is relative to environment which is integral for existence everywhere. Though, focus is more on livelihood for unskilled labour force and option available is more or less it resulted in complexities. However, these issues are more concentrated in small town and semi-urban area to maintain stability of livelihood for developing societies.

In this paper, we highlight the aspects of urban employment issues and trends of labour market after Covid-19 based on NSO, PLFS annual report in context of changing labour demands and plights of unskilled labour force. This study attempted to analyse livelihood strategy of urban poor casual workers in informal sectors suffer most in this pandemic. This paper is organized as follows. **Section 2** provides brief on data source on urban unemployment trends. **Section 3** provides urban employment strategy for poor and policy framework to coping urban sustainable livelihoods. **Section 4** provides Covid-19 reliefs measures to urban vulnerable with various policy interventions and **Section 5** Concludes.

Urban Unemployment Trends in India

Urban unemployment in India characterised by disparity between the skills of workforce and the skills demanded by industries. The education system does not align with the needs of the job market, leading to a surplus of unskilled or under-skilled workers. Rapid technological advancements and changes in the economy have led to the decline of traditional industries, resulting in job losses for many urban workers who lack the necessary skills for emerging sectors. A significant portion of the urban population is employed in the informal sectors characterized by low pay, job insecurity, and lack of social security benefits. This sector often experiences seasonal fluctuations, leading to inconsistent employment opportunities. Many workers

are forced to accept jobs that are below their skill levels due to the scarcity of formal employment opportunities, leading to underutilization of human resources.

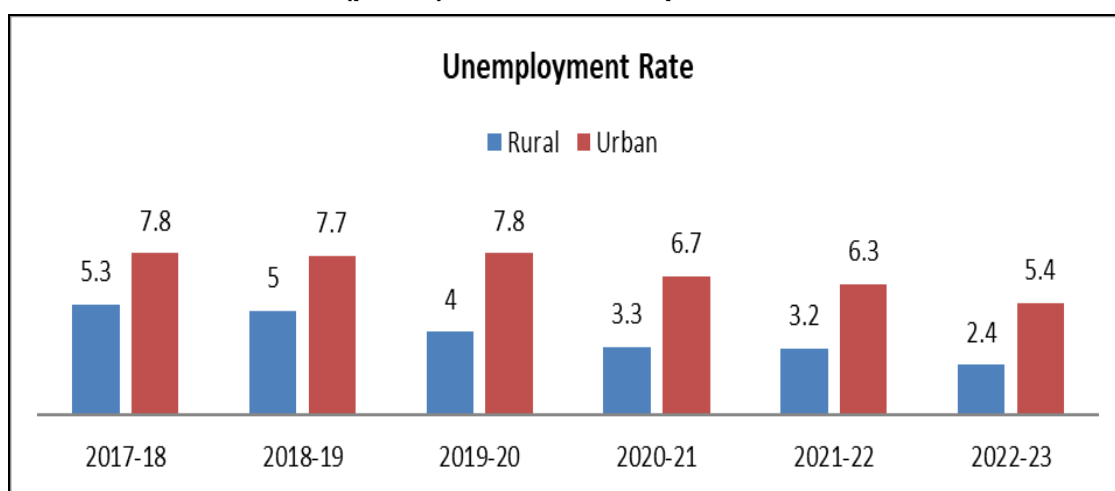
The most reliable and systematic survey on labour force participation (NSO PLFS) reports annually highlighted current situation of working population in India. According to annual report of NSO, PLFS (2017-18 to 2022-23) rural labour force participation is satisfactory but trends of urban unemployment are major concern for decision makers.

Table 1: Unemployment Rate in India in 15 and above us (ps+ss) NSSO, PLFS report 2017-18 to 2022-23

PLFS Year	Rural			Urban		
	Male	Female	Person	Male	Female	Person
2017-18	5.8	3.8	5.3	7.1	10.8	7.8
2018-19	5.6	3.5	5	7.1	9.9	7.7
2019-20	4.5	2.6	4	6.4	8.9	7.8
2020-21	3.9	2.1	3.3	6.1	8.6	6.7
2021-22	3.8	2.1	3.2	5.8	7.9	6.3
2022-23	2.7	1.8	2.4	4.7	7.5	5.4

Source: NSO, PLFS Annual Report, Ministry of Statistics and Programme Implementation, Govt. of India. 2023

Figure 1: Rural and Urban Unemployment Rate in all person Rate in India in 15 and above us (ps+ss) NSSO, PLFS report 2017-18 to 2022-23



Source: NSO, PLFS Annual Report(2017-18 to 2022-23), MoHUA, Govt. of India

The above figure shows the urban unemployment rate much higher than rural area. Urban unemployment rate is gradually declining from 7.8 percent to 5.4 percent between the year 2017-18 to 2022-23 in all person. But still much higher in 2022-23, where rural unemployment rate was 2.4 percent and urban unemployment rate was 5.4. Though the rate of urban unemployment has fallen in 2022-23 period due

relaxation of lockdown in covid-19 wave, decreases from 7.8 % in 2019-20 to 5.4 % in 2022-23. This improvement occurs after economic begins to revive their old growth when business open and supply of labour force enhanced. Some popular programme launched by central as well as state government to safeguard informal sectors laid to recovery of urban economy.

COVID-19 Impact on Urban Employment

The COVID-19 outbreak has made structural flaws common to cities in developing countries more obvious and gotten worse a number of disadvantages. The widespread discrepancy in access to urban services became even more obvious as a result of the epidemic, particularly in developing-nation cities with minimal rules promoting equality in service delivery. The pandemic has led to unimaginable suffering among traditionally marginalised urban communities, including women, children, and individuals with disabilities, indigenous people, and the homeless. These people are more susceptible to shocks because to their frequent lack of access to basic services and unreliable revenue sources. As per PLFS 2019–20, about 38% of India's urban work force is self-employed; nearly half of the urban work force is in Regular and wage salary employment and over 12% engaged as casual labor. The self-employed and casual labor work mostly in informal sector usually with no job security. They tend to have irregular working hours, distress entrepreneurship, no formal contract or paid leave, no social security and access to credit.

The COVID-19 epidemic drastically reduced the fiscal ability of local governments in developing nations. It was anticipated that African cities would lose 65% of their domestic earnings. In the post-pandemic recovery phase, this hitherto unheard-of financial pressure on cities in developing nations intensifies. Due to uneven access to public services, the insecurity of jobs in the informal sector, and the increased burden of household and childcare placed on women. This pandemic is further exacerbating already-existing gender disparities in an unprepared and challenging situation (UN Habitat, 2022). Looking at worker and employment characteristics, less well-off workers has been disproportionately affected. Additionally, contrary to the more affluent class, poorer laborers tend to have very low or no savings and limited access to credit (Roy & Pradhan 2022). As per CMIE data in March 2020, the estimated number of employed persons in India was 396 million, and this figure came down to 275 million by the end of April, before reporting a significant recovery by July 2020, to 385 million. However, the reported recovery of jobs was disproportionately higher in the farm sector, during March–July 2020, from 117 to 126 million workers, whereas the estimated number of daily wage workers had come down from 127 million in March to 120 million in July (Jha & Kumar 2020). The CMIE reports found an increase in the share of informal employment at the expense of regular wage and salaried work.

Urban Employment Strategy in Changing Labour Dynamics

Employment growth is a primary economic development goal of most small communities result from alternative strategies, such as local business retention and expansion, entrepreneurship and development of local service and trade businesses (Barkley, 2001). Though local bodies in small towns are entrusted to basic services only and have limited capacity to attract investment and little say in problem-solving decisions. Urban poor households susceptible to food-insecurity seem to be caught in the vicious cycle of poverty, food insecurity, malnutrition, and reduce the capacity for work productivity affects their income-earning potential and the socio-economic status of the household (Chatterjee et.al., 2012). The unskilled casual workers are prone to recurrent unemployment due to seasonal availability of work. Further irregular nature of unskilled casual work makes it difficult for workers to accumulate assets that they can use during vulnerable condition (Mitlin 2003). Consequently, many unskilled casual workers are indulging into debt in their attempts to smooth out their income and expenditure, especially during periods of absolute unemployment.

Addressing livelihood challenges is the liability of national governments to revamp local infrastructure and services in small and intermediate cities to balanced territorial development policies with economic development (UN-Habitat, 2022). This uneven development in society due to technology driven and lacking labour intensive approach especially in countries having population explosion. In changing scenario needed welfare measures in the form of poverty alleviation programmes to ensure that they can survive in the era of economic reform, particularly below the poverty line or the poorest among rely on government help. Social security measures in the form of scheme for poor friendly have been launched by central government after independence. Some states added additional components or given further subsidy to enhance the benefits of the central schemes (Yesudian 2007). These programmes have been designed in four components dealing with self-employment programmes, wage employment programmes, food safety programme and social security programmes.

During Seventh Five Year plan (1985-1990) first initiative by central government towards urban employment programme was Nehru Rojgar Yojana in 1989 to accommodate unemployed poor in urban area. The Nehru Rojgar Yojana consisted with three components: (i) the Scheme of Micro Urban Enterprise (ii) the Scheme of Urban Wage Employment and (iii) the Scheme of Housing and Shelter Up gradation. This scheme did produce expected outcome due to failure in generating employment opportunities and housing at local level. Another scheme introduced during Eight Five Year Plan (1992-1997) by central government, called Urban Basic Services for Poor (UBSP) to provide basic services to urban poor population through community organisation, mobilisation and empowerment: and convergence through sustainable support system. In 1995, government launched Prime Minister's

Integrated Urban Poverty Eradication Programme (PMIUPEP) especially in the small towns where the situation is graver due to limited resource for planning their environment and development.

However, the most comprehensive measure towards urban poor was launched in 1997 during Ninth Five Year Plan (1997-2002) by integrating previous three scheme NRY, UBSP and PMIUPEP and renaming Swarna Jayanti Shahari Rojgar Yojana(SJSRY). This programme would have two sub-schemes. namely. (i) Urban Self-Employment Programme and (ii) Urban Wage Employment Programme. The self-employment and wage employment components of the existing NRY and PMIUPEP have been integrated under single programme. Further the shelter upgradation components of both NRY and PMIUPEP merged with the National Slum Development Programme. The Urban Self Employment Programme classified into six parts namely i) Microenterprises and Skill Development, ii) Development of Women and Children in Urban Areas , iii) Training , iv) Infrastructure development, v) Project Administration. On the other hand Urban Wage Employment Programme maintained as minor component of Swarna Jayanti Shahari Rojgar Yojana intended to provide wage employment to below poverty line population living within jurisdiction of towns or cities.

One of the major breakthroughs in urban unskilled labour force settlement initiated in Kerala modeled on the lines of MGNREGS known as Ayyankali Urban Employment Guarantee Scheme (AUEGS) in 2009. It aims to make available up to 100 days of wage employment per family in work such as waste management, water preservation and social plantation. In beginning this scheme has been implemented with some remarkable achievement in addressing urban poverty in urban local bodies of Kerala. Later stage this urban employment programme than has not succeeded in achieving its objectives on a large scale. The lack of interest and poor implementation of the AUEGS expressed due to conflicted political interest (Chathukulam 2021). Other reasons also supplemented for slow down of this scheme like , the male members of the family often prevent women in urban areas from engaging in any form of wage labour outside the household as reported in this study. However, women empowerment especially MGNREGA approach revealed that patriarchal norms, lack of skills and lack of government support have stuck employment opportunities for urban women especially those who have migrated from rural areas (Bhardwaj & Kapoor 2020).

The limited implementation UWEGS had failed to create the expected level of employment in urban areas. In several study report reveals manual labour was replaced by machines , asset creation was overstretched at the cost of employment generation and political, bureaucratic and contractor nexus had turned the scheme in to 'another construction activity' rather than urban employment guarantee scheme. Finally, when the SJSRY was replaced by National Urban Livelihoods Mission (NULM) in 2013, the wage component was completely missing though there is a

remark that “the project must demonstrate strategies to create long term and sustainable wage employment’ (Guidelines, NULM, Government of India, 2013). In terms of policy design, two features of these schemes are worth noting.

Policy Intervention through Deendayal Antodaya Yojana- National Urban Livelihood Mission (DAY-NULM)

The pattern of urban labour market under prevailing economic scenario forced the Ministry of Housing and Urban Affairs to implement a centrally sponsored scheme namely "Deendayal Antyodaya Yojana National Urban Livelihoods Mission (DAY-NULM)" in the statutory towns of the country. It aims to reduce poverty and vulnerability of urban poor households on a sustainable basis to access gainful self-employment and skilled wage employment opportunities. This scheme include financial assistance to individuals/groups / Self Help Groups (SHGs) of urban poor for setting up gainful self-employment ventures or micro-enterprises.

Under this scheme, since 2014-15 till 30th November 2022, more than 13 lakh urban poor have been imparted skill training to enhance their employability, out of which more than 6.78 lakh skill trained have been placed under self and /or wage employment (GOI 2023). Loans with the provision of interest subvention have been disbursed to more than 7.8 lakh beneficiaries for self-employment through individual or group micro-enterprises. More than 7.8 lakh Self-Help Groups have been formed, more than 5.36 lakh SHGs have been assisted with Revolving fund and 7.17 lakh loans have been disbursed under SHG bank Linkage Programme for taking up activities for improving incomes. Street Vendor Survey has been completed in 3,307 cities and towns, more than 49.93 lakh street vendors identified and more than 28.06 lakh street vendors have been provided ID Cards. 2,457 Shelters for Urban Homeless have been sanctioned under the Scheme and 1788 are operational.

Covid-19 Assistance for Livelihoods Protection

- **Pradhan Mantri Garib Kalyan Yojana (PMGKY)**

During COVID-19, Government made several targeted interventions to mitigate the adverse impact of the pandemic on the lives and livelihoods of the people, particularly the vulnerable sections of the society through the Pradhan Mantri Garib Kalyan Yojana (PMGKY), implemented since April 2020. These included free food program, cash transfers to women Jan Dhan account holders, and insurance cover for health workers fighting COVID-19. Central government initiated to provide food grains to about 81.35 crore beneficiaries at an estimated cost of Rs. 11.80 lakh crore under the Pradhan Mantri Garib Kalyan Anna Yojana (PMGKAY) for a period of five years with effect from 1st January, 2024 to strengthen food security and mitigate any financial hardship of the poor and vulnerable sections of the population.

- **PM Street Vendor's AtmaNirbhar Nidhi (PM SVANidhi)**

The Government of India launched PM Street Vendor's AtmaNirbhar Nidhi (PM SVANidhi) Scheme since June 01, 2020 to facilitate micro-credit to street vendors, vending in urban areas so that they can restart their business which was adversely impacted during the Covid-19 pandemic. As of December 7, 2023, 74.64 lakh loans amounting to Rs. 9,820.46 Cr have been disbursed to 56.73 lakh street vendors across the country(GOI 2023).

- **Deendayal Antyodaya Yojana- National Urban Livelihoods Mission (DAY-NULM)**

The major initiative undertaken to protect urban livelihoods under DAY-NAULM and its various components to local victimized workers during Covid-19.

The Physical Progress during last 3 years (2020-21 to 2022-23) is as follows:

Sl. No.	Name of Components	Number of Groups/Person
1	Self Help Groups (SHGs) formed	3,02,896
2	SHGs given Revolving Fund (RF)	2,40,938
3	Skill Training to Person	4,13,528
4	I&G Micro-enterprises	3,00,167
5	SHGs under Bank- Linkage Programme	2,91,893

Source: Annul Report(2022-23), Ministry of Housing and Urban ffirs, Govt. of Indi

The beneficiaries availed different livelihood protection measures undertaken during Covid-19 period and afterwards to under three schemes like Pradhan Mantri Garib Kalyan Yojana (PMGKY), PM Street Vendor's Atma Nirbhar Nidhi (PM SVANidhi) and Deendayal Antodaya Yojana- National Urban Livelihoods Mission (DAY-NULM).The major contribution towards sustainable livelihoods initiated through 3,02,896 number of Self Help Groups (SHGs) formed and 2,40,93 SHGs given Revolving Funds ,while 4,13,528 persons imparted skill training. The total 3, 00,167 -beneficiaries assisted in setting-up of I&G micro-enterprises and 2,91, 893 loans given to SHGs under bank- linkage programme.

Conclusion

Despites social policy frameworks and its application in light of the evolving labour market in urban area, the casual or unskilled labour force remains in vulnerable category. Further changes brought after pandemic by decision makers to redesign social safety nets aimed to maintain sustainable livelihood goals. By creating employment opportunities, the urban poor's seeks to lessen their susceptibility and increase their income. It is true that technological advancements have a significant impact on the labour market by altering the demand for labour, wages, labour productivity, types of work available, informal employment, etc. A comprehensive plan to create safe, well-paying jobs is desperately needed in order to not only address the issue of open unemployment and underemployment but also to increase worker

earnings and stimulate the economy. Employment guarantee schemes will also be essential in providing a safety net for those who lose their jobs. In the long run, we need to reorient growth strategy to focus on sectors that are critical for job creation, which calls for an industrial policy with a focus on labor-intensive manufacturing and construction. Additionally, since the pandemic has exposed the precarities of informal workers, it is necessary to extend a basic minimum social security to all workers. Finally, it is imperative to have an inclusive and social equity policy framework to maintain sustainable livelihood goals in the face of shifting labour market dynamics.

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Dynamic Teaching Pedagogy in the Post-Covid BANI Environment: Redefining the Versatile role of Teachers for Effective Learning Outcomes in Higher Education Institutes

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Introduction

With the outbreak of COVID-19, strong winds of change had blown through all spheres and strata of global society. On the education front too, a forcible shift in the medium of teaching and learning had been unavoidable. The stark reality in front of us has prompted urgent and immediate change (both willing and unwilling) in the way lessons are delivered. Teaching is not pouring knowledge into a student's head anymore. "To teach is to engage students in learning." (Christensen, Garvin, & Sweet, 1991, p. foreword, xiii). Moreover, We've been watching for many years as smartphones and analytics have changed the way organisations operate in the education sector, presenting new opportunities to improve and redefine the university experience. Teaching Gen Z is Quite different as this is the generation that does not believe in sustaining and compromising their standard of living or their ability to learn. Rather, they believe in learning through experience. Students of higher education institutes relied on ed tech platforms to learn better after the pandemic, with virtual classes becoming the new normal. Because educational technology platforms such as Youtube, Udemy, and others were easily accessible. As a result, the challenge for university educators is to deliver content in such a way that their lectures stand out. With students being more connected, informed, and vocal than ever before, they expect a high standard from their classroom instructors. than the ed tech platform tutors. The below lines specifies the Fast paced changes we are witnessing **it took radio nearly 40 years to reach an audience of 50 million people. Television took 13 years to reach the same number, but the internet needed just 4 years. Our world is increasingly ephemeral and fast-moving.** But the pandemic and the biggest health crisis in decades have mixed everything up once more, generating new

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feelings that are again destabilizing for people. Thus this brings us to the Concept of BANI environment (Cleber Martins, Adelia Chagas)

What does BANI stand For:

B- Brittle

A-Anxious

N-Nonlinear

I-Incomprehensible.

The term BANI environment was Coined by Jamais Cascio. American anthropologist, futurist author.

Changing Roles of Teachers in this BANI Environment

“As various educational analysts have joked, if you brought a bunch of surgeons from a hundred years ago into today’s hospitals, they would have no idea what was going on, because everything about their craft had evolved: antibiotics, laparoscopic devices, MRIs. But time-traveling teachers would have no trouble walking into an elementary school (or even Harvard) and going to work, because schools are nearly identical. Walk to the front of the class, pick up the chalk, and start lecturing.” (Thompson, 2014). These lines demonstrate the dynamic nature of teachers. Regardless of the circumstances, passionate teachers are always available to improve students' learning experiences and to adapt to the various technological advancements that are on the horizon. Tapscott (2009), for example, argues that we need to move away from what he claims is the dominant broadcast mode of education and incorporate more interactive, collaborative and constructivist pedagogies and instructional designs. Prensky (2001a, 2001b) makes similar recommendations but also argues for greater use of gaming and game-based designs. Palfrey & Gasser (2008) are more cautious in their recommendations, arguing that “learning will always have certain enduring qualities that have little or nothing to do with technologies” (p. 246). They urge educators to resist the temptation to implement radical changes but they also suggest we need to respond to the changing nature of learners by using more team-based, collaborative learning, and gamebased learning.

Educating Millenials (Generation X) was different because their motivation was rooted in conscientiousness, whereas Generation Z looks for interesting content and facts, emotional appeal, and, of course, the teacher's engagement with the class. Teachers' roles evolved from mere instructors to facilitators, coaches, and creators of conducive learning environments, which students do not have access to through virtual learning. University teachers face an additional challenge in instilling certain essential skills(Human Skills) in their students.

With the advent of the digital age and rapidly expanding technologies in all spheres of life, the role of a teacher has been frequently questioned and debated.

People frequently question whether having a teacher is still necessary. Distance learning is becoming more accessible, especially with the rise and boom of the edtech industry, with courses available on udemy, coursera, and other platforms. Can technological advancements, widespread internet access, and smart learning apps completely replace human teachers?

Well, the answer to similar questions is a resounding No. Actually the profound Influence of a teacher has increased manifold in this digital era, as explained Under Incomprehensible Component of BANI environment, we are living in an era of INFOXICATION too much of information overload. Thus, the students needs assistance from their teachers for correct understandability of facts and enable them to distinguish between right and wrong. Thus Besides Subject matter expertise teachers in the BANI Environment need to be more:

- Dynamic and Adaptable in every situation
- Animated than mere parrot Instructor
- Agile and Resilient
- Techo-savvy than before
- Optimistic- Creating a Positivity in the classroom
- Motivated, Dedicated towards Students welfare

Dynamic Teaching Pedagogy and its Learning Outcomes

Teaching is an arduous task. As the teacher must make thousands of decisions each day, week, and year, about the various options for sequencing and framing knowledge, as well as modelling and scaffolding discipline-specific skills. Here are some of the dynamic pedagogy that a management teacher uses in the class

- **Flipped Classrooms:** A flipped classroom is a type of blended learning in which students are exposed to content beforehand and given time to comprehend it. This is the opposite of the more common practise of introducing new content at school and then assigning homework and projects for students to complete independently at home. This concept is also known as Inverted classrooms. Here, students can practice under the guidance of the teacher, while practicing content on their own.
- **Simulation Exercises (Role plays):** A classroom simulation is a method of teaching/learning or assessing learning of curricular content that is based on a real-life scenario. Students take on roles as they analyse data, make decisions, and solve problems in the simulation, which is designed to replicate a real-life situation as closely as possible. Students respond to changes in the situation as the simulation progresses by studying the consequences of their decisions and subsequent actions and predicting future problems/solutions.

Here the focus is on learning by doing. Students learn the skills of decision making in critical situations.

- **Brainstorming:** It is a teaching strategy in which the teacher ensures that all students participate to the greatest extent possible. This is the method in which the teacher begins by presenting a problem, topic, or situation and then contributes to the influx of new ideas on it. This activity is designed to allow participants to present their ideas and points of view to others; no ideas are labelled as correct or incorrect because the emphasis is on quantifying innovative solutions to the given problem.
- **Inquiry Based:** The Inquiry method is a student-centered learning strategy. It arouses curiosity about how knowledge is acquired rather than simply gulping ready-made Knowledge. The characteristics of inquiry-based learning are that it is a process-oriented method that focuses on concepts and is a non-passive method of learning. The importance of the inquiry method is to encourage students to use logical minds on issues, problems, or knowledge and apply the knowledge with the present situation. (Abdul Rahim Abdul Rashid, 1989: 148)
- **Gamification:** Games contain numerous elements that can be used to enhance learning. Albert Einstein himself investigated that they are the most elevated form of investigation that promotes problem solving abilities, which is the need of the hour. According to Gartner, gamification is “the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals”¹ higher education Institutes, a teacher can uses Gamification to teach concepts like customer retention, employee recruitment, Organizational Productivity, employee engagement activities etc.
- **Competency Based:** Competency-based learning begins with the identification of specific competencies or skills and allows learners to develop mastery of each competency or skill at their own pace, usually in collaboration with a mentor. NEP 2020 calls for revolutionary shift from summative assessments to formative assessments, focussing on Higher Order skills such as Critical thinking, analysis and In depth Conceptual Clarity. The distinguishing feature about Competency based learning is that it starts with learning outcomes. By Clearly Focussing on the Learning Outcomes teachers can establish top-notch content for effective learning.eg: Digital Marketing workshops, MOOC courses, Teaching students a particular statistical software etc.

Different Methods have different Learning Outcomes

Over the years, classroom pedagogy has been consistently regarded as ‘the crucial variable for improving learning outcomes’ (e.g., Hattie, 2009) and is thus seen as critical to reforms aimed at improving educational quality (UNESCO, 2005 p.152).

	This approach will help students to	...Promotes essential skills
Flipped learning	Self paced learning	Self-management, Meta cognition
Discussion based	Practice articulation	Develop Negotiation Skills, Respecting the differences
Inquiry-based	Develop Rapport, Creating their own learning path	Self- Management and Meta cognition
Gamification	Improved accuracy, Develop Team bond,	Understanding group dynamics
Competency Based	To be Proactive and Up to date with the latest trends	Critical Thinking, Time Management
Simulation Exercises	Enhance communication skills, Problem solving acumen	Evaluative Thinking

Dynamic Teaching Pedagogy and its learning outcomes a Literature Review

Shanmugavelu G. et al (2020): Teaching method is a way for teachers to present their teaching in the class. specifically, the Inquiry based teaching helps students to increase their critical thinking and research acumen. Besides, The study also revealed that teachers play a vital role in enhancing learning outcomes

Hill, C., (et al). (2020) This paper is a brief account of Unique Inservice education programme at Simon Fraser University, which focusses on experiential learning with professional mentorship combined with academic coursework. The covid-19 pandemic has highlighted the need to reimagine the education systems and dismantle racism and systematic inequalities, prioritising mental wellbeing of students. The researcher also highlighted changing role of teachers as leaders and community leaders. Inspired by the scholarship of Michelle Tanaka and Gregory Cajete, we ask ourselves and our students, "What kind of educator does the world need today?" And what kind of world are we going to leave for our children?

Kaur, N., & Bhatt, M. S. (2020) The researchers under this highlighted the post covid ways of learning and teaching and how it will acclimatise the domination of Virtual medium

Fatimah, A. S., & Santiana, S. (2017). Preparing students- teachers to be 21st Century ready is a must task. In order to prepare for the challenges of 21st century education, a hundred student-teachers in this study were given the theories and practise of using web-based technologies to prepare their future teaching and enhancing effective learning outcomes. Here perception towards six web-based technologies like prezi, Goanimate, Glogster, Toondo, and Edmodo particularly to teach English as a foreign Language.

Hyun, J., Ediger, R., & Lee, D. (2017): Under this research the researchers examined the impact of active learning pedagogies on students satisfaction in traditional as well as active learning classrooms. The study highlights that students satisfaction increased both and Undergraduate and graduate level

Huizenga. Etal(2017): This research examines what the secondary educations teachers perceive about digital game based learning and its outcomes. The findings revealed that use of gamification mode of teaching has increased the students's engagement and cognitive learning outcome.

Pushkar.P (2015): The students generally look up to their teachers not only in learning but in many aspects, be it communication skills, decision-making skills etc. Thus the researcher in this study explored the various role of an academican to promote employability skills among its students

N. Singhal.(et.al):The main aim of the study was to understand teachers perception of Activity Based learning in Tamilnadu, India. For the purpose of the study Interview was conducted with some 45 teachers and 10 head teachers. The findings revealed that teachers highlighted that Activity based learning supported better learning environment.

Napier, N. P., Dekhane, S., & Smith, S. (2011): It is not true that online learning began during the Covid 19 times; it began much earlier. This paper discusses the use of blended learning as well as student and faculty perceptions of blended learning. The findings revealed that, while the introduction of IT and the use of media technology had a moderate effect on student learning, some students experienced a lack of personal touch during this method and hence they miss the Interactions with their teachers and fellow students

Research Methodology

Research Objectives

To know the Perception of Under graduate and Post graduate students on the Activity based learning methodology 2-To examine whether use of such methods in teaching can promote employability skills(21st Century Skills) among youth 3-To examine whether students are more inclined towards youtubers videos and online learning platforms or are still dependent on Classroom Instruction methodology. 4-To know the Perceptions of teachers towards activity based learning

Research Hypothesis

- H₀₁:** There is no significant relationship between students satisfaction level of Activity based learning approach and students learning outcome
- H₁:** There is significant relationship between students satisfaction level of Activity based learning approach and student learning outcome

H₀₂: There is no significant relationship between Conducive Learning Environment and effective learning outcomes

H₂: There is a significant relationship between Conducive Learning Environment and effective learning outcomes

H₀₃: There is no significant relationship between students satisfaction and motivation for a teacher

H₃: There is a significant relationship between students satisfaction and motivation for a teacher

Data Collection and Analysis

Participation of all the persons that are involved in teaching and learning is necessary for quality development. (Odhiambo,2008) Thus for the purpose of study Primary data was collected in two phases 1-A structured non disguised Questionnaire was shared with 100 students (Both UG and PG)2-To know the Perception of teachers towards ABL, 13 teachers were Interviewed. Secondary data was collected by reviewing various research articles, book chapters, Blogs etc. The collected data was analysed Using Jamovi and Smart PLS.

Fig 1: Hypothetical Model

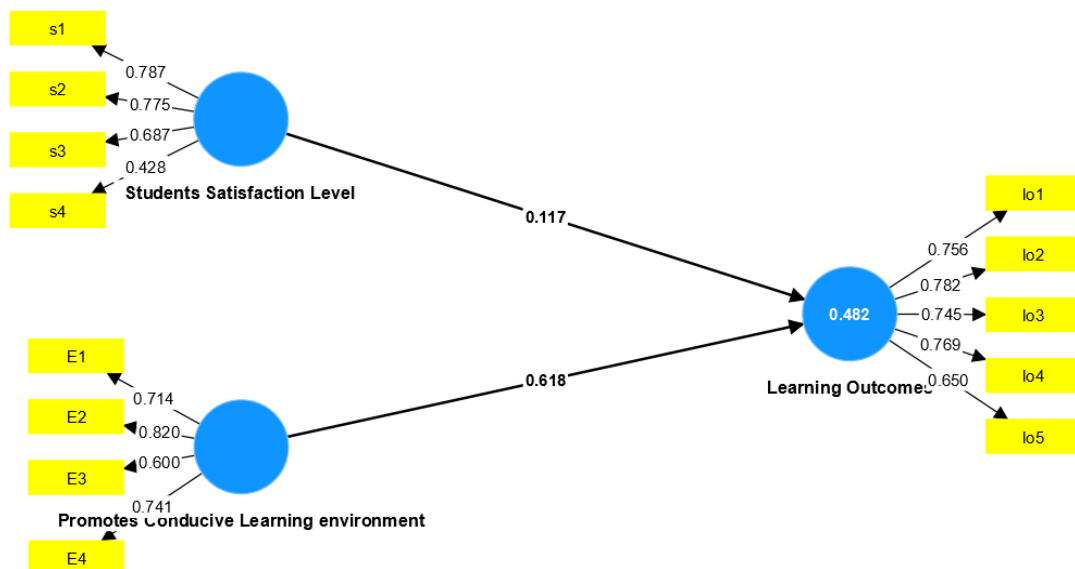


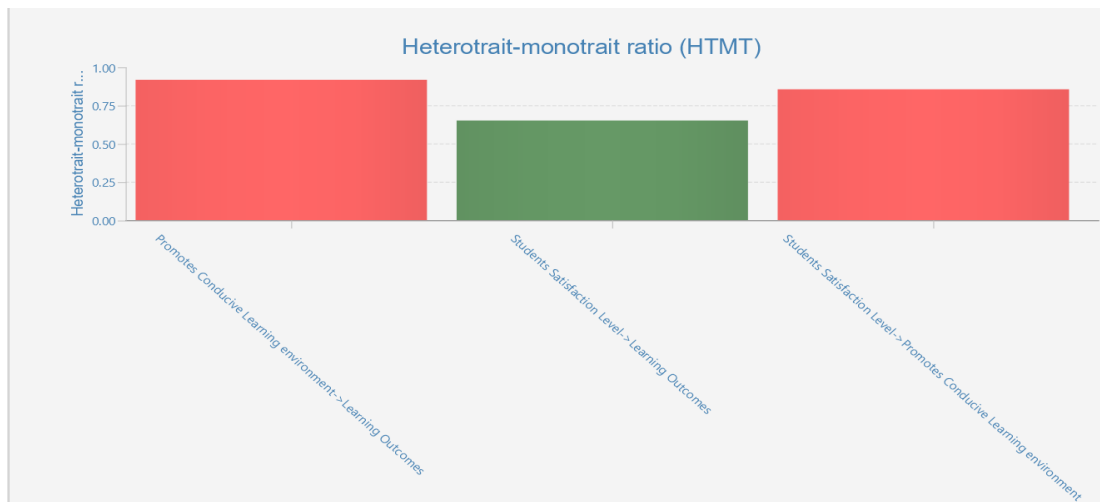
Fig 2: Path coefficient

The above diagrams depicts path analysis which shows the magnitude and significance of connections and impact of the two independent variable Student satisfaction level and Conducive learning environment on dependent variable Learning outcomes. The above diagram clearly depicts

Table Showing Summary of Indicators Reliability Results

Variables	Composite reliability (rho_a)	Average Variance extracted (AVE)	Square root of AVE (DV)	Cronbach's Alpha	Composite reliability (rho_c)
Students Satisfaction	0.679	0.469	0.684836	0.622	0.771
Conducive Environment	0.771	0.593	0.770065	0.692	0.812
Learning Outcomes	0.798	0.550	0.74162	0.794	0.859

The above summary highlights that the reliability Index of all the three variables are quite good enough to be acceptable for further statistical Analysis.

**Fig 3: Discriminant Validity HTMT****Table Showing results of Reliability Analysis**

Particulars	Mean	Standard Deviation	Cronbach Alpha
Students Satisfaction			
I feel learning Via experiential based learning to be more fruitful	4.048	0.820	0.622
I feel more confident to participate in the exciting yet fruitful learning exercise in the classroom	3.916	0.867	0.622
I prefer Activity based learning towards traditional lecture method	3.988	0.951	0.622
Traditional teaching (lecture method) just promoted rote learning, one way communication in the class	3.602	1.097	0.622
Conducive Learning Environment			
Humour during the activities in the class entails a good relationship between teachers and students and make it more open and Flexible	4.253	0.742	0.692

The various activities undertaken by the Teacher during a class are very well-organized and meticulously executed	4.169	0.833	0.692
ABL promotes life-long learning of the concepts taught in the class	4.000	0.792	0.692
Activity based learning had helped to develop deepen Understanding and Interest of the particular subject matter	3.867	0.757	0.692
Effective Learning Outcomes			
Activity based learning enhanced my self-directed learning ability	4.108	0.601	0.794
Activity based learning is an effective motivating learning process	4.181	0.679	0.794
With the adoption of Activity based learning in class, I became more inquisitive and active in class than before	4.084	0.662	0.794
Activity Based learning helps me develop confidence to work with small groups, Hence helps me in Understanding group dynamics better.	4.157	0.752	0.794

Summary Table showing Inter-Item Correlation Statistics

	Students Satisfaction Level	Conducive Environment	Learning Outcomes
Students Satisfaction Level	1.00	0.593	0.483
Conducive Environment	0.593	1.00	0.688
Learning Outcomes	0.483	0.688	1.00

The above table clearly indicates that there is quite poor relationship (0.48) between students satisfaction level and effective learning outcomes. Whereas Conducive environment has significantly more moderate relationship on effective learning outcomes(0.68)

In order to test the hypothesis regression analysis was used using SPSS software the summary of the results is as follows

H₁: There is significant relationship between students satisfaction level of Activity based learning approach and student learning outcome

The Hypothesis tests whether students satisfaction towards activity based learning has an impact on effective learning outcomes. LO significantly predicted SS with f value 5.493, p,0.001, which indicates students SS play a significant role in shaping LO. Moreover R² 0.469 depicts that the model explains 46.9% of variance in effective learning outcomes. Table shows the summary of the findings

Hypothesis	Regression weights	Beta coefficient	R²	F	t-value	Hypothesis supported
H1	SS-LO	S1-0.75 S2-0.306	0.469	5.493	0.661 2.612	Yes

		S3-0.103			0.902	
		S4-0.167			1.565	

H₂: There is a significant relationship between Conducive Learning Environment and effective learning outcomes

The hypothesis tests whether conducive learning environment has an impact on effective learning outcomes among students. LO significantly predicted CE with f value 8.411, $p=0.001$ which indicates CE plays significant role in LO. Moreover $R^2=0.594$ depicts that the model explains 59.4% of variance in effective learning outcomes. Table shows summary of findings

Hypothesis	Regression weights	Beta coefficient	R ²	F	t-value	Hypothesis supported
H2	CE-LO	E1-0.288 E2-0.256 E3-0.189 E4-0.230	0.594	8.411	2.538 2.185 1.760 1.989	Yes

As a part of the study, Students were asked to mention the qualities they admire the most in their teachers. The findings highlighted that the most admirable trait that students admire about their teachers is their Motivation (72.4%) Followed by their teaching passion and dedication to work constituting 62.1%. The trait which was least admired was techno-savviness of teachers, Hence, efforts should be made by academicians to learn and equip themselves with requisite technical skills

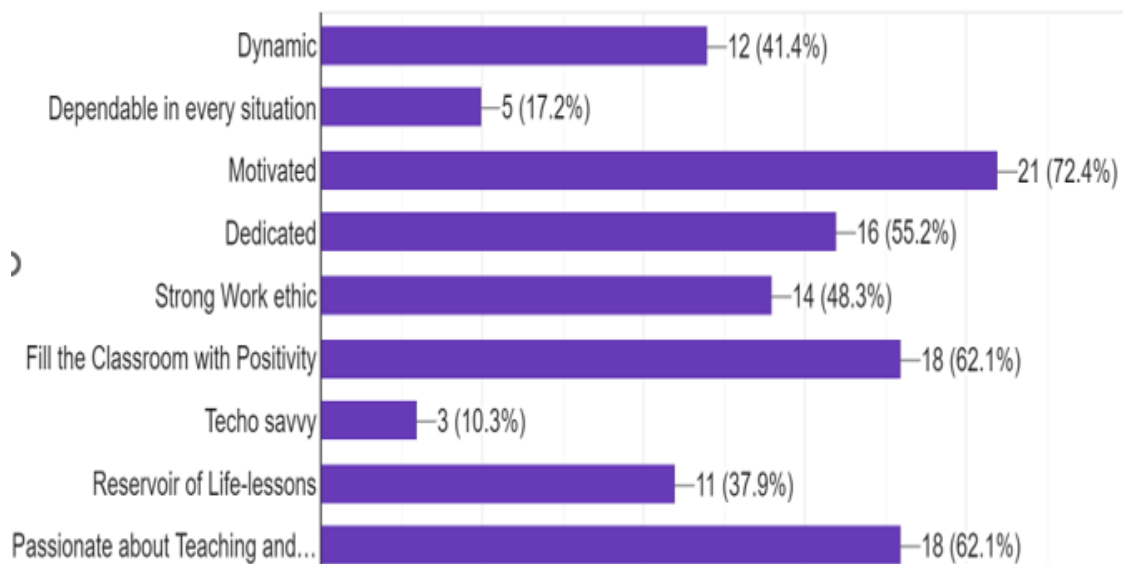


Fig. 5: The Qualities Students Admired the Most in their Teachers

Teachers Perceptions towards adoption of activity based learning in classrooms

Particulars	Agree	Neutral	Disagree
Do you agree that teaching Gen Z who had seen the major technological advancement in the education sector is challenging for you?	53.9%	30.8%	23.7%
Teaching and guiding students in the knowledge-based digital economy puts a lot of pressure on me to deliver more in the most engaging way possible for fruitful learning outcomes.	53.9%	30.8%	23.7%
Developing and adopting Activity based learning is quite time consuming	38.5%	38.5%	23%
Activity based requires me to be more proactive and up to date on the latest trends in the subject matter concern	84.6%	7.7%	7.7%
With the increasing demands of the institution, the various administrative tasks, and so on, I am able to manage the delivery of lectures effectively	45.5%	30.8%	23.7%
Changes in research norms are occurring as the demand for research grows. I'm able to devote time to my research while also giving my best performance in class.	46.2%	38.4%	15.4%
With students increasingly relying on various ed tech platforms for content, there is pressure on me to be more tech-savvy than before	76.9%	15.4%	7.7%
After the outrageous Hit of Pandemic, I have come across various innovative way of engaging Gen Z Student	92.3%	7.7%	Nil
There is a visible difference in students engagement and their increased participation when using activity based learning	61.5%	30.5%	7.7%
The joy on the students' faces after the activities motivates me and makes me love my job.	92.3%	7.7%	nil

A group of 13 teachers were interviewed. The above table is the summary of the questions and response percentage of teachers

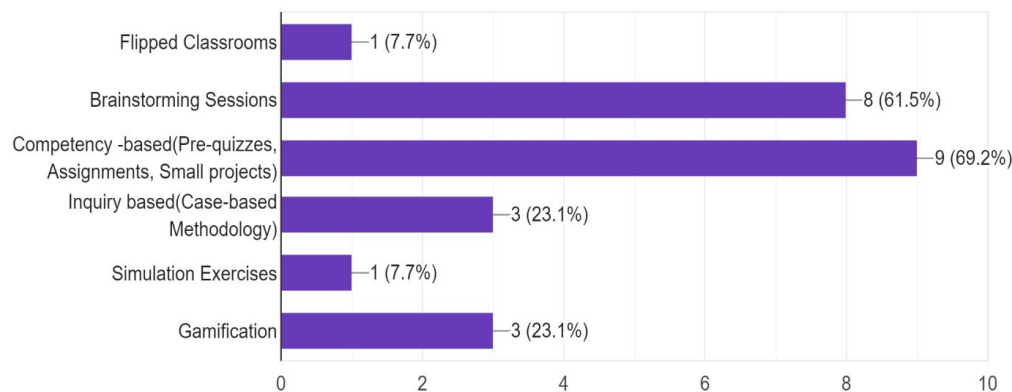


Fig. 6: Techniques for ABL employed by teachers in the class

Major Findings

Students Perception: Out of 100 Questionnaires.83 were duly filled by students

- 65% of the respondents were Undergraduate Students, while 34.9% were Post graduate
- There is 100% affirmation among students regarding ABL having a profound influence on their learning
- Inquiry based learning seems to be the most preferred ABL pedagogy used in the Classroom with 60.2%, followed by competency based which constitute 51.8% , Brainstorming and Group Discussion with 45.8%, simulation exercises 28.9%, flipped classrooms 21.7% and gamification 19% only.
- 66.3% students say that ABL promotes self direction learning abilities,49.4% students believe that ABL boosts their Confidence level and help them understand group dynamics better,41% students believe that ABL promotes life long retention of the concepts taught in the class
- Path coefficient of (0.618, 0.117) reveals there is good relationship between students satisfaction and conducive learning environment on their learning outcomes
- 84.6% teachers affirmed that Activity based requires them to be more proactive and up to date on the latest trends in the subject matter concern.76.9% With students increasingly relying on various ed tech platforms for content, there is pressure on them to be more tech-savvy than before.92.3% believes that joy contentment on students face after the session motivates them to go extra mile for effective learning outcomes for the students masses.
- Majority of the teachers uses competency based teaching pedagogy like assignments projects as a form of ABL for effective Learning outcome. Followed by Brainstorming sessions
- The majority of teachers responded that Post-Covid teaching has become more difficult, with the Institute's increasing emphasis on student satisfaction, as well as changes in research and publication norms, creating a daunting situation for Higher Education teachers

Managerial Implications

The outcomes for the present Study are Pertinent for academicians. The relationship between student satisfaction towards Activity based learning and their learning outcomes are a means towards enhancing students learning as well as increasing the Organization's effectiveness. Moreover, the results reveal that the classroom conducive environment has a profound Influence on students learning

Outcome. Thus, the teachers need to pull up their socks higher to make an environment more conducive so as to have effective learning outcomes. Academicians need to shift towards ABL in order to enhance learning opportunities and serve as a source of competitive advantage in this dynamic Digi world. Higher Education institutions administrators need to provide proper opportunity for faculty Development towards Activity based learning for sustainable learning and effective learning outcomes in this ever changing dynamic environment

Conclusion and Recommendation

A good educational system of a developing country is considered as the backbone and teachers are the central part of the educational system. The capability and quality of the teachers determines the success of any educational system. (Joolideh & Yeshodhara, 2008). As Bienstock, DeMoranville & Smith (2003) argues that the way of delivery of the services by the employees determines the high quality level of the services. No matter what, technology can never replace the role of a meaningful teacher in class, according to a recent study by IATED Digital Library. Thus, the Higher education Institutes teachers need to introspect their role as teachers rather than to just boast about their subject -matter expertise. In the Knowledge- based economy, teachers need to become managers of learning rather than mere disposers of Information.

Methodological Limitations and Further Research Directions

An obvious methodological limitation is the fact that data is limited to Management Discipline particularly restricted to only Vadodara region. Further a longitudinal research design is needed to confirm the relationship between activity based learning and effective learning outcomes.

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Causes and Patterns of Inter-State Migration in India

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Dr. Sharad Shekhawat**

Introduction

Inter-state migration in India is a complex phenomenon influenced by a variety of social, economic, and environmental factors. Analysing the causes and patterns of inter-state migration provides valuable insights into the dynamics of population movement within the country. Inter-state migration is defined as the movement of population within the state.

The economic survey (2017) estimated that an average of five-six million Indians migrated annually between 2001 and 2011, leading to an inter-state migrant population of about 60 million and an inter-district migrant population as high as 80 million (Rajan & Bhagat, 2021).

Inter-state migration in India is a dynamic and multifaceted phenomenon that reflects the intricate interplay of social, economic, and environmental factors shaping the movement of people across state boundaries. As one of the world's most populous countries with immense cultural and regional diversity, India experiences a constant ebb and flow of its population, driven by a myriad of motivations. Understanding the causes and patterns of inter-state migration is pivotal for policymakers, researchers, and society at large, as it unveils critical insights into the evolving dynamics of the nation's demographic landscape (Thaware, 2013).

This migration is not merely a statistical trend but a nuanced process deeply rooted in the aspirations and challenges faced by individuals and communities. From the bustling urban centres offering promising job markets to the agrarian landscapes' dependent on seasonal labour, the contours of inter-state migration paint a rich tapestry that reflects the aspirations, struggles, and adaptability of the Indian populace (BHAGAT, 2016)

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This exploration delves into the key drivers propelling individuals to traverse state borders, examining the intricate web of factors such as employment opportunities, educational pursuits, and socio-cultural ties that influence migration decisions. Additionally, the examination of migration patterns, whether from rural to urban areas, north to south, or seasonal movements, provides valuable insights into the socio-economic dynamics at play (Das & Banoo, 2020).

As we embark on this exploration of the causes and patterns of inter-state migration in India, it becomes evident that this phenomenon is not only a consequence of economic disparities but also a manifestation of the complex interplay between tradition and modernity, rural and urban dynamics, and the quest for a better quality of life. This understanding is fundamental for shaping policies that foster inclusive development, address regional imbalances, and promote social cohesion in the diverse landscape of India (Parida & Madheswaran, 2015).

The importance of studying the migration pattern in India is very important for the policy makers to identify the policy and schemes which are necessary for the regional development. First, migration pattern will determine the merits as well as demerits in the current policy and schemes which are not able to check on the migration rate and then largely identifies the need for the policy intervention to check on the migration at large (Ashok & Thomas, 2014)

Objective of the Study

To find out and assess the causes and patterns of inter-state migration in India.

Research Methodology

The present study is based on reviewing secondary sources of data such as census data of 2011 and 2001. And other than that, NSSO data and Government's annual publications, journals and official gazettes etc. will also be taken into consideration. Apart from this other governmental run and managed online websites like Press Information Bureau, Mygov.in, Census.in etc and other non-governmental websites etc. will also play an important role in collecting secondary data.

Causes of Inter-State Migration

Inter-state migration in India is propelled by a variety of factors that reflect the dynamic socio-economic landscape of the country. These causes, deeply rooted in the complex tapestry of India's diverse regions, contribute to the continuous movement of people across state borders. Here are some key causes of inter-state migration in India:

- **Employment Opportunities**

Economic disparities among states drive individuals to migrate in search of better employment prospects. States with burgeoning industries and a flourishing job market often attract migrants seeking improved livelihoods.

- **Educational Pursuits**

Disparities in educational infrastructure lead individuals to migrate to states with better educational facilities. Seeking quality education and skill development, migrants move to areas where they can enhance their qualifications and increase their employability.

- **Urbanization and Industrialization**

The rapid urbanization and industrial growth in certain states create a demand for labor, drawing people from rural areas to urban centers. This shift from agrarian economies to industrial hubs influences migration patterns.

- **Infrastructure and Quality of Life**

States with better infrastructure, healthcare facilities, and an overall higher quality of life attract migrants. Improved living conditions, access to basic amenities, and a cleaner environment are significant factors influencing migration decisions.

- **Social and Cultural Ties**

Social and cultural connections play a crucial role in migration. Individuals often move to states where they have family or community networks, facilitating the process of settling into a new environment.

- **Political Stability and Governance**

Regions characterized by political stability and effective governance tend to attract more migrants. The perception of security and stability motivates individuals to choose states where governance is conducive to their well-being.

- **Environmental Factors**

Natural disasters and environmental challenges can trigger inter-state migration as people seek safer and more habitable areas. Vulnerability to environmental risks can prompt individuals to move to regions less prone to such threats.

- **Economic Disparities**

Persistent economic disparities prompt individuals to migrate in pursuit of improved economic opportunities. The allure of states with higher per capita income and better economic prospects serves as a driving force for migration.

- **Seasonal Employment and Agricultural Practices**

Agriculture-dependent states witness seasonal migration as individuals move temporarily for agricultural activities. The demand for labor during specific seasons influences the cyclical movement of people.

- **Youth Aspirations**

The aspirations of the younger population for personal and professional growth often lead to migration. Seeking diverse experiences in work and related activities.

Patterns of Inter-State Migration

Inter-state migration in India unfolds as a dynamic and multifaceted process, marked by various patterns that mirror the intricate socio-economic fabric of the nation. These migration patterns offer valuable insights into the evolving demographic landscape and the factors shaping population movements. Here are some key patterns of inter-state migration in India:

- **Rural to Urban Migration**

A prominent and consistent pattern involves the movement of individuals from rural areas to urban centers. The allure of better job opportunities, improved living standards, and access to education and healthcare drives this significant migration flow.

- **North to South Migration**

Historically, there has been a noticeable trend of migration from the northern states to the southern states. Economic opportunities, industrialization, and thriving urban centers in states like Maharashtra, Karnataka, and Tamil Nadu attract migrants from the northern and eastern regions.

- **East to West Migration**

Some migration patterns involve movement from the eastern states to the western states. States like Gujarat and Maharashtra, characterized by robust industrial bases, draw migrants from eastern states seeking employment and economic prospects.

- **Seasonal Migration**

Agriculture-dependent states witness seasonal migration, where individuals move temporarily for agricultural activities. For instance, the movement of labor from states like Bihar and Uttar Pradesh to Punjab during the harvesting season is a recurring pattern.

- **Urban to Urban Migration**

Urbanization itself becomes a driving force for migration, as individuals move from smaller urban centers to larger metropolitan areas in search of enhanced employment opportunities, better amenities, and an improved lifestyle.

- **Circular Migration**

Some migrants engage in circular migration, where they move between their home state and a destination state for temporary work. This pattern is often observed in sectors such as construction and certain industries with fluctuating labor demands.

- **Inter-regional Migration Clusters**

Migration patterns are not evenly distributed across all states. Certain clusters or corridors, such as the Delhi-Mumbai corridor, witness higher migration rates due to economic opportunities, leading to the concentration of migrants in specific regions.

- **Education-Induced Migration**

The pursuit of higher education often leads to migration. Individuals move from states with limited educational opportunities to states with renowned universities and educational institutions, shaping patterns of educational migration.

- **Family Migration**

Migration influenced by familial ties is a recurring pattern. Individuals often move to states where their families or extended social networks are already established, facilitating the process of settlement and integration.

- **Youth-led Migration**

The youth, driven by aspirations for career growth and exploration, contribute significantly to migration patterns. They often migrate to states offering diverse job opportunities, vibrant urban environments, and a conducive atmosphere for personal development.

Understanding these patterns is crucial for policymakers to develop targeted interventions that address the unique challenges associated with different types of migration, promote balanced regional development, and harness the positive impacts of inter-state migration for both the migrants and the states involved.

Challenges to Inter-State Migration

Inter-state migration in India, while driven by various factors, is accompanied by a set of challenges that can impact both the migrants and the regions involved. These challenges arise from the diverse socio-economic, cultural, and infrastructural landscape of the country. Here are some key challenges to inter-state migration in India:

- **Social Integration and Cultural Differences**

Migrants often face challenges in integrating into the local social fabric and adapting to cultural differences. Cultural diversity within India can lead to issues of acceptance and adjustment, affecting social cohesion.

- **Employment Exploitation**

Migrants are sometimes vulnerable to exploitation in the job market, facing issues such as low wages, poor working conditions, and lack of job security. This is particularly prevalent in sectors where unskilled or semi-skilled labor is in high demand.

- **Housing and Accommodation**

Finding affordable and suitable housing can be a significant challenge for migrants, especially in urban areas with high demand for living spaces. This often leads to the creation of informal settlements and slums.

- **Access to Basic Services**

Migrants may face difficulties in accessing basic services such as healthcare, education, and sanitation. Limited awareness of available services and bureaucratic hurdles can exacerbate these challenges.

- **Discrimination and Marginalization**

Discrimination against migrants based on regional or linguistic differences can create social tensions. Migrants may be marginalized and face prejudices in various aspects of life, including employment opportunities and social interactions.

- **Legal and Documentation Challenges**

Obtaining necessary legal documents and permits for employment and residence can be a cumbersome process. Migrants often face challenges navigating bureaucratic procedures, leading to legal uncertainties.

- **Lack of Social Security**

Migrants may lack access to social security benefits in their destination states. This includes issues related to health insurance, pension schemes, and other social welfare programs, making them more vulnerable in times of crisis.

- **Educational Disruptions**

Migrant children may experience disruptions in their education due to differences in the curriculum, language barriers, or a lack of proper educational facilities in destination areas.

- **Strain on Urban Infrastructure**

Rapid urbanization resulting from inter-state migration can strain urban infrastructure. Overcrowded cities may face challenges in providing adequate housing, sanitation, and public services, leading to a decline in the quality of urban life.

- **Healthcare Challenges**

Migrants may encounter difficulties in accessing healthcare services, particularly in areas with inadequate medical facilities. This is compounded by the lack of awareness about available healthcare options and the cost of medical treatment.

Addressing these challenges requires a comprehensive and inclusive approach from policymakers, encompassing legal reforms, social integration programs, and initiatives to enhance access to essential services. Recognizing the multifaceted nature of migration challenges is essential for developing sustainable solutions that benefit both migrants and the communities they move to.

Conclusion

In conclusion, inter-state migration in India is a complex and multifaceted phenomenon shaped by a myriad of socio-economic, cultural, and environmental

factors. As the nation undergoes rapid urbanization and economic transformation, the patterns and causes of migration continue to evolve, influencing the dynamics of both source and destination states. This migration plays a crucial role in shaping the demographic landscape of the country and contributes significantly to regional development. However, this process is not without its challenges.

The challenges associated with inter-state migration, including social integration issues, employment exploitation, and strain on urban infrastructure, highlight the need for nuanced policy interventions. It is imperative for policymakers to adopt an inclusive and holistic approach that addresses the concerns of both migrants and host communities. Initiatives focusing on social cohesion, skill development, and access to essential services can mitigate the negative impacts of migration and harness its potential benefits.

Moreover, recognizing the diversity within the Indian population and appreciating the cultural richness brought about by migration can foster a more inclusive society. Efforts to reduce discrimination, improve legal frameworks, and enhance social security measures will contribute to creating an environment where migrants are not only welcomed but also afforded equal opportunities and rights.

As India continues to navigate the complexities of inter-state migration, a comprehensive understanding of its causes, patterns, and associated challenges is paramount. By leveraging this knowledge, policymakers can work towards creating a more balanced and sustainable framework that ensures the well-being of migrants and promotes harmonious coexistence between diverse communities across the nation. In doing so, India can harness the demographic diversity within its borders as a source of strength and resilience for future growth and development.

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Gender and Education: A Prejudice have to Change

Rupesh Dour*

Introduction

As we know education is important part of our life. From ancient time, there is huge concern about education even in manuscript and sculptures we get evidences of teaching and learning by different group of people. Even we have evidence of Universities and residential schools in India during Vedic period there was education system for all, but as we stepped up women is marginalised and education is for men only. Even education saw the signage patriarchal society. Gargi in Vedic period and Maitryi in later vedic period were of great philosopher of that time this shows education in ancient time equally important for girls and boys and there is no dividation on basis of gender.

Correlation between Gender and Education

There is correlation between gender and education over time research shows biological differences may play a relatively small role in educational outcomes while other factors like socialisation and differences in expectation or boys and girls may play a larger role. In developing countries like India girls are discriminated from primitive stages, Boys have priority over girls to get better education. Social stigma also attached with this discrimination. There is belief also If girls get educated or having job they are extra knowledgeable and demanding equal rights and wages (Inko padhaya to yeh hath se nikaljayegi). So rather than biological differences there are sociological mind-set which distinguishes education into gender distinction.

Significance of Gender Education

There is certain positive aspect of girl's education, problem originated from the basic mentality or from the birth of girl child. We live in society where crimes on women are higher than any other type of crimes. Girls from birth to death dogmatized as brutal than animal.

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Following problems have solution lies in gender education;

- **Girl Child Infanticide:** It's the woman who gave the birth and it's also the woman who want boy child rather the girl child .
- **Maternal Mortality Rate [MMR]:** If women is educated they are aware of their health issues so we can see that declining of MMR
- **Early Marriage:** If girls are educated they are aware of their rights and they are able to take more independently life decisions, which also respectively decline the MMR and child motility rate.
- **Rape and Sexual Harassment:** There are higher reporting of rape cases in developing countries like India because now girls are more aware of their rights and if both educated with same aspect boys are also civilised to maintain dignity of women
- **Equal Payment and Wages Rights:** women who are working in unorganised sector get lower wages and payment than men and now this is also creating a psychological impact on women also that they are less efficient to do work. Data shows if girls are study one more class their income rise up to 9%.

Problems Associated with Gender Education

Following are the issues associated with Gender and education;

- **Lower Enrolment Ratio:** In India during 2020-21, 49% female enrolled in schools. lower enrolment ratios shows girls are not engaging in education rather they are working on low payment works like bidi making, bangle making and fire crackers making factories.
- **Higher Dropout Rate:** There are more girls dropout than boys because of
 - Parents being worried about physical security of girls.
 - Not having a female teacher in school keep some of the girls away from the school.
 - Household chores discourage girls from going to school.
 - Mensuration appear as another reason for missing school -all school do not have running water and hand washing facilities
- **Lack of Developing Interest in Education:** There is psychological and sociological factor which makes girls education more paralyzed and also develop an instinct in girls what they do after being educated.
- **Societal Pressure:** whether education is given to the girls or women is decided by patriarchal mind-set society, rather than by women herself. Even in rural places women having job, get less respect then housewife.

Analysis of Current Scenario

Different agencies and government have come out with their program to solve the problem in this head of writing we talk about on following subheads;

- UN includes equitable quality education and promote life from learning opportunities for all in sustainable development goal SDG No. 4 .it ensures more girl than ever before are going to school not only do they learn to read and write but each year that the remain in school after the primary level reduce their chance of marrying it to engage it increases their prospect for employment health and overall welling you and movement act to promote equality in education through the revision of school curriculum and policy is to counter gender discrimination and equal access to vocational education and training as well as information technology.
- Beti Bachao beti padhao scheme: it is a flagship program of Indian government aim date empowering girls and women the scheme was launched in 2015 and focusing on improving the child sex ratio promoting education for girls in preventing gender based violence under the scheme.
- Mahila Samakhya Programme: it is a government initiative that aims to empower women through education. The program focuses on providing education and skill-building opportunities to women from marginalized communities. The program also aims to create awareness about women's rights and promote their participation in decision-making processes.
- Udaan Scheme: Udaan Scheme is a government initiative that aims to provide skill development opportunities to women. The scheme focuses on providing training in sectors such as information technology, banking, and financial services, and aims to improve women's employability. The scheme provides financial assistance for training and placement assistance to women.
- Saakshar Bharat Programme: Saakshar Bharat Programme is a government initiative aimed at improving the literacy rate of women in India. The program focuses on providing basic education and functional literacy to women from marginalized communities. The program also aims to create awareness about health, hygiene, and nutrition among women.

Approach to Solve the Problem

- **Financial Assistance:** we have to give financial assistance not only meritorious student but for all it cure the bread and butter problem of girls, which not only minimise the Drop out rate but also encouraging girls for higher study.
- **E-Learning:** Those have with extreme circumstances have options through e-learning, also those resided in remote areas or inconvenience of reaching have also benefitting from this method.

- **Co-education:** Mostly govt. planning is based on gender scrutiny but solution hides in coeducation. This makes not only girls more efficient to tackle problems but also makes boys moral and civilised. Like Rajasthan govt. come with plan if girls gets admission in co-ed college they get extra credit points in exams.
- **Health Assistance:** We cannot ignore the health, we have to take care of their menstrual health and regularly provide health check-ups in institution. In this Rajasthan govt. came out with UDAAN yojna, which provides free sanitary napkins to girl students in school and colleges. On same theme central govt. can also go with this type of programme.
- **Door to Door Initiative:** Not only girls but parents are also encouraged with this process and they are aware of govt. policy and initiatives.
- **Residential institution:** we can make the rules but not ensuring that 100% it followed women security is then also is an issue so residential institutes provide girls an environment which is not only safe but also encourage to learn.
- **Women Marshall:** There are security issues of girls and women at both schools and workplace. So, at both levels appointment of female Marshalls for women security.

Conclusion

As we analyse gender education is more of sociological and psychological problem rather than actual problem. But from government side it is also associated with planning errors .rather than scrutinizing the gender we have to focus on gender equality and coeducation teaching, which minimise the gaps between genders. As this problem is more from sociological side govt. have to go with door to door campaign and programmes which encourage parents to make wise decisions for girls as they are also part of our society.

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Effect of Scholastic Achievement on the Environmental behavior of Secondary School Students'

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Introduction

Environmental, social, and Governance are the three pillars of ESG. One of the pillar 'Environment': Sustainability and resource efficiency focuses on pollution and waste management, climate change, energy efficiency, usage of natural resources, recycling biodiversity and habitat loss, green house gas emissions and many more dimensions. Sustainable development is the key for overall prosperity of the world (Chaudhari S., 2019). To achieve sustainable development of prosperity and for protecting planet by 2030, SDG₅, i.e. 'Sustainable Development Goals'.

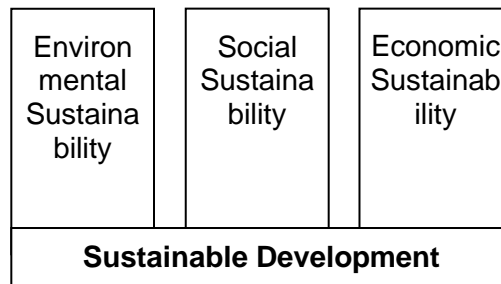


Figure 1: Six essential elements for delivering the sustainable development goals (UN 2014)

Environment Sustainability: Protection of Planet appeared to become a fundamental issue of modern times due to climate change, consequently researchers and practitioners stressed behavioral change as a crucial element in addressing this issue (Farrukh M., 2022). Human behavior has underscored environmental damage

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such as water and air pollution, deforestation, loss of biodiversity and climate change (Vivek and Steg, 2007). The roots of environmental problems lie in human behavior, so the solution could lie in changing the behavior of groups and life style changes (Mandejar-Jimenez et.al., 2011).

Significant of the Study

The authors suggest that analysis of environmental behavior of secondary school students in context to their scholastic achievement, will add to profile the existing and overall environmental behavior studies.

Environment

The environment is the external conditions, resources, stimuli, with which an organism interacts, it may also refer to the external surroundings including all of the biotic and abiotic factors that surround and affect the survival and development of an organism or population. It may also be defined as the totality of the surrounding conditions and elements in an individual (Biology Online, 2022).

Our mother earth is the most precious gift of the universe, it is the sustenance of 'nature' that is the key to the development of the future of mankind, it is the duty and responsibility of each one of us to protect nature, it is here that the understanding of the 'Environment' comes into the picture. (Nigavekar A. 2013).

Environmental Behavior

Environmental Behavior is behavior which has a significant impact on the environment.

*A walk across a meadow,
Planting trees,
A ride in a SUV,
Firing the grass,
Feeding the gulls,
Or exporting the solvents into the woods...*

What do all these activities have in common?

They are the examples of human behavior which has certain influence on the environment, greater or smaller, positive or negative. As people are in interaction with their environment almost constantly, almost all human behavior could be called environmental behavior (Krajhanzl, 2010). Environmental behavior therefore is in narrow sense, such a behavior which has a significant impact on the environment (Geller, 2002).

Scholastic Achievement

These words are often used together. Scholastic achievement can be broadly defined as something very good and different that is succeeded, related to school.

One of the most significant part of human development is education, academic achievement is the measurement of student's achievement across various academic subjects, teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Briones SKF. Et al., 2021). According to Bloom (Hipjillah & Badriyan, 2015), academic achievement is a process experienced by students to produce changes in knowledge, understanding, application, analytical power, synthesis and evaluation. Academic performance can be measured and observed in scores obtained by students in assessments such as class exercises, class exams, midterms, and end-of-semester exams (Yusuf et al., 2016). One tool to measure academic performance is Grade Point Average (GPA) (Center for Research and Development Academic Performance (RIRES, 2005) GPA is the average result of all grades.

Review of Past Researches

By reviewing the past researches it becomes clearly visible that are researches were done on environment. Gist of a few past researches: (Yalcinkaya E., Cetin O., 2018) Studied investigated secondary school students' environmental attitudes and opinions about environmental Education. One of the finding out the study was, direct relation between academic achievement and attitude towards the environment was not found. (Jose P., Dhani R., 2018) studied relationship between environmental awareness and scientific achievement levels of adolescent students of different Boards of Bhopal City. Significant positive relationship in the level of students' environmental awareness and scientific achievement scores of adolescents of both type of schools was found. Hence, it was presumed that students with good scientific knowledge scored better on environmental awareness.

Rationale

While reviewing the past related literature, it was found that there was immense growth in the area of study related to environmental – awareness, ethics, attitude, education, green space and academic performance, relationship between environmental awareness and scientific achievement. In this study, authors decided to conduct study to check the effect of scholastic achievement on environmental behavior of secondary school students. The study is distinguishable in context to subjects, age-group, geographical area and variable.

Most of the past researches were conducted with the use of ready-made tool. But, in this study, authors decided to collect data through self-made and standardized tool.

Statement of the Problem

Effect of Scholastic Achievement on Environmental Behavior of Secondary School Students'.

Objective of the Present Study

The objective of the present study is as follows:

- To study the environmental behavior of secondary school students' in context to scholastic achievement.

Hypothesis of the Study

A research hypothesis is a statement of expectation or prediction that will be tested by research. "A hypothesis is a Conjectural statement of the relation between two or more variables."

-F.N. Kerlinger

The null hypothesis of the present study formed by the researcher is as follows:

Ho₁: There will be no significant difference between the mean scores of students with high academic achievement and low academic achievement.

Variables of the Study

Table 1: The demographic variables and it's level

Sr. No	Types of Variable	Variable	Level
1.	Dependent	Environmental Behavior	
2.	Independent	Academic Achievement	<ul style="list-style-type: none"> • High Academic Achievement • Low Academic Achievement

Research Design

Methodology

The study was conducted through descriptive survey method.

Sample

A pilot study was carried out on 133 randomly selected secondary school students to contrast how scholastic achievement effects environmental behavior.

Research Tool

In the present research researcher used self-constructed and standardized tool 'Environmental Behavior Scale'- 5 point Likert scale.

Main step carried out for construction of tool:

- Study of content related literature.
- Literature Review
- Conceptual framework
- Expert's opinion for variables - components

- Construction of statements
- Expert's opinion for the statements.
- Pre-Primary try out
- Primary try out
- Item analysis
- Test- Data collection from 100 subjects
- Retest –Data collection from same subjects after one month.
- Standardization and validation of the self constructed 'EBS'.
- Computation of Reliability and validity of 'EBS'.

Comprehensive view of the Reliability of the EBS

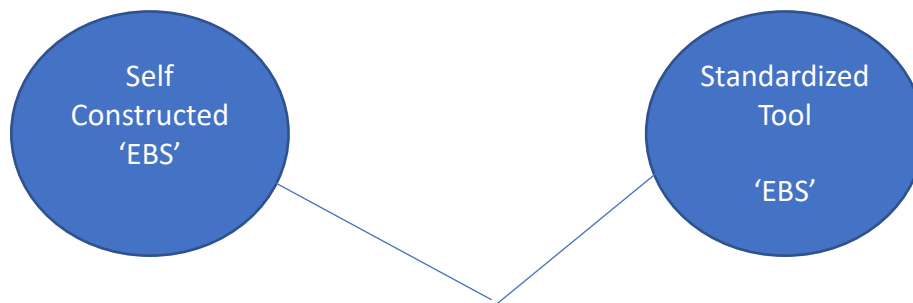
Table 2: Reliability Co-Efficient by Different Methods of 'EBS'

Sr. No.	Methods of Reliability	Sample	Value of r	Interpretation of coefficient of correlation
1	Test-Retest Method	100	$r = 0.69$	Good Positive Correlation
2 SPLIT HALF METHOD	(A) Spearman and Brown Formula	100	$r_{1/2} = 0.88$	Strong Positive Correlation
	(B) Rulon Formula	100	$r = 0.93$	Strong Positive Correlation
	(C) Flanagan Formula	100	$r = 0.93$	Strong Positive Correlation

Validity

Validity of 'EBS' was found by

- Face validity
- Concurrent Validity



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Figure 2: Concurrent Validity

Both the tests were administered on same 100 respondents and the results were compared

$$r= 0.66$$

Indicated : Positive Correlation.

Thus, in the procedure of estimation of reliability and validity, the present self constructed 'EBS' was found reliable and valid for the purpose of this study, to assess the objective of the study.

Data Collection

Data was collected from 133 respondents from three secondary school students recognized by Gujarat Secondary and Higher Secondary Education Board (GSHSEB). Then the collected data was entered into MS Excel Sheet. With some general information collected from the respondents, their academic achievement, percentage of Total marks based on the last terminal exam appeared at school was also collected.

Statistical Techniques

School wise Mean and SD, Standard Score Z, was calculated to distinguish between high academic achievement and low academic achievement. Mean, SD, SE_D, Critical Ratio, was calculated for testing the formulated null hypotheses, based on objective of the study.

Data Analysis & Interpretation of Results

The objective of this study was to study the environmental behavior of students in context to their academic achievement. There were two levels of the variable.

Schoolwise Mean and SD was calculated with the help of MS Office Excel Computer Program.

Table 2

School No.	Mean	SD
1	65.544	15.306
2	65.795	11.437
3	75.162	6.6438

Then, the raw scores i.e. percentage last terminal exam appeared was converted into standard score

(Z Score)

Formula
$$Z = \frac{X - M}{6}$$

Where Z = Raw Scores

M = Mean of Distribution

6 = SD of Distribution

Then, Median of standard score Z was found

Median = 49.64

The respondents with more than 50 standard score were distinguished as high academic achievement and those below 50 standard score were distinguished as low academic achievement. Then, the values of Mean, SD, SED, Critical Ratio were calculated.

Table 3: Computed Values obtained from students' scores on EBS in context to academic achievement

Academic Achievement	N	M	SD	SED	D	CR	Level of Significance
HA	67	264.07	27.82	5.06	20.33	4.01	0.01
LA	66	243.74	30.50				

As shown in Table 3 at df=131 calculated value of critical ratio is 4.01 Tabulated values at 0.05 level and 0.01 are 1.98 and 2.62 respectively. The calculated value of CR 4.01 is greater than the tabulated value of t at 0.01 level.

So, Ho₁ is rejected.

There is significant difference between the environmental behavior of students in context to academic achievement. Environmental behavior of students with high academic achievement was found superior as compared to the students with low academic achievement.

Finding of the Study

There is significant difference between environmental behavior of secondary school students, in context to academic achievement, it is in favour of the students with high academic achievement. This means that the environmental behavior of students with high academic achievement was found superior compared to the students with low academic achievement.

Discussion of Findings

For the clarity of equality between findings of variable related to the present study and previous studies, the findings are discussed below:

Scholastic achievement was selected as a variable in the given study. Significant effect of scholastic achievement was seen on student's environmental behavior in the present study. The finding of the present study is in disagreement with the finding of previous study done by (Yalcinkaya E., Cetin O., ,2018), were direct relation between academic achievement and attitude towards environment was not found.

The finding of the present study is in agreement with the previous study done by (Jose P., Dhani R., 2018), where it was presumed that students with good scientific knowledge scored better on environmental awareness.

Educational Implications

In order to increase the environmental behavior among the secondary students with low academic achievement, attempts can be made by the stakeholders of the school to enhance the level of academic achievement, as academic achievement has significant effect on environmental behavior.

Teachers effectiveness, class room environment, motivation, are some of the parameters that affects students scholastic performance. Teaching-Learning aids, Library, Laboratory, Internet connectivity are some of the facilities which can be provided as per the need of the syllabus. Family support, home environment, parenting style, are some of the factors outside the school that contribute to the quality of academic achievement.

Conclusion

Education is the transmission of knowledge, skills and character traits. Formal education happens in a framework set by the institution. Education socializes children into society by teaching cultural values and norms.

Secondary education is the stage of education that creates solid basis for lifelong learning. For example, it can be help raise awareness and contribute to the solution of contemporary global problems like climate change and sustainability.

This study concludes that Scholastic Achievement has significant effect on environmental behavior of secondary students. All the stake holders in the field of education, inside and outside the educational institutions must put in joint efforts to raise the level of scholastic achievement of students. These efforts will contribute towards, the education for all initiatives, the Millennium Development Goals and the Sustainable Development Goals-SDGs.

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Challenges and Implementing Effective Measures for Advancement of Innovative Research in Higher Education in India

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Introduction

India is the of knowledge and wisdom since ancient times and scientists, applied scientists, doctors, engineers, technocrats and artists have brought honors and left an indelible impression worldwide through their strong credentials and noteworthy academic achievements in their respective fields. Though our higher education indicators are improving with globalization but still a lot more needs to be done to achieve excellence in quality research and innovation. This is the time we have to think about our higher education sector through innovation and excellence both in academics and research. Currently we are facing the challenges of globalization, such as Climate change, Global warming, Population Explosion, Pollution etc. and to solve these problems we immediately need reevaluation of our research policies, procedures and practices so that we can solve the problems emerging out of the fast-changing scenario. We should have to develop strategies and take necessary measures for improving our research and promoting research quality at our higher education institutions. Following are the top ten measures to enhance research quality outputs.

Problems Encountered by Researchers in India

- **Lack of Scientific Training**

The research methodology isn't systematic. Many researchers undertake research without having actual knowledge of the research methods. This scenario warrants the necessity for a few kinds of short-term training to be imparted to researchers before undertaking research activities.

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- **Insufficient Interaction**

There is no proper interaction between researchers and therefore the business establishments, government institutions etc. This results in a good deal of knowledge going untapped. Interactions programs should be organized between researchers and other institutions on a daily basis.

- **Lack of Confidence**

Most of the business establishments are of the opinion that researchers can misuse the information provided by them. Thus, confidence-building measures should be adopted, which can convince the business units that their data are put to productive purposes, and cannot be misused in any manner by the researcher.

- **Lack of Code of Conduct**

No specific code of conduct exists for the researchers, which results in inter-departmental and inter-university rivalries.

- **The Outlook of the Researcher/Research Student**

All students before being selected by the guide interact with their senior students. This changes the outlook of the scholars.

- **Lack of Confidence to Require Up a Replacement Study Especially Explorative Study**

This may result to the fear of the result and fear of unable to answer questions during presentations.

- **Unavailability of Permission to Try and do Research in Specific Centers**

Hospitals and business establishments usually don't allow third party inside to conduct research. this could result to security reasons or could also be because of lack of confidence keep the confidentiality of the info or names.

- **Research- a Mere Formality to Satisfy Course Requirement**

Research may be a part of the curriculum. Most of the scholars find it as a mere formality to satisfy their course requirement. they simply want to complete off the study.

- **Publishing is also Expensive**

Research study once it's completed the further step is going to be the publishing of the identical. Printing and binding may address be expensive. Also, it'll be very expensive if the paper must be published in any international journals or conferences. These expenses might not be affordable by the scholar researchers.

- **Lack of Availability of Sponsors**

This may result to lot of reasons.

- Hesitation to contact sponsors.

- Ineffective to convince the sponsors.
- Lack of confidence of sponsors within the researcher.
- **Inadequate Assistance**

Researchers in India should deal with the non-availability of adequate and timely secretarial assistance, which affects the schedule of their research study.
- **Manipulation of Data**

Every researcher tries or do you or the opposite varieties of manipulation of knowledge the dearth of confidence over the result they'll get after the completion of study is that the reason for manipulation of result.
- **Improper Library Management**

The libraries aren't managed systematically. Much of the valuable time of the researchers is spent in searching for books, reports, newspapers, etc. instead of searching relevant information from them.
- **High Cost of Publishing**

Once their research is completed, the researchers must search for a method to publish it. Publishing in international journals is extremely expensive. This discourages most of the researchers from seizing research work.
- **Plagiarism**

This is against the law and may not be promoted. Researchers can re-evaluate others study by considering and overcoming the restrictions of previous study, but at no cost should be copied or repeated.
- **Lack of Availability or Access to Literature Needed**

This is a serious problem faced during the literature review. the shortage of availability of access to Internet, ignorance of the way to search needed articles from journals and other databases are other problems.

Top Ten Measures to Enhance Research Quality and Output

- **Infrastructure for Research**

We need to develop our research infrastructure for enhancing our research and improving our research quality drastically. This can be made possible by identifying and establishing research institutes and research centers within those institutes that are capable of undertaking high quality research. Besides adequate, trained manpower, these centers need to be fully equipped with sophisticated instruments required to conduct high-end research, databases that are required to undertake systematic literature reviews, meta-analyses, access to literature through databases like Scopus, Science Direct, Pubmed, Medline, Toxline etc.

- **Manpower for Research**

Apart from funds and infrastructures, adequate, qualified, trained, well-oriented and specialized manpower is needed in the plenty of numbers to run the research centers and carry out research in identified thrust areas. For developing such manpower, courses related to research methodology needs to be incorporated into the UG and PG syllabus of the college as well as university levels so as to develop a research culture among our students and scholars. Even at the school level project should be inquisitive enough to promote creativity, critical, analytical and innovative thinking.

- **Funding for Research**

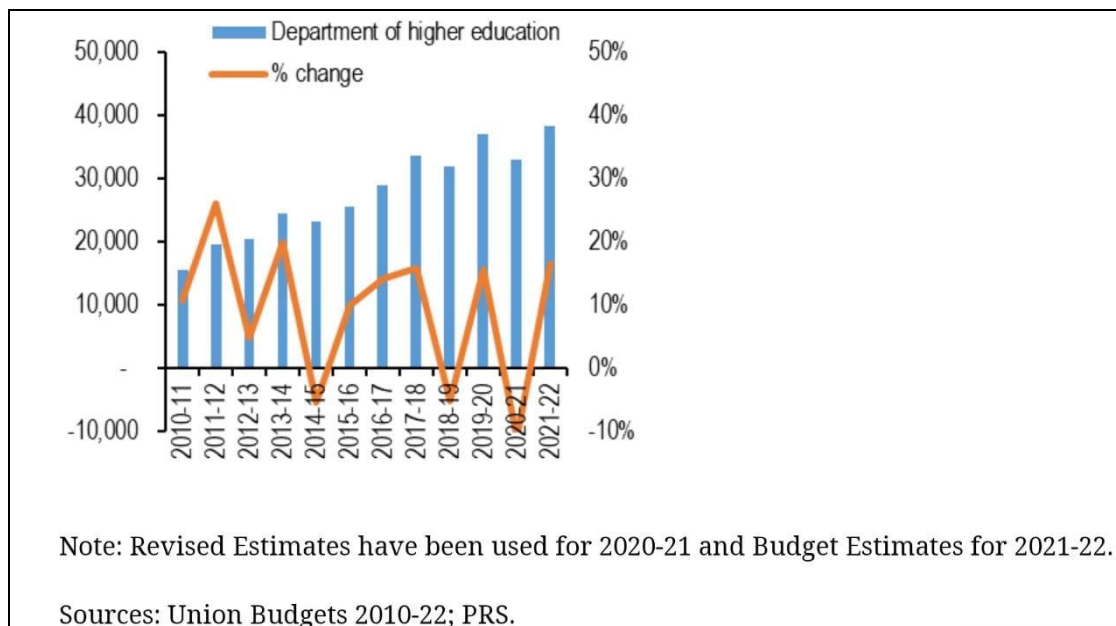
One of the most important requirements for research is the availability of adequate funds. We need to explore possibilities of funding for our research at regional, national and international levels through public institutions, private industries, Non-Governmental Organizations (NGOs) as well as through opportunities for public- private partnership. National level funding agencies like Department of Biotechnology (DBT), Department of Science and Technology (DST), University Grants Commission (UGC), Indian Council of Agricultural Research (ICAR), Science and Engineering Research Board (SERB), Indian Council of Medical Research (ICMR), etc., in addition to funding opportunities from the industry, academia and NGOs need to be tapped to their fullest. However, in certain cases, funding from national public and private agencies might not suffice, in which case international funding agencies like World Health Organization (WHO), World Trade Organization (WTO), World Bank, United Nations Organization (UNO) etc. need to be approached for research grants.

Table 1: Budget allocations for the Education (2021-22) (in Rs crore)

Department	2019-20 Actuals	2020-21 RE	2021-22 BE	Annualised change (Actuals 2019-20 to BE 2021-22)
School Education & Literacy	52,520	52,189	54,874	2.2%
Higher Education	36,916	32,900	38,351	1.9%
Total	89,437	85,089	93,224	2.1%

Note: BE – Budget Estimate; RE – Revised Estimates; Annualised change is from 2019-20 Actuals to 2021-22 BE.

Sources: Expenditure Budget - Ministry of Education, 2021-22; PRS.



- **Policies for Research**

For enhancing research and promoting research quality in tune with fast changing global trends we need comprehensive goal oriented and focused research policies at the institutional, regional/ state level as well as at the national level. Such type of policies must be context and need based and briefing the most intriguing problems faced by our society. For carrying our intensive research on thrust areas identified by the experts, we need to develop research universities and autonomous colleges as desirable in National Education Policy, 2019. Such policies should be fact-based and practiced and enforce in a time bound mode.

- **Incentives for Research**

Although good research needs to be encouraged through appropriate incentives, its use in teacher appointments and promotions is debatable, given the 2010 API (Academic Performance Indicators) assessment for teachers by the University Grants Commission. Has been criticized since its introduction. This led to the mechanization of research production and led teachers to the rat race to collect API points in pursuit of their promotions. The quality of research should always be prioritized over the amount of research and peers and experts in the field should evaluate the quality of research based on their own experience and using impact factor and reference indicators such as journal matrix. In addition, there is considerable debate over whether research findings should be used to provide teachers with financial incentives, to provide fellowships, and to identify them as educators, or whether they should be incorporated into existing institutions. Must be specific to new knowledge standards of literature.

Collaborative Research

In terms of epistemology, the concept of interdisciplinary research may be termed as a type of cooperation between various disciplines, which contributes the achievements of common end and through their association further the emergence and advancement of new knowledge. On the basis of degree of integration of disciplines in research, it is considered that quality of interdisciplinary depends on the degree of influence exerted by the respective disciplines in cooperative process. The quality will be poor if one discipline is dominant and the quality will be high, if the influences are balanced. For example, between all relevant participating disciplines at the highest possible level of coordination trans-disciplinary is a state of complete balance of influence.

On the basis of balance of influence, different participating disciplines collaborative interdisciplinary research can be further classified as cross-disciplinary, multi-disciplinary and multidisciplinary research. For the sake of clear definition of their respective roles collaborative research needs to take into account of these different levels of interdisciplinary involvement and collaboration between different participating disciplines. Since knowledge cannot be compartmentalized and confined to discipline, however it goes without saying that the interdisciplinary research is the need of the hour.

Contextual, Need-Based Research

It takes time to meet the needs of society through contextual research. In developed countries, universities organize research fairs and set up research shops that allow members of the community to meet with them and list their issues, on the basis of which research projects are prepared and their actual research is done to find solutions to problems. In the same way, timely communication of research results to the public is equally important for greater transparency of our research activities. Research institutes should regularly consider setting up of these Entrepreneurship and Innovation Incubation Cells within their research centers so that the spirit of entrepreneurship can be harnessed through best practices besides research. These cells should provide substantial start-up grants as seed money to emerging businesses to promote their innovative projects.

Translational Research

There is no point in simply doing research unless the evidence from scientific research is translated into policy and the policy is put into practice to solve everyday problems. It has been generally observed that the evidence generated by our research is hardly translated into policy and whatever little is translated into policy is not put into practice, which due to this, the whole exercise of promoting research and innovation in India has become fruitless and as a result, research papers have become limited. On the shelves of our libraries. Incorporating research findings and recommendations into our management policies requires greater coordination

between researchers and policy makers. Researchers need to be involved in policy making to improve the productivity, effectiveness and robustness of government policies in research.

Integrity in Research

Maintaining integrity in research is of utmost importance and therefore requires young researchers to have a proper level of training on relevant issues such as plagiarism, plagiarism, gift and ghost writing, salute publications, outsourced publishing etc. There is a need to provide proper education. It is difficult to achieve quality in research unless awareness of the importance of honesty, transparency and accountability is promoted and incorporated as an inherited component of research. The problem of predatory journals (under the pressure of APIs) which has come to the dangerous level in the last few years needs to be effectively countered and controlled. Any shortcomings in research need to be dealt with severely for effective prevention.

Ethics in Research

Such as honesty, ethics in research is a high priority area for maintaining the quality and high standard of research. Issues such as privacy, confidentiality, corruption, profit, sovereignty and justice need to be given the highest priority without which no credible and solid research is possible. There is a need to create awareness about these components from the very beginning of the research and the Institutional Ethics Committees need to be vigilant and proactive about any such malpractice in research and therefore ensure full compliance with ethics in research. You have to work hard to make it. As long as honesty and ethics are not maintained, no significant benefit can be gained in achieving the highest standards of quality in research. It is universally agreed that high quality research refers to a process that encompasses all aspects of the study objective by raising relevant questions and obtaining reliable answers, which significantly enhances the existing knowledge base. And creates new knowledge. Its parameters are as follows (UGC, 2019):

- Key questions, which can be explored experimentally and conceptually.
- Independent, balanced and objective approach to research issue with transparency.
- Use appropriate methods to solve the research problem.
- Accurate conceptualization of research problem and reliable measurement of variables.
- Engagement with internal and international intellectual networks and learned societies.

In our march towards redesigning our Indian universities through research, innovation and excellence, we need to adopt the following ten strategies:

- Redesign and redesign our curriculum;
- Re-engineering of our educational and research infrastructure;
- Restructuring and redesigning our human resources.
- Redeeming and restoring our glorious past in education
- Improving the organization all structure of our educational institutions;
- Revisiting and revising your future goals, objectives and action plans;
- Reviewing our vision and mission statements
- Reviving and revitalizing our faculty improvement programs and culture and practices for student welfare;
- Renovating our student and teacher facilities and on-campus facilities
- Reshaping and reshaping our march toward growth, development, and progress.

Conclusion

To achieve quality and excellence in education and research, we need to innovate in every area of our higher education sector, be it curriculum design, teaching, research design and methodology, community outreach and extension activities. Improving publishing methods, faculty. And enrichment programs, student and faculty exchanges with foreign universities, performance-related incentives and career development, student feedback procedures, assessment and accreditation, national ranking criteria, skills development methods, vocational training Programs, green campus initiatives, student placement opportunities, deputation regulations, development plans and long-term strategies for the growth and development of our higher education institutions. Unless all these areas are addressed through well-documented policies and procedures on a war footing together, it will be difficult to re-imagine, rehabilitate and rediscover our universities as world-class institutions.

However, through continuous mindfulness, policy planning and timely implementation of our mission statements, it is unthinkable to transform most of our universities into world class higher education institutions for the future in a period of 10-15 years. Not real. What we need to make this dream a reality is the dynamic political and academic leadership, visionary governance and dedicated workforce of our higher education institutions. Together, we can accomplish this by the end of this decade.

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