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Proceedings of

International Conference on Multidisciplinary Research: Innovation, Healthcare, Education for Viksit Bharat (ICMR-2026)

INNOVATION | HEALTHCARE | EDUCATION | SUSTAINABLE DEVELOPMENT | VIKSIT BHARAT

PART 2



Editors

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Dr. Amit Agrawal

Dr. Sheela Sharma

International Conference On Multidisciplinary Research

Conference Proceedings

Contemporary Perspectives in English Literature, Sociology, Hindi and Home Science For Viksit Bharat

2026

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Sanskar City College of Education

Indus International University

In Collaboration with

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Conference Proceedings

Publisher

Wissira Research Lab

International Conference on Multidisciplinary Research

Contemporary Perspectives in English Literature, Sociology, Hindi and Home Science
For Viksit Bharat

2026

ICMR-2026 provides an interdisciplinary platform for researchers, academicians, educators, healthcare professionals, students, policymakers, industry professionals and practitioners to present research, exchange knowledge and develop collaborative approaches to contemporary academic and societal challenges.

The conference is aligned with the broader vision of **Viksit Bharat@2047**, emphasizing innovation, knowledge creation, technological advancement, inclusive development and interdisciplinary collaboration.

The conference covers diverse areas including education, healthcare, law, psychology, humanities, social sciences, literature, management, technology, engineering, computer science, environmental studies, agriculture, pharmacy, nursing and other emerging multidisciplinary fields.

About ICMR-2026

ICMR-2026 is envisioned as a dynamic international platform for multidisciplinary and interdisciplinary research. The conference brings together researchers, academicians, educators, healthcare professionals, students, policymakers, industry experts, innovators and practitioners from diverse academic and professional domains.

The conference encourages research that addresses contemporary challenges through innovation, emerging technologies, evidence-based practices and cross-disciplinary collaboration.

Special emphasis is placed on Artificial Intelligence, digital transformation, healthcare innovation, educational technology, social development, sustainability and human-centred approaches.

Through research presentations, academic discussions, expert interactions and networking opportunities, ICMR-2026 seeks to strengthen knowledge partnerships and contribute to India's vision of **Viksit Bharat@2047**.

Objectives

- To promote multidisciplinary and interdisciplinary research.
- To provide a platform for presenting original research and innovative ideas.
- To explore emerging technologies and Artificial Intelligence across disciplines.
- To examine contemporary developments in education, healthcare and society.
- To encourage evidence-based and research-driven approaches.
- To facilitate interaction between academia, industry and professional communities.
- To develop national and international research collaborations.
- To encourage research contributing to inclusive, sustainable and knowledge-driven development.
- To support the broader vision of **Viksit Bharat@2047**.

These are consistent with the objectives published on the conference website.

Conference Themes

Major Themes

Education

- Educational Innovation
- Digital Learning
- Teacher Education
- Higher Education
- Educational Technology
- Pedagogy and Curriculum
- Inclusive Education

Healthcare

- Public Health
- Healthcare Technology
- Medical and Allied Sciences
- Nursing
- Pharmacy
- Mental Health
- Digital Health

Law

- Constitutional and Legal Studies
- Cyber Law
- Human Rights
- Legal Technology
- Governance
- Policy and Regulation

Psychology

- Educational Psychology
- Social Psychology
- Organizational Psychology
- Mental Wellbeing
- Behavioural Studies

Message from the Organizing Committee

It gives us immense pleasure to present the proceedings of the International Conference on Multidisciplinary Research 2026.

The conference represents our collective commitment to promoting research, innovation, academic dialogue and interdisciplinary collaboration. The contributions included in this volume reflect diverse perspectives and research approaches addressing contemporary academic, social, technological and professional challenges.

We hope that these proceedings will serve as a useful academic resource for researchers, teachers, students, professionals and institutions and will encourage further research and collaboration.

We sincerely acknowledge the valuable contributions of all authors, reviewers, speakers, delegates, organizing committee members and supporting institutions whose efforts made this academic initiative possible.

Conference Organizing Committee

ICMR-2026

Editorial Note

This volume brings together selected research contributions presented as part of ICMR-2026. The chapters represent diverse disciplinary perspectives and methodological approaches reflecting the multidisciplinary character of the conference.

Each contribution has been compiled and edited for inclusion in the conference proceedings. The authors retain responsibility for the originality, accuracy, interpretation and scholarly claims presented in their respective chapters.

The editors have attempted to maintain consistency in formatting and presentation while preserving the academic content and disciplinary character of individual contributions.

The volume is intended to facilitate academic exchange and provide a consolidated record of research presented at the conference.

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Prof. (Dr.) Punit Goel
Dr. Abu Farah Hoque
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Table of Contents

Chapter 1: Academic Goal Orientation and Learning Persistence among University Students 1

Chapter 2: Academic Procrastination and Learning Engagement among Undergraduate Students 9

Chapter 3: Academic Resilience and Educational Achievement among College Students 17

Chapter 4: Collaborative Problem-Solving and Learning Achievement among Secondary Students ... 25

Chapter 5: Digital Accounting Technologies and Financial Reporting Efficiency in Business Organizations 32

Chapter 6: Digital Banking Services and Customer Satisfaction in the Contemporary Banking Sector 41

Chapter 7: Digital Distraction and Academic Concentration among University Learners 48

Chapter 8: Ecological Consciousness and Climate Narratives in Contemporary English Fiction 56

Chapter 9: Green Marketing Practices and Sustainable Consumer Behaviour in Urban Markets..... 65

Chapter 10: Inclusive Education Practices and Social Participation among Diverse Learners 74

Chapter 11: Inclusive Teaching Practices And Learning Outcomes In Diverse Classrooms..... 82

Chapter 12: Loneliness and Social Connectedness in the Digital Communication Era 91

Chapter 13: Mindfulness Practices and Perceived Stress among College Students 99

अध्याय 14: NEP 2020 के अंतर्गत शिक्षा में बहुभाषिकता और भाषायी समावेशन की संभावनाएँ..... 106

अध्याय 15: NEP 2020 के परिप्रेक्ष्य में व्यावसायिक शिक्षा और रोजगारपरक कौशल विकास 113

अध्याय 16: NEP 2020 के संदर्भ में उच्च शिक्षा में बहुविषयक अधिगम की संभावनाएँ..... 121

अध्याय 17: NEP 2020 के संदर्भ में शिक्षक शिक्षा के बदलते स्वरूप और व्यावसायिक दक्षता का अध्ययन.. 128

अध्याय 18: NEP 2020 के संदर्भ में शिक्षा में प्रौद्योगिकी एकीकरण और डिजिटल समानता की चुनौतियाँ... 135

Chapter 19: Online Social Validation and Self-Concept among Emerging Adults 142

Chapter 20: Parental Involvement and Academic Motivation among School-Going Adolescents..... 149

Chapter 21: Perceived Organizational Support and Employee Psychological Resilience 158

Chapter 22: School-Based Assessment and Learning Improvement among Secondary Learners..... 165

Chapter 23: Self-Regulated Learning Strategies and Academic Achievement among Undergraduates 173

Chapter 24: Sleep Quality and Academic Performance among Higher Education Students 180

Chapter 25: Social-Emotional Learning and Classroom Adjustment among Adolescent Students... 187

Chapter 26: Socioeconomic Factors and Educational Aspirations among Secondary School Students 194

Chapter 27: Student-Centred Pedagogy and Active Learning in Undergraduate Classrooms..... 201

Chapter 28: Teacher Self-Efficacy and Classroom Management Practices in Secondary Schools..... 209

Chapter 29: Technology, Youth Culture, and Emerging Forms of Social Identity 218

Chapter 30: Technology-Enhanced Teaching and Classroom Participation among Undergraduate Learners 225

अध्याय 31: उच्च शिक्षा में कृत्रिम बुद्धिमत्ता आधारित शिक्षण से अकादमिक सहभागिता का मूल्यांकन 233

अध्याय 32: उच्च शिक्षा में शैक्षिक नेतृत्व और शिक्षक नवाचार संस्कृति के मध्य संबंध 240

अध्याय 33: गृह विज्ञान और वस्त्र विज्ञान के संदर्भ में पर्यावरण-अनुकूल परिधान चयन एवं उपभोक्ता जागरूकता का अध्ययन 247

अध्याय 34: मनोविज्ञान के परिप्रेक्ष्य में सकारात्मक पालन-पोषण और किशोर मानसिक लचीलापन का प्रभाव 254

अध्याय 35: विद्यालयी शिक्षा में शिक्षक भावनात्मक बुद्धिमत्ता और कक्षा प्रबंधन प्रभावशीलता का अध्ययन . 261

अध्याय 36: विधायी कानून के अंतर्गत साइबर अपराध नियंत्रण और व्यक्तिगत डेटा संरक्षण का समकालीन अध्ययन 267

अध्याय 37: शिक्षा में खेल आधारित अधिगम द्वारा विद्यार्थियों की संज्ञानात्मक सहभागिता का विकास 273

अध्याय 38: शिक्षा में परियोजना आधारित अधिगम द्वारा समस्या समाधान कौशल के विकास का विश्लेषण . 281

अध्याय 39: सोशल मीडिया का युवा पीढ़ी की हिंदी भाषा पर प्रभाव 288

अध्याय 40: हिंदी साहित्य में पर्यावरण चेतना और प्रकृति विमर्श का अध्ययन 294

अध्याय 41: त्रिशंकु लोकसभा और गठबंधन की परिस्थितियों में भारतीय राष्ट्रपति: संवैधानिक विवेक, बहुमत परीक्षण और संस्थागत निष्पक्षता 300

अध्याय 42: माध्यमिक विद्यार्थियों की शैक्षिक उपलब्धि में सामाजिक पूंजी की भूमिका 306

अध्याय 43: कृत्रिम बुद्धिमत्ता के बढ़ते उपयोग से युवाओं के सामाजिक व्यवहार में परिवर्तन 313

Chapter 44: Family Dysfunction, Psychological Well-Being and Academic Adjustment Among Students in Kerala 319

Chapter 44: Family Dysfunction, Psychological Well-Being and Academic Adjustment Among Students in Kerala

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Abstract : Family functioning may shape students' emotional experiences and adaptation to educational demands. This study examines relationships among family dysfunction, psychological well-being, and academic adjustment through a focused narrative review of twelve verified publications. Kerala-based investigations were compared with established research on family assessment, well-being, social support, and educational adjustment. Published findings were extracted without combining heterogeneous measures or presenting them as observations from a newly recruited sample. A Kerala college survey involving 5,784 students reported psychological distress in 34.8%, comprising mild distress in 17.3%, moderate distress in 9.2%, and severe distress in 8.3%. A separate Kerala study involving 715 students identified family cohesion and expressiveness as significant predictors of school-specific well-being, while family conflict did not demonstrate independent predictive significance. Broader evidence supported distinguishing academic adjustment from academic achievement and psychological well-being from symptom absence. The synthesis indicates that family relationships are relevant to student functioning, but the complete pathway from family dysfunction through well-being to academic adjustment remains insufficiently established locally. Future research should employ separate validated measures, longitudinal observations, and appropriate control of contextual influences.

Keywords: family dysfunction, psychological well-being, academic adjustment, Kerala, students, family relationships

Introduction

Students manage academic responsibilities within wider networks of family relationships, financial circumstances, peer interactions, and institutional expectations. Difficulties in these settings may coincide with distress, reduced engagement, or problems managing educational demands. Understanding academic adjustment therefore requires attention to experiences beyond the classroom.

Family dysfunction refers to difficulties in relational processes such as communication, problem-solving, emotional responsiveness, role organization, and behavioral regulation. It should not be inferred from household composition alone. Families with different structures may provide comparable support, while apparently stable households may experience substantial interpersonal difficulties.

Psychological well-being concerns positive functioning and subjective experience. It is related to psychological distress but is not adequately represented by reversing a distress score. Academic adjustment likewise extends beyond examination performance to include motivation, study behavior, engagement, and adaptation to educational requirements.

Kerala provides an important setting for examining these distinctions. A large college survey documented substantial psychological distress and associations with academic failure, although it did not establish that family dysfunction caused either outcome (Jaisoorya, Rani, et al., 2017).

This paper integrates Kerala findings with broader conceptual and empirical literature, identifies what the evidence supports, and outlines requirements for a direct investigation of the three constructs.

Literature Review

Family Functioning and Dysfunction

Epstein et al. (1983) introduced the McMaster Family Assessment Device, covering problem-solving, communication, roles, affective responsiveness, affective involvement, behavior control, and general functioning. This framework treats family functioning as multidimensional rather than reducing it to conflict frequency.

For student research, the framework suggests examining specific relational processes. Difficulty discussing problems may have different implications from inconsistent responsibilities or limited emotional involvement. A single total score can be

useful, but its interpretation should remain connected to the dimensions assessed.

Psychological Well-Being

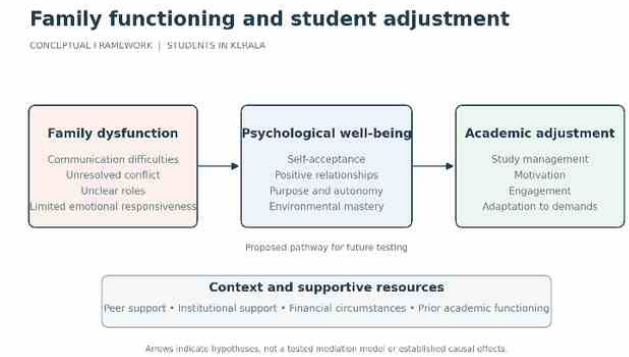
Ryff (1989) conceptualized psychological well-being through self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth. This perspective extends beyond happiness or symptom reduction.

Topp et al. (2015) reviewed the WHO-5 Well-Being Index, a brief measure of subjective well-being. The WHO-5 and Ryff approaches address related but different aspects of functioning. Instrument selection should therefore follow the research question rather than treating all well-being measures as interchangeable.

Support, Motivation and Educational Adjustment

Cohen and Wills (1985) distinguished general benefits of social support from its potential buffering role under stress. Support may provide resources for coping, but a statistical buffering claim requires evidence of an interaction.

Ryan and Deci (2000) emphasized autonomy, competence, and relatedness in motivation and well-being. Applied to students, their framework provides a rationale for examining supportive guidance separately from controlling educational pressure. These theoretical accounts inform possible explanations without establishing a Kerala-specific causal pathway.



Academic Adjustment and Achievement

Credé and Niehorster (2012) reviewed 237 studies involving 44,668 participants. Their findings supported the multidimensional nature of college adjustment and its relationships with grades, retention, social support, and parental relationships.

Richardson et al. (2012) examined 241 datasets addressing psychological correlates of university academic performance. Their review demonstrated the relevance of motivational and self-regulatory variables. Together, these publications indicate that adjustment and achievement should be measured separately: examination results cannot capture every difficulty in adapting to educational demands.

Mental Health and Academic Functioning

Bruffaerts et al. (2018) assessed 4,921 first-year students in Belgium and examined mental health alongside academic functioning. Their findings support considering psychological difficulties in educational research.

However, this evidence concerns a different educational and cultural setting. It establishes neither the prevalence of difficulties in Kerala nor the contribution of family dysfunction there. Its principal relevance is methodological: psychological assessment can be considered alongside independently obtained educational outcomes.

Kerala-Based Evidence

Rapheal and Paul (2015) studied 152 students from five Thrissur schools. They reported relationships between home environment and psychological well-being, stress, and anxiety. The findings support local investigation of family processes, although the observational design does not justify causal interpretation.

Kollannoor and Thomas (2025) examined 715 Kerala students. Family cohesion and expressiveness predicted school-specific well-being, whereas family conflict did not show independent predictive significance. This mixed pattern cautions against assuming that every family dimension has the same relationship with well-being.

Two larger surveys further establish the relevance of psychological functioning. Jaisoorya, Geetha, et al. (2017) assessed 7,560 school students, while Jaisoorya, Rani, et al. (2017) assessed 5,784 college students. Both documented distress, but their separate populations prevent interpreting differences as developmental change.

Research Objectives

The objectives were to examine published relationships between family functioning and student psychological health, distinguish well-being from distress and academic adjustment from achievement, summarize verified Kerala findings, and identify requirements for research testing the complete relationship among the three constructs.

Methodology

Research Design

A focused narrative review was conducted using published literature. Publications constituted the analytical material. No original questionnaires, interviews, participant recruitment, or student-level statistical analyses were undertaken.

Source Identification and Selection

Targeted searches combined family dysfunction, family functioning, psychological well-being, academic adjustment, Kerala students, and student distress. PubMed, publisher platforms, institutional records, and accessible journal publications were consulted.

Twelve sources were purposively selected for local relevance, conceptual importance, or methodological contribution. Bibliographic details and selected findings were checked against

available abstracts, publication records, or full texts. The search was not exhaustive, and no systematic-review screening count is claimed.

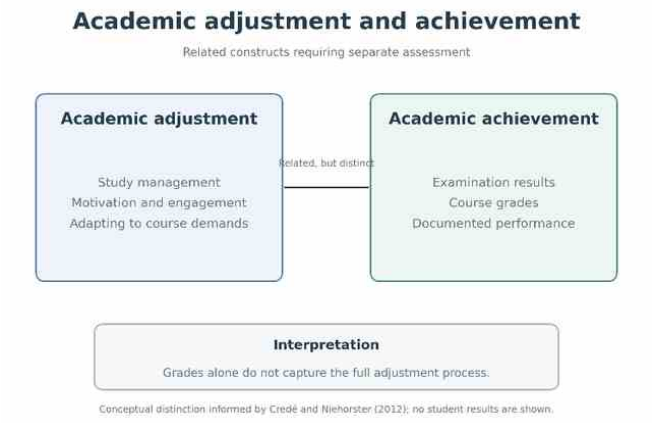
Analytical Framework

Sources were classified as Kerala empirical evidence, broader educational evidence, or conceptual and measurement literature. School and college populations were distinguished throughout.

Table 1 presents the construct framework.

Construct	Dimensions considered	Interpretation requirement
Family dysfunction	Communication, roles, problem-solving, emotional responsiveness	Assess relational processes directly
Psychological well-being	Positive functioning, purpose, relationships, subjective well-being	Distinguish from absence of distress
Psychological distress	Emotional symptoms and perceived psychological difficulty	Do not treat as a complete well-being measure
Academic adjustment	Motivation, engagement, study management, adaptation	Distinguish from marks alone
Academic achievement	Grades, examination results, documented performance	Consider institutional grading differences

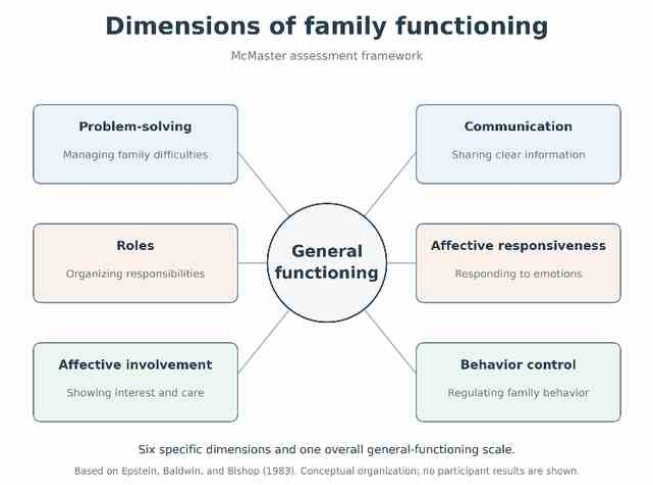
Data Extraction and Synthesis



Extracted information included population, sample size, study design, measured constructs, and selected statistical findings. Percentages, means, standard deviations, and reported significance thresholds were retained in their published form.

No new pooled estimate, regression model, or mediation analysis was calculated. Findings from different populations were compared descriptively. Scale means were not compared across instruments, and sample totals were not combined because overlap could not always be excluded.

Interpretation considered construct coverage, geographical relevance, temporal ordering, and alternative explanations. Formal risk-of-bias scoring was outside the scope of this review.



Results

Psychological Distress in Kerala

The school survey reported mild distress in 10.5%, moderate distress in 5.4%, and severe distress in 4.9%. The college survey reported corresponding percentages of 17.3%, 9.2%, and 8.3%, with overall distress of 34.8%.

Table 2 summarizes these published results.

Population	Sample and institutions	Mild distress	Moderate distress	Severe distress
Kerala school students	7,560 students; 73 schools	10.5%	5.4%	4.9%
Kerala college students	5,784 students; 58 colleges	17.3%	9.2%	8.3%

Sources: Jaisoorya, Geetha, et al. (2017) and Jaisoorya, Rani, et al. (2017). These are separate published samples, not repeated observations of one cohort.

The college study also associated distress with academic failure. This finding indicates co-occurrence, rather than demonstrating whether distress preceded failure or resulted from educational difficulties.

Family Relationships and Well-Being

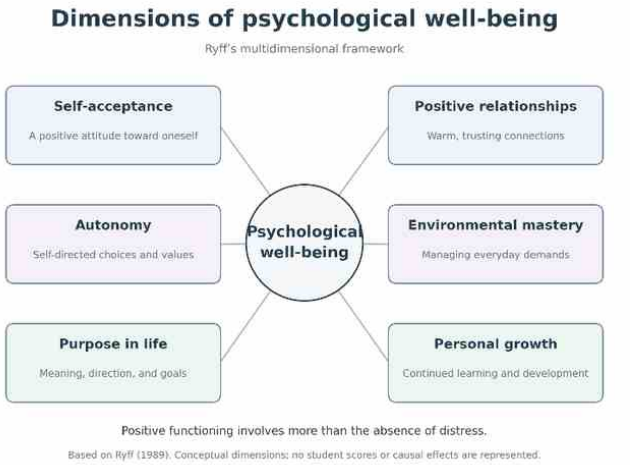
Kollannoor and Thomas (2025) reported the descriptive values presented in Table 3.

Measure	Mean	Standard deviation
Family cohesion	28.2	4.7
Family expressiveness	11.4	2.7
Family conflict	21.7	4.4
Student subjective well-being	46.5	8.0

These values describe the publication's 715 participants and instrument-specific scores. They are not universal thresholds for healthy or dysfunctional families. Cohesion and expressiveness showed predictive significance at $p < .001$ and $p < .01$, respectively; conflict did not demonstrate independent predictive significance.

Academic Adjustment Evidence

The broader literature supported academic adjustment as a multidimensional construct associated with educational outcomes. However, the selected Kerala publications did not jointly establish family dysfunction, positive well-being, and academic adjustment through one longitudinal model.



Consequently, no local indirect effect, adjusted regression coefficient, or percentage of academic-adjustment variance attributable to family dysfunction can be reported.

Discussion

The evidence supports examining family relationships alongside student psychological functioning and educational adaptation. Kerala studies provide local relevance, while broader literature clarifies measurement and possible mechanisms. Nevertheless, this convergence does not establish a complete causal chain.

Family functioning should be understood through specific processes. Supportive communication may help students discuss difficulties, while clear responsibilities may improve predictability. Conversely, persistent hostility or restricted emotional expression may complicate help-seeking. These are plausible interpretations requiring direct testing.

The nonsignificant independent family-conflict finding deserves attention. It does not demonstrate that conflict is harmless. Predictive significance depends on measurement, sample characteristics, other variables in the model, and statistical uncertainty. Equally, the result should not be omitted merely because it differs from an expected association.

Distress and well-being also require separate interpretation. A student may experience examination-related anxiety while retaining purpose and supportive relationships. Another may report few symptoms but low motivation or limited educational engagement. Assessing both positive functioning and distress would provide a more complete picture.

Academic relationships may operate in both directions. Psychological difficulties could interfere with studying, while repeated educational setbacks could increase distress and family tension. Cross-sectional questionnaires cannot distinguish these possibilities. Temporal sequencing is particularly important before claiming that well-being mediates family effects.

Contextual influences also matter. Financial pressure, course demands, health conditions, learning difficulties, and institutional support may affect all three constructs. Analyses should identify their proposed roles rather than controlling every available variable indiscriminately.

Implications for Student Support

Schools and colleges should assess emotional functioning and academic difficulties together while maintaining clear distinctions between them. Screening should support further assessment rather than become a diagnostic label.

Relevant support may include confidential counseling, study-skills assistance, academic advising, and opportunities to strengthen supportive communication. Family involvement should reflect student consent, developmental stage, and individual circumstances.

Programs should also evaluate outcomes directly. Improvement in well-being does not automatically establish improved attendance, engagement, or academic performance.

Limitations

This review used purposive selection and did not undertake an exhaustive search or formal quality assessment. Some findings were verified through abstracts or publication records rather than complete methodological reports.

The sources differed in age, instruments, educational level, and design. School-specific well-being cannot be assumed equivalent to general psychological well-being, and academic failure does not fully represent adjustment.

Observational evidence remains vulnerable to confounding, shared reporting influences, and uncertain temporal ordering. The review therefore cannot provide a Kerala-wide prevalence of family dysfunction or a causal estimate linking it with academic adjustment.

Recommendations for Future Research

Future investigations should define the student population precisely and recruit across multiple institutions. Family functioning, positive well-being, distress, and academic adjustment should receive separate, appropriately validated assessments.

Longitudinal measurement should precede mediation analysis. Educational indicators should include engagement and study functioning alongside independently documented performance where available. Analyses should address institutional clustering, missing data, and baseline academic functioning, while reporting effect sizes and confidence intervals.

Conclusion

Family relationships are relevant to psychological well-being and educational adjustment among students in Kerala. Published findings support attention to cohesion, communication, distress, and academic difficulties, but they do not establish a single uniform pathway. Stronger local research requires precise constructs, longitudinal observations, and independent educational measures.

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