

## CONTENTS

- ❖ **Revival of Economic Orientation In Modern India**  
*Renu Dixit*
- ❖ **Financial Literacy in India: A Need for Transformation to the Digital Economy**  
*Subhosree Sarkar*
- ❖ **Role of Technology in Higher Education: A Review of Best Practices and Future Directions**  
*Pooja Kumari Singh and Madhavendra Abhinandan*
- ❖ **An Experimental Study of High Creative and Low Creative Hindu Boys in Different Areas of Self-Disclosure**  
*Nidhi Pathak*
- ❖ **Ancient Bharat: The Gurukul of Humanity**  
*Dr. Maumita Sengupta*
- ❖ **The Progression of Feminism in Early Modern and Modern English Literature**  
*Rahul Sharma*
- ❖ **An Empirical study, analysis and Importance of Social Work for Sustainable Development in present scenario**  
*Asma Parveen and Dr. Mohd Wasi Baig*



## EDITORIAL BOARD

### PATRON

Shri. V K N Bhardwaj  
Chairman  
Fairfield Group of Institutions

### CO - PATRON

Dr. Nalini Joshi  
Executive Director  
Fairfield Group of Institutions

### ADVISORY BOARD

- Prof. (Dr.) Saroj Vyas (Director, FIMT)
- Prof. (Dr.) M. Afzal Wani (Ex-Dean, USLLS, GGSIPU New Delhi)
- Prof. (Dr.) Queeny Pradhan (Dean, USMC, GGSIPU New Delhi)
- Prof. (Dr.) Soumitra Mukherjee (School Of Environmental Sciences, J.N.U, New Delhi)
- Prof. (Dr.) Rajat Kumar Sant (Maharaja Agrasen College, University of Delhi)
- Prof (Dr.) Pramod Kumar Mehra – Head (School Of Humanities) IGNOU, New Delhi
- Dr. Gagan Pareek (Associate Dean Program & Hod - Department of Management, Techno India University)
- Prof. (Dr.) Aprajita Kashyap (Centre For Canadian, US & Latin American Studies, Jawaharlal Nehru University, New Delhi)
- Prof. (Dr.) Rajesh Kumar (Indira Gandhi National Open University, New Delhi)
- Prof. (Dr.) S. P. Singh (School of Law, FIMT)

### CHIEF EDITORS

- Dr. Shalini Kumar
- Dr.laxmi

### EDITORIAL BOARD

- Dr. Shweta Gupta
- Dr. Suman Yadav
- Dr. Sonia
- Prof. (Dr.) Anita Mukherjee
- Prof. (Dr.) K. D. Sharma
- Dr. Manish Yadav
- Dr. Seema Dagar
- Dr. Vikash Kumar Singh
- Ms. Geeta Dhasmana

NAAC ACCREDITED



FAIRFIELD INSTITUTE OF MANAGEMENT AND TECHNOLOGY



## ABOUT THE JOURNAL

The Educator - the FIMT Multidisciplinary Journal (ISSN No. 2277-9736) is a Bi-Annual and multidisciplinary journal to publish research papers in the fields of management, commerce, information technology, education, economics, and media studies we publish the highest quality empirical, theoretically grounded work addressing the main areas of higher education and the dynamic role of the university in society. We seek to publish scholarship from a wide variety of theoretical perspectives and disciplinary orientations. Articles appearing in the Journal employ an array of methodological approaches, and we welcome work from scholars across a range of career stages.

**Objective:** The most important objective is to give academicians and researchers a platform to submit their original research work for publication.

**Copyright:** Wherever copyrighted material is used, the authors should be accurate in reproduction and obtain permission from copyright holders, if necessary. Articles/ Papers published in Educator -the FIMT Journal should not be reproduced or reprinted in any form, either in full or in part, without prior written permission from the Editor.

**Review Process:** Two or more referees will review all contributions by following the 'double blind' system.

The Educator -the FIMT Multidisciplinary Journal reserves the right of making editorial amendments in the final draft of the manuscript to suit the journal's requirements. Journals focused on the publication of current research and review work carried out globally. All contributions to the journal are rigorously refereed and are selected on the basis of the quality and originality of the work. The journal publishes the most significant new research and review work in all areas pertaining to its scope and research being done in the world, thus ensuring its scientific priority and significance.



## CHAIRMAN'S MESSAGE

Dear readers and esteemed members of Educator,

It is with great pleasure and pride that I address you today to express my heartfelt appreciation for the invaluable contributions made by Educator: A Multidisciplinary Journal. As the Chairman of FIMT (Fairfield Institute of Management and Technology), I have had the privilege of witnessing the significant impact this journal has had on the field of education.

Educator: A Multidisciplinary Journal has consistently showcased the latest research, insightful perspectives, and innovative ideas from educators across various disciplines. Its commitment for fostering interdisciplinary dialogue and promoting scholarly discourse has made it an indispensable platform for educators and researchers alike. The journal's dedication for maintaining the highest standards of quality in its publications has ensured that it remains a reliable source of knowledge and inspiration for educators. By encouraging contributions from diverse fields, Educator has facilitated the exchange of ideas and best practices, leading to be a rich tapestry of educational scholarship.

I would like to extend my deepest gratitude for the editorial team and reviewers of Educator: A Multidisciplinary Journal for their unwavering commitment to upholding the journal's standards of excellence. Their diligence and expertise have played a crucial role in ensuring the quality and relevance of the published articles. Moreover, I would like to extend my heartfelt appreciation to the authors whose remarkable research and scholarly work have graced the pages of Educator. Their dedication to advancing the field of education through their innovative ideas and empirical findings is commendable. By sharing their expertise, they have made significant contributions to the professional development of educators worldwide.

Finally, I would like to acknowledge and appreciate the readership of Educator: A Multidisciplinary Journal. It is through your engagement and interest in the journal that its impact continues to grow further. By staying informed about the latest research and trends in education, you are actively contributing to the advancement in the field of reading.

I would like to express my sincere appreciation to the editorial team of Educator for their tireless efforts in promoting excellence in education. Their dedication to fostering collaboration, encouraging interdisciplinary approaches, and disseminating knowledge have made a profound difference in the lives of educators and learners alike.

Warm regards,

*Shri V.K.N. Bhardwaj*  
Chairman

NAAC ACCREDITED



FAIRFIELD INSTITUTE OF MANAGEMENT AND TECHNOLOGY



## FROM THE EDITORIAL BOARD

On behalf of our editorial team, we would like to offer a word of thanks to our readers, contributors, authors, editors, and anonymous reviewers, who volunteered to contribute to the success of the journal and also for its mission to improve the quality of care and research in the form of publication in different areas of education. We are publishing our journal with particular emphasis on quality, safety, and better outcome of the research. We are equally elated to inform you all that the Bi-Annual and Multidisciplinary journal has been contributing tremendously to improving the quality of research and education in the fields of management, commerce, information technology, education, economics, and media studies by publishing its issues regularly. An enormous amount of work has been done toward the development of this journal in the past few days.

FIMT Educator is dedicated to the rapid dissemination of high-quality research papers. Given the dynamic nature of commerce and the business world, the best ideas are those that can stay abreast of changes in business and technology. Thus, we welcome contributions that can demonstrate near-term practical usefulness, particularly contributions that take a multidisciplinary/convergent approach.

We are thankful to the patron, Dr. Nalini, the Executive Director of FIMT who has always been a guiding spirit and prime inspiration to publish this journal. We are grateful for her continuous support and encouragement to bring out the journal in a proper form. We also appreciate Editorial committee members for their assistance, advice, and suggestion in shaping the journal in this form.

Finally, we always encourage contributions from different communities to ensure the continuity of a successful journal. Authors, Reviewers, and Guest Editors deserve appreciation and thanks. We also welcome comments and suggestions that could improve the quality of the journal.

We hope you will find our educator more informative and resourceful for the expansion of knowledge.

EDITORIAL BOARD



## CONTENTS

<b>1</b>	<b>Revival of Economic Orientation In Modern India</b>	<b>1</b>
	Renu Dixit	
<b>2</b>	<b>Financial Literacy in India: A Need for Transformation to the Digital Economy</b>	<b>6</b>
	Subhosree Sarkar	
<b>3</b>	<b>Role of Technology in Higher Education: A Review of Best Practices and Future Directions</b>	<b>15</b>
	Pooja Kumari Singh and Madhavendra Abhinandan	
<b>4</b>	<b>An Experimental Study of High Creative and Low Creative Hindu Boys in Different Areas of Self-Disclosure</b>	<b>27</b>
	Nidhi Pathak	
<b>5</b>	<b>Ancient Bharat: The Gurukul of Humanity</b>	<b>34</b>
	Dr. Maumita Sengupta	
<b>6</b>	<b>The Progression of Feminism in Early Modern and Modern English Literature</b>	<b>41</b>
	Rahul Sharma	
<b>7</b>	<b>An Empirical study, analysis and Importance of Social Work for Sustainable Development in present scenario</b>	<b>51</b>
	Asma Parveen and Dr. Mohd Wasi Baig	

**ARTICLE 1**

# Revival of Economic Orientation In Modern India

Renu Dixit

## Abstract

India is one of the most ancient civilisation of the world. It was also known as “golden sparrow” for a reason. The economy of India was the leading economic power at the time of 17th century. Many precious stones, jewellery, gold, silver, agriculture and natural resources, we had everything in abundance which is crucial for any economy for growth and prosperity. Due to British colonial rule, India suffered a lot financially. If we focus on current scenario of the economic conditions of India, the future seems to be very bright. This paper will focus on the factors that are crucial for the revival of Indian Economy. Post pandemic revival will also be discussed in the paper followed by the policy suggestions. The research paper also includes some graphs and figures of India’s growth. The methodology used in the research paper is Descriptive research and secondary data sources are used to gather information about India. Conclusion of the paper is that India has a huge potential in growth and India is at the cusp of economic revival. No wonder if India become the leading economic power again in near future.

**Keywords:** Indian Economy, Revival, Growth, Colonial Rule, Economic Power.

## Introduction

A study commission by United nations looks back 2000 years and reveal that India was the top economic power at first millennium. India was a cultural hub, manufacturing superpower and agriculturally very rich. India was the top economic power until britishers came in 17th century. Renowned economist Utsa Patnaik reveal that the drainage of wealth was approximately \$45 trillion from India to Britain (between 1765 and 1938) in her essay published in Columbia University Press. Shashi Tharoor in his book titled Inglorious Empire, had also

called British PM Winston Churchill one of “the worst genocidal dictators”. The Congress leader also said in an interview with ABC that the British would have us hail as an apostle of freedom and democracy when he has as much blood on his hands as some of the worst genocidal dictators of the 20th century. No doubt India could have been in so much better situation if the britishers never came here.

India after independence try to heal and pick up the growth momentum with numerous policies, government initiatives and industrial & agricultural reforms. The GDP

growth rate of India has improved remarkably. In 1961 the growth rate of GDP was 3.7%, in 1990 it was 5.5% and in 2021 it was 8.7% (source: World Bank). This positive trend gives India hope to revive the economic condition and retain the economic orientation in modern India. IMF also believe that India is emerging as one of the fastest growing economies of the world. We can expect it to be among the top three economic powers of the world after few decades.

### Literature Review

1. Kumar B. (2018) studied revival of Indian economy with special reference to the development of microfinance through self-help groups. The researcher took the study case of Rajasthan state and discuss the working of self-help groups in Rajasthan. The aim of the study is to find gaps in the disbursement of loans by the way of SHGs and the usability of the same by the respective beneficiaries. An effort was also made to analyse the overall microfinance program in Rajasthan. Findings of the study are that the network of rural banks is very strong in our country and the same stands true in case of Rajasthan as well, by the virtue of the same the SHG model is working efficiently in here.
2. Narang (2020) studied the economic revival of Indian economy after COVID -19 pandemic recession. He suggested some solutions for the revival in his article like re-prioritisation the key sectors, focus on Atma Nirbhar Bharat, going from "Pause to Play".
3. Kumar. B, Saini, Kulshretha, Jakhoria (2021) described the major developments after demonetisation and evaluate the Indian economy after introducing GST in the economy. Focus was on the major issues and challenges in the revival of Indian economy after these two big reforms.
4. Reddy, Mamgain (2020) attempt to give suggestions for revival from the COVID-19 pandemic. There were suggestions which helps in the faster and inclusive revival and reconstruction of rural livelihood. Focus was on self-reliance and transform village economy with the help of some out of the box approach.

### Objectives

- The primary objective of the study is to analyse the factors that are crucial for economic revival of India.
- To give suggestions for the revival of economic orientation of modern India.

### Research Methodology

The research methodology used in this paper is descriptive research. Data sources are secondary i.e. the data and information will be collected from secondary data sources such as magazines, journals, various websites and publications etc. the data and information was then studied and arrange in a proper manner to reach at any inference and conclusions.

### Economic Revival of India

*"India may have missed the bus in the first three industrial revolutions. But this time it is a bus, India has not only boarded but also drive it"*

— Narendra Modi  
(Honorable Prime Minister of India)

The above quote of respected PM is enough to understand his vision for the economic revival of India. Every economy need to prepare for any kind of boom or revival. Let's discuss whether India's economic conditions

are ready for a boom or not. Factors that are crucial for economic revival of India are as follows:

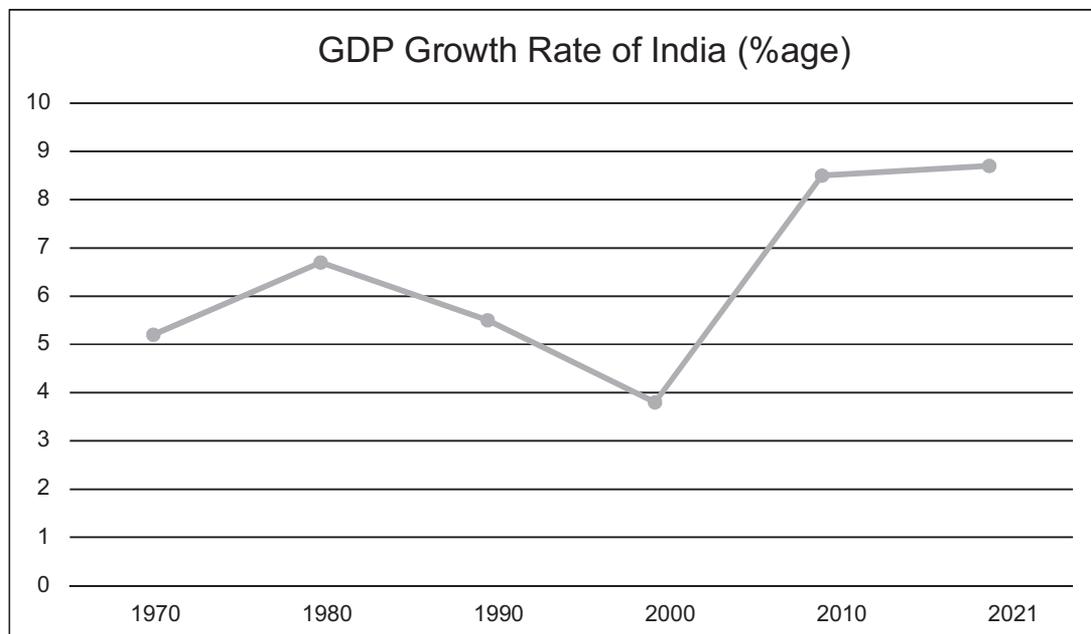
**a) Infrastructure:** In order to meet India's aim of becoming the economic super-power, infrastructure development is one of the main component of economic development. The government of India has launched the National Infrastructure Pipeline (NIP) combined with other initiatives such as 'Make in India' and the production-linked incentives (PLI) scheme to augment the growth of infrastructure sector. Historically, more than 80% of the country's infrastructure spending has gone toward funding for transportation, electricity, and water& irrigation. There is a compelling need for enhanced and improved delivery across the whole infrastructure spectrum, from housing provision to water and sanitation services to digital and transportation demands, which will assure economic

growth, increase quality of life, and boost sectoral competitiveness.

**b) GDP Growth Rate:** The GDP of India has been growing exponentially. There is no doubt that India is one of the fastest growing economy of the world and we can expect it to be among the top three economic super powers of the world in coming couple of years (10-15 years approximately). GDP growth rate is the main indicator of growth and prosperity of every nation and in case of India it is giving a positive signal.

**c) Healthcare:** As far as health and sanitation is concerned India has spent a huge amount on the vaccination of Covid-19 in the past 2-3 years and emerged as the world's biggest and successful vaccination campaign. India is able to overcome many diseases after independence and the number of hospitals, doctors, nurses, ambulances, medication etc. has increased since then.

### 8.7 % Annual change (2021)



Source: World bank

**d) Sectoral Development:** Development of all the sectors i.e. agriculture, industrial and service sector is very crucial for the growth and development of the country. Indian economy was mainly agrarian economy. Post-independence, the policymakers also made conscious efforts to boost the agriculture sector with the help of the green revolution and subsequent innovations in cultivation practices. The liberalization regime (1980-2004) witnessed a steady growth in structural transformation from primary to secondary sector. After the economic reforms, the roles of agriculture and service sectors became interchangeable. Currently, the Indian economy is deriving most of the revenue from the service sector then secondly from the industry sector and the least from the agriculture sector.

**e) Prioritisation of key sectors:** Government need to prioritise the sectors in which funds should be allocated first to boost up the economy. Some sectors have accelerating effect like manufacturing sector and service sector. It will help in the employment generation followed by the increment in the income level of the nation.

**f) China set an example:** China has made a remarkable revival which set an example for India. Between 1979 and 2018, GDP growth rate has averaged 9.5% per year. According to World Bank China is “the fastest sustained expansion by a major economy in history”. China became the manufacturing hub of the world. Nearly 800 million poor people were now overcome the poverty situation. India should take inspiration from the growth and revival story of China.

**g) Government policies:** The role of policy formation is very crucial for any country. The policies should support the growth objectives. The government of India has also been introduced many policies over the years which are quite successful in achieving their targets and help India in strengthening the economic and social conditions. Some of the major initiatives are Make in India, Swatch Bharat Abhiyaan, Start up India, AMRUT (Atal Mission for Rejuvenation and Urban Transformation), the Smart City etc.

### **Policy Suggestions for Revival of Indian Economy**

Although Indian economy is growing at a very good speed and I strongly believe that India will soon surpass China and USA in GDP growth. The potential of Indian economy is unimaginable. Certainly, there are few challenges in the growth path of Indian economy that should be addressed by the policymakers. Policy suggestions are as follows:

- Focus should be on manufacturing sector as it is the key to growth and increment in GDP just like China did.
- Learn from the past mistakes and create new ideas for the future.
- There should be coordination between central and state government in the identification of policy changes and reforms.
- There should be a proper planning for the banking lending system (infrastructure lending) to avoid the credit slowdown and financial crises.
- The multi-layered government framework is necessary for quick and effective decision making, transparency and successful implementation of policies.

- There is a need for the participation of end user at both consumer and producer level.
- Importance should be given to import substitution and export promotion. It will help in reducing the debt and increment in the GDP of the nation.
- Prioritise the important sectors again and focusing on infrastructural development as it is the key to success and revival in future.
- Advanced labour reforms need to be done to ensure performance using advanced technologies.
- The projects which are delayed or incomplete due to certain reasons should be identified and government need to finish them as soon as possible.

### Conclusion

India is demographically, culturally and resource rich country. The potential that India has is remarkable. We just need to analyse the factors which are growth driven and should give important to those factors. Some of the initiatives taken by the new government like Make

in India, Start-up India have started showing positive impact on the economic growth and development of the economy. The core sectoral development is the key like manufacturing sector. India can use the high population as its main resource and can manufacture with its abundance labour. In the coming years, the growth of India is very positive and soon we will achieve the status of prosperity that we had before 17<sup>th</sup> century.

### References

- Kumar. B (2021), Economic Revival in India: Issues and Challenges.
- Narang. P (2020), Reviving the Indian Economy- does Infrastructure hold the Key  
<https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=IN>
- Solanki. S (2020), Sectoral contribution to economic development in India: A time series Co-integration analysis.  
[https://en.wikipedia.org/wiki/Economy\\_of\\_India#Data](https://en.wikipedia.org/wiki/Economy_of_India#Data)
- Mukhopadhyay. A, (2021), Post-Pandemic Economic Recovery: Seven Priorities for India.

**ARTICLE 2**

# Financial Literacy in India: A Need for Transformation to the Digital Economy

Subhosree Sarkar

## Abstract

In a rapidly changing scenario, the Government of India has set a goal to transform India into a digital economy where all economic transactions will be done on the internet. The Government of India is encouraging to do all transactions online and use a digital wallet. But still, about 2/3rd of the Indian population has not adopted the concept of digitalization. For that, they need to be financially literate first. This study focuses on the importance of financial literacy to change the financial attitude and behaviour of citizens and also covers the initiatives were taken by Indian Government and the challenges faced by the Government. People are losing their money in financial frauds, chit funds, and scams due to a lack of financial literacy despite various government guidelines and initiatives. They are also facing unsustainable debt burdens due to poor spending decisions. Financial literacy is needed for transforming India into a digitally empowered country. There is an utmost need to create awareness on this topic and it needs to be included in our education system.

**Key words:** Financial Literacy, Digital Economy, Financial Behaviour, Financial Fraud

## Introduction

The digital economy refers to as internet or web economy which depends on digital technologies and it includes all variables of digital value processes and its spreading in every sector like education, banking, health-care, e-commerce, e-business, etc(Gazieva, Magomaev & Magomaeva, 2021). The digital economy concept is becoming very popular to develop the socioeconomic structure of society (Dorofeyev et al., 2018). Many developed and developing countries have already

started a strategic movement to transform the economy into a digital economy (Vertakova et al., 2019). The Digital India program was organized by Prime Minister of India, Shri Narendra Modi on 1st July 2015 with an aim to transform India into a digitally empowered society and knowledge economy. The main objectives of the Digital India program were creating digital delivery of services, creating digital infrastructure, increasing digital literacy, and ensuring high-speed internet facilities in rural areas (Fisdorn, 2022). Digital

India initiatives are DigiLocker, E-Hospitals, E-Pathshala, BHIM, E-Grathalaya, E-Pranchyat, Digital Saksharta Abhiyaan, etc (Cleartax, 2021). The main component of a digital economy is digital payment methods and there are many methods like baking cards, USSD, UPI, mobile banking, mobile wallets, internet banking, Aadhaar Enabled Payment System (AEPS), Point of Sale (POS), etc. Indian Citizens should be financially literate first to use these kinds of digital payment methods.

Financial literacy is an ability of an individual to understand financial matters and also save and invest their financial resources with proper analysis to achieve financial well-being (Hung et al. 2009). To be financially literate means to know how to pay expenses as needed, how to save, when to borrow, how to invest with financial knowledge, when to insurance to minimize risk, how to plan for retirement, etc. As per OECD International Network on Financial Education (INFE, 2012), "A combination of awareness, knowledge, skill, attitude, and behavior necessary to make sound financial decisions and ultimately achieve individual financial wellbeing". Complex financial products in an unstable global economy brought new challenges and forced people to take complex financial decisions (Philipas & Avdoulas, 2020). But lack of knowledge in finance, they are scared to invest their money in different sectors and also not using different payment methods. It also has been seen that people are using these payment methods without proper financial literacy and facing fraud and money loss. Indian citizens are facing fraud and scam due to a lack enough financial literacy. The union Finance Minister has announced that more

than 95000 fraud cases of Unified Payments Interface (UPI) transactions were recorded in 2022-23 in India (Hindustan Times, 2023). Many policymakers of India found that it is very essential to increase the financial literacy level of citizens to achieve the stated economic objectives.

The objective of this paper is to find out the importance of financial literacy for transformation to the digital economy, to know the initiatives taken by Indian Government regarding financial literacy, and to identify the challenges for financial literacy in India.

### Objectives of the Study

- i) To find out the importance of financial literacy for transformation to the digital economy.
- ii) To know the initiatives were taken by Indian Government regarding financial literacy.
- iii) To identify the challenges for financial literacy in India.

### Literature Review

**Cavezzali, E. et al. (2012)**, investigated the risk-taking, diversification behavior, and financial literacy of individual investors in their paper and the study was conducted on U.S. individuals. A regression model was used for analysis and it was found that there is a significant impact of financial literacy on the amount of risk taken by individuals but only partially the diversification strategies pursued.

**Fedorova, Nekhaenko, and Dovzhenko (2015)**, conducted a study of the influence of financial literacy on the stock market. This study used data from 1,006 participants. The survey method was used to collect data from the respondents. Demographic factors

were taken in this study such as income, age, education, gender, and job designation from the respondents. This study suggested that financially literate investors participate in the stock market more actively.

**Abdeldayem (2016)**, examined the relationship between financial literacy and investment decisions in the Kingdom of Bahrain. They identified that the overall financial literacy of the people in Bahrain is low. He also identified the heterogeneity factors in financial knowledge across demographic groups.

**Hawati, et al. (2016)**, surveyed the financial literacy levels of Malaysia and the United Kingdom on demographic and socioeconomic factors through the questionnaire which was framed by OECD. It was found from the study that the level of Financial Literacy is low in both countries and the government should take necessary steps to increase awareness regarding financial literacy. It also gives suggestions for future research and formulating policies and guidelines for policymakers.

**Singh and Sharma (2016)**, studied in their article the impact of financial literacy on investment behavior for effective financial planning. It was found from the study that there is an impact of awareness towards financial investment instruments which is based on the level of interest, the level of knowledge, level of commitment. These things play an important role in making an investment decision for a particular financial instrument.

**Olivia and Lusardi (2015)**, found that basic knowledge of economics and finance is needed to work as effective decision-makers by using some basic questions and studying people in several countries. They analyzed that the level of knowledge was low not only in the United States but also in many other

countries including many developed countries. The study was On the basis of the 2012 program for International Student Assessment implemented in a total of 18 countries and they offered a new proof of financial literacy among high school students.

**Suri and Purohit (2017)**, studied the impact of financial literacy on demographic variables with special reference to the expatriates in UAE. Demographic variables were used in the study and financial literacy includes the interest rate, economy forecast, balance in a year, asset return, risk, inflation, ATM, safe returns, and retirement. Descriptive and ANOVA & F statistics were used for data analysis. It was found in the study that demographic variables influence financial literacy due to low levels of knowledge.

**Campo and Barnes (2017)** tried to make attempt to find out the relationships between the owner demographics & firm characteristics, and the financial literacy of the owner. The study was conducted on 116 owners of small and medium enterprises. Owner and firm characteristics were taken as an independent variable and financial literacy was used as a dependent variable. The chi-square test and Cross tables were used to examine the relationships. The study concluded that overall financial literacy can be improved for SME owners and that education can assist to increase overall financial literacy.

**Mwangi and Onsomu (2018)**, tried to know the effect of financial literacy on portfolio diversification among investors in the Nairobi Securities Exchange market. The results showed that there is a significant positive relationship between financial literacy and portfolio diversification. It was found that

Financial literacy is an important influencing factor for investors in the Nairobi Securities Exchange market. It was also concluded from the study that older investors have a more diversified portfolio compared to young investors.

**Anantanasuwong (2019)**, examined the impact of financial literacy on exponential growth perception, time preferences, and retirement savings. This study showed that financial literacy reduces the present bias. Financially literate people can have more correct future perceptions of their wealth and can try to increase the amount of retirement savings. The study also found that those who have more financial knowledge can save and invest more money for their retirement.

### Research Methodology

The study is qualitative and literature based. Data is collected from secondary sources which comprise research articles, newspaper articles, expert reviews, blogs, websites, reports, and journal articles.

### Importance of Financial Literacy for Transformation to the Digital Economy

Financial literacy became a need for every citizen of India as it is a base for the economic growth and development of India. In recent scenarios, maximum transactions are taking place via digital or online modes and with no physical exchange of money involved. There are various methods to pay digitally like payments through banking cards, unstructured supplementary service data (USSD), Aadhaar-enabled payment system, UPI, internet banking, mobile banking, mobile wallet, etc (Investopedia, 2023). The public should be financially literate first before using these

digital payment methods. The importance of financial literacy is discussed below:

- **To pay bills promptly:** Individuals can pay their monthly bills on time easily through bill-pay apps and with the help of digital payment methods. But for that, the individual should have financial knowledge regarding this.
- **To manage and pay off debts:** People can manage and pay off debts very easily with proper financial knowledge. Without financial knowledge, people will not be able to know the CIBIL score, and the CIBIL score will suffer if an individual makes any tiny error of skipping a payment. It's better to pay off fast the high-interest debt quickly such as a credit card or a personal loan and this loan can be paid digitally. The fastest way to pay off bills is to increase the EMI payment when income rises (The Economic Times, 2022).
- **To prevent mistakes:** Financial literacy helps an individual to avoid mistakes and to save them from losing their money. If they don't know about the different interest rates, they cannot control their budget and plan accordingly.
- **To prepare people for an emergency:** Financial literacy helps the public to save for a future emergency. An emergency fund should be created for an unplanned situation, safety, future needs, job loss, medical bills, home repairs, etc.
- **To reach the goal:** Financial literacy is important for achieving the individual's goal. People have varieties of goals in life like buying a house, buying a car, giving education to their children, etc. For that, they need to save and invest their money with proper analysis.
- **To save for retirement:** Financial literacy is a basic need for planning for retirement to ensure financial stability during old age

without depending on others. Financial knowledge helps people to invest in retirement schemes and plans.

- **To beat inflation:** Financial knowledge is essential to protect people against inflation. People should be prepared in buying floating-rate bonds, rebalance their portfolios, buying equities. Financial literacy gives the public the essential information and knowledge to understand inflation and how it affects their life (Financial Fitness Group, 2022).
- **To prevent the threats of cyber fraud due to digital payments:** Financial literacy helps to prevent the threats of cyber frauds like phishing, OTP frauds, fake UPI links, Debit or Credit Card frauds, etc due to digital payments. These kinds of cyber frauds can be prevented by having proper banking and finance knowledge.

### Government Initiatives towards Financial Literacy in India

To strengthen financial inclusion in India many agenda and initiatives were taken by Government and the various regulatory bodies such as RBI, IRDAI, SEBI, and PERDA. A few initiatives taken by respective regulatory authorities are discussed below:

#### i) **Initiatives are taken RBI (Reserve Bank of India):**

RBI has started a project, called “**Project Financial Literacy**” and the objective of the project is to spread information regarding central bank and general banking concepts for students, adults, rural people, and senior citizens. RBI took initiatives through financial inclusion and financial education. RBI has produced a multilingual website for the common person in thirteen languages, multilingual reading materials (comic books,

educational games), awareness programs (films, skits, road shows, exhibitions, camps in remote places, essay/quiz competitions) (RBI, 2023). The target audiences are rural folk, women, urban poor, students, and senior citizens for this purpose.

RBI has given an approach '**5-Core Actions**' for promoting financial education and the actions are Content, Community, Capacity, Communication and Collaboration (The Economic Times, 2020)

RBI has published the booklet **FAME (Financial Awareness Messages)** which has twenty messages for the general public. It was mainly created to provide basic financial literacy messages to the general public. There are five target groups these are farmers, school children, self-help groups, small entrepreneurs, and senior citizens and also some audiovisuals have been published for the general public related to financial literacy and it's on “**Basic Financial Literacy**”, “**Unified Payments Interface**” & “**Going Digital**” (RBI, 2023).

#### ii) **Initiatives are taken by SEBI (The Securities Exchange Board of India):**

SEBI took some initiatives for financial education through awareness programs, free workshops in local languages, booklets, seminars, etc. SEBI has launched a dedicated website (<http://investor.sebi.gov.in>) for the benefit of investors and it provides many educational materials regarding investment and schedules of various educational programs. SEBI arranges many awareness campaigns through multi-mass media (TV/Radio/Print/bulk SMS) on investor grievance redressal mechanisms, investment schemes, dabba trading, Initial Public Offering (IPO), etc (NCFE\_1, 2023).

Students are encouraged to visit SEBI and understand the role of SEBI through “**Visit SEBI**” program. SEBI has also launched a toll-free helpline service and this service is available every day (from 9.00 a.m. to 6.00 p.m.) for investors all over India.

iii) **Initiatives are taken by the Insurance Regulatory and Development Authority of India (IRDAI)**

IRDAI prepared a “**Policyholder Handbook**” and some comic book series in 12 languages and also some documentary films on policyholder’s initiatives. IRDAI arranges quiz competitions for insurers and also arranges seminars for policyholder protection on a regular basis. IRDAI organizes many awareness campaigns for the public through TV, radio, print media, websites, social media metro rail, etc. IRDAI conducted a pan-India survey to improve the level of insurance awareness and also launched a Research Grant Scheme to do research and analysis for protecting the interest of policyholders (NCFE\_2, 2023).

iv) **Initiatives are taken by Pension Fund Regulatory and Development Authority (PFRDA)**

A website named “Pension Sanchay” has been launched by PFRDA, which has the aim of giving information regarding financial decision-making knowledge of inflation, risk diversification, interest rate system, compounding interest rate systems, etc. This website also has a blog section for writing purposes by the professionals in the financial sectors and the officers of the Authority, so that the public can understand the information about finance, banking, and new investment trends (NCEF\_3, 2023). PERDA also arranges various subscriber awareness programs all over India.

## **The Challenges for Financial Literacy in India**

Earlier knowledge of investment was not available easily and not discussed even in colleges. But today the scenario has changed. People can avail information through the internet very easily and can do transactions at the tap of a finger. This creates opportunities as well as challenges (BusinessWorld, 2023). There are many challenges faced by the public regarding financial education. The challenges for financial Literacy are discussed below:

**i) Overloaded information:** Huge amount of data is available on the internet and an ample quantity of raw data floats around on the screen. So it’s very tough to collect the correct necessary data from the noise. People are getting lots of investment suggestions from social media like YouTube, LinkedIn, Twitter, etc, and from many websites. But they are confused about which suggestion should be taken into account. So this is a big challenge for financial literacy in India.

**ii) Lack of structure:** There is a lack of structure in the information that is presented online. People cannot understand and analyze the unstructured information about the investment procedure that is floating on the internet.

**iii) Wrong perception:** People have a wrong perception about their financial knowledge that they know every aspect of financial matters and invest without proper analysis. It makes them lose money. They also make the perception that some work is meant to be for some specific gender like men are experts in financial activities and women are not experts in that. These wrong perceptions have to be changed.

**iv) Problems of access:** People cannot access financial institutions easily because

these are located far away. This problem arises mainly in rural areas. Financial education is getting very expensive due to the lack of transport facilities and other facilities.

**v) Poverty and child labor:** Poverty is the biggest challenge for financial literacy in India. In India, the maximum population lives below the poverty line, and also children work as a labor. This situation creates financial education very inaccessible and expensive and specific career options cannot be chosen due to the financial conditions. So people don't get the opportunity to get proper financial education due to poverty.

## Conclusion

Financial literacy is an important set of skills and knowledge domains that prepare an individual to do budgeting, save and invest money, manage and control debt, prepare a plan for retirement etc. Financial literacy not only changes the future of the individual but also changes the future of society and the country. According to the Reserve Bank of India (RBI), only 27 per cent of Indian adults achieved the minimum level of financial literacy. Many families in India are developing capabilities to pay off and manage their debts through financial literacy programs which were taken by the Government. The literacy levels of Indian citizens have been improved after taking the initiatives of the Government. The Government realized the importance of financial literacy and playing a significant role in promoting saving and investing money. Financial education can make a significant difference not only in the life of the individual but also in the economy of the country.

Schools, colleges, and universities should introduce financial education as the subject

in the syllabus so that the level of financial literacy would improve for the well-being of society. The banks and the Government of India should pay more attention to improving the financial literacy level in India. Citizens of India must have an attitude to gain more financial knowledge and should understand how each financial decision can affect the finances of their household. So the citizens of India should have sound financial knowledge before doing digital transactions and also they should understand and realize that inflation is an essential factor to calculate returns effectively in the future. A financial education program should be started in every sector and at an early age so that people make a habit of saving and managing money efficiently. Thus India can be transformed towards the digital economy.

## References

- Abdeldayem, M. M. (2016). Is There a Relationship between Financial literacy and Investment Decisions in the Kingdom of Bahrain? *Management and Administrative Sciences Review*, 5(4), 203–221.
- Acharya, M. (2021, August 24). *Digital India – What is Digital India?* Cleartax. <https://cleartax.in/s/digital-india-scheme>.
- ADB (2023), *In India, Financial Literacy Programs Are Lifting Families Out of Debt and Fueling New Prosperity*. Asian Development Bank(ADB). <https://www.adb.org/results/india-financial-literacy-programs-lifting-families-out-debt-fueling-new-prosperity>
- Anantanasuwong, K. (2019). How Financial Literacy Impacts Retirement Savings: The Role of Present Bias and Exponential Growth Bias. *SSRN Electronic Journal*, 28. <https://doi.org/10.2139/ssrn.3364781>
- Bashiri, S. (2022, March 18). *Financial Literacy And Inflation*. Financial Fitness Group.

- <https://financialfitnessgroup.com/financial-literacy-and-inflation/>
- Business World (2023). *Financial Education In India: The Opportunities & Challenges*. Business World. <https://www.businessworld.in/article/Financial-Education-In-India-The-Opportunities-Challenges/08-03-2021-383171/>
- Campo, M. A., & Barnes, L. (2017). An Examination of Financial Literacy Levels Amongst Owner/Managers of Small and Medium-Sized Enterprises.
- Cavezzali, E., Gardenal, G., & Rigoni, U. (2012). Risk taking, diversification behavior and financial literacy of individual investors. Università Ca'Foscari Department of Management Venezia Working Paper, (17).
- Dorofeyev, M., Kosov, M., Ponkratov, V., Masterov, A., Karaev, A., & Vasyunina, M. (2018). Trends and Prospects for the Development of Blockchain and Cryptocurrencies in the Digital Economy. *European Research Studies Journal*, 21(3), 429-445.
- Fedorova, E. A., Nekhaenko, V. V., & Dovzhenko, S. E. (2015). Impact of Financial Literacy of the Population of the Russian Federation on Behaviour on Financial Market: Empirical Evaluation. *Studies on Russian Economic Development*, 26(4), 394-402.
- Fernando, J. (2023, March 30). *Financial Literacy: What it is, and why it is so important*. Investopedia. <https://www.investopedia.com/terms/f/financial-literacy.asp#:~:text=Financial%20literacy%20can%20help%20individuals,for%20achieving%20seemingly%20unachievable%20goals.>
- Gazieva, L. R., (a), Magomaev, T. R., (b), & Magomaeva, L. R., (c) (2021). THE IMPACT OF E-COMMERCE ON THE DIGITAL ECONOMY. *European Proceedings of Social and Behavioural Sciences*.
- Hawati Janor, R. Y. (2016). Financial literacy and investment decisions in Malaysia and United Kingdom: A comparative analysis. *Malaysian Journal of Society and Space*, 12 (2), 106-118
- Hung, A.A., Parker, A.M. and Yoong, J.K. 2009. Defining and measuring financial literacy, RAND corporation, Working Paper series WR-708.
- Mudaliar, S. (2023, March 23). Over 95,000 UPI fraud cases reported in 2022-23: Centre in Parliament. *Hindustan Times*. <https://www.hindustantimes.com/india-news/over-95-000-upi-fraud-cases-reported-in-2022-23-centre-in-parliament-101679541121388.html>.
- Mwangi, E., & Onsomu, Z. (2018). Effect of Financial Literacy on Portfolio Diversification at the Nairobi Securities Exchange Market, Kenya. *Journal of Finance and Investment Analysis*, 7(4), 35-49.
- NCEF\_2 (2023), *Financial Literacy Initiative undertaken by Insurance Regulatory and Development Authority of India (IRDAI)*. National Centre For Financial Education. <https://www.ncfe.org.in/financial-literacy-initiative-undertaken-by-irdai>
- NCEF\_3 (2023), *Financial Literacy Initiative undertaken by Pension Fund Regulatory and Development Authority of India (PFRDA)*. National Centre For Financial Education. <https://www.ncfe.org.in/financial-literacy-initiative-undertaken-by-pfrda>
- NCFE\_1 (2023), *Financial Literacy Initiative undertaken by Securities and Exchange Board of India (SEBI)*. National Centre for Financial Education. <https://www.ncfe.org.in/financial-literacy-initiative-undertaken-by-sebi>
- Olivia S. Mitchell, A. L. (2015). Financial Literacy and Economic Outcomes: Evidence and Policy Implications. 2-17.
- Parmar, H. (2022, December 17). *How debt affects your life and six ways to repay it*. The Economic Times. <https://economic-times.indiatimes.com/small-biz/money/>

- how-debt-affects-your-life-and-six-ways-to-repay-it/articleshow/96295051.cms
- Philippas ND, Avdoulas C. Financial literacy and financial well-being among generation-Z University Students: Evidence from Greece. *European Journal of Finance*. 2020;26(4-5):360-381. doi: 10.1080/1351847X.2019.1701512
- RBI (2023), *Reserve Bank of India's Financial Education Initiative*. Rbi.org. <https://www.rbi.org.in/FinancialEducation/>
- Singh, A., & Dr. Sharma, R. (2016). Financial Literacy & Its Impact on Investment Behaviour for Effective Financial Planning. *International Journal of Finance and Marketing*, 6(8), 50-63. Retrieved from <http://euroasiapub.org>
- Suri, A. K., & Purohit, S. (2017). An Analysis of Personal Financial Literacy among Expatriates in the United Arab Emirates. *Contemporary Review of the Middle East*, 4(3), 278-296.
- The Economic Times (2020), *Reserve Bank of India suggests a five-point action plan to promote financial education*. The Economic Times. <https://economictimes.indiatimes.com/news/economy/policy/reserve-bank-of-india-suggests-a-five-point-action-plan-to-promote-financial-education/articleshow/77653820.cms>
- The OECD International Network on Financial Education (INFE). (2012). High-Level Principles on National Strategies for Financial Education. [www.oecd.org](http://www.oecd.org).
- Vertakova, Y., Mkrtchyan, V., & Leontyev, E. (2019). Information provision of decision support systems in conditions of structural changes and digitalization of the economy. *Journal of Applied Engineering Science*, 17(1), 74-80.
- Yaji, A. (2022, December 7). *Digital India Mission – Objectives, Challenges, Benefits 2023*. Fisd.com. <https://www.fisd.com/what-is-digital-india-mission-objectives-benefits/>.

**ARTICLE 3**

# Role of Technology in Higher Education: A Review of Best Practices and Future Directions

Pooja Kumari Singh and Madhavendra Abhinandan

## Abstract

This review paper examines the role of technology in higher education, including its benefits, challenges, best practices, and future directions. The paper begins with an overview of the evolution of technology in higher education, highlighting the increasing importance of technology in teaching, learning, and administration. The paper then explores the benefits of technology in higher education, such as improved access to resources, enhanced communication and collaboration, and personalized learning experiences. The potential benefits and challenges of each type of technology are discussed. Next, the paper explores best practices for the integration of technology in higher education. This includes the importance of faculty development, student support services, and data-driven decision-making in the effective integration of technology in teaching and learning. The paper also highlights the importance of pedagogical considerations, such as active learning strategies, and the need for effective evaluation and assessment of technology integration. Looking towards the future, the paper explores potential future directions for technology in higher education. This includes personalized and adaptive learning, immersive and experiential learning, collaborative learning, augmented teaching, and lifelong learning. However, the paper emphasizes the importance of carefully evaluating emerging technologies and developing effective integration strategies that address concerns about privacy, cybersecurity, and ethical considerations. In conclusion, the effective integration of technology in higher education requires a comprehensive approach that considers the needs of faculty, students, and the institution as a whole. By carefully evaluating emerging technologies and developing effective integration strategies, institutions can leverage technology to improve teaching and learning outcomes and prepare students for success in an increasingly digital world.

**Keywords:** Higher Education, Technology, LMS, Integration, Teaching, Learning, ICT

## Introduction

In recent years, technology has played an increasingly important role in higher education. With the emergence of digital tools and platforms, educators and institutions have been able to leverage technology to enhance the learning experience, increase access to education, and improve student outcomes. This has led to a growing body of research on the use of technology in higher education. Higher education institutions have witnessed significant transformations in recent years, with technology playing a pivotal role in shaping the way we learn and teach. The integration of technology in higher education has the potential to improve student outcomes, enhance faculty productivity, and reduce costs. As technology continues to evolve, there is a growing need to review best practices and explore future directions for its effective integration in higher education.

This research paper aims to provide an overview of the current state of technology integration in higher education, highlight best practices, and explore future directions for its use. The paper will begin with an overview of the evolution of technology in higher education, including its benefits and challenges. It will then examine the different types of technologies used in higher education, such as learning management systems, online learning, virtual reality, and gamification.

The paper will also explore best practices for the integration of technology in higher education, including the importance of faculty development, student support services, and the need for data-driven decision-making. Additionally, the paper will

examine the challenges of technology integration in higher education, such as the digital divide, privacy concerns, and the need for cybersecurity.

Finally, the paper will explore future directions for technology integration in higher education, including the role of artificial intelligence, block chain, and other emerging technologies. The paper will conclude with a discussion of the potential impact of technology integration in higher education and its implications for future research and practice.

Overall, this research paper aims to provide insights into the role of technology in higher education, its current state, and its potential to transform the way we teach and learn. By examining best practices and exploring future directions, this paper seeks to contribute to the ongoing conversation about the integration of technology in higher education.

## Research Methodology

Our research paper is based on secondary data, which is collected from appropriate databases and search engines to identify relevant literature for our review. Inclusion and exclusion criteria is used to ensure that the literature that we select is relevant and of good quality. Read and analyze the selected literature in detail, taking note of the key concepts, theories, and findings.

## Evolution of Technology in Higher Education

The evolution of technology in higher education has been a gradual process that began in the 20th century and has continued to accelerate over the past few decades. In the early 1900s, technologies such as the radio

and the projector were used in higher education to enhance lectures and deliver educational content. Later, the development of the computer and the internet in the 1980s and 1990s led to the emergence of digital technologies, including email, online discussion forums, and multimedia content.

In the early 2000s, learning management systems (LMS) were developed, which allowed for the creation of online courses and the delivery of digital content. This led to the emergence of online learning, which has since become an integral part of higher education. Online learning provides flexibility and accessibility to students, allowing them to learn at their own pace and on their own schedule. It has also enabled institutions to expand their reach and serve more students than ever before.

More recently, the development of virtual and augmented reality technologies has opened up new possibilities for immersive learning experiences. Virtual reality can be used to simulate real-world experiences and environments, allowing students to explore and interact with complex concepts in ways that were previously impossible. Augmented reality, on the other hand, overlays digital content onto the real world, providing students with additional context and information.

The evolution of technology in higher education has had a significant impact on teaching and learning, providing new opportunities for collaboration, communication, and engagement. As technology continues to advance, there is a growing need to explore best practices for its effective integration in higher education and to ensure that it is used in a way that supports student learning and success.

## Benefits of Technology in Higher Education

The integration of technology in higher education offers numerous benefits for both students and faculty. Some of the benefits of technology in higher education include:

- **Increased Access and Flexibility:** Technology allows for online learning, which provides greater access and flexibility for students who are unable to attend traditional, in-person classes due to geographical, work, or other constraints.
- **Personalized Learning:** Technology enables the creation of personalized learning experiences, where students can learn at their own pace and on their own schedule. This can help students who need additional support or challenge, and it can also help students to take ownership of their learning.
- **Improved Communication and Collaboration:** Technology enables students and faculty to communicate and collaborate in new and innovative ways. Online discussion forums, video conferencing, and collaborative tools can enhance the learning experience and create a sense of community among students and faculty.
- **Enhanced Teaching and Learning:** Technology can enhance teaching and learning by providing access to digital content, multimedia resources, simulations, and virtual reality environments. This can help to create more engaging and interactive learning experiences, which can improve student motivation and retention.
- **Increased Efficiency and Productivity:** Technology can help faculty to streamline administrative tasks, such as grading, attendance tracking, and course manage-

ment. This can free up time for faculty to focus on teaching and research, improving their productivity and efficiency.

- **Cost Savings:** Technology can help to reduce costs associated with traditional classroom instruction, such as textbooks, printing, and travel expenses. Online learning can also reduce the need for physical classroom space, which can save on facility costs.

The integration of technology in higher education can improve student outcomes, enhance faculty productivity, and reduce costs. It can also provide new opportunities for innovation and creativity in teaching and learning.

### Challenges of Technology in Higher Education

While technology has numerous benefits in higher education, there are also several challenges that need to be addressed for its effective integration. Some of the challenges of technology in higher education include:

- **Digital Divide:** Access to technology and reliable internet is not universal, and students from low-income backgrounds or in rural areas may not have access to the necessary technology for online learning. This can create disparities in access to education.
- **Privacy and Security:** The collection and storage of student data can create privacy and security concerns. Institutions need to ensure that student data is kept secure and that student privacy is protected.
- **Faculty Training and Support:** Faculty members may not be adequately trained to use technology effectively in the classroom, and they may require support and training to adapt to new technologies.

- **Infrastructure and Support:** Institutions need to have the necessary infrastructure and support systems in place to support technology integration. This includes reliable internet, technical support, and access to software and hardware.
- **Quality Control:** The quality of online courses and digital content can vary, and institutions need to ensure that online courses are of the same quality as traditional courses.
- **Technological Obsolescence:** Technology evolves rapidly, and institutions need to ensure that their technology remains up-to-date to avoid technological obsolescence.

These challenges need to be addressed to ensure that technology integration in higher education is effective and equitable. Institutions need to work to address the digital divide, protect student privacy, provide faculty training and support, invest in infrastructure and support systems, ensure quality control, and keep up-to-date with technological advancements.

### Technologies Used in Higher Education

There are numerous types of technologies used in higher education, which can be broadly classified into several categories. These categories include:

- **Learning Management Systems (LMS):** LMS platforms are web-based software applications that allow for the creation and delivery of online courses. They provide a central location for students to access course materials, interact with faculty and peers, and submit assignments.
- **Virtual Learning Environments (VLE):** VLEs are similar to LMS platforms but may also incorporate additional features

such as multimedia content, gamification elements, and social learning tools.

- **Educational Software:** Educational software includes applications and programs that are designed specifically for educational purposes. Examples of educational software include Quizlet, Khan Academy, and Duolingo.
- **Online Collaboration Tools:** Online collaboration tools such as Google Drive, Dropbox, and OneDrive are commonly used in higher education to facilitate collaboration among students and faculty.
- **Social Media:** Social media platforms such as Twitter, Facebook, and LinkedIn are used to enhance communication and collaboration among students and faculty.
- **Lecture Capture:** Lecture capture technologies allow for the recording of classroom lectures and presentations, which can be accessed by students online.
- **Gamification:** Gamification involves the use of game design elements in educational contexts to enhance student engagement and motivation.
- **Adaptive Learning:** Adaptive learning technologies use algorithms to personalize the learning experience for each student, providing customized feedback and support based on their individual needs.
- **Multimedia and Interactive Content:** Multimedia and interactive content include videos, animations, simulations, games, and interactive learning objects that can be used to engage students and enhance the learning experience.
- **Mobile Learning:** Mobile learning refers to the use of mobile devices such as smartphones and tablets to deliver educational

content. This can include mobile apps, mobile-optimized websites, and mobile learning platforms.

- **Learning Analytics:** Learning analytics involves the collection and analysis of data from various sources, including student performance data, engagement data, and demographic data, to inform decision-making and improve student outcomes.
- **Virtual and Augmented Reality:** Virtual and augmented reality technologies can be used to create immersive and interactive learning experiences. Virtual reality allows students to explore and interact with virtual environments.

These different types of technologies offer a range of benefits for teaching and learning in higher education. By using a combination of these technologies, institutions can create engaging, personalized, and effective learning experiences for their students.

### Best Practices for the Integration of Technology in Higher Education

The integration of technology in higher education requires careful planning and implementation to ensure its effectiveness. Here are some best practices for the integration of technology in higher education:

- **Start with Pedagogy:** Institutions should start with pedagogy when integrating technology into their curriculum. This means identifying the learning objectives and outcomes of a course and then determining how technology can enhance the learning experience.
- **Start with clear learning objectives:** Technology should be integrated with the goal of enhancing student learning outcomes. Therefore, it is important to start with clear learning

objectives and identify how technology can support those objectives.

- **Involve students in the process:** Students should be involved in the integration of technology in higher education. This can include gathering feedback from students on the use of technology and involving them in the selection of technology tools.
- **Ensure accessibility and inclusivity:** The integration of technology should be accessible and inclusive to all students, including those with disabilities. This includes ensuring that digital content is accessible and that technology tools are designed with accessibility in mind.
- **Provide technical support:** Technical support should be available to students and faculty to address any technical issues that may arise.
- **Evaluate and assess the impact of technology:** It is important to evaluate and assess the impact of technology on student learning outcomes. This can be done through assessments, surveys, and other methods to gather feedback from students and faculty.
- **Continuously update and improve technology:** Technology is constantly evolving, and institutions should continuously update and improve their technology tools to ensure that they remain effective and relevant.
- **Focus on Student-Centered Learning:** Technology should be used to facilitate student-centered learning, where students are active participants in the learning process. This means designing activities and assessments that require students to apply their knowledge, rather than simply consuming information.
- **Provide Adequate Training and Support:** Institutions should provide faculty and staff with adequate training and support to effectively use technology in the classroom. This includes training on specific technologies, as well as best practices for teaching with technology.
- **Consider Accessibility:** Institutions should consider accessibility when integrating technology into their curriculum. This means ensuring that digital content is accessible to all students, including those with disabilities.
- **Use a Variety of Technologies:** Institutions should use a variety of technologies to enhance the learning experience. This includes using a mix of synchronous and asynchronous technologies, such as video conferencing, online discussion forums, and lecture capture.
- **Evaluate Effectiveness:** Institutions should evaluate the effectiveness of technology integration to determine if it is meeting the learning objectives and outcomes. This includes gathering feedback from students and faculty and using data to measure the impact of technology on student learning.
- **Plan for Sustainability:** Institutions should plan for the sustainability of technology integration by ensuring that they have the necessary resources and infrastructure to support it over the long term.

The integration of technology in higher education requires a thoughtful and intentional approach. By following these best practices, institutions can effectively integrate technology into their curriculum and enhance the learning experience for their students.

## Importance of Technology in Faculty Development

Technology plays an important role in faculty development by providing tools and resources to support professional growth and improve teaching practices. Here are some of the ways in which technology is important in faculty development:

- **Access to online resources:** Technology provides access to a wealth of online resources that can support faculty development. These resources include online courses, webinars, videos, and other multimedia content that can be accessed at any time.
- **Online collaboration:** Technology tools such as video conferencing, discussion forums, and collaborative document editing can facilitate collaboration among faculty members. This allows faculty to share best practices, collaborate on research, and provide feedback to one another.
- **Data analytics:** Technology tools can provide data analytics that can be used to analyze student performance and identify areas where teaching practices can be improved. This data can inform faculty development initiatives and support continuous improvement.
- **Customized professional development:** Technology can support the creation of customized professional development plans for individual faculty members. This can include personalized training modules and coaching sessions that are tailored to meet the specific needs of each faculty member.
- **Teaching and learning technologies:** Technology tools such as learning management systems (LMS), lecture capture software, and virtual and augmented

reality tools can enhance teaching and learning. By providing faculty with training on these tools, they can develop new teaching methods that are more engaging and effective.

- **Flexibility and accessibility:** Technology can provide flexibility and accessibility in faculty development. Online resources and collaboration tools allow faculty to participate in professional development activities from anywhere, at any time.

Technology is important in faculty development because it provides faculty with access to a range of resources and tools that can support their professional growth and improve teaching practices. By investing in technology for faculty development, institutions can ensure that their faculty members are well-equipped to provide high-quality education to their students.

## Role of Technology in Student Support Service

Student support services play a vital role in promoting student success and retention in higher education. Here are some of the key roles that student support services play:

- **Academic support:** Student support services provide academic support to help students succeed in their coursework. This includes tutoring, study groups, writing centers, and academic advising.
- **Career services:** Career services provide students with resources to explore career options, develop job search skills, and connect with employers. This includes resume and cover letter reviews, job fairs, and networking events.
- **Mental health and wellness support:** Student support services provide mental

health and wellness support to help students manage stress and other challenges. This includes counseling services, mindfulness workshops, and stress-management resources.

- **Disability services:** Disability services provide support and accommodations for students with disabilities. This includes assistive technology, note-taking assistance, and alternative testing arrangements.
- **Financial support:** Student support services provide financial support to help students pay for tuition, books, and other educational expenses. This includes scholarships, grants, and emergency financial assistance.
- **Diversity and inclusion support:** Student support services provide resources and support to promote diversity and inclusion on campus. This includes multicultural centers, LGBTQ+ resources, and diversity and inclusion workshops.

By providing these types of student support services, institutions can help students overcome challenges and achieve success in their academic and personal lives. This can lead to higher retention rates, improved academic performance, and better outcomes for students after graduation.

### Importance of Data-Driven Decision-Making

Data-driven decision-making is becoming increasingly important in higher education as institutions face complex challenges and strive to improve student outcomes. Here are some of the key reasons why data-driven decision-making is needed:

- **Improve student outcomes:** Data-driven decision-making can help institutions identify areas where student outcomes can

be improved. By analyzing data on student performance, institutions can develop targeted interventions to support student success.

- **Increase efficiency:** Data-driven decision-making can help institutions identify areas where processes can be streamlined or improved. By analyzing data on operations and resource allocation, institutions can identify opportunities to increase efficiency and reduce costs.
- **Enhance accountability:** Data-driven decision-making can help institutions demonstrate accountability to stakeholders. By collecting and analyzing data on student outcomes and institutional performance, institutions can demonstrate their effectiveness and identify areas where improvement is needed.
- **Support continuous improvement:** Data-driven decision-making can support continuous improvement by providing a feedback loop for evaluating the effectiveness of institutional initiatives. By collecting data on the outcomes of initiatives, institutions can identify areas where changes are needed and adjust their strategies accordingly.
- **Inform strategic planning:** Data-driven decision-making can inform strategic planning by providing insights into institutional strengths and weaknesses, as well as opportunities and threats. By analyzing data on enrollment trends, student demographics, and other factors, institutions can develop strategies that are informed by data.

Data-driven decision-making is important in higher education because it can help institutions improve student outcomes, increase efficiency, enhance accountability, support

continuous improvement, and inform strategic planning. By investing in data analytics and data-driven decision-making processes, institutions can make informed decisions that lead to better outcomes for students and the institution as a whole.

### Privacy Concerns and the Need for Cybersecurity in Higher Education in Digital Era

Privacy concerns and cybersecurity are significant issues facing higher education institutions. Here are some of the reasons why these issues are important:

- **Protecting student and faculty data:** Higher education institutions collect and store vast amounts of personal information about students and faculty, including grades, transcripts, and financial information. This data is attractive to cybercriminals who may attempt to steal it for financial gain or identity theft.
- **Protecting institutional reputation:** A data breach can damage an institution's reputation and erode the trust that students and faculty have in the institution. This can lead to decreased enrollment, loss of funding, and decreased support from stakeholders.
- **Compliance with regulations:** Institutions must comply with a range of data protection regulations, including the Family Educational Rights and Privacy Act (FERPA) and the General Data Protection Regulation (GDPR). Failure to comply with these regulations can result in fines and other penalties.
- **Disruption of operations:** A cybersecurity incident can disrupt institutional operations, including online learning platforms and email systems, which can have a

significant impact on teaching, learning, and research activities.

To address these issues, higher education institutions must take steps to protect their data and systems from cyber threats. This includes implementing robust cybersecurity measures, such as firewalls, intrusion detection systems, and encryption, and regularly reviewing and updating security protocols. Institutions should also educate their faculty and staff on best practices for cybersecurity and privacy protection, such as using strong passwords, avoiding phishing scams, and reporting suspicious activity. By taking these steps, institutions can protect their data, preserve their reputation

### Emerging Technologies in Higher Education

Technology integration in higher education is an ongoing process, with new and emerging technologies being integrated into teaching, learning, and administrative processes. Here are some of the emerging technologies that are being used in higher education and their potential roles:

- **Artificial intelligence (AI):** AI has the potential to transform teaching and learning by providing personalized and adaptive learning experiences. AI-powered chatbots can also assist with student support services, such as answering common questions and providing guidance on coursework.
- **Blockchain:** Blockchain technology can be used to secure student records and credentials, such as transcripts and diplomas, and provide a tamper-proof system for verifying the authenticity of these documents.

- **Virtual and augmented reality (VR/AR):** VR/AR can be used to create immersive learning experiences, allowing students to explore complex concepts and environments in a realistic way. It can also be used to simulate real-world scenarios, such as medical procedures, without the need for physical equipment or resources.
- **Internet of Things (IoT):** IoT devices can be used to collect and analyze data on campus operations, such as energy usage and building occupancy, to improve efficiency and reduce costs. IoT sensors can also be used to monitor student engagement and provide feedback to instructors on teaching effectiveness.
- **Big data and analytics:** Big data and analytics can be used to analyze student data and provide insights into student behavior and performance. This can help institutions identify areas where additional support is needed and develop targeted interventions to improve student outcomes.

However, there are also challenges associated with integrating these emerging technologies, including data privacy and security concerns, cost, and the need for faculty and staff training. Institutions must carefully evaluate these technologies to determine their potential benefits and risks before integrating them into their operations. The integration of emerging technologies in higher education has the potential to improve student outcomes, increase efficiency, and provide innovative teaching and learning experiences. However, it is important that institutions carefully consider the potential risks and challenges and take steps to address them.

## Exploring Future Directions for Higher Education

Technology has already had a significant impact on education, but there are many potential future directions that technology could take in the field of education. Here are some potential future directions:

- **Personalized and adaptive learning:** Technology has the potential to provide personalized and adaptive learning experiences for students, tailoring content and learning activities to individual student needs and abilities. This could include the use of AI-powered adaptive learning platforms that adjust content and learning activities based on student performance.
- **Immersive and experiential learning:** Emerging technologies like virtual and augmented reality could provide immersive and experiential learning opportunities, allowing students to explore complex concepts and environments in a realistic way. This could include simulated laboratory environments, historical recreations, and other interactive experiences.
- **Collaborative learning:** Technology could facilitate collaborative learning experiences, allowing students to work together on projects and assignments regardless of their physical location. This could include virtual classrooms, online discussion forums, and other tools for collaboration.
- **Augmented teaching:** Emerging technologies could enhance teaching practices by providing teachers with real-time data and insights on student performance, engagement, and comprehension. This could include the use of AI-powered teaching assistants, real-time analytics dashboards, and other tools to support instructional design and delivery.

- **Lifelong learning:** Technology could enable lifelong learning, allowing individuals to continue learning and developing new skills throughout their lives. This could include the use of online courses, digital badges and credentials, and other tools for professional development and lifelong learning.

The potential future directions of technology in education are numerous and exciting. However, it is important that institutions carefully evaluate and assess the potential benefits and risks of these technologies and develop strategies to ensure their effective and ethical integration into teaching and learning practices.

## Conclusion

In conclusion, technology has played an increasingly important role in higher education over the past few decades, and its impact is only expected to grow in the coming years. In this review of best practices and future directions, we have examined the benefits, challenges, and different types of technology used in higher education. We have also explored the importance of faculty development, student support services, and data-driven decision-making in the effective integration of technology in higher education.

While technology has the potential to improve teaching and learning outcomes, institutions must also address concerns such as privacy, cybersecurity, and ethical considerations. It is important to carefully evaluate emerging technologies and their implications for teaching, learning, and administration, and to develop policies and practices that address these concerns.

Looking towards the future, we have explored potential future directions for

technology in higher education, such as personalized and adaptive learning, immersive and experiential learning, collaborative learning, augmented teaching, and lifelong learning. However, it is important for institutions to continue to evaluate the potential benefits and risks of these technologies and to develop effective and ethical integration strategies.

Overall, the effective integration of technology in higher education requires a comprehensive approach that considers the needs of faculty, students, and the institution as a whole. By carefully evaluating emerging technologies and developing effective integration strategies, institutions can leverage technology to improve teaching and learning outcomes and prepare students for success in an increasingly digital world.

## References

- Tamilarasan, P., Balaji, N., Kanmani, K., & Lokesh, R. (2022). Education values and role of technology aspect in Indian higher education. *AIP Conference Proceedings*, 2516, 260004. <https://doi.org/10.1063/5.0108451>
- Kaur, D., Kumar, A., Dutta, R., & Malhotra, S. (2022). The Role of Interactive and Immersive Technologies in Higher Education: A Survey. *Journal of Engineering Education Transformations*, 36, 79-86. <https://doi.org/10.16920/jeet/2022/v36i2/22156>
- Mukhopadhyay, Pradipta. (2023). Role of Technology in Modern Higher Education in Boosting Professional Achievements.
- Hossain, S., Nadi, A., Akhter, R., Sohan, M. A., Ahsan, F., Shofin, M., Shabab, S., Karmoker, T., & Paul, K. (2023). Exploring the Role of Mobile Technologies in Higher Education: The Impact of Online Teaching on Traditional Learning. [https://doi.org/10.1007/978-3-031-18552-6\\_12](https://doi.org/10.1007/978-3-031-18552-6_12)

- Jing, Y., & Wu, J. (2022). Research on the role of modern information technology in promoting the leadership of informationization of higher education. *MATEC Web of Conferences*, 365. <https://doi.org/10.1051/mateconf/202236501053>
- Hans, E., & Hans, A. (2022). Role of Information and Communication Technology (ICT) in Indian Higher Education System. *YMER Digital*, 21, 1050-1059. <https://doi.org/10.37896/YMER21.05/C0>
- Wadhwa, C., Pandey, A., Kaikini, R., & Massey, V. (2022). A Perspective on Online Education and the Role of Technology in the Higher Education Segment. *Acta Universitatis Bohemae Meridionalis*, 25, 27-42. <https://doi.org/10.32725/acta.2022.006>
- Dubey, M., & Sinha, Dr. (2021). Role Of Information Communication Technology In Higher Education In Ranchi. 20, 1074-1084. <https://doi.org/10.17051/ilkonline.2021.06.114>
- Karthick, M., & Jayaprakash. (2023). A Perspective of Digital Technologies in Higher Education.

**ARTICLE 4**

# An Experimental Study of High Creative and Low Creative Hindu Boys in Different Areas of Self-Disclosure

Nidhi Pathak

## Abstract

Creativity and self-disclosure are two important ways of expressing ourselves. Our creations are the reflection of our imagination and dedication. Creative persons are capable of producing something new and useful for society. Self-disclosure refers to the process of revealing personal, intimate information about oneself to others. A creative person may be highly disclosing himself or herself or maybe he or she is not interested in disclosing personal information. For investigating this, an experimental study was conducted on the sample of 225 Hindu boys from various government and government aided schools of Moradabad commissionaire, UP to compare high creative and low creative boys in relation to self-disclosure.

The main objective of the study was to compare the patterns of self-disclosure of high creative and low creative Hindu boys in different areas of their self-disclosure i.e., money, personality, study, body, interest, feeling-ideas, vocation and sex. For this purpose, nine hypotheses were formulated.

A sample of 225 students studying in VIII standard was taken. The Critical Ratio was calculated for finding significance of difference, which was found to be less than statistical value in all the eight areas. It can be said that no difference was found in any area on the bases of findings of present piece of work in self disclosure of both the groups.

**Keywords:** Self Disclosure, High Creative, Low Creative.

## Introduction

Today no intellectual is unaware of the importance of creativity. Creativity is a capacity to produce something new and useful for society. Creativity and self-disclosure both are the prominent characteristics of personality

as well as two very important ways of expressing own ideas and emotions. Self-disclosure refers to the process of revealing personal, intimate information about oneself to others.

**Creativity** is a multifaceted and integral aspect of human cognition and behavior. It

encompasses the ability to generate novel and valuable ideas, solutions, or artistic expressions that go beyond conventional thinking. Creativity permeates various domains of human life, including the arts, sciences, business, and everyday problem-solving. It plays a crucial role in driving innovation, personal growth, and societal progress.

The concept of creativity has intrigued scholars, philosophers, and psychologists for centuries. Despite its long history, creativity remains a complex and elusive construct, challenging researchers to unravel its intricacies and understand its underlying mechanisms. There is no universally agreed-upon definition of creativity, as it encompasses a diverse range of cognitive processes, personality traits, and environmental factors.

At its core, creativity involves the ability to connect previously unrelated ideas, think flexibly, and generate original solutions to problems. It often requires breaking away from established norms and patterns of thinking, embracing ambiguity and uncertainty, and being open to new experiences and perspectives. Creative individuals exhibit traits such as curiosity, imagination, persistence, and a willingness to take risks.

Creativity is not limited to artistic endeavors; it is also essential in fields like science, technology, engineering, and mathematics (STEM). Scientific discoveries, technological advancements, and innovative solutions to complex problems all stem from the creative thinking and problem-solving abilities of individuals.

Understanding and harnessing creativity has practical implications for various domains. In educational settings, nurturing creativity can enhance critical thinking skills, promote independent thought, and foster a

love for learning. In the workplace, creativity is highly valued, as it drives innovation, facilitates adaptability, and helps organizations stay competitive in a rapidly changing world. Moreover, creativity has a profound impact on personal well-being, as engaging in creative activities can be fulfilling, expressive, and therapeutic.

Researchers have investigated various factors that contribute to creativity, including cognitive processes, personality traits, motivation, and environmental influences. Moreover, the interplay between nature and nurture in shaping creative abilities has been a topic of interest. Recent advancements in neuroscience and cognitive psychology have shed light on the neural mechanisms underlying creative thinking, providing insights into the brain's role in generating novel ideas.

In conclusion, creativity is a dynamic and complex construct that plays a vital role in human cognition, problem-solving, and personal expression. Understanding the nature of creativity and its underlying processes can have far-reaching implications for education, work environments, and personal development. By exploring the various facets of creativity, researchers aim to unlock its potential and unleash the power of imagination and innovation in individuals and society as a whole.

Through **self-disclosure**, two individuals get to know one another. Self-disclosure is considered a key aspect of developing closeness and intimacy with others, including friends, romantic partners, and family members.

Self-disclosure refers to the voluntary act of revealing personal information, thoughts, feelings, or experiences to others. It involves sharing details about oneself that may be

private, sensitive, or not readily apparent to others. Self-disclosure can occur in various contexts, such as personal relationships, social interactions, therapy sessions, and online platforms.

Self-disclosure can range from sharing superficial and mundane information, such as one's favorite hobbies or preferences, to revealing deeper and more personal aspects of one's life, such as fears, insecurities, or past traumas. It involves a level of vulnerability, as individuals open themselves up to potential judgment, acceptance, or rejection by disclosing personal information.

Self-disclosure serves several purposes. It can foster intimacy and trust in relationships by deepening connections and promoting a sense of closeness. Sharing personal experiences and emotions can also provide a sense of validation and support, as others may relate to or empathize with the disclosed information. Additionally, self-disclosure can contribute to self-understanding and self-expression, allowing individuals to better understand their own thoughts and feelings and communicate them to others.

The extent of self-disclosure varies across individuals and situations, influenced by factors such as cultural norms, personality traits, and the level of trust and comfort in the relationship or setting. Some individuals may be more open and willing to disclose personal information, while others may be more reserved or selective in their self-disclosure.

Self-disclosure is a dynamic process that involves both giving and receiving. When individuals engage in reciprocal self-disclosure, it can create a sense of balance and mutual understanding in relationships. It can also contribute to the development of

social support networks and the formation of deeper connections with others.

Overall, self-disclosure plays a crucial role in interpersonal communication and relationship development. It allows individuals to share personal information, thoughts, and feelings, leading to increased intimacy, empathy, and self-expression.

The eight areas, which have been taken for the present study are as follows-

1. Money area- how much one makes, owes, waste or wants money etc.?
2. Personality area- one's desirable and non-desirable traits, personal problems, upsetting, emotions and moods?
3. Study area- one's view about gained education, examination system, relationship with teachers and other students, success and failure in study.
4. Body area- health problems, feeling attractive or unattractive, feeling about body parts etc.
5. Interest area- social activities, what does for fun, food preference, favorite music, TV shows, books etc.
6. Feelings- Ideas area- religious views, political opinion, sexual morals, values, one's likes and dislikes, etc.
7. Vocation area- work, carrier, ambitions, stress, likes and dislikes, success and failure, etc.
8. Sex area- sexual activities, sexual morals, health problems, attraction towards opposite sex, etc.

Except these eight areas of Self-Disclosure total Self-disclosure has been also taken. Total Self-Disclosure means- total of all the eight concern areas i.e.- money, personality, body, interest, feelings-ideas, vocation and sex.

Exploring the relationship between creativity and self-disclosure is important for several reasons:

**Enhanced Creative Expression:** Self-disclosure can provide a channel for individuals to express their creative ideas, thoughts, and emotions more openly. By sharing personal experiences and perspectives, individuals can tap into their unique insights and engage in creative expression that may have been inhibited by self-censorship or fear of judgment. Understanding how self-disclosure facilitates creative expression can empower individuals to embrace their creativity more fully.

**Emotional and Cognitive Exploration:** Self-disclosure can promote self-awareness and introspection, allowing individuals to delve deeper into their emotions, thoughts, and experiences. This introspective process can stimulate creative thinking by encouraging individuals to explore alternative perspectives, challenge assumptions, and engage in divergent thinking. Investigating how self-disclosure fosters cognitive and emotional exploration can provide insights into the link between vulnerability, authenticity, and creative ideation.

**Trust and Collaboration:** Self-disclosure plays a significant role in establishing trust and building meaningful connections with others. In creative endeavors, collaboration and the exchange of ideas are often essential. Understanding how self-disclosure influences trust and collaboration can shed light on how creative individuals and teams can foster an environment conducive to innovative thinking, idea sharing, and collaboration.

**Personal Growth and Well-being:** Both creativity and self-disclosure are associated with personal growth and psychological well-being.

Engaging in creative activities and self-disclosure can contribute to self-actualization, self-expression, and a sense of fulfillment. Exploring the interplay between creativity and self-disclosure can provide strategies and interventions that promote personal growth, self-discovery, and overall well-being.

**Professional Development and Organizational Innovation:** Creativity and innovation are vital for organizations to adapt, thrive, and remain competitive. Understanding how self-disclosure can enhance creativity in the workplace can have implications for fostering a culture of innovation, encouraging idea sharing, and supporting employee well-being. Organizations that value and promote self-disclosure as a means to enhance creativity may benefit from increased employee engagement, improved problem-solving, and a more innovative workforce.

## Objective

By investigating the relationship between creativity and self-disclosure, researchers can contribute to a deeper understanding of how these two constructs intersect and influence each other. This knowledge can inform interventions, educational practices, and organizational strategies that facilitate creativity, personal growth, and collaboration. Ultimately, exploring the relationship between creativity and self-disclosure can help individuals and organizations unlock their creative potential and cultivate environments that foster innovation and self-expression.

## Aim/Purpose

The main objective of the study was to compare the patterns of self-disclosure of high creative and low creative Hindu boys in different areas of their self-disclosure i.e.,

money, personality, study, body, interest, feeling-ideas, vocation and sex and in total area of self-disclosure.

## Hypothesis

The effect of personality on the creativity is established by many research studies but the relationship between creativity and self-disclosure was not established by previous researches so for avoiding biasness of any type null hypotheses were formulated for the present study, which are as followed -

**H-1** — There is no significant difference between high creative and low creative Hindu boys in Money (M) area of Self-Disclosure.

**H-2** — There is no significant difference between high creative and low creative Hindu boys in Personality (P) area of Self-Disclosure.

**H-3** — There is no significant difference between high creative and low creative Hindu boys in Body (B) area of Self-Disclosure

**H-4** — There is no significant difference between high creative and low creative Hindu boys in Study (S) area of Self-Disclosure.

**H-5** — There is no significant difference between high creative and low creative Hindu boys in Interest (I) area of Self-Disclosure

**H-6** — There is no significant difference between high creative and low creative Hindu boys in Feeling-Ideas (F-I) area of Self-Disclosure.

**H-7** — There is no significant difference between high creative and low creative Hindu boys in vocation (V) area of Self-Disclosure.

**H-8** — There is no significant difference between high creative and low creative Hindu boys in sex (S) area of Self-Disclosure.

**H-9** — There is no significant difference between high and low creative Hindu boys in areas of their self-disclosure (i.e.- Money, Personality, Study, Interest, Feeling-ideas, Vocation and Sex)

## Methods

### 1. Sample

A random sample of 225 Hindu boys, studying in VIII standard was collected from randomly selected institutes of Moradabad commissionary, UP, India. First of all, creativity and intelligence tests were administered on all the 225 boys. High and low creative boys (whose IQ level were matched) were sorted out by applying measure of quartile deviation. Then the self-disclosure test was administered on high and low creative Hindu boys and data was collected.

### 2. Design

Between group design was employed for data collection. Scores in the area-Money, Personality, Study, Interest, Feeling-ideas, Vocation, Sex and Total Area of both the groups were compared for finding out significance of difference.

### 3. Tools

Baquer Mehdi (1973) Verbal Test of Creative Thinking has been used to assess the creativity of the subjects. Dr. Tandon's (1973) verbal test of intelligence was used to match different strata of the intelligence. Besides these two tests, Sinha's Self-Disclosure inventory (SSDI, 1973) has been used to measure the self-disclosure of the subjects in eight areas and in total area self-disclosure.

### 4. Analysis of data

The data thus collected was processed and analyzed keeping in view the purpose of the study. Mean score, SD and CR value was

calculated for all the eight areas along with total area scores.

## Results and Discussion

The present study was conducted to find the difference between high and low creative Hindu boys in relation to different areas of self-disclosure. For this purpose, obtained scores on self-disclosure inventory were hypothesis wise analyzed-Mean score, SD and Critical Value were calculated. Hypothesis wise obtained scores, are shown in Tables from 1 to 9-

**Table 1:** Showing Mean, SD and CR value of High and Low Creative Boys in Money Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	50.00	9.68	52	0.485436	Not Significant
LCHB	50.10	10.57	46		

**Table 2:** Showing Mean, SD and CR value of High and Low Creative Boys in personality Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	49.90	12.10	52	0.0421940	Not Significant
LCHB	49.80	11.35	46		

**Table 3:** Showing Mean, SD and CR value of High and Low Creative Boys in Study Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	49.50	11.57	52	0.0226244	Not Significant
LCHB	49.45	10.30	46		

**Table 4:** Showing Mean, SD and CR value of High and Low Creative Boys in Body Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	49.70	10.98	52	0.0697674	Not Significant
LCHB	49.55	10.49	46		

**Table 5:** Showing Mean, SD and CR value of High and Low Creative Boys in Interest Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	49.90	11.60	52	1.0232558	Not Significant
LCHB	47.64	09.66	46		

**Table 6:** Showing Mean, SD and CR value of High and Low Creative Boys in Feelings and Ideas Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	52.30	11.60	52	1.0232558	Not Significant
LCHB	50.10	09.66	46		

**Table 7:** Showing Mean, SD and CR value of High and Low Creative Boys in Vocation Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	49.80	10.11	52	0.0728155	Not Significant
LCHB	49.65	10.26	46		

**Table 8:** Showing Mean, SD and CR value of High and Low Creative Boys in Sex Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	48.95	10.57	52	0.0309597	Not Significant
LCHB	48.85	10.50	46		

**Table 9:** Showing Mean, SD and CR value of High and Low Creative Boys in Total Area

Group	Mean	SD	N	CR	Level of Significance
HCHB	50.30	09.59	52	0.5172413	Not Significant
LCHB	49.25	10.39	46		

The results of the study as presented in above tables, show that no significance of difference was found between the two groups in all the eight areas and in total of all areas score as the calculated value of Critical Ratio is found to be low from the tabled value in all

the areas of self-disclosure even on .05 level. It means that both high and low creative Hindu boys disclose their feelings, personal information and ideas in the similar way in all area-Money, Personality, Study, Interest, Feeling-ideas, Vocation, Sex and Total Area. Level of creativity was not found to be an effective way of difference, while disclosing self-related information with others.

### Conclusion

On the bases of results, found in the present study, it can be said that there is no significant difference between high and low creative Hindu boys in all eight areas and in total areas of self-disclosure. So, all the nine hypotheses were accepted as no significant difference was found after statistical analysis in any area of self-disclosure between high and low creative participants.

### References

- Altman, I., & Taylor, D. A. (1973). Social penetration: The development of interpersonal relationships. New York: Holt, Rinehart & Winston.
- Collins, N. L., & Miller, L. C. (1994). Self-disclosure and liking: A meta-analytic review. *Psychological Bulletin*, 116, 457-475.
- Csikszentmihalyi, M. (1997). *Flow and the psychology of discovery and invention*. Harper Perennial, New York, 39, 1-16.
- Шпаковская, В. В. (2017). How to encourage students' professional creativity in class.
- Franken, R. E. (1998). *Human motivation*. Pacific Grove, California: Brooks/Cole Publishing Company.
- Franken, R. E., Gibson, K. J., & Mohan, P. (1990). Sensation seeking and disclosure to close and casual friends. *Personality and individual differences*, 11(8), 829-832.
- Guilford, J. P. (1967). *Creativity: Yesterday, today and tomorrow*. *The Journal of Creative Behavior*, 1(1), 3-14.
- Laurencau, J., Barrett, L. F., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology*, 74, 1238-1251.
- Mehdi, B. (1973). *Manual of Verbal Test of Creative Thinking*. National Psychological Corporation, Agra.
- Jourard, S. M., & Lasakow, P. (1958). Some factors in self-disclosure. *The Journal of Abnormal and Social Psychology*, 56(1), 91-98. <https://doi.org/10.1037/h0043357>
- Plucker, J. (1995). *Creativity: Beyond the Myth of Genius*, Robert W. Weisberg. *ROEPER REVIEW*, 17, 215-215.
- Reis, H. T., & Shaver, P. (1988). Intimacy as an interpersonal process. In S. Duck (Ed.), *Handbook of personal relationships: Theory, research, and interventions* (pp. 239-256). New York: Wiley.
- Sinha, V. (1973). *Manual of Self-Disclosure inventory (SSDI)*. National Psychological Corporation, Agra.
- Tandon, R.K. (1973). *A Group Test of Intelligence*. Moradabad, U.P.: K.G.K. College, Moradabad.
- Torrance, E.P. (1963), "Current research on nature of creative talent", *Journal of Counseling Psychology*, VI, 309-316.

**ARTICLE 5**

# Ancient Bharat: The Gurukul of Humanity

Dr. Maumita Sengupta

## Abstract

Ancient Bharat is the epitome of scientific, literary, social and artistic creativity, and we are beginning to unwrap the layers of misinformation and misinterpretation into which its glory has become shrouded. The expanse of the civilisation of Bharat geographically as well as culturally, was immense, and ample proof exists in the form of infrastructural marvels not just in India but all over the world. Such creation has at its basis, an education system that was experiential, exploratory, interactive and skill based. The Gurukul system was truly a process which could effectively address the four pillars of education as listed by UNESCO: learning to know, learning to do, learning to live together and learning to be. The Four vedas and the related texts such as Upanishad, Puranas, Vedangas, Darshanas, Dharmashastras, Itihaasa provide us detailed theoretical and practical knowledge of sciences, humanities, management, economics, architecture, music etc. Ancient Bharat was a major contributor to the world in areas of urban planning, metallurgy, medicine, surgery, The paper discusses the contemporary application of such ideas taking into account the recommendations of NEP 2020 and providing pedagogical interventions, for a future where Bharat is Vishwaguru.

**Keywords:** Gurukul, Karmyoga, Gyanyoga, Bhaktiyoga, Rajayoga, Four Pillars of Education

## Introduction

The Gurukul system was a residential education system founded on democratic principles evolving around 5000 BC, and became a model for many civilisations of the West. The learning was experiential and participative, and it involved students being educated through solving everyday problems, even through provision of food, water and fuel, maintainance of premises, farming, craft, architecture, metallurgy, manufacturing,

sports, martial arts etc. The advancement of Indian civilisation was augmented by the exceptional knowledge of metallurgical, medical and chemical sciences that were taught in the Gurukuls with ancient scriptures. It has somehow been propagated in modern India that scientific, technological, educational and professional advancement here are the result of emulating the Western model of progress, but such a notion is gradually proving erroneous as more research throws light on

archeological findings in various parts of the country indicating very advanced knowledge in infrastructure, town planning, astronomy, medicine, surgery, art, instrumentation and many other aspects.

Thus, the learning subjects in Gurukuls, other than language and mathematics, also included economics, warcraft, politics, sciences and music. Students from all walks of life studied under the Guru, the relationship was familial, the Guru and the Gurumata were both involved in mentoring and training all students in various domains and life skills. The location of Gurukuls too had significance, located away from residential areas, in forests, where students survived with resources collected in a sustainable fashion.

### **The Foundations of Ancient Indian Education as Perceived by Modern Systems**

The basis of education in ancient Indian Gurukuls were the Yoga systems. The word Yoga has a limited meaning in modern terminology as a form of meditation and exercise, but it has a far deeper connotation.

**The word yog can be loosely translated as addition or combination, and it essentially reflects the confluence of various factors and domains of our existence towards gaining knowledge, survival, sustainability and progress.** What is noteworthy is that the Western thought of education described in the **UNESCO document “the learning within” indicate the four pillars of education. These essentially match the four yoga systems of Indian education.** Let us explore this relationship further.

- The ancient Indian education system places maximum emphasis on the task of decision making and execution, named as

**Karmayoga.** The Karmayogi is the doer, someone who has the courage to convert words into actions, keeping 4 principles in mind:

**The sense of duty** - the human selects a role for himself or herself, then does that job with the best of his or her ability, without any other consideration but the performance of that task. A student, a professional, a social worker, even a homemaker, have equal emphasis in human life as being done by a dutiful citizen.

**The absence of ego** - the work chosen by the human assumes the utmost significance for that individual, he or she do not have to associate the work with their personal selves. In the gurukul, all students were assigned various chores which they did with utmost dedication, without any personal identification or unnecessary pride. The students learned to eschew *Ahankara*, which is about praising the self, touting the self as superior, and accepting *Aham Brahmoasmi*, which is about identifying oneself as a part of a larger whole, as part of the universal energy which is the source of all life and all knowledge.

**The limitation of attachment** - Possessiveness associated with material goods, performance, individuals etc. never becomes a part of students' personalities when taught with the principles of Karmayoga. That is the reason why the students were to stay away from their parents, relatives, homes, riches, comforts so that they learn the importance of penance and hard work, their only attachment being their work ethic.

**The work being it's own reward** - the famous lines of the Bhagwad Gita “*karmanye wadhikaaraste ma faleshu kadachana*” epitomises this principle of ancient Indian Education, wherein we focus on the task at

hand and perform it to the best of our ability, without bothering about or expecting the material reward of that work. The expectation of external rewards makes students indulge in short cuts and superficial learning, rote memorisation and also unfair practices because the focus shifts from the excellence of the task to basking in the praise of others calling it excellent, and fanning one's pride, which leads to faulty learning and its speedy decay.

The tenet of **Learning to do** functions on the same approach. The educational experience has to be about a series of activities where the students explore to create their own knowledge structures through tasks solving problems in daily life. The Gurukul system involves all pupils taking up all tasks of their day to day existence with discipline and interest, without any selfish motives. The present generation is very far removed from this idea of education through labour, experimentation and research.

- The next aspect of the yoga system is the **Gyanyoga**, which talks about the quest for true knowledge comprising of knowledge of the self, the universe around us and the various forms of powers inhabiting it. The knowledge of the self is considered to be of paramount significance as that leads us towards the discovery of all aspects surrounding us and our engagement with those aspects. Our personality, likes, dislikes, aptitude, interests are all dependent on the understanding of who we truly are. Ancient Indian scriptures point out that we are not what the world sees, but what we try to hide not just from the world, but from ourselves. The Manas or the heart, the Buddhi or the intellect and the Atman or the soul, need to be in consonance with each other, as they are all part of that cosmic energy which is

the progenitor of all life. Western Science made this discovery centuries later.

**Learning to know**, as a pillar of education, focuses on self knowledge and development. Most of our educational and professional choices are dependent on extraneous considerations such as material wealth, status concerns, peer and family pressures and become a burden on us and impacts our health, well being and adjustment. In today's world, these are not exceptional problems but part and parcel of most households. The answer lies in reflective and introspective aspects in education which bring out the true competence and destiny of students, they begin to look at education as an organic part of themselves. Gurukul education encouraged this thought process through story telling, gaming, experience of work ethos and discovery.

- The third stage of the yoga system is the **Bhaktiyoga**. Though it is sometimes interpreted as devotion towards a deity, and modes of worship, its meaning is far deeper and all encompassing. It's practice in education leads to a well balanced wholesome personality with higher levels of happiness and life satisfaction, healthy in mind body and spirit. A psyche that is at peace instead of being at conflict and always in the rat race, leads to better health and well being of the humans. The Western world is only just realising the importance of this Spiritual quotient, but ancient Gurukul system introduced this aspect in education thousands of years back.

The 6 pillars of Bhaktiyog were practised in the daily routine of the students and are listed as follows:

- **Discernment and not criticism** - it is very easy to find fault in others and establishing

our own superiority by pulling others down, but it is difficult to see strong and weak points of others objectively and discuss the aspects with them with brotherhood and goodwill.

- **Tolerance** - it is again easy to say to respect opposing views, but practicing it in real life is difficult, we tend to react with anger and disgust when presented with opinions not of our choice. To achieve this balance, education was tempered with techniques and exercises of increase patience, concentrating on prayers and chanting.
- **Forgiveness** - One major problem of the present generation of students is overreaction and resentment because of petty competition and entitlement. It is not easy for such students to forgive people who they feel have wronged them and be at peace, so that they can concentrate on their own cognition and creativity. Bhaktiyoga is a path that encourages students, at a young age, to be able to forgive, turn their energies towards worship and move on to their calling.
- **Apology** - Being able to say sorry can take away a lot of bitterness from our lives, but it is difficult if students cannot let go of their negativity. Again, focussing on service of the divine takes away negative emotions and frustration, and soothes the human soul like a balm.
- **Positive thoughts and words** - Indian education system has placed great importance on the 'vachya', the spoken word, as it is the manifestation of the Goddess Saraswati. Students pay their obeisance to the goddess by speaking words that are never crude or bitter.
- **Gratitude** - The Western concept of thanksgiving is said to have been inspired by the

concept of 'kritagyata' which essentially means recognition of work done, whether for yourself or for society. The Indian value system lays constant emphasis on the divine hand in every help, every success, every material received, thus believing every such receipt as a blessing, but without any expectation.

**Learning to be**, as the third pillar of education, concentrated on these aspects as part of school curriculum. The problems of depression, temper tantrums, egocentric behaviour are common amongst children, adolescents as well as adults in modern societies and the way to deal with these problems is to promote the practice of Bhaktiyog in the day to day functioning of classrooms and schools.

- **Rajayoga** is the fourth aspect of the yoga system, the Sanskrit word Raja indicating the royal path, or the culmination of all the four paths. A way to attain peace and contentment, it is a step towards attaining harmony with your self, your surroundings and all your fellow beings. All human activities whether it's commerce, industry, politics, education, art or entertainment, a harmonious and collaborative behaviour without malice or vested interests is essential for a society to be prosperous, progressive and sustainable. Rajayoga creates an atmosphere of the individual in control of his or her faculties, which is possible through a multifaceted process of meditation, reflection and energetics, that can sublimate negative influences into positive power for the individual. It is used interchangeably as the Ashtanga yoga or eightfold path of Patanjali, which are listed as follows:
- **Yamas** - five social behaviours which are essential for dealing with conflict and

maladjustment which can make us better leaders and collaborators-

- **Ahimsa or non violence**- violence comes from the word vile, so villiany in thought, action and words need to be controlled. The Gurukul system always emphasized in group work, of all students cooperating with each other towards shared goals and existance.
- **Satya or truthfulness** - Truth has been the fulcrum of human development and education. As the saying goes, ‘asato ma sadgamaya, tamaso ma jyotirgamaya, mrityorma amritangamaya”, education takes the human mind from untruth towards truth, from darkness to light, from death to ambrosia of life. Yog is the toil through which we become truthful to first ourselves and then to others.
- **Asteya or trustworthiness** - Trust is the strongest foundation in human relationships, whether in familial environments, friendships or professions. It is a natural corollary of courage and truth, and was developed in an atmosphere of open discussion and independent decision taking opportunities.
- **Brahmacharya or chastity**- Indian scriptures followed a naturalistic evolving path of human life and divided the human life in four stages, the first stage or Brahmacharya that of the student, the scholar, the ascetic who will focus on a life of dedicated study and research, without distractions of the senses and the flesh before entering into the next stage of conjugal relationship or Grihastha.
- **Aparigraha or non possessiveness** - The purpose of taking a child away from his or her family and all creature comforts to lead a life of toil, simplicity, penance and study is to make them understand that it is not important to possess material wealth, but to learn to overcome obstacles with patience and calmness; also being resourceful enough to survive on minimal dependence and support.
- **Niyamas** or self control practices that help us to achieve moderation and discipline which ultimately lead us towards better adaptability and adjustment in society. These practices can be listed as follows-
  - **Saucha** or purity of thought, deeds and goals, doing every task of life and planning for those tasks without corruption of unfair practices
  - **Santosh** or contentment in terms of material achievement, always keeping focus on striving furthur on quality, instead of prioritizing quantitative ends
  - **Tapa** or self discipline - The beginning of a higher existence, devoid of negative emotions and executing with hard work and innovation, is with disciplining ourselves, leading a simple life with minimum comfort, optimum utilization of time and resources
  - **Svadhyaya** or self study - Educational practice in ancient India always stressed on imdividual differences amongst students and providing them opportunity to learn at their own pace, with content divided into smaller units arranged in a logical order. The West realised the importance of such curriculum design centuries later when they talked about Programmed Instruction and micro-teaching.
  - **Ishvarapranidhana** or devotion towards a higher force - The belief and faith of the

almighty has been an integral part of Ancient Indian Sanatani culture and educational principles. The perception and respect for divinity was not always institutionalised and ritualistic, but was inherent in every creation of nature, living or inanimate. Such devotion created in the human a humility and commitment to service that was and has to be the ultimate aim of education.

- **Asana or exercise** - Yogasanas are the embodiment of complete muscle, bone and nerve flexibility, every organ and physiological systems can work with perfect consonance with each other. It is a fitness technique that is completely in tune with nature, requiring no expensive equipment or venue.
- **Pranayama** - breathing techniques that ensure control of vital life force energy. Modern medicine tells us that almost our entire physiology, functioning of our vital organs is dependant on the flow of oxygen in our body, which other than times of aerobic activity, is inadequate as most of us are untrained in breathing to our full capacity. Our ancient texts said so a long time back, Yajurveda presenting details of the correct breathing techniques.
- **Pratyahara** - withdrawal of the senses, which is probably the most important aspect of human progress and education. Our senses function on the pleasure principle, and are a major source of distraction from specific goals. We are very frequently hearing about the ill effects of content overload and the need for social media de addiction. Withdrawal from the senses increases our focus and our ability to analyse and synthesise without bias and prejudice.
- **Dharana** - concentration is the next logical step in this direction, without which

any worthwhile educational, professional, artistic and creative activity is virtually impossible. Concentration is itself a constant effort and exercise, it is not automatic and certainly not easy, but becomes easier with practice and the observation of all the other yogic steps listed above.

- **Dhyana** - Meditation is the best possible method for moving towards advancing yogic goals, as it forms the foundation for all rajayoga steps, whether it is better breathing techniques, better focus, better controlling of senses, better concentration, better direction of positive thoughts and actions. We can train ourselves to focus on our deepest thoughts and concerns, and then turn our attention towards the divine energies that surround us, that strengthen us.
- **Samadhi** - This stage is the ultimate purpose of our work and life, to achieve a stage where we move beyond achievements and honorifics, and become one with ourselves, which is again a part of all that constitutes the universe. The quantitative race to compete, the win loses meaning here, and every human being can reach the pinnacle of self realisation, knowing who we are, and why are we here, on this earth, surrounded by a creation, with its source in the divine, the infinite.

The last pillar of education, **learning to live together**, is essentially built out of aspects of the Rajayoga, where we live by the ideals of shared existence, symbiotic and positive relationships. Human society survives on compassion and fairness towards fellow human beings as well as towards all components of nature, we have to first build ourselves as good human beings, thus paving the way for society to prosper and progress.

## Conclusion

The beginning needs to be made in our educational institutions with young minds that can be developed to be future leaders, thinkers and creators, by applying principles of the four yogic platforms in daily curricula. Regular meditation exercises, reflective teaching, concentration activities, field work, exploratory and group research, positive environmental interventions, inculcating dignity of labour and training in life skills are aspects which urgently need to become part and parcel of the education spectrum. The NEP 2020 has a number of elements that indicate a growing awareness among policy makers and executives that our education system, predominantly still colonial in nature, needs to get back to its roots for our country to become the Vishwaguru once more. The education system of our country needs to emphasize the purpose of human life, and interconnectedness at all levels of existence as a foundation of human values. As Swami Vivekananda famously puts it

*‘We want an education by which character is formed, strength of mind is increased, the*

*intellect is expanded, and by which one can stand on one’s own feet.’*

## References

- Delors** Commission, Learning: The Treasure Within, 1996 UNESCO <https://unesdoc.unesco.org/ark:/48223/pf0000109590>
- Raghunath** and his six pillars of Bhaktiyog, 2021 <https://vitalveda.com.au/learn/circadian-medicine/raghunath-cappo/>
- Nikhil Chandwani** TOI 2019, “The importance of Gurukul system and why Indian Education needs it” <https://timesofindia.indiatimes.com/blogs/desires-of-a-modern-indian/the-importance-of-the-gurukul-system-and-why-indian-education-needs-it/>
- Swami Vivekananda**, Bhaktiyoga, Advaita Ashrama Publication 2001
- Swami Vivekananda**, Karmyoga, Advaita Ashrama Publication 2002
- Swami Vivekananda**, Gyanyoga, Advaita Ashrama Publication 2002
- Swami Vivekananda**, Rajayoga, Advaita Ashrama Publication 2002
- Swami Vivekananda**, Pearls of Wisdom, Ramakrishna Mission Institute of Culture, 1988.

**ARTICLE 6**

# The Progression of Feminism in Early Modern and Modern English Literature

Rahul Sharma

## Abstract

Feminism in early modern and modern English literature reflect women's changing roles and status in society. Mary Wroth and Margaret Cavendish challenged norms, while Jane Austen, Mary Shelley, and Charlotte Bronte championed individual choice and agency. Elizabeth Barrett Browning, Christina Rossetti, and Virginia Woolf advocated for women's liberation from gender roles, suffrage, and legal equality. In the 20th century, Toni Morrison, Alice Walker, and Audre Lorde explored gender, race, and class intersections. Feminist literature challenges patriarchal norms and celebrates women's experiences, diversifying and evolving throughout history.

**Keywords:** Feminism, English literature, Development, Charlotte Bronte, Virginia Woolf.

## Introduction

This chapter will focus on the evolution of feminism in English literature over the 19th and 20th centuries and will also briefly explore feminism's reception in the twenty-first century. I've been interested in feminism for a while, and the fact that it's still a hotly debated topic is a big part of why I've decided to write about it. One of the most pivotal decades in British history, the 19th century saw tremendous progress for women's rights, a trend that continued into the 20th [1].

As society and the place of women in it progressed over the nineteenth and twentieth centuries, so did literature. But the suffragette campaign was the spark that lighted

the fuse for the equality revolution. Despite the fact that feminism as a program has evolved greatly over the eternities, the term itself may still conjure negative connotations for some [2].

Beginning in the early nineteenth century, women in Britain began a movement for more autonomy and equality in education, employment, and other areas of life. Martin Luther's comment, "Women must remain at home, sit quiet, manage house, or bore & bring up children," shows how the conventional position of women as spouses, mothers, & homemakers has changed over time. From the woman who "needs no man to find happiness and can choose any occupation she likes,"<sup>1</sup> to the woman who "is or ought to

be” the primary purpose of a woman’s creation is to bear a child and to provide delight, joy, and solace to her husband; therefore, she should be a pleasant, polite, and cheerful companion in existence, the pride and adornment of the home, and disposed to tenderness.

Since feminism is not only associated with women, the chapter will introduce four writers, one of whom is a male writer, and investigate the differences between their writing on the theme of feminism. Authors Charlotte Bront, Thomas Hardy, Virginia Woolf, and Jeanette Winterson will be dissected, with their novels *Jane Eyre*, *Far from the Madding Crowd*, *Mrs. Dalloway*, & *Oranges are not the Only Fruit*, respectively, serving as the objects of study [3].

The chapter will examine the ways in which all three women authors are seen as feminists, as well as the ways in which Hardy is seen as a misogynist. There will be discussion of many perspectives on sexuality and homosexuality.

### Intently Defining Feminism As

From the French “**féminisme**”, we get the English definition of “the view that women should be permitted the same rights, authority, and opportunities as males and be regarded in the same way,” as provided by the Cambridge online dictionary. Feminism is a broad phrase that can refer to any social, political, or economic movement that supports women’s equality with men. But it wasn’t until the 1970s that the words “feminism” and “feminist” entered the common lexicon with any real weight. Sociological and political views about gender inequality are at the heart of the feminist movement [4].

British women have been battling against oppression since the mid-1850s, whenever the earliest feminists began espousing their ideas about injustice and the initial suffragette movement developed. They have been working toward their goals of achieving parity with men in terms of rights and social standing ever since.

The feminist framework also suggests the types of questions to ask and how to define issues. Inequality arises, for instance, because of “the need to establish unequal incentives that encourage the most talented people to do the most essential jobs efficiently in society,” as stated in Jane L. Parpart et.al *Theoretical’s Perspectives on Gender and Development*. Another definition from the same book states, “the practice of provided that difference rewards to keep a less potent working class segmented by gender and contest.”

### Some Background on the Past

Women’s movements for equality, education, and respect arose first in Britain and France, among other countries. “The first time we saw a woman take up her pen in defence of her gender was when Christine de Pizan penned *Epitre au Dieud’Amour*” by Christine de Pizan in the 15th century, according to Simone de Beauvoir. Changes for women in society didn’t start happening until the early 19th century, and most of the credit for it goes to Mary Wollstonecraft, who wrote the influential *Declaration of the Rights of Woman* [5].

Mary Wollstonecraft is still recognized as a pioneering figure in British feminism, as her book *Defenders of the Rights of Woman* is sometimes cited as the first unequivocal feminist text. Wollstonecraft “spoke up, very loudly for what was until then a mainly silent

portion of the human species,” as Arianne Chernock puts it in *Men and the Creation of Modern British Feminist*. In the early 19th century, Florence Nightingale was a prominent social reformer who advocated for equal rights for women. She was a pioneer in the establishment of nursing schools and an advocate for increased access to higher education for women [6].

Yet, it wasn't just women who worked toward gender parity; a small but vocal group of feminist men also contributed to the cause of women's emancipation. The feminist activist Harriet Taylor Mill was married to the English philosopher and political economist John Stuart Mill. Mill was the first British parliamentarian to call for the universal suffrage of women. Further, he argued that “[t]he principle which controls the existing social relationships among the two sexes—the legal servitude of one physical intimacy to the other—is completely mistaken itself, and is presently one of the chief downsides to improving people's lives; and also, that it ought to be completely replaced by a concept of complete equality, confessing no power or privilege on the one side, nor disability on the other.”

Scholars and feminists have segmented the movement into three distinct phases, each of which has been crucial to the movement's success in accomplishing its many objectives. The primary emphasis of the first wave was the fight for women's suffrage, which took place in the late 19th & early 20th centuries in both the United Kingdom & the United States. Historically, the primary goals of the first wave were to end chattel marriage and the practice of treating wives and their children as property of their husbands [7].

Margaret Waters argues in her book *Feminist theory: A Very Short Introduction* that

“For a married woman, her house becomes a prison-house”. The husband he owns the house and all of its contents, and his wife is just a breeding machine to him. Women at the time were treated like domestics, with little rights and possessions, and the condition of married women was no better than that of African-Americans in the West Indies. If women's rights aren't the same as men's, then what are they, says Marion Reid, when she wrote the piece *An Appeal for Women*, it was termed the most thorough and convincing case by a woman until Wollstonecraft's *A Proof of the Rights of Woman*. While acknowledging that “woman was formed for man,” Reid argues, and women should not be confined to a purely domestic role and that the care of the home and children should be in the best interests of both the companion and the partner.

A large number of female authors and feminists have emphasized that achieving true equality is not the only thing women need. In what are arguably the most memorable chapters of *A Room of One's Own*, Virginia Woolf makes the case that women's abilities have been underutilized. Walters concurs with Woolf, saying, “She ponders a number of enormously talented women from history—from the Duchess of Newcastle to George Eliot and Charlotte Bront—who were deprived of expertise, intercourse, and travel, which was the reason they never began writing quite as potently and graciously as they might have.” Woolf also argued that a woman needs independence and financial security in order to write [8].

Campaigns, organizations and movements for women's rights did not begin to improve the status of women in terms of education, chances to work outside the

home, and reform in legislation affecting married women, including, for the first time, for the right to vote, until the latter half of the 19th century. One of the first organizations for women, the Ladies of Langham Palace, were founded by Barbara Leigh Smith (after their meeting spot). Since Leigh Smith lived during a time when women automatically lost all of their property upon marriage, she also wrote about marital settlements in her pamphlets. For issues that had already been identified, such as “women’s urgent need for good education and also for more economic prospects,” as well as “improved performance of the legal situation of married women,” the group launched a number of initiatives.

By the latter end of the nineteenth century, the right of women to vote became a focal point of campaigning. The Suffragettes and the Suffragists both fought for women’s suffrage in Britain. Women’s suffrage was celebrated for its symbolic significance as a step toward full equality but also for its practical benefits [9]. There were many efforts to pass suffrage for women at the end of the 19th century and at the beginning of the 20th century, but parliament never passed it on the grounds that it would lead to “hasty alliances with devious neighbours, more “class cries,” “permissive laws,” “domestic perplexities” and “emotional grievances,” as Walters puts it. The Pankhurst sisters and Emily Davison (or Davies) were the most prominent British suffragists Emily Davies helped advance women’s education, advocating for women to have access to the same educational opportunities as men, and was instrumental in establishing a committee to improve women’s participation in the University Local Exams in the late 1850s.

Women were first granted degrees from Queen’s and Bedford Colleges in 1878; it took another 30 years for women to gain full membership at Oxford. Suffragette leader Emmeline Pankhurst, who came from a prominent family in the movement, was a political radical and is often regarded as one of the most powerful women in British history. The Pankhurst sisters also founded the organization, WSPU (WSPU). Christabel Pankhurst, leader of the WSPU, once said that it is unbearable to think that yet another cohort of women will waste their lives fighting for the vote. We can’t afford to tarry much longer. Although the WSPU was founded as a family group, the organisation’s focus shifted from challenging politicians to organizing large-scale rallies in Hyde Park. Women over 30 who were homeowners initially gained the ability to vote with the passage of the Representation of the People Act in 1918; this was later expanded to include all women over the age of 21 in 1928. Only 12 women had been elected to parliament by the 1840s when they were allowed the right to vote & serve after World War I. Nonetheless, women’s participation in local government bodies, such as school boards, began in earnest in the 1870s and surged after World War I.

Women’s liberation, or the second wave of feminism, began after World War II and sought to eradicate discrimination against women in all areas of society, including the legal and social spheres. This era was also considered to be a continuation of the first wave of feminism, even though the term “first wave” did not appear until the second wave has already begun. The second wave needed a new name because it was aiming for something slightly different. Simone de Beauvoir, the French writer who penned *The Second*

Sex and famously said “one is not born, but instead becomes, a woman,” was a pivotal figure in the early 20th-century feminist movement. De Beauvoir believed that cultural, political disadvantages faced by women were intrinsically linked, but she made a distinction between sex and gender. “The meaning and form that body obtains through culture, the various forms of that body’s acculturation,” she says to define gender.

Feminist movements of the time characterized its objectives for equal educational opportunity and equal income, as well as free contraception and abortion if necessary, and women still tried to establish higher social standing in society. The second wave of women’s liberation differed from the first because the groups were smaller and their members were more intent on discussing specific topics, exchanging personal stories, and learning from one another. In addition to the aforementioned, rape was an important part of the second-wave feminist movement and continues to be so even today.

### **Contemporary Views on Feminism**

The 1990s marked the beginning of what is sometimes called “post-feminism” or “the third wave of feminism.” Post-feminism rejects the perceived shortcomings of second-wave feminism while maintaining the same goals. Nonetheless, the movement’s emphasis is now more on the individual than on governmental processes or regulations. The women who the first and second waves of feminism were primarily Western middle-class, white women; however, the third wave of feminism includes women of many various races, religions, and socioeconomic statuses. More progress has been made toward equality for women during the 1990s, and this is true not

just in the UK, but across the globe. Women in Britain enjoy equal legal protections, equal access to higher education, and equal access to and participation in the workforce.

For decades, feminists have worked to ensure that women’s voices are heard and respected. Feminism is not as apparent as it was during the first wave, and some women are reluctant to be identified with the movement because they view it as inflexible and out of date. HeForShe was established in September 2014 by the United Nations, while British actress Emma Watson was appointed Women Global Goodwill Ambassador for the campaign. Watson is not just a famous person because of the attention she has received for her keynote speeches at conferences. To achieve gender equality, which “is not simply women issue but instead human rights issue,” as Watson put it at one of the HeForShe events, “how can we affect change in the world only when half of it is invited or feel welcome to join in the conversation?” The campaign aims to normalize the use of the term “feminist” among men and encourage men and boys to advocate for their own rights in addition to those of women. The fact that the movement is receiving criticism for being led entirely by women is an indication that there is currently no country in which women are treated similarly to guys.

### **Writings on Feminism by Men and Women Side by Side**

Male and female writers had slightly different perspectives on feminism and women’s attitudes throughout the 19th and 20th centuries. Women’s authors, including Charlotte Bront, used pen names because they were too afraid to be identified by their true names in print; Bront went by the name

“Currer Bell.” It was common practice for women writers in the early 19th century to adopt male pseudonyms in order to circumvent societal bias against female authors and earn greater appreciation for their work by having it attributed to a man. Books were more important than words when it came to passing on feminism at the time. Since books could be easily transported by people who travelled, they served as a primary means of disseminating thoughts and perspectives on the subject.

The growth of sexual liberation in the 19th and 20th centuries was an aspect of European Enlightenment that had an impact on literature. Unfortunately, it is hard to determine how far its ideals have spread in other countries because sexuality had been studied so little; however, it's clear that it's been happening slowly but surely since at least the Medieval Ages. Victorian culture, which spans about 1840 to 1900, was also marked by sexuality and servitude. Women's Political illiteracy and a lack of influence contribute to their subjection. To counter this, feminists have developed their own ideology, reorienting traditional ideas about gender roles, sexuality, and the role of men in society. Women's roles in society, including their access to formal education, political participation, marriage, and sexuality were reimagined throughout the Victorian era. The most significant shift in society occurred in the second half of the nineteenth century, when women's roles began to shift. The conventional roles of women in society, such as marriage and motherhood, began to change as women gained access to formerly male-dominated spaces, such as higher education and the workforce. Greg Buzwell, in his piece *Daughters of decadence*, describes the New

Woman of the 19th century as “freespirited as well as independent, educated, and disinterested in marriage and children.” Both in real life, as a feminist working for women's suffrage, and in fiction, as a woman who puts herself first while simultaneously reflecting modern values, the New Woman became a pop culture phenomenon. She was no longer referred to as a weak, dependent wife, but as a powerful, self-reliant woman. That's because, as Buzwell puts it, “sexual predators or overly sensitive ladies who cannot embrace their nature as a sexual person” are so often the default representations of female characters.

A new literary movement, modernism, evolved around the turn of the 19th and 20th centuries. That allowed for greater sexual content and a more lifelike style in literature. Yet, the shift in sexual and gender norms did not occur until after World War II. The sexual liberation, which began in the 1960s and lasted into the 1980s, challenged long-held norms regarding sexuality and romantic relationships. Because of sexual emancipation, non-heterosexual partnerships, such as homosexual or polyamorous ones, are now widely accepted alongside heterosexual ones. Public nudity, pornography, and the legalization of abortion Contraception has also gained popularity. The historical turn in Victorian studies and the rise in the number of female authors both contributed to the prolific output of literature that marked the age of the sexual revolution. After the women's movement and the fight for equal rights, most academic work began to contain discussions of gender and sexuality. The literature of the time period emerged from feminist concerns, and its primary audience was educated, middle-class white women. The works focused mostly on recovering the lost literary history

of women's literature, with an emphasis on the history of feminist activity and consciousness. According to Pamela K. Gilbert's book *Gende*: the time period's focus was on "reading women writers' opposition to patriarchy as well as the portrayal of female characters," and both *Mrs. Dalloway* & *Oranges Are Not the Only Fruit* exemplify this trend.

However, This chapter zeroes in on the four authors mentioned in the introduction: Charlotte Bront, Thomas Hardy, Virginia Woolf, and Jeanette Winterson each of These authors were active during a different decade, if not a different century: Bront and Hardy in the early and late 1800s, Woolf and Winterson in the early and late 1900s, and Winterson in the late 1900s. At the start of the nineteenth century, women were still seen as spouses, mothers, and keepers of the home. But the repulsion and necessity of independence began to become apparent. Writing about female characters has become increasingly liberating and free as Feminism has progressed through the years.

### **Charlotte Brontë**

*Jane Eyre*, written by Charlotte Bront and published under the pseudonym Currer Bell in 1847, was written during a time when women were still marginalized and denied basic human rights. The publication was met with both praise and criticism for the author's handling of the subject of sexuality. The puritan Victorian readership attacked the author's sex, claiming in the famed Elizabeth Rigby's critique of *Jane Eyre* that such behaviour is not right for a woman, a female character, or a female writer. The scathing criticism said that Jane's her portrayal of herself as a strong, independent woman who has no ties to men is unnatural for women. Several

people thought Jane's passionate resistance totally unacceptable because it implied that women shouldn't challenge men's authority. Notwithstanding Bulwer Lytton's complaint that "British females are intense men worshippers" in her letter about *Jane Eyre*, the work was a commercial success.

Bront created a new type of heroine that fights for real love and equality while being courageous, tough, and independent without the need for a man. *Jane Eyre* is a one-of-a-kind creation by Bront; the protagonist develops as she strives for self-respect and recognition. Jane says of herself, "I am no bird; and no net entangles me; I am a free human with an independent will." While she was strong from the start, Jane grows stronger throughout the narrative, allowing her to better handle setbacks. Although leaving Mr. Rochester made her feel sad, deceived, and her sorrow was unbearable, she was able to break free after discovering that the man she adored was already married. Although she loved Mr. Rochester, Jane knew that her life would not be complete until she married, and she had the strength and independence to carry on working as a governess and instructor despite the fact that she was paid less than a servant.

### **Thomas Hardy**

It wasn't until the latter half of the 19th century that women began to question the value of a life spent solely as a housewife and mother, without the chance to further their education or earn an honest living. Hardy presented some of his female characters as feminists, even though the term feminism had not been invented, and there were no female groups defending women's rights. For example, she says, "Now, what I mean is that

I shouldn't mind being a bride at a wedding, if I could be one with having a husband." This portrayal of Bathsheba Everdene, the novel's protagonist, is a fiery feminist. Even though *Far From the Madding Crowd* (1874) isn't often considered to be Hardy's best work, it has been adapted into a number of films. A number of Hardy's female protagonists, like Tess of the d'Urbervilles, Sue from *Jude the Obscure*, and others, can be read as feminists. Some have said that Hardy was a misogynist, despite the fact that many of his female protagonists appear to be radicals, and in this particular case, Bathsheba Everdene does certainly have a strong feminist viewpoint. Women & sex in Thomas Hardy's fiction is the subject of her article. Alisar M. Duckworth argues that most Victorian readers viewed Hardy as a sexist. Because he "neglected to provide heartening portraits of women finding the suitable outlet for their energy in marriage," Duckworth claims, these critiques inevitably lead us to the conclusion that Victorian novels "point to misogynistic ethics of a bourgeois society that had pacified the political oppression of earlier social structures." The more recent audience has begun to identify with the more contemporary viewpoint.

### Virginia Woolf

Modernism was a literary trend that developed at the beginning of the twentieth century and had a significant impact on Virginia Woolf, who is often considered as the inventor of the webcast narrative style. Woolf was also a pioneer in delving into the inner workings of fictional characters. Some critics dismissed her as "overly genteel, far too womanly to be treated seriously, part of effete Bloomsbury," as stated by writers Plan

as well as Seller in their book *A History of Feminist Literary Criticism*, despite the fact that she was a leading feminist and pivotal person at the turn of the 20th century.

Nonetheless, Woolf is widely acknowledged as a feminist, as feminist themes permeate her writings; her interest in the subject deepened after World War II, as she went on to publish a number of prominent critical essays on feminism, including the influential *A Room of One's Own*. Woolf "used innovative literary approaches in order to reveal female opinions and she attempted to offer a counterpoint to the male-dominated perceptions of reality," writes Bhaskar A. Shukla in *Virginia Woolf: An Introduction*. Woolf also penned the now-famous statement, "As long as she thinks of a male, nobody complains to a woman thinking," a comment on the patriarchal nature of 1920s British society. Her goal in creating this piece was to criticise the patriarchy and draw attention to misogyny.

There was a turning moment for the feminist movement at the turn of the century, when both the term "feminism" and the campaign for women's suffrage and economic equality got their respective starts. Plain and Sellers argue that many writers of the time, including Virginia Woolf, Charlotte Perkins Gilman, and Simone de Beauvoir, were preoccupied with this issue. Woolf's most well-known novel, *Mrs. Dalloway* (1925), is also one of her most stylistically daring works. Clarissa Dalloway's life is depicted in the novel as a mosaic portrait, a collection of fragments from different times and places that together make a complete picture of the character. "The novel addresses what it feels like to feel alive—to be a self-passing thru the moments and hours of a day," writes James Schiff in *Rewriting Woolf's Mrs. Dalloway*.

The book also explores the themes of sexual identity and desire, as well as the difficulty of finding one's own identity. During the time this work was written, there was a cultural shift that made it socially acceptable to criticise patriarchy and be more upfront about one's sexuality. Nonetheless, the story also analyzes the culture and behavior of Londoners.

### **Jeanette Winterson**

The English author Jeanette Winterson frequently features lesbian characters, and her semiautobiographical work *Oranges Are Not the Only Fruit* (1985) likewise concentrates on lesbian representation. Virginia Woolf's *Orlando: A Biography* and *Mrs. Dalloway* both feature lesbian relationships, with Clarissa Dalloway having an affair with Sally Seton. Despite the fact that the novel's protagonist is a lesbian, the author disagrees with the label. Novelist Jeanette Winterson has stated that she "never understood why straight literature is supposed to appeal to everyone, but anything that features a gay character or that involves gay experience is solely for queers," referring to the novel's central themes of homosexuality and self-acceptance. Winterson views love as transcending and unavoidable; she does so in all seven of her works. She even goes so far as to state, "love is a condition that is terrible, but it is the cross we all have to carry, and this extends beyond conquering prejudices against homosexuality."

In the second half of the twentieth century, when the second wave of feminism was at its height, women finally won the suffragettes' battle for voting rights. Sexual and gender norms have shifted since the end of World War Two. The feminist movement and the

sexual revolution of the '50s and '60s influenced profound changes in the social and cultural roles of men and women. The book's rejection of typical heterosexuality and traditional family values didn't stop it from being widely read. *Oranges is a scary work*," Winterson writes in the book's preface, acknowledging the novel's overt political commentary and examination of the ideal family. "It reveals the sanctity of family arrangement as something of a charade; it indicates by instance the fact that what the religion calls love is actually insanity; and it illustrates by example that what the religion calls love is actually psychosis," said one reviewer.

### **Conclusion**

The first chapter traces the evolution of feminism in Britain from the middle of the nineteenth century to the present day. The goal was to provide a comprehensive history of feminism, beginning with its definition and progressing through the 19th and 20th centuries while highlighting its key figures. Mary Wollstonecraft, a founding mother of the organization, Florence Nightingale, and the Pankhurst family were among the most frequently referenced individuals. Women's struggles for voting rights, higher education, and, most importantly, equal rights and autonomy are depicted in this chapter, spanning the initial and second waves of feminism. The initial phase of the movement, which began in the late 19th century and lasted into the early 20th, focused primarily on gaining the right to vote and gaining social respect. By the end of the 19th century, the Pankhurst family played a pivotal role in the suffragette movement, and Emmeline Pankhurst, the leader of British suffragettes, is widely regarded as one of the most powerful

women in Britain. During this time, Virginia Woolf wrote the seminal essay *A Room of One's Own*, in which she addressed the subject of equality. It was generally agreed that the second feminist wave was an extension of the first, with an emphasis on women's freedom and social equality. Feminists of this era outlined its demands for equitable education and income as well as contraception and abortion, and there were attempts to improve women's social standing through these channels. Contemporary views on feminism are also portrayed in the first chapter. This time period, which began in the 1990s and continues to the present day, frequently referred to as the third wave of feminism. This new global movement is a reaction to the perceived faults of the feminism that followed and equal rights, and it is not limited to Great Britain.

## References

1. Bentley, Nick. *Contemporary British Fiction*. Edinburgh: Edinburgh University Press Ltd, 2008). Accessed March 16, 2016.
2. Chernock, Arianne. *Men and the Making of Modern British Feminism*. Stanford: Stanford University Press, 2010. Accessed February 1, 2016.
3. Fulton, Elaine. "Mrs. Dalloway: Sexuality in post-war London." *Examiner* (Nov. 17, 2011). Accessed March 27, 2016. <http://www.examiner.com/article/mrs-dalloway-sexuality-post-war-london>.
4. Mendus, Susan, and Jane Rendall. *Sexuality and Subordination*. London: Routledge, 1989. Accessed March 22, 2016.
5. Olsen, Kirstin. *Chronology of Women's History*. London: Greenwood Press, 1994. Accessed February 1, 2016.
6. Pankhurst, Emmeline. "Freedom or Death." In *Political Dissent: A Global Reader: Modern Sources*, edited by Derek Malone-France, 121-146. Maryland: Lexington Books, 2012.
7. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford: Oxford University Press, 2005.
8. Parpart, Jane L. et al. *Theoretical Perspectives on Gender and Development*. Ottawa: International Development Research Center, 2000. Accessed February 2, 2016. [https://books.google.cz/books/about/Theoretical\\_Perspectives\\_on\\_Gender\\_and\\_D.html?id=6xunfW2ShQkC&redir\\_esc=y](https://books.google.cz/books/about/Theoretical_Perspectives_on_Gender_and_D.html?id=6xunfW2ShQkC&redir_esc=y).
9. Pankhurst, Emmeline. "Freedom or Death." In *Political Dissent: A Global Reader: Modern Sources*, edited by Derek Malone-France, 121-146. Maryland: Lexington Books, 2012.

**ARTICLE 7**

# **An Empirical study, analysis and Importance of Social Work for Sustainable Development in present scenario**

**Asma Parveen and Dr. Mohd Wasi Baig**

## **Abstract**

We understand that, the most revolutionarily social viewpoints that arose in the twentieth century is connected with manageability. In many regards the acknowledgment of this new viewpoint is broad to the point that it is united to practically all parts of current living. To this degree, it very well might be known as a worldview, on the grounds that the point of view presently offers another focal point, a better approach for grasping reality. Likewise, it not set in stone and predictable changes in our relationship with the climate. The worldview arose at a point, when we started to understand that human activities were destroying the exceptionally delicate climate on which our own lives depend. This prompt association with the actual climate during the beginning of the rise of the supportability worldview has to a degree affected the famous comprehension of maintainability as an ecological peculiarity. Quite often, the term manageability summons to one pictures of unpropitious ecological catastrophes. Thus, researchers, experts, and backers from the ecological and actual sciences have impacted the field of supportability. Nonetheless, recently another mindfulness is arising that climate is connected with any remaining features like the social and financial parts of life.

**Keywords:** Sustainability, Environment, Energy, Social Work

## **Introduction**

This paper fundamentally looks at the jobs social specialists can play in controlling the social, monetary, and actual conditions for working on human prosperity. That's what we contend, on the off chance that manageability is another worldview, social work as a discipline gives the plan for reasonable

reasoning and activities. The acknowledgment of the equity among social, monetary, and actual conditions has a few ramifications (Kondrat, 2002). A piece of this is verifiable. Before the 1980s, natural debasement was credited to populace blast in the nations of the southern half of the globe. The reasoning was exceptionally Malthusian, and the

response was to carry out enormous populace control programs. This view was reconsidered later to mirror a developing judgment against far and wide utilization of coercive strategies to accomplish contraception shares and focuses in emerging nations like India. There was a create some distance from finding fault for ecological debasement exclusively on populace development. The Brundtland report (Joined Countries, 1987), named Our Normal Future, puts biological supportability on neutral ground with social and financial manageability. Enormous utilization of world sustainable and nonrenewable assets in nations of the North was noted as a supporter of the natural corruption. Acknowledgment that both populace development and utilization can perniciously affect the climate started to impact the manageability banter. Four years after the World Commission on Climate, which delivered the Brundtland report, Plan 21 of the 1992 Rio Earth Highest point emphasized and added to the methodology toward feasible turn of events. The Rio highest point required a worldwide organization for supportable improvement particularly through destitution decrease (Glasmeier and Farrigan, 2003). Neediness is the greatest polluter. It dirties frameworks at all levels, social, monetary, and natural. Each of the three are of equivalent significance. The standard of network recommends that the three are interconnected and that improvement in one may not be accomplished without changes in the others. Obviously ecological debasement can't be halted except if destitution and social disparities made by market and nonmarket powers are tended to through neediness decrease measures (Carrilio, 2007). It likewise turned out to be certain that monetary advancement

in most emerging nations was additionally trailed by expansions in friendly disparity. Mindfulness that financial advancement alone isn't the solution to natural conservation led to the possibility of human improvement instead of monetary improvement as a way to deal with ecological conservation. Hence, the Rio highest point as well as the Brundtland report added to the conceptualization of supportability as a result of three parts: natural manageability, intergenerational value, and human turn of events.

### **Social Work, Environmental Supportability, Common liberties, and Destitution**

Of the three parts, two — human turn of events and intergenerational value — are regions in which social specialists have done both pragmatic and hypothetical work for a really long time (McKinnon, 2008). In friendly work the term social advancement oftentimes is utilized to allude to human turn of events. As conceptualized by Plan 21, the term human advancement is connected with common freedoms, strengthening, and meeting essential human requirements. These three markers are obviously connected with social improvement as most friendly specialists have known it.

Social improvement draws near, likewise called formative social work, have zeroed in on building fundamental limit among people, gatherings, and networks through resolving issues of essential requirements (Midgley and Conley, 2010). As people gain the ability to partake in friendly and monetary organizations, the quantity of reasonable social decisions will undoubtedly increment. However this approach is currently generally credited to Sen's speculations of working and capacities (Sen, 2000), it had previously been

a vital part of social work ways to deal with local area building and improvement. Social improvement approaches have a long history in friendly work and are strategically situated to address human improvement issues concerning maintainability

### **Social Work and Natural Methodologies**

Biological manageability sees the climate as a powerful result coming about because of communication among all components that populate the climate (Coates, 2005). According to a natural perspective different components can be assembled into frameworks, and noticing communications among different frameworks gives a straightforward way to deal with a comprehension of the evolving climate. The viewpoint that all client frameworks like people, gatherings, and networks are affected by different frameworks is major to the social work approach. The accentuation on speculations, for example, frameworks and individual in-climate mirror the profound rootedness of this methodology in friendly work (Green and McDermott, 2010). There are indisputably unmistakable likenesses between the natural and social work draws near. As a general rule, biological ways to deal with maintainability reflect social work strategies toward restoring, reestablishing, and keeping up with client frameworks to palatable degrees of working and fulfillment.

The natural manageability approach is deficient in that it doesn't take into thought the job of force (Dominelli, 2012). Be that as it may, social work considers power as significant inside the framework structure. Biological supportability approaches have customarily worked with the understanding that natural adjusts and progression can be accomplished by handily controlling the

populace, advancements, and the current authoritative designs utilized for food.

Traditional environmental ways to deal with handling manageability now and again endeavor to find arrangements through quantifiable connections among quantifiable parts, for example, conveying limit, specialty size, and re-productivity. Be that as it may, this approach doesn't think about the power relationship among different sub-populations in a general public. Power matters. The Brundtland commission report unequivocally remembered it. The report, however, recommended that supportability is connected with regarding "normal interests and value" (Joined Countries, 1987, p. 50). Be that as it may, in accomplishing normal interests, particularly within the sight of falling apart environmental circumstances, the opposition for scant assets is probably going to increment bringing about tremendous influence holes between the rich and poor people. In such manner, the report Our Normal Future expresses that "our failure to advance the normal interest in feasible improvement is many times a result of the general disregard of financial and civil rights" (Joined Countries, 1987, p. 49). The report requires the utilization of civil rights standards for accomplishing manageability.

Civil rights standards are fundamental to social work techniques. Adherence to civil rights standards urges social laborers to investigate all their aiding exercises from the perspectives of uniformity, reasonableness, and populism. Social specialists are focused on the thought that all clients are equivalent no matter what their situation, status, or power. Furthermore, all clients reserve a privilege to have essential necessities met while we guarantee that open doors are made

accessible to all, in light of accomplishment as opposed to ascriptive rules. Local area improvement programs are supported by sustaining normal interests through programs that are delicate to civil rights issues. By and large, social work critical thinking strategies are viable with natural ways to deal with supportability as well as give the truly necessary aversion to civil rights concerns.

The notable Brundtland meaning of maintainability proposes that it can't be accomplished without thought of intergenerational value. Maintainability is in this way about prosperity of the current as well as people in the future. The significance of taking special care of people in the future is imbued into maintainability techniques and buttressed by friendly turn of events and common freedoms draws near. Improvement in degrees of social advancement is quite often joined by gains in practical social decisions for the augmentation of prosperity. The basic freedoms approach guarantees that all ages reserve the option to expand their prosperity. The social work calling has not just advocated social turn of events and common liberties draws near however has likewise put resources into the support and care of people at all phases of life, from support to death. One might be unable to find one more calling that is so completely put resources into mindful and helping people and networks. More significant, according to a supportability point of view the social work discipline does so considering the generational ties that tight spot individuals inside gatherings, families, and networks. By and large, social work offers ranges of abilities and devices important to resolve issues of intergenerational value normal for natural ways to deal with maintainability.

The significance of overseeing power at the large scale level for human prosperity is obviously perceived by friendly work ways to deal with critical thinking. The strengthening approach as a piece of human turn of events (Breton, 1994) is presently embraced likewise by natural manageability developments. Strengthening includes arrangement of data on basic freedoms, including the client at all degrees of decision making regarding critical thinking, and showing up at an arranged speed of purpose of administrations either gave complimentary or at an expense (Lee, 2001). The social work approach is a strength-based approach, and it empowers individuals to utilize their own assets and collect assets fundamental for critical thinking. Strengthening is maybe the most broadly utilized mediation device in the field of social work. Exercises situated toward biological manageability have become progressively arranged toward creating trusteeship and empowering networks and people to safeguard and keep up with nearby assets. Creating people group limit through strengthening to safeguard and foster neighborhood assets is currently broadly acknowledged as a basic part of natural supportability. As a rule, strengthening approaches have a long history in friendly work and are strategically situated to address human improvement issues as for supportability strategies and projects.

### **Manageability: Unavoidable Jobs for the Calling**

Inside the environmental maintainability development there is a slight inclination toward the entire instead of the parts. "A thing is correct when it will in general save the trustworthiness, steadiness, and magnificence of

the biotic local area. It is off-base when it tends in any case” (Leopold, 1949, pp. 224-225).By the by, the presence of numerous degrees of underlying impacts is expressly recognized inside natural manageability draws near. Maybe this inclination toward the respectability of the entire outcomes from an accidental disregard of civil rights issues. Complementary impacts among numerous degrees of social, monetary, and biological variables are probably going to exist and are to be viewed as in implanting supportability. Familiarity with the significance of staggered impacts on client frameworks is settled in friendly work techniques. In this way, individual conduct inside a gathering might be impacted by the structure of the gathering as for a given trademark, as well as the impact of a similar trademark on individual level way of behaving. Specifically, social laborers who spend significant time in bunches are in many cases knowledgeable in controlling the miniature and large scale conditions of the gathering to expand individual level working inside the gathering. Natural manageability backers and specialists might acquire massively from joint efforts with social laborers. The wide large scale sociocultural setting of the manageability development has all the earmarks of being careless issues of force and impact in general society and market circles with respect to natural worries. At the point when colossal partnerships uphold “green” philosophies, it is once in a while in light of the fact that arrangement with the green development can build deals and utilization. Three variables have added to an untimely setting for the supportability development: (1) the rise of free worldwide partnerships with huge social and speculation foundation or benefit augmentation, (2) the

presence of the Worldwide Financial Asset upheld by the G-7 nations with an emphasis on financial improvement at any expense in emerging nations (Bredenkamp and Pattillo, 2010), and (3) the ongoing conflict of civic establishments (Huntington, 1997) for financial and social strength instead of for ecological insurance. Simultaneously there are exceptionally confident signs and patterns that will cultivate the existence of the maintainability development. These comprise of the presence of the natural equity development in many created and non-industrial nations; the rise of countless nongovernmental associations committed to the reason for ecological maintainability; lastly, the seeing of a noteworthy support for the 1997 Kyoto convention calling for worldwide activity to achieve carbon dioxide outflow decrease continuously 2012. Obviously, at the large scale level the maintainability plan is created with strains and clashes. As friendly specialists we need to obviously fall in line with chosen ecological organizations and organizations participated in achieving natural manageability (Hasenfeld, 1987).The natural manageability development obviously extends a dream of what is feasible. It is personally connected to countless lifestyles. Not all lifestyles are economical. Those that are economical likewise ought to be alluring. The ecological maintainability development recognizes various viewpoints like majority rule commitment, social and monetary support, and civil rights as characterizing helpful parts of an economical lifestyle (Sneddon, Howarth, and Norgaard, 2006).An expansion of our ongoing spotlight on civil rights for natural disparities and imbalances will deliver colossal open doors for social specialists to partake in the supportability development (Hoff and

Pollack, 1993). Destitute individuals in created and agricultural nations are shoved aside to actual spaces with the most unfortunate natural quality comparative with private spaces of the rich, with serious ramifications for the strength of the current as well as people in the future of poor people (Rogge, 1995, 1996; Sachs, 1996). This predicament of the poor in agricultural nations particularly has been perceived in the Assembled Countries Thousand years Advancement Objectives. Objective 7 calls for substantial moves toward accomplish natural maintainability through four express targets: reconciliation of the standards of practical improvement into administrative strategies and projects, decrease of biodiversity misfortune, splitting the extent of the populace without admittance to safe drinking water and fundamental sterilization, and accomplishing a huge improvement in the existences of something like 100 million ghetto tenants (Joined Countries, 2008). Mosher (2010) brings up that a social work viewpoint on manageability is impacted by the standards inside which the viewpoints are planned. Two significant standards — the unthinking and the comprehensive — impact social work hypotheses and viewpoints. The unthinking worldview consolidates a logical and objective way to deal with making information. The comprehensive worldview depends on association, organization, participation, and regard for nature (Mosher, 2010). Values like long haul supportability, profound environment, otherworldliness, and ecofeminism additionally describe the comprehensive worldview. The qualities based approach and worry for civil rights among social laborers are additionally results of the all encompassing worldview. Mosher (2010) further contends that

sociopsychological issues that social specialists endeavor to determine ought to call for approaches and points of view that oblige interdependencies and intricacies. In such manner Mosher (2010) claims that the comprehensive worldview is definitely more helpful than the robotic. For supportability moves toward the comprehensive worldview offers an organization way to deal with tackling issues. This approach includes collaboration, sharing of force, utilization of qualities, and common sharing and acquiring of abilities for critical thinking with clients at different degrees of mediations (Mosher, 2010). The supportability worldview has arisen in our new history against the foundation of a human-made ecological emergency. In any case, a portion of the components of this new worldview preexisted, unquestionably inside the field of social work. As assisting experts, social laborers with having forever been worried about steady loss in the adequacy of mediations. Orderly ways to deal with these worries have brought about hypothetical and strategic advances inside friendly work that can be taken on by supportability advocates, strategy producers, and hypothesis manufacturers. Subsequently, that's what we trust in the event that manageability is another worldview, social work as a discipline gives the plan to reasonable reasoning and activities.

## Conclusion

In this article we have contended that social laborers center around both social disparity and neediness as the fundamental reasons for biological debasement and poor intergenerational value. Social specialists accept that decreases in friendly disparity and neediness can be accomplished using social work strategies like social turn of events, strengthening,

and support for common liberties. These strategies empower networks to sort out themselves and structure organizations inside and across networks, in this manner upgrading social decisions. Social turn of events, and improvement in friendly decisions, advance intergenerational connections and add to intergenerational value. Social specialists utilize both the pie and framework approaches in working with client frameworks.

## References

- Bredenkamp, H., & Pattillo, C. A. (2010). *Financing the Response to Climate Change* Retrieved from International Monetary Fund website <http://www.imf.org/external/pubs/ft/spn/2010/spn1006.pdf>
- Breton, M. (1994). On the meaning of empowerment and empowerment-oriented social work practice. *Social Work With Groups*, 17(3), 23–37.
- Carrilio, T. E. (2007). Utilizing a social work perspective to enhance sustainable development efforts in Loreto, Mexico. *International Social Work*, 50(4), 528–538.
- Chapin, F. S., Kofinas, G. P., & Folke, C. (2009). *Principles of ecosystem stewardship: resilience-based natural resource management in a changing world* (pp. 319–337). New York, NY: Springer.
- Coates, J. (2005). The environmental crisis: Implications for social work. *Journal of Progressive Human Services*, 16(1), 25–49.
- Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Cambridge, UK: Polity.
- Glasmeier, A. K., & Farrigan, T. L. (2003). Poverty, sustainability, and the culture of despair: Can sustainable development strategies support poverty alleviation in America's most environmentally challenged communities? *Annals of the American Academy of Political and Social Science*, 590, 131–149.
- Green, D., & McDermott, F. (2010). Social work from inside and between complex systems: Perspectives on person-in-environment for today's social work. *British Journal of Social Work*, 40, 2414–2430.
- Hasenfeld, Y. (1987). Power in social work practice. *Social Service Review*, 61, 469–483.
- Hoff, M., & Pollack, R. (1993) Social dimensions of the environmental crisis: Challenges for social work. *Social Work*, 38, 204–211.
- Huntington, S. P. (1997). *The clash of civilizations and the remaking of world order*. New York, NY: Simon & Schuster.
- Kondrat, M. E. (2002). Actor-centered social work: Re-visioning “person-in-environment” through a critical theory lens. *Social Work*, 47, 435–448.
- Lee, A. B. (2001). *The empowerment approach to social work practice: Building the beloved community*. New York, NY: Columbia University Press.
- Leopold, A. (1949). *A sand county almanac*. Oxford, UK: Oxford University Press.
- Mapp, S. (2007). Human rights and social justice in a global perspective: An introduction to international social work. New York, NY: Oxford University Press.
- McKinnon, J. (2008). Exploring the nexus between social work and the environment. *Australian Social Work*, 61, 256–268.
- Midgley, J., & Conley, A. (2010). *Social work and social development: Theories and skills for developmental social work*. New York, NY: Oxford University Press.
- Mohan, Brij. (2007). *Fallacies of development: Crises of human and social development*. New Delhi, India: Atlantic Publishers.
- Mosher, C. (2010). A wholistic paradigm for sustainability: Are social workers experts or partners. *Critical Social Work*, 11, 102–121.

- Paehlke, R. (2001). Environmental politics, sustainability and social science. *Environmental Politics*, 10, 1–22.
- Reichert, E. (2003). *Social work and human rights: A foundation for policy and practice*. New York, NY: Columbia University.
- Rogge, M. E. (1995). Coordinating theory, evidence, and practice: Toxic waste exposure in communities. *Journal of Community Practice*, 2(2), 55–76.
- Rogge, M. E. (1996). Social vulnerability to toxic risk. *Journal of Social Service Research*, 22(1/2), 109–129.
- Sachs, A. (1996). Upholding human rights and environmental justice. In L. Brown (Ed.), *State of the world 1996: A Worldwatch Institute report on progress toward a sustainable society* (pp.133–151). New York, NY: W. W. Norton.
- Sen, A. (2000). *Development as freedom*. New York, NY: Anchor Books.
- Shiva, V. (2010). *Staying alive: Women, ecology, and development*. Cambridge, MA: South End Press.
- Sneddon, C., Howarth, R. B., & Norgaard, R. B. (2006). Sustainable development in a post-Brundtland world: Ecological economics. *Ecological Economics*, 57, 253–268.
- United Nations. (1987). *Our common future*. Oxford, UK: Oxford University Press.
- United Nations. (2008). *Millennium development goals report 2008*. New York, NY: Author.
- van Wormer, K., & Besthorn, F. (2010). *Human behavior and the social environment, macro level: Groups, communities, and organizations*. New York, NY: Oxford University Press.
- Warren, K. J. (1997). *Ecofeminism: Women, culture, nature*. Bloomington, IN: Indiana University Press.
- Wronka, J. (2008). *Human rights and social justice: Social action and service for the helping and health professions*. Thousand Oaks, CA: SAGE.

**SUBSCRIPTION FORM**

**EDUCATOR THE MULTIDISCIPLINARY JOURNAL**

**Name and Address**

(In Capital Letter).....  
.....  
..... PIN.....

**Subscription Charges**

PERIOD	ISSUE	SUBSCRIPTION RATES
One Year (Individual)	2	500
Three Year (Individual)	6	1500
One Year (Institutional)	2	2000

**Payment Details**

ACCOUNT DETAILS
Account Holder: FAIRFIELD INSTITUTE OF MANAGEMENT & TECHNOLOGY
Bank Name: HDFC BANK, Branch: Mahipalpur, Account Type: CURRENT
Account No.: 50200024027620, RTGS/NEFT/IFSC Code: HDFC 0004404

**Note: Kindly attach Online payment details with form.**

**Bank Draft Details**

*Please make the payment by Bank Draft in Favor of Fairfield Institute of Management & Technology payable at New Delhi.*

**Details of the Enclosed Bank Draft**

BankDraftNo.....for.....
Dated.....Drawn on .....

**Date.....**

**Signature.....**

***Send Your Subscription To:***

Editor

Dr. Shalini Kumar

Dr. Manmohan Chaudhary

FIMT EDUCATOR MULTIDISCIPLINARY JOURNAL

Fairfield Institute of Management & Technology

1037, FIMT Campus, Kapashera

New Delhi-110037



**For more details Mail us at: [fimtcollege.rd@gmail.com](mailto:fimtcollege.rd@gmail.com) • Mobile: 9811568155**



## **FIMT- SCHOOLS FOR PROFESSIONAL COURSES**

**FIMT-SCHOOL OF LAW- BBA-LLB INTEGRATED (H.), BA-LLB INTEGRATED (H.), LLM**

**FIMT-SCHOOL OF HUMANITIES & SOCIAL SCIENCES- BA(H) ECO., BA(H) ENG.**

**FIMT-SCHOOL OF JOURNALISM & MASS COMMUNICATION- BA (JMC)**

**FIMT-SCHOOL OF BUSINESS ADMINISTRATION- BBA (GEN.)**

**FIMT-SCHOOL OF INFORMATION TECHNOLOGY- BCA**

**FIMT-SCHOOL OF COMMERCE- B.COM.(H)**

**FIMT-SCHOOL OF EDUCATION- B.ED.**



 **FIMT Institutional Campus,**  
Kapashera, New Delhi-110037

 **011- 25063208/10/12**

 **8080807002, 8080804002**  
**9312352942, 9560596750**

 **fimtnd@gmail.com**  
 **www.fimt-ggsipu.org**