



Original Article

Model of Community–University Engagement in Unnat Bharat Abhiyan for Viksit Bharat@2047 – A Learning from Rural Rajasthan

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Abstract

The Unnat Bharat Abhiyan is initiative in India aimed at promoting rural development and cleanliness. This project investigates community- university engagement in Jaipur and Ajmer districts, revealing challenges and progress made in addressing rural development and sanitation issues, as well as the experiences of the rural villages involved. The Unnat Bharat Abhiyan (UBA), launched in 2014, aims to bridge the rural-urban divide by engaging higher education institutions in rural development. It fosters socio-economic enhancement, knowledge exchange, and sustainable development. This research examines the Unnat Bharat Abhiyan impact in Rajasthan, focusing on select educational institutions' roles in rural transformation. It analyzes their strategies, challenges, and successes in implementing UBA, assessing their contribution to sustainable rural development. UBA cultivates innovation and entrepreneurship, empowering rural communities through collaborative efforts between academia, government, and local stakeholders. Its goal is to create an inclusive and sustainable future for rural India. Unnat Bharat Abhiyan (UBA) connects higher education with rural communities for sustainable development. UBA have received significant attention from government bodies, educational institutions, and local communities. UBA's comprehensive approach to leveraging higher education institutions for rural development challenges and sustainable solutions is commendable. The objectives of the study are (1) To study the nature of university-community engagement in the Unnat Bharat Abhiyan Projects (2) To explore the magnitude of interventions made under the Unnat Bharat Abhiyan (3) To suggest a suitable mechanism to the effective involvement of the Higher Education Institutions in Unnat Bharat Abhiyan and Swachh Bharat Abhiyan program. The aim of this study is to develop an understanding of the multiple contexts of Unnat Bharat Abhiyan.

Keywords: Community-university engagement, Renewable energy, Organic farming, Unnat Bharat Abhiyan, Viksit Bharat.

Introduction

Approximately, 70% of the population of the nation resides in rural regions. A large portion of India's economy is based on agriculture. According to the 2011 Census, agriculture and related sector activities employ 54.6% of the total workforce, which provides just 17.8 % of the country's GDP (Department of agriculture, 2020-2021). There are significant developmental gaps between rural and urban regions, including disparities in income, access to basic facilities, and work possibilities. These factors all contribute to high levels of unhappiness and widespread urban migration. Additionally, eco-friendly village development and the establishment of suitable job possibilities locally are required by the imperatives of sustainable development, which are becoming more and more sharply felt around the world. Urbanization growth is neither desired nor sustainable. Until now, our professional higher education institutions have generally focused on serving the mainstream industrial sector and haven't done much too actively support the growth of the Rural sector. Community-University Engagement (CUE) is a cooperative strategy that involves universities or higher education institutions collaborating with nearby communities to address social concerns and advance community development.

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The Unnat Bharat Abhiyan (UBA) initiatives launched by the Indian government, are centered on neighborhood, rural, and environmental sustainability. In this regard, Unnat Bharat Abhiyan (UBA) is a greatly required and extremely difficult endeavor. In this context, The Indian government's Unnat Bharat Abhiyan (UBA) initiative was launched in 2014 at the Indian Institute of Technology (IIT) in Delhi, India. The specific goal of UBA is to build the architectural framework of an inclusive India by implementing transformational changes in rural development processes with the help of educational institutions. The UBA's goal is to help educational institutions become more socially conscious, identify issues, and build skills to meet the demands of developing professions. A prospective mentoring institution, a participating institute, a subject expert, a nonprofit organization, a development organization, a philanthropist, a CSR (Corporate Social Responsibility) promoter, a member of the NSS (National Service Scheme), or an enthusiastic volunteer are all possible ways to be involved with UBA. The Unnat Bharat Abhiyan is a special, difficult, and treasured effort in this direction. It is not enough to mobilize financial resources in today's quickly expanding "knowledge economy"; it is also crucial to adapt professional know-how to the local social environment through inventive R&D. The trinity of multidisciplinary professionalism, public engagement, and the convergence of physical resources may be seen as the important developmental factors for sustainable rural development. All of these must be combined within the framework of a holistic paradigm.

Community-University Engagement

The term "community-university engagement" refers to a wide range of activities as well as a particular conception of the role that universities should play in society. According to this perspective, universities move from the objective of merely increasing the general level of education among the population and the production of scientific research toward a model in which academic instruction and research should support particular economic and social goals through the co-creation and exchange of knowledge as well as the sharing of resources, skills, and procedures with the interest of the general public. Many universities in India have established community engagement as part of their institutional practice and are working diligently on various projects to fulfil their social responsibility towards the larger society; it is the Unnat Bharat Abhiyan, which is an initiative of the Government of India. Unnat Bharat Abhiyan creates synergy between villages and higher education institutions to bring change in rural development. Under Unnat Bharat Abhiyan, higher institutions try to inculcate the idea of community bonding among their students and also with the help of Unnat Bharat Abhiyan, the education system can identify the strengths and weaknesses of the villages, so that the country's rural areas can be developed through social, economic and political method So that it can provide knowledge and practice for an emerging business.

Unnat Bharat Abhiyan is an essential aspect of enhancing the standard of living for rural residents. Unnat

Bharat Abhiyan not just to promotes infrastructure but also links people's involvement, women's equality, hygiene, social justice, educational establishments and localities among rural areas and their people, and other initiatives. It aspires to be a paradigm for implementation and future scope. Furthermore, rural poverty, unemployment, and poor infrastructure have a domino effect on urban slums, culminating in social and economic conflicts, which include economic hardship and urban deprivation. Urbanization in India is the result of demographic explosions and poverty-led rural-to-city migration.

Community Engagements – Priorities

Today, the world we live in is challenged with the co-existence of 'prosperity and poverty'. In India, in particular, although we are witnessing a staggering increase in various economic indicators, our Human Development Indicators (HDIs) remain unenviable. In this context, Higher Education Institutions (HEIs) have assumed profound importance as having the potential to offer sustainable solutions to such societal challenges. As a result, the practice of Community University Engagement (CUE) has gained prominence, as a phenomenon seeking a two-way discourse between the communities and the universities, in an attempt to produce 'socially relevant knowledge' that is inclusive and sustainable. Considering the importance and value of such an initiative, an attempt was made to tap such engagement practices between the HEIs and communities in India. Indirect and subsidiary stakeholders like Civil Society Organizations (CSOs) and the Government, respectively also take away several benefits from the process.

The significance of "higher education," which has long been acknowledged as a public good, has grown, particularly given its role in generating knowledge for societal advancement and sustainability. To accomplish sustainable development goals and address various socio-economic challenges in society, higher education institutions (HEIs) must form mutually beneficial partnerships with external stakeholders and co-create knowledge. Global development agendas and institutional initiatives have become increasingly challenging in recent decades. Our higher education framework must prioritize the re-emphasis of CUE principles due to the pressing issues our society is currently facing.

Every social enterprise aims to improve both society and individual lives. The goal of this study is to obtain a comprehensive understanding of the material features and consequences of the Unnat Bharat Abhiyan (UBA) on the socioeconomic and political advancement of rural communities in the Indian state of Rajasthan. The study intends to elucidate the significance of UBA techniques and take into consideration local differences in goal attainment through the use of an innovative viewpoint. Examining the UBA program's nature and effects while offering a detailed analysis of its mechanisms and processes in rural Rajasthan villages is the primary objective.

Review of literature

Community Engagement at the Global level

Over the past ten years, HEIs have been urged all over the world to promote social responsibility and



community involvement in their teaching and research endeavors. "Higher education has the social responsibility to advance our understanding of multifaceted issues...and our ability to respond to them," according to the official statement from the second UNESCO Conference on Higher Education, which took place in Paris in July 2009. It should lead society in producing global knowledge to meet global concerns, such as food security, climate change, water management, intercultural communication, renewable energy, and public health, through its fundamental missions of teaching, research, and service.

There have been several other initiatives around the world that demonstrate the growing practice of community engagement and social responsibility in higher education. Living Knowledge Network in Europe (www.scienceshops.org) has emerged from the movement of Science Shops which began in the Netherlands in 1970s. Science Shops have been supported by many European governments and the EU over the past decade. These 'science shops' are intermediary structures between universities and local communities to mediate research on community identified problems jointly. Science Shops have primarily comprised of engineering and natural science disciplines. PASCAL International Observatory (www.pascalobservatory.org) has focused its attention on promoting university partnerships with regional and local governments over the past decade.

Community Engagement in India

In 2011, a Committee of Experts (established by the Planning Commission) performed a nationwide study to analyze the aims, principles, and forms of social responsibility and community. The guidelines for fostering social responsibility and community engagement in higher education institutions in India 2.0 are relevant to our context. The recommendations to the Ministry of Education in India on promoting social responsibility and community engagement of Higher Education Institutions (HEIs) include crucial elements for the new policy.

The Indian government's 2020 National Education Policy (NEP) aims to establish a transformative framework for higher education in the country. The new policy has been significantly reinforced with numerous recommendations already included, as exemplified through the below lines: "The purpose of the education system is to develop a good human being capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution (Page 5)".

University Community Engagement

Higher education has a societal responsibility to enhance our understanding of complicated circumstances and our ability to respond to them. It should guide society in generating global knowledge to handle concerns such as food security, climate change, water management, intercultural communication, renewable energy, and public health (UNESCO, 2009). An increasing number of studies

supports the idea that universities may benefit from and teach their local communities. Colleges and universities today place a high focus on community involvement, which may result in partnerships that promote the interchange of information and resources that benefit both the communities and the universities (Carnegie, 2006).

According to Fitzgerald et al. (2012) that higher education had drifted too far from its public purpose, particularly in regards to student preparedness for successful citizenship and its teaching mission, the origins of social commitment came into focus in the latter half of the 20th century. Critics demanded that there be a strong emphasis placed on the caliber of students' experiences, that research is defined broadly, that teaching be focused on service and scholarship, and that real university-community ties be established based on reciprocity and mutual benefit. (Ramaley 2000 cited in Fitzgerald et al. 2012).

Community engagement entails establishing a relationship between resources and academic expertise and the public, nonprofit, and commercial sectors. These partners collaborate to advance research, improve classroom instruction and the university curriculum, develop the local community, and foster social responsibility (Bender 2008). According to Frances Bowen et al. (2010), "A community engagement plan is a set of strategies implemented by an organization to cooperate with and through groups of people to address issues affecting those groups' social well-being."

According to (Brown 2000), the curriculum's objectives are to educate students how to start a business and, more broadly, how to be responsible and proactive in their life. Only the essential material is intended to be provided in the texts, and worksheets are utilized to assist students concentrate on how they will create their own enterprises. Students have firsthand experience starting a firm, sometimes in a lab setting and other times in a real market.

(Stephen D. Bruning, June 2006). A considerable number of historical facts and conventional wisdom indicate that familiarity generates contempt between town and university. Since town-gown links have frequently been strained, several universities have responded to the issues by cutting themselves off from the local community, thereby doing away with the necessity to manage the relationship. The findings revealed that community people who had recently attended a campus event had a noticeably more positive opinion of the institution than those who had not. The ramifications for town-gown relationships are reviewed, along with the relevance of these findings to public relations practice in general and the current investigation's limitations.

Unnat Bharat Abhiyan

Unnat Bharat Abhiyan (UBA) is a unique, extremely challenging, and especially appreciated initiative along this route. It is not enough to prepare financial assets in the current, rapidly expanding "information economy"; instead, it is crucial to advance professional skill through creative R&D and become adapted to the local social environment. The fundamental forming factors for



sustainable provincial progress may be thought of as the trinity of disciplinary refined methodology, people's support, and the union of physical assets, and this has to be coordinated in the framework of an all-encompassing worldview. Very few researches are communicated to understand the program's impact on the network. (UBA, MHRD, Govt of India 2014).

The survey's analysis by the UBA Meerpur team revealed certain findings. 38% of those polled reported not working in agriculture. Although there was no water scarcity, dangerously low groundwater levels were discovered. As far as Indian villages go, everyone in the hamlet had a roof over their heads, and the majority of homes had toilets, which is unusual. There were only four schools in the area, but no further education facility was there (Brajesh, Mishra, & Jain, 21-23 December 2016).

In a 2006 study, the World Bank evaluated the financial impact of India's inadequate sanitation. "In 2006, it had an annual economic impact of '2.4 trillion (US\$ 53 billion), which implies a per capita yearly loss of '2,180 (US\$ 48), or 6.4% of GDP in the same year (World Bank 2011). A total of 8% of the national government's contribution is designated for social and behavior change communication expenditures related to Programme implementation, with the remaining 92% needed for toilet and hand washing station incentives for households.

Santanu Panda and Arup Majumdar, India's rural development initiatives (2013) to create demand for productive labor in villages, the Mahatma Gandhi National Rural Employment Guarantee Act is seen as a way of reducing rural poverty and its state. It provides an alternative source of livelihood that can minimize migration, limit child labour, lessen poverty, and make settlements self-sufficient via the installation of productive aids like roads.

The examination of the UBA's programs for people's social, economic, and political empowerment in Rajasthan will help to inform the recommendations for how a national-level program might assist the targeted group and the formulation of any development-related policies. It is important to research and record the value of community members' involvement in every aspect of UBA implementation.

Methodology and Study location

According to Clifford Woody, "Research comprises defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypotheses." The Encyclopedia of Social Sciences defines research according to Stephenson as "the manipulation of things, concepts, or symbols for the purpose of generalizing to extend, correct, or verify knowledge, whether that knowledge aids in the construction of theory or in the practice of an art."

The aim of this study is to develop an understanding of the multiple contexts of Unnat Bharat Abhiyan. This chapter describes the research methodology used by the researcher in fulfilling the objectives of the study. It outlines the selection process, sample area, and timelines for each step. The chapter also provides step-by-step details on the study's execution, ensuring clarity and accuracy. After reviewing relevant literature, the researcher finalized the focus areas and outlined the research method and selection process.

The objectives of the study

1. To study the nature of university-community engagement in the Unnat Bharat Abhiyan Projects.
2. To explore the magnitude of interventions made under the Unnat Bharat Abhiyan.
3. To suggest a suitable mechanism to the effective involvement of the Higher Education Institutions in Unnat Bharat Abhiyan aprogram.

Significance and Aim of the Study

This research project attempts to gain a thorough understanding of the material aspects and effects of the Unnat Bharat Abhiyan (UBA) on the advancement of rural villages in the Indian state of Rajasthan in terms of socioeconomic and politics. Through the use of an innovative viewpoint, the study aims to clarify the importance of UBA strategies and take into consideration local differences in accomplishing goals. The main goal is to examine the nature and impacts of the UBA program, providing a thorough examination of its processes and mechanisms in Rajasthan rural villages.

Research Design:

The study is characterized as descriptive, utilizing primary data sources. A survey research design employed, leveraging both quantitative and qualitative method. The quantitative aspect utilized questionnaires and schedules for data collection, typical in survey research. Additionally, the study incorporated qualitative attributes by employing semi-structured interview schedules to delve deeper into the UBA program. This blended methodology enhances the comprehensiveness and depth of the research findings.

Study Area and Population:

Area of the Study: Rajasthan, the 'Land of Kings', is a vast state in northern India, covering 342,239 square kilometers and constituting 10.4% of the country's total land and the state is the largest in terms of area and population in the country. Rajasthan distinct attractiveness is enhanced by its vibrant customs, folk music, and festivals. This study was conducted in two districts of Rajasthan, Jaipur and Ajmer. The districts were selected on the basis of their proximity to the state, population structure of different communities and implementation of the UBA programme. Jaipur Ajmer is a socioeconomically advanced district.



UBA Status of Rajasthan

State	Districts	Total active Institutes	Total Active Villages	Total Household's
Rajasthan	Ajmer	25	123	5084
	Jaipur	32	154	2303

In Rajasthan, the Ajmer district has 25 active institutes working with 123 villages under the Unnat Bharat Abhiyan project, supporting 5,084 families. Similarly, 32 institutes work with 154 villages in the district of Jaipur, affecting

2,303 households. This initiative encourages beneficial improvements in these districts by including higher education in rural development.

Adopted village by Institutes (Selected for this study)

S.No.	Adopted Village	Institution Name	District
1.	Bandarseendari	Central University of Rajasthan, Bandarseendari	Ajmer
2.	Mundoti		
3.	Khera		
4.	Pedibhata		
5.	Nahoriya		
6.	Sanjariya	Manipal University, Dahmi Kalan	Jaipur
7.	Dahmi Khurd		
8.	Dahmi Kalan		
9.	Begas		
10.	Thikariya		
11.	Kapidyawas	Jyoti Vidyapeeth Women University, Malah	
12.	Kesharipura		
13.	Devla		
14.	Jharna		
15.	Kotjewar		

Sample Design

Simple random sampling (SRS) is a widely used probability sampling method in research studies, particularly for recruiting villages and respondents. It ensures equal and independent chances for each individual in the targeted population, eliminating bias and providing a fair representation of the entire population, thus ensuring a fair study. The study uses SRS for village and respondent recruitment, aiming to improve generalization and reduce selection bias. This method ensures a representative sample, allowing every person or unit to be chosen, making the outcomes more applicable. This approach also minimizes selection bias and increases the reliability of the study's results, as it ensures equal opportunity for all members of the population, enhancing the robustness and validity of the collected data.

Sample Size

The researcher adopted the Krejcie and Morgan approach for estimating sample size in this study, recognizing the critical requirement for a representative statistical sample in empirical research. The continual pursuit of dependable research outputs has highlighted the need of an effective method for determining sample size that appropriately represents the characteristics of the target population. By using the Krejcie and Morgan approach, the researcher improves the study's scientific rigor and the trustworthiness of its findings. This methodical methodology guarantees that the sample size chosen is both scientifically defensible and conducive to extracting relevant and generalization inferences from the obtained data, contributing to the overall robustness and credibility of the

research. The table displays the names of villages with populations in 2011.

The study approach, based on Morgan and Krejcie table, involves selecting a sample size of 382 respondents for data collecting in two districts. The objective is to recruit a minimum of 25 respondents from each of the 15 villages (as per the list is given in the UBA website), providing a comprehensive evaluation of the program's impact across varied village contexts. This method guarantees a representative sample that is consistent with statistical principles for making conclusions about the larger population.

Tools & Techniques of data collection

This study on rural village development used a diverse approach to data collection, applying both quantitative and qualitative methods to provide a comprehensive understanding. For quantitative interviews, a structured questionnaire focusing on key indicators related to social, economic and political aspects of rural development has been developed. It facilitates the collection of numerical data to provide quantitative insights. Moreover, specific questions addressing the complexities of Unnat Bharat Abhiyan was set out in a qualitative interview schedule. These qualitative interviews are conducted by the researcher in the local language, ensuring the accurate recording of data nuances. Cultural sensitivity will be enhanced by the use of local language during both quantitative interviews, allowing for an authentic expression of participant's experiences. The combination of this methodological approach brings together quantitative and qualitative data to further enrich research findings,

thereby enhancing the holistic and nuanced understanding of complex factors influencing rural development.

Methods of Data Collection

The quantitative data acquired for this study on rural village development has been systematically analyzed using the Statistical Package for the Social Sciences (SPSS) software. To gather relevant insights from the numerical data set, basic statistical metrics such as percentage analysis and correlation have been utilized. These statistical studies help to a full knowledge of the social, economic, and political dimensions of rural development through providing quantitative results. The qualitative data gathered has been meticulously recorded and then transcribed to allow for further in-depth examination.

Data Analysis of the study

The quantitative data, processed using SPSS software, is analyzed using basic statistical methods like percentage analysis and cross-tabulation. The qualitative data collected from multiple stakeholders include vital persons in the village, local self-institutions, civil society organizations, community leaders, and other information givers for getting more accurate and reliable information. The research accuracy and reliability are enhanced through a multi-pronged strategy, including meticulous recording, transcription, and content analysis of thematic areas explored during interviews, revealing patterns and insights. The study employs a comprehensive approach, combining quantitative and qualitative methods, to gain a comprehensive understanding of the subject matter.

Data interpretation and Major Findings

Socio-demographic and economic details of the Respondents

Variables	Responses	Frequency(N=382)	Percent
Village Names	Bandarseendari	25	6.5
	Mundoti	30	7.9
	Khera	25	6.5
	Pedipata	25	6.5
	Nahoriya	25	6.5
	Sanjariya	27	7.1
	Dahmi Khurd	25	6.5
	Dahmi Kalan	25	6.5
	Begas	25	6.5
	Thikariya	25	6.5
	Kapidyawas	25	6.5
	Kesharipura	25	6.5
	Devla	25	6.5
	Jharna	25	6.5
Block	KotJewar	25	6.5
	Kishangarh	130	34
District	Sanganer	102	26.7
	Jaipur	25	6.5
	Dudu	125	32.7
Age	Ajmer	130	34
	Jaipur	252	66
	20 to 30 Years	129	33.8
Gender	31 to 45 years	146	38.2
	46 Years and Above	107	28
	Male	254	66.5
Religion	Female	128	33.5
	Hindu	378	99
Marital status	Muslim	4	1
	Married	323	84.6
	Unmarried	59	15.4

The study gathered demographic and socio-economic data from a sample population, possibly in rural or semi-urban areas, including village names, block, district, age, gender,

religion, marital status, educational status, family types, and number of children, monthly income, ration cards, and security pension information.

Socio- Demographic Profile of the Participants (cont.)

Variables	Responses	Frequency(N=382)	Percent
Types of family	Single Family	218	57.1
	Joint Family	158	41.4
	Extended Family	6	1.6
Number of children	Below 1 Children	113	29.6
	2 Children	146	38.2
	3 Children and above	123	32.2
Total Member of Family	Below 5 Members	151	39.5
	6 to 8 Members	126	33.0
	9 Members and above	105	27.5
Family Income (Monthly)	Below 10000 Rupees	158	41.4
	10001 to 20000 rupees	128	33.5
	20001 rupees and above	96	25.1
Types of Ration card	No	24	6.3
	APL	323	84.6
	BPL	35	9.2
Do you get security pension	No	311	81.4
	Yes	71	18.6
If yes, which types of	Old Age Pension	48	12.6
	Widow Pension	12	3.1
	Disability Pension	10	2.6
	Govt Retired Pension	3	0.8
	Not Applicable	309	80.9

The above both Tables: Sanganer (26.7%), Dudu (32.7) and Kishangrah (34.0%) villages in Ajmer (34.0%) and Jaipur (66.0%) districts. The age distribution is diverse, with a majority of respondents aged 30-45, indicating varied life stages. Gender distribution is predominantly male (66.5%), with Hinduism being the predominant religion (99.0%), with a small Muslim representation. The survey shows that 84.6% of respondents are married, and a significant proportion have completed graduation (23.8%), indicating a diverse range of educational achievements. Family structures range from single-family (57.1%) to joint-family (41.4%), with most having two children and family sizes ranging from 5 to 9 members. Most families in India have an income below 10000 rupees monthly and hold APL ration cards, with a smaller percentage falling under BPL. A significant portion of the population receives no security pension at all, and those who do mostly get Old Age Pension. The dataset offers valuable insights into the demographic, economic, and social characteristics of the surveyed population, enhancing our comprehension of their living conditions and requirements.

Cross Sectional Table

The Cross-Sectional Table for Unnat Bharat Abhiyan intervention offers a comprehensive overview of rural development initiatives, integrating data from various sectors to assess program impact and identify improvement areas.

The table provides mean differences of the educational interventions implemented by the Unnat Bharat Abhiyan program in a community and their perceived effectiveness. The study found a significant difference in the effect of intervention and various interventions among community children ($\chi^2 = 573.999, p < 0.00$). The majority of the 63.6% of respondents found sensitization activities for health promotion moderately effective, indicating a positive impact on community health awareness. A significant percentage of respondents (97.5%) deemed certain interventions as "Not Applicable," indicating that these initiatives may not be suitable or relevant to their specific context. The distribution of opinions on educational interventions emphasizes the need for tailored programs to meet the unique needs and perceptions of the community.

Interventions in water management by UBA	Respondents Benefited to intervention				Total	Statistical Values
	Improved availability of water for drinking and household use	Improved irrigation facilities for farming	Drinking for Animals	Not Applicable		
Rain water harvesting	4 26.7%	0 0.0%	6 40.0%	5 33.3%	15 100.0%	$\chi^2 = 235.858$ Df=4 P=.000***
Water conservation measures	3 33.3%	1 11.1%	2 22.2%	3 33.3%	9 100.0%	
Water quality testing and monitoring	1 100.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	
Improved water facilities	6 85.7%	0 0.0%	0 0.0%	1 14.3%	7 100.0%	
Not Applicable	0 0.0%	0 0.0%	0 0.0%	350 100.0%	350 100.0%	
Total	14 3.7%	1 0.3%	8 2.1%	359 94.0%	382 100.0%	

The above table shows mean differences between types of intervention implemented in water management through UBA scheme and benefits of the intervention among participants. There was significant difference found between benefits of intervention and various interventions among the participants ($\chi^2 = 235.858, p < 0.001$). The data shows that rainwater harvesting has improved water availability in 15 households, with 26.7% reporting improved drinking water availability, 40.0% for household use, 33.3% for animals, and no improvement for irrigation, while water conservation

measures have yielded diverse benefits. The "Not Applicable" category indicates instances where the intervention was not applicable, as seen with 350 households reporting no impact due to improved water facilities. Indicating a significant portion of the population does not perceive any direct benefits from these interventions. This highlights the complexity of understanding water management's impact on various aspects.

Intervention Interventions in Livelihood by UBA	Effectiveness in the economic conditions					Total	Statistical Values
	Very effective	Somewhat effective	Not very effective	Not effective at all	Not Applicable		
Skill development training	0 0.0%	1 33.3%	0 0.0%	1 33.3%	1 33.3%	3 100.0%	$\chi^2 = 520.992$ Df=24 P=.000***
Provision of tools and equipment	0 0.0%	1 25.0%	0 0.0%	0 0.0%	3 75.0%	4 100.0%	
Livestock rearing	1 25.0%	0 0.0%	0 0.0%	1 25.0%	2 50.0%	4 100.0%	
Agriculture and farming practices	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	1 100.0%	
Awareness about Ayurvedic agriculture and donate of Ayurvedic plants	0 0.0%	7 33.3%	4 19.0%	3 14.3%	7 33.3%	21 100.0%	
All the above	4 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 100.0%	
Not applicable	0 0.0%	1 0.3%	2 0.6%	3 0.9%	339 98.3%	345 100.0%	
Total	5 1.3%	10 2.6%	6 1.6%	8 2.1%	353 92.4%	382 100.0%	

The table demonstrates the mean differences in the effectiveness of various types of UBA

scheme-implemented livelihood interventions among village population. There was significant difference found effect of

intervention and various interventions among the village ($\chi^2 = 520.992, p < 0.00$). The provision of tools and equipment positively impacted livelihoods, while livestock rearing and agriculture/farming practices showed varying effectiveness, with 50% finding livestock rearing effective. The provision of tools and equipment had a 75% effectiveness rating, positively impacting livelihoods, while livestock rearing had a 25% effectiveness rating, with half of respondents expressing ineffectiveness. The study found that 33.3% of respondents found Ayurvedic agriculture and plant donation to be very effective, while 33.3% found it somewhat effective. The "Not Applicable" category constituting 92.4% of responses, indicating that a significant portion of respondents did not find these interventions relevant to their circumstances. The cross table examines the effectiveness of livelihood interventions by Unnat Bharat Abhiyan (UBA) in enhancing a village's economic conditions, including skill development training, provision

of tools, livestock rearing, agriculture practices, and awareness about Ayurvedic agriculture through Ayurvedic plant donation. The study highlights the need for tailored approaches in UBA's livelihood interventions to effectively address the diverse needs of the community, despite some positive impacts. UBA must understand local dynamics and aspirations to adapt its strategies, fostering transformative change and sustainable rural prosperity. This approach not only incrementally progresses but also aims for sustainable development. UBA adaptive approach allows for tailored interventions, maximizing impact and creating lasting positive outcomes for rural inhabitants, ensuring the program remains relevant and responsive to evolving challenges and emerging opportunities. UBA is enhancing its role as a catalyst for holistic rural development, aiming for a prosperous and equitable future for all through continuous refinement.

Intervention program helped to promote rural development	Challenges faced by the Unnat Bharat Abhiyan (UBA) program in your village					Total	Statistical Values
	Lack of funding	Lack of participation from rural communities	Lack of trained staff	All of the above	No Response		
By providing education and training	1	2	0	2	0	5	$\chi^2 = 294.795$ Df= 24 P=.000***
	20.0%	40.0%	0.0%	40.0%	0.0%	100.0%	
By creating job opportunities	1	0	0	0	0	1	
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
By improving healthcare facilities	0	2	0	5	0	7	
	0.0%	28.6%	0.0%	71.4%	0.0%	100.0%	
Financial support training and awareness	1	0	0	0	0	1	
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
All of the above	4	0	0	0	0	4	
	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
No Response	5	12	3	15	329	364	
	1.4%	3.3%	0.8%	4.1%	90.4%	100.0%	
Total	12	16	3	22	329	382	
	3.1%	4.2%	0.8%	5.8%	86.1%	100.0%	

The table provides the mean differences in the impact and challenges of the Unnat Bharat Abhiyan (UBA) program, with respondents indicating positive outcomes due to the program's contribution to rural development among participants. There was significant difference found impact and challenges of the Unnat Bharat Abhiyan (UBA) program intervention in rural development among participants ($\chi^2 = 294.795, p < 0.00$). The cross table reveals the program has significantly promoted rural development (40.0%) through education and training, and has created job opportunities (100.0%), indicating a positive impact on employment generation in the village, according to the responses. The UBA program in the village faces significant challenges, including lack of funding (3.1%) and lack of rural community participation (4.2%), highlighting financial constraints and community engagement issues. Additionally, 86.1% of respondents did not respond, possibly due to lack of awareness or interest. The study emphasizes

the importance of securing adequate funding and promoting community participation in the UBA program for sustainable rural development. It suggests the need for targeted interventions in education, job creation, and community involvement.

Conclusion

The study clearly indicates that Unnat Bharat Abhiyan (UBA), despite its strong conceptual foundation and relatively high level of awareness among villagers, has not translated into meaningful or visible improvements in rural life as perceived by the majority of respondents. Across key intervention areas—livelihood generation, village development, health and sanitation, education, women's empowerment, and overall standard of living—the program is largely viewed as ineffective, with substantial sections of the community either unaware of specific initiatives or considering them irrelevant to their lived realities.



An overwhelming majority of respondents reported that UBA's livelihood interventions neither enhanced employment opportunities nor contributed significantly to economic self-reliance, and most did not perceive any tangible impact on village development. Similarly, although some infrastructural improvements such as toilets and healthcare facilities were noted, perceptions regarding the seriousness, consistency, and inclusiveness of UBA's health and sanitation efforts remain mixed, suggesting gaps between implementation and community engagement.

Information dissemination under UBA largely depends on interpersonal communication and local leadership, while formal channels such as government camps, workshops, and digital platforms play a marginal role, further restricting the program's reach and clarity. Taken together, the study underscores that UBA's primary challenge lies not in its vision but in its execution, particularly its failure to ensure inclusive participation, effective communication, and demonstrable outcomes at the village level. To enhance its effectiveness, UBA must adopt more community-centric approaches, strengthen institutional support, improve transparency and feedback mechanisms, and design targeted interventions aligned with local needs and expectations. Without sustained engagement, capacity building, and visible impact, the program risks remaining a well-intentioned initiative with limited resonance in the everyday lives of rural communities.

Unnat Bharat Abhiyan made significant strides in addressing rural development, but more community participation, increased awareness, and targeted interventions are crucial for maximizing their impact and promoting sustainable development in rural areas. Collaborating with local communities, educational institutions, and government bodies can build on UBA successes and create a brighter future for rural India, and India can be the Viksit Bharat@2047.

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Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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