

# **EDUCATION AND SUSTAINABLE DEVELOPMENT IN NORTH-EAST INDIA**



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**Education and Sustainable Development in North-East India :** *This book offers a comprehensive overview of topics such as the indigenous culture of the Mising tribe, livelihood patterns of Char-Dwellers in Majuli, emotional intelligence among students, gender-inclusive education, and environmental awareness in higher education. This first edition compiles insightful research papers from a distinguished group of authors.*

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# **SUSTAINABLE DEVELOPMENT AND ENVIRONMENTAL AWARENESS IN HIGHER EDUCATION : A FOCUS ON COLLEGE STUDENTS**

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## **ABSTRACT**

*Our environment is a matter of great concern in this present contact. The world educators and environmentalists very rightly decided to examine the present states of environmental education and its impact on creation of awareness amongst people regarding environment related matters. UGC has introduced environmental studies at undergraduate level which was followed by our Universities. In this present study attempt has been made by the investigators to assess the level of awareness among the students of Sibsagar College, Joysagar(Autonomous).Further it is also expected that on the basis of those findings few pedagogical methods may suggest for sustainable development among North East Students. The study revealed that about 75% of total respondents were found to be aware about environment. There is not much difference between male and female college students in respect of environmental awareness. However, critical reflection, systemic*

*thinking and analysis, participatory learning, thinking creatively for future scenarios, collaborative learning, class discussions, issue analysis techniques etc. may be suggested to create more awareness in relation to understand the relationship between education and sustainable development.*

**Keywords:** *Environmental Awareness, College Students, Sustainable Development*

## **Introduction**

The words environment, pollution, restoration conservation etc. are frequently being used during the last forty years only to make conscious about the consequences of own activities on natural harmony of mother earth. The environmental education conference (1971), World Environment Conference at Stockholm (1972), Belgrade Workshop (1975), Tbilisi Conference (1977), first Environmental Workshop on Development and Biosphere stability (New Delhi, 1984), Earth Summit at Rio-de-Jeniro (1992) and in such other forums discussing various aspects of environment. But there is a vast gap between theoretical aspects of these discussion and knowledge consciousness, awareness, among the people is very significant. Therefore participation of students and creating awareness among them is very essential. In mid-ninety's educationalist realized the need for educational reforms in the context of approaching 21st century. The world educators and environmentalist very rightly decided to examine present status of environmental education and also its impact on creation of awareness amongst people regarding environmental related matters.

The Ministry of Environment and Forests, Government

of India, has been conducting National Environment Awareness Campaign (NEAC) every year since 1986 with the aim of creating environmental awareness at national level. Proposals are invited from the Voluntary Organizations, Educational Institutions and State Government's Departments working in the field of environment and development for conducting various activities like seminars, workshops, rallies, competitions etc. for creating environmental awareness amongst the masses.

The present study has been carried out to study the awareness of the students towards environment. In this study, the score obtained in the awareness scale is considered as the environmental awareness. Study conducted by Mathews and Diley suggested that increase in knowledge lead to change in attitude, which in turn influence behavior. The review of literature shows that not much could be related to awareness towards environment. Hence the present study was conducted to assess the awareness level of the college students because UGC has introduced Environmental Studies at undergraduate level as compulsory subject. This was also followed by our universities from last few years. Hence it is essential to study among the student about their awareness towards the serious problems like environmental degradation such as deforestation, pollution, tremendous pressure on land and soil etc. To arouse awareness against population growth and the problems caused by it is the another necessity of the study.

### **Objectives of the study**

The present study intends to study the environmental awareness among the students of Sibsagar College, Joysagar (Autonomous). Hence the objectives of the study are as:

1. To study the environmental awareness level of the Sibsagar College, Joysagar (Autonomous) students.

2. To make a comparative study of environmental awareness between :
  - a) Male and Female students of Sibsagar College, Joysagar (Autonomous).
  - b) Rural and urban students of Sibsagar College, Joysagar (Autonomous).
  - c) To study the awareness towards environment between the students of Sibsagar College, Joysagar(Autonomous) who studied Environmental studies as a compulsory paper at degree level and those who are not.

### **Methodology of the study**

**Population:** The population of the study comprised all the students of Sibsagar College, Joysagar(Autonomous).

**Sample:** In the present study simple random sampling method was followed by investigators. The investigators have selected 120 students ,out of which 60 students belongs to Arts stream, 60 students from science stream ,60 boys and 60 girls and 60 belongs to rural background and 60 from urban.

**Tool used for Collection of Data:** The investigators have chosen a questionnaire as a means for collecting data. The tool is prepared in mainly five dimensions. General Awareness of environmental degradation, Awareness regarding Air, Water, Soil and Noise pollution, Awareness regarding protection of wild animals and Awareness Regarding need for participation in Environmental Protection programme.

**Statistical Treatment of the Data:** In the present study the obtained data will be analyzed mainly in terms of percentage.

### **Findings of the study**

On the basis of the analysis of the obtained data regarding environmental awareness among the students of Sibsagar College. The major finding can be summed up as -



- a) 75% of total respondents were found to be aware about environment.
- b) There is not much difference between male and female college students in respect of environmental awareness. Here Male 76.40% and female 79.58%.
- c) Slight difference was found between Arts and Science students regarding environmental awareness. However students from science stream relatively possessed a bit high level environmental awareness. In the present study 73.85% Arts students and 78.09%.
- d) Students from urban areas were relatively much more aware about environment than the students from rural areas. Here, it is found that 80% urban student were aware in comparison to 60% of rural students.
- e) In respect of all major dimensions of the questionnaire prepared for collection of data, it was found that students from both stream as well as both locality were relatively less aware about participating in environmental protection programmes than other dimensions.
- f) The students those who were studied environmental studies at TDC Part II are more aware than the others. The percentage of TDC part I of both stream are 50% and TDC Part II and III are 80%.

### **Observation and analysis**

In the present study observation and conclusion are mainly based on the obtained findings. The major observations and conclusion are briefly as -

- a) So far as general awareness of environmental degradation is concern, it was found that students from Science stream were possesalmost high level of environmental awareness that the Arts streams.

- b) In respect of awareness regarding air, water, soil, and noise pollution it was observed that science stream students were comparatively more aware about environment.
- c) In respect of protection of wild animal students of both streams were found aware.
- d) In case of awareness regarding need for participation in environmental protection programmes students from Arts and Science stream found to be almost equally aware.
- e) Taking into account all the dimensions i.e. in aggregate not much difference was found both Arts and Science stream students regarding environmental awareness.
- f) The students of TDC part II & III (Arts & Science) are more aware than the students studying at TDC Part I (Arts & Science), it is mainly because of a compulsory paper at TDC part II on Environmental studies.

### **Suggestions**

After the systematic analysis of collected data the investigators found that the students of Sibsagar College had high environmental awareness. However, there are scope and necessity for further increase of environmental awareness among the students of Sibsagar College. In this concern the investigator provides the following suggestions.-

- a) Teacher with adequate background and experience should be specially appointed for teaching environmental studies at different level.
- b) Adequate curriculum of environmental education mainly for Arts subjects according to the need and interest of the college students should be provided.
- c) Organisation of seminars and workshop regarding

different aspects of environment can be adopted for increasing environmental awareness among the students.

- d) Participation in NSS, NCC, and other environmental awareness camp should make compulsory by the college authority for all the students.
- e) Visit to the areas effected from natural disasters like flood, earthquake, soil erosion can also be very significant for increasing environmental awareness among the students.

### **Pedagogical approaches in education for sustainable development**

There is no 'correct' pedagogy for sustainability education, but there is a broad consensus that it requires a shift towards active, participative, and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act. Few pedagogic elements may suggest that cover a host of pedagogical approaches or methods that might use to bring those elements into the learning environmental education in North East India.

- ◆ Critical reflection - including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups.
- ◆ Systemic thinking and analysis - the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.
- ◆ Participatory learning - with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business.
- ◆ Thinking creatively for future scenarios - by using role

play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.

- ◆ Collaborative learning - including contributions from guest speakers, work-based learning, interdisciplinary/multidisciplinary working, and collaborative learning and co-inquiry.
- ◆ Class Discussions- Class discussions allow for the transfer of information amongst pupils and from the pupils to the teacher, in addition to the traditional route from teacher to pupils. Pupils come to the classroom with a wide variety of life experiences that can enrich the teaching of the mandated curriculum. Pupils can therefore contribute a great deal to discussions of sustainability with observations from their neighbourhoods about what is sustainable and what is not. Teachers can then incorporate these experiences into their lessons through class discussions that provide pupils with real life applications of concepts.
- ◆ Issue Analysis Techniques- Issue analysis is a structured technique for exploring the environmental, social, economic, and political roots of problems that face communities. Issue analysis helps pupils identify major arguments related to a community problem as well as key stakeholders and their perspectives, goals, and assumptions related to that problem. Issue analysis also looks critically at the proposed solutions and the costs-financial and otherwise-and at who will bear those costs. Issue analysis can be done briefly or in depth. Issue analysis is interdisciplinary, bridging the natural and social sciences.

- ◆ **Storytelling-** Telling stories to convey and illustrate sustainability ideas is an engaging form of teaching. Stories can be taken from current events, history, television programmes, literature, drama, and personal experience. Storytelling also draws on the oral traditions of indigenous societies and folk art. Storytelling has been practised for generations as a means of entertainment, education or cultural preservation and to instill moral values among younger generations. Storytelling is an effective ESD pedagogy as the values reflected in traditional stories often contain the wisdom of the elders or stem from creation stories, which helps to impart respect for cultural heritage as well as the environment.
- ◆ **Combining Teaching Techniques -** Many other teaching techniques that engage pupils in participatory learning and high-order thinking skills exist. The Internet is full of lesson plans based on different teaching and learning techniques. Part of the challenge is having a coherent plan to use a variety of techniques to achieve learning goals (e.g. fostering both independent and collaborative learning) as well as teaching the content of the mandated syllabus. The ESD Lens Review Tool 8: Teaching and Learning Strategies is designed to help teachers balance teacher-centred and learner-centred approaches as well as examining how these approaches can be combined in an ESD learning process.

## **Conclusion**

The purpose of the present study was to measure the awareness of the students towards environmental pollution. After analysis of the data collected, it was revealed that girls are more

aware towards environment. This is perhaps due to the fact that girls are more concerned about the cleanliness of the environment as compared to boys. Analysis also revealed that science students are more aware than arts students in respect of environmental awareness. It is mainly due the inclusions of environmental concepts in the text books of Science subject more than the arts subjects. Besides it is also found that urban students are more aware than their rural counter parts in respect of environmental pollution. The reasons for this may be their exposure to varied experiences, good economic condition, and more education and so on.

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# GENDER INCLUSIVE EDUCATION FOR A SUSTAINABLE NATION

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## ABSTRACT

*Education is the pathway towards a society based on gender equality. It plays a very crucial and decisive role in the formation of a just and developed society. Since females constitute almost half of the total population in our society, a nation cannot be fully developed if this half of the total population is not educated enough. Thus the concept of Gender Inclusive Education is coming up to be very crucial for a sustainably developed nation. Thus this paper attempts to understand the concept of Gender Inclusive Education and how it is implemented in India through various policies and strategies.*

**Keywords:** Education, Gender Inclusive Education, Gender, Women, Sustainable

## Introduction

Education plays a crucial role in shaping individuals and societies. It is often regarded as the key to unlocking numerous opportunities and achieving personal, social, and economic



success. Gender inclusive education refers to an educational approach that promotes equality, respect, and understanding across all genders. It aims to create a learning environment where individuals of any gender identity or expression feel safe, valued, and supported. This concept goes beyond traditional notions of gender roles and stereotypes, seeking to address and dismantle biases and inequalities based on gender. As gender equality is the talk of the hour, the importance of education cannot be negated. Education has the transformative power and showcases how empowering girls and women through education improve not only their lives, but also those of their families, communities and indeed all of society. According to Amartya Sen, 'we make the world less just and less secure if we continue to leave vast sections of the people of the world outside the orbit of education.' Education is the pathway towards gender equality. Thus, it suffices to say that gender inclusive education is of utmost importance for a progressive society and nation.

The concept of sustainable plays a prominent role in today's development policies. Sustainable refers to the ability to maintain or continue something over the long term, without causing significant negative impacts on the environment, society, or economy. It encompasses practices and processes that meet the needs of the present without compromising the ability of future generations to meet their own needs. Thus a sustainable nation is one that prioritizes and successfully integrates environmental, social, and economic considerations into its policies, practices, and development strategies. Moreover it ensures that all individuals, regardless of their background or circumstances, have access to basic needs such as education, healthcare, housing, and employment opportunities. It addresses issues of poverty, inequality, and social exclusion, promoting

social justice, diversity, and inclusion. And without involving all of its workable population in the process, a nation cannot attain sustainability. Therefore education the women and making them able to take part in national development is the ultimate goal of the hour. Therefore Gender Inclusive Education is the need of developing countries like India.

### **Objectives**

This paper is prepared to fulfill the following objectives:

- a) To understand the concept of Gender Inclusive Education.
- b) To know about various strategies adopted to promote Gender Inclusive Education.

### **Methodology**

This paper is purely based on secondary sources of data. These data are derived from relevant research conducted in this topic, books, articles, newspapers, official documents, and project works. Therefore it is purely descriptive in nature as this paper attempts to describe the concept of Gender Inclusive Education and the strategies adopted for its promotion in India.

### **Discussion**

This section includes the discussion on the topic of Gender Inclusive Education. It is divided into three sections that give a descriptive idea on the topic.

### **Importance of Gender Inclusive Education**

It is no brainer to understand what education does to an individual's mind. And if and when the half of the population which is the womenfolk can barely read and write, it invariably hampers the growth of the nation. It can be seen very clearly how the relative respect and regard for women's well-being is strongly influenced by their literacy and educated participation in decisions within and outside the family. Therefore giving them

equal chance and opportunities to take part in education and contribute to make a better nation is of utmost importance for a nation to be sustainable. In developing countries like India, female literacy is still at a very low point. Many women from remote areas can barely read and write which is not enough for a sustainably developed nation. Not being able to read or write is a significant barrier for underprivileged women, since this can lead to their failure to make use of even the rather limited rights they may legally have such as to own land or other property, or to appeal against unfair judgment and unjust treatment.

The World Bank, along with UNICEF and the United Nations Population Fund highlight in several of their reports the intergenerational benefits of women's education. An educated mother is more likely, it is maintained, to attempt to ensure educational opportunities for her children. Indeed, the World Bank specifically notes that 'in many countries each additional year of formal education completed by a mother translates into her children remaining in school for an additional one-third to one-half year'. The United Nations Educational, Scientific and Cultural Organization (UNESCO) also give utmost importance to gender inclusive educational policies. Gender equality is a global priority at UNESCO. Globally, 122 million girls and 128 million boys are out of school. Women still account for almost two-thirds of all adults unable to read. UNESCO calls for attention to gender equality throughout the education system in relation to access, content, teaching and learning context and practices, learning outcomes, and life and work opportunities. The UNESCO Strategy for gender equality in and through education (2019-2025) focuses on a system-wide transformation to benefit all learners equally in three key areas: better data to

inform action, better legal and policy frameworks to advance rights and better teaching and learning practices to empower.

### **Sustainable Development Goal 4: Ensure Inclusive and Equitable Quality Education**

The United Nations (UN) Sustainable Development Goals (SDG) also focuses on gender inclusive education. The commitment of SDG-4 is to ensure 'inclusive and equitable quality education' and promote 'lifelong learning for all'. It is part of the United Nations (UN) 2030 Agenda for Sustainable Development pledge to leave no one behind. The agenda promises a 'just, equitable, tolerant, open and socially inclusive world in which the needs of the most disadvantaged are met.' This goal states that education is essential to building inclusive and democratic societies where one can freely express differences of opinion and a wide range of voices are heard to pursue social cohesion and celebrate diversity. Inclusion in education ensures that every learner feels valued and respected and can enjoy a sense of belonging. Yet many hurdles stand in the way of realising this ideal. Discrimination, stereotypes, and alienation do exclude many. These mechanisms of exclusion are essentially the same, regardless of gender, location, wealth, disability, ethnicity, language, migration, displacement, sexual orientation, incarceration, religion, and other beliefs and attitudes. Inclusion in education is a process, not an endpoint. In this journey, teachers, policymakers, parents, organisations of persons with disabilities, and the community must put in selfless efforts to ensure the vision of education for all and create inclusive learning environments.

Inclusive education is a process contributing to achieving the goal of social inclusion. Put simply; inclusive education is both an educational goal and a methodology. It seeks to identify

and dismantle barriers to education for all children so that they have access to, are present, participate in, and achieve optimal academic and social outcomes from school. We as a nation need to actualise the vision of ensuring 'Education for All' and Sustainable Development Goals and aspirations that provide inclusive and quality education for all by promoting lifelong learning (SDG4), especially for the most vulnerable children, individuals, and populations at large.

### **India's take on Gender Inclusive Education**

The policy makers in India have also focused on bringing in inclusivity in Indian education system through new initiatives. For instance; The National Education Policy (NEP) 2020 envisages an inclusive and structural change in the educational system. It focuses on 'Equitable and Inclusive Education' which reverberates the idea that no child should be left behind in terms of educational opportunity because of their background and socio-cultural identities. It has taken into account the concerns of the Socio-Economically Disadvantaged Groups (SEDGs) which includes female and transgender individuals, Scheduled Castes, Scheduled Tribes, OBCs, minorities and other categories. This policy aims at bridging the social category gaps in access, participation, and learning outcomes in school education. Further, the aspects related to gender-inclusive holistic education are covered through age appropriate integration in different textual materials in school curriculum, as well as in training and resource materials on Health and Wellness of School Going Children, especially under the aegis of School Health Programme under Ayushman Bharat. This policy has made provisions for assisting these children in gaining access to education, support for community-based interventions that address local context-specific barriers to their access to and participation in education,

thereby aiming to eliminate any remaining disparity in access to education (including vocational education) for children from any gender or other SEDGs.

Department of School Education and Literacy, Ministry of Education is implementing Samagra Shiksha which is an overarching programme for the school education sector extending from pre-school to class XII and aims to ensure inclusive and equitable quality education at all levels of school education. Samagra Shiksha reaches out to girls, and children belonging to SC, ST, Minority communities and transgender.

Additionally, under NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), a nation-wide integrated teacher training program for teachers under Samagra Shiksha, teachers are trained for relevance of Gender Dimensions in Teaching and Learning Process which helps teachers to use and adopt learning activities that foster gender sensitive classroom environment.

## **Conclusion**

Education plays a crucial role in fostering a culture of sustainability among citizens. A sustainable nation should therefore invest in education programs that are gender inclusive in nature and that empower individuals irrespective of their gender to make informed choices and participate actively in shaping sustainable development pathways. Thus, the importance of inclusivity in education for a gender neutral society and developed nation is undoubtedly the need of the hour. A gender inclusive education system aims to create a learning environment that celebrates diversity, challenges stereotypes, and promotes equality and respect for all genders. By fostering inclusive practices and addressing systemic barriers, schools can empower

students to thrive academically, socially, and emotionally, regardless of their gender identity or expression. The link between education and security underlines the importance of education as akin to a basic need in the twenty-first century of human development.

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# **SUSTAINABLE DEVELOPMENT GOAL-4 AND INITIATIVES TAKEN BY THE GOVERNMENT OF INDIA**

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## **ABSTRACT**

*Education in any country plays a crucial role in enhancing the overall economic progress of the country. Education is considered the foundation for human resource development of the nation. Government has taken the lead in introducing several policies with the objective of providing free and compulsory education to all children between the age group of 6 to 14 years in India. The New Education Policy (NEP) 2020 aims to transform India into a knowledge hub by instilling the students with the necessary skills and knowledge up gradation including lifelong skills of ICT. The objectives of the study are to know about the Sustainable Development Goal and to find out the different initiatives taken by the Government of India to attain Sustainable Development Goal-4. The study has been done from reviewing various articles, journals, books etc. Sustainable Development Goals were announced by the United Nations in*



*2015, in which countries from all over the world participated and signed the global goals. The SDGs were 17 goals and 169 targets to the world and called it as Agenda 2030 with a motto, 'No one should be left behind'. The SDG 4 is to Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All.*

**Keywords:** *Sustainable Development Goals, Inclusive Education, Quality Education, NEP-2020*

## **Introduction**

Education in any country plays a crucial role in enhancing the overall economic progress of the country. Education is considered the foundation for human resource development of the nation. Government has taken the lead in introducing several policies with the objective of providing free and compulsory education to all children between the age group of 6 to 14 years in India. Right to education has been declared as a fundamental right under the Indian Constitution giving further boost to school education. Flagship programmes such as Sarva Siksha Abhiyan (SSA) has been implemented to boost quality of school education in India. The New Education Policy (NEP) 2020 aims to transform India into a knowledge hub by instilling the students with the necessary skills and knowledge up gradation including lifelong skills of ICT. NEP 2020 with its focus on quality education will bring innovation and research as part of the education system rather than the present rote learning system. Education is essential for achieving environmental sustainability. Sustainable development requires education at all levels. Current economic trends and human consumption patterns demonstrate a lack of vision for a sustainable future. To solve this situation,

education can help raise public awareness, knowledge, attitudes, and behaviors. Sustainable development-famously-is seen as dependent on an integrative view of economic, social and environmental dimensions and concerns. Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality. It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. Education for Sustainable Development is a lifelong learning process and an integral part of quality education. It enhances the cognitive, socio-emotional and behavioral dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

### **Objective of the Study**

The objectives of the study are-

- a) To know about the Sustainable Development Goal
- b) To find out the different initiatives taken by the Government of India to attain Sustainable Development Goal-4

### **Methodology of the Study**

The present study is a qualitative study. It is based on secondary sources only. The study has been done from reviewing various articles, journals, books etc.

### **Discussion**

#### **Sustainable Development Goal**

Sustainable Development Goals were announced by the United Nations in 2015, in which countries from all over the world participated and signed the global goals. A lot was achieved during the Millennium Development Goals, which was

announced in the year 2000 till 2015. But, there were many gaps which led to the failure of MDGs. And then the SDGs were announced, which gave 17 goals and 169 targets to the world and called it as Agenda 2030 with a motto, 'No one should be left behind'.

The 17 Sustainable Development Goals are as follows-

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all age
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine

resources for sustainable development

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

#### **Sustainable Development Goal - 4: Quality Education**

Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

Education is the foundation of any society on which dreams of economic growth and development are built. Its role is not only limited to boosting economic growth by enhancing skills and opening up opportunities for sustainable livelihoods, but also to enable people to lead a life of dignity. SDG 4 aims to ensure inclusive, equitable and quality education for all, including technical and vocational training by providing lifelong learning opportunities, so as to achieve substantial adult literacy and numeracy. It also aims to build and upgrade education facilities that are child, disability and gender sensitive and ensure that all learners acquire knowledge and skills needed to promote sustainable development.

The Sustainable development Goals (SDG) were accepted by member nations during the UN sustainable development summit held in September 2015. Of all the SDG, the one pertaining to education is considered as most important for overall progress of a nation. As a signatory to the summit,

India has committed to provide inclusive and equitable quality education for all children by the year 2030. The Sustainable Development Goal 4 is not dependent solely on school enrollment rates or syllabus completion. This approach prioritizes early childhood development, learning outcomes, gender equality, and job-related skills. SDG 4 emphasizes the need of inclusive, high-quality education in fostering sustainable development. Since independence, India prioritizes inclusive and high-quality education at all levels. The Ministry of Human Resource Development oversees universal primary education and establishes world-class higher education institutions.

To meet the SDG 4, the Nations should take the following targets:

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and

numeracy

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non- violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

By 2020, Substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

By 2030, Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing State

Initiatives by the Indian Government to Attain Sustainable Development in Education

The different initiatives taken by the Government of India to achieve sustainable development goals are as follows-

**SWAYAM Programme:** Through SAYAM Instructors from government-financed schools like IITs, IIMs, and central universities will provide online training to residents of the nation as part of this initiative. All courses will be available for free study. If the learner desires an Authenticated Certificate, a modest

cost will be charged. In the first phase, IIT Bombay, IIT Chennai, IIT Kanpur, IIT Guwahati, University of Delhi, Jawaharlal Nehru University, IGNOU, IIM Bangalore, IIM Calcutta, and Banaras Hindu University will train students in engineering education, social science, power, governance, and science courses on their own and with the assistance of academic staff from international schools.

**National E - Library :** The E-Library is envisioned as an online portal that will democratize access to knowledge by ensuring quality content from central universities and top-ranked academic institutions is obtainable in a digital format that students, working professionals, and researchers across the country can easily access via laptops, smart phones, tablets, and PCs. The international partnership has been offered by Israel, Norway, UK, UNESCO. The National E-Library has been operating since the 2015 academic year.

**SAKSHAM:** It is a program to facilitate differently-abled students with scholarships. The AICTE has agreed to give 1000 scholarships each year to differently abled students to pursue technical education purely on merit in the qualifying test. The scholarship amount would be Rs. 30,000 or tuition costs, whatever is less, plus Rs. 2000 monthly for ten months also as a contingency allowance.

**Beti Bachao Beti Padhao Abhiyan:** The Ministry of Primary Education and Literacy has assisted the Ministry of Women and Child Development in implementing the "Beti Bachao Beti Padhao" Abhiyan in 100 districts across the country to improve the gender ratio and the position of the female child. The "Beti Bachao Beti Padhao" Abhiyan is instituting an incentive for School Administration Boards that accomplish 100 percent migration of females at all stages of schooling.

**UDAAN:** UDAAN is a Central Board of Secondary Education (CBSE) project that enables underprivileged girl students as well as other students from vulnerable positions and minorities to transition from school to post-secondary technical learning, particularly in Mathematics and Science. It seeks to bridge the gap in quality between post secondary and engineering education entry systems by focusing on three dimensions: curriculum design, transaction, and assessment. This will be accomplished through enhancing and complementing Mathematics and science curricula at the Senior Secondary level. The CBSE will give free and online resources to the whole student population, with additional incentives and assistance available to a thousand chosen underprivileged females each year.

**Swami Vivekananda Single Girl Child Scholarship for Research in Social Sciences:** The University Grants Commission (UGC) has devised this initiative, which offers 300 scholars with Junior Research Fellowships worth Rs. 8,000/- 10,000/- monthly beginning in every academic year.

**PRAGATI:** The goal of this project is to assist girls in advancing in technical education. The AICTE plan provides for the selection of one girl per family with a household income of fewer than 6 lakhs per year to pursue technical education based on merit in the qualifying examination. The system will be executed by the individual state governments' authorized admission centers. Scholarships are intended to assist 4000 females every year. The scholarship amount is Rs. 30,000 or tuition costs, whichever is less, plus Rs. 2000 per month for ten months as a contingency allowance.

**Ishan Uday:** Students from the North East Region are eligible for a special scholarship program. From the 2014-15 academic year, the UGC has introduced a unique scholarship scheme for



students from the North East Region. The scheme envisions awarding 10,000 scholarships to students from the North East Region whose family income is less than Rs. 4.5 lakh per annum, with scholarships ranging from Rs. 3,500 to 5,000 per month for studying at the undergraduate level at colleges/universities across the country.

**National Apprenticeship Training Scheme (NATS):** The objective of this scheme is to provide apprenticeship opportunity to students in the emerging and frontier technology like Artificial Technology and Drone technology. The scheme is also applicable to students from Arts, Science and Commerce field.

**Ishan Vikas:** Ishan Vikas is a powerful approach to bringing chosen students from the North-Eastern states' school and college levels into close touch with the IITs, NITs, and IISERs during their holiday times. A typical ten-day visit to one of these schools is planned, in the form of either exposure or an internship. Each school will send one teacher to follow a group of about 32 pupils from classes IX and X, as well as eight teachers. In the summer and winter, the college students would be divided into two groups of 32 students each. During the academic year, about 2016 college students and 504 instructors from N-E will tour renowned institutes such as IIT/NIT/ IISERs. Or Centrally Funded Technological Institutes) will be accepted with scholarships and travel. Each year, about 250 students from 25 institutions will visit 16 IITs and 6 NITs (to begin with, six NITs are being considered).

**E-PG Pathshala:** e-PG Pathshala has been offered to give online post graduate courses in India. Several Universities in India are using the content on this platform as a flip classroom.

**Unnat Bharat Abhiyan:** The purpose of this scheme is to expand the higher education to the rural areas. Under this

scheme, reputed higher educational institutions will be encouraged to expand in rural areas.

**Samagra Shiksha Scheme:** This scheme covers the school education in India. It looks into accessibility to education from pre-school to class XII. Its objective is to provide all school going students with entry to quality education by providing inclusive class environment and making students an active participant in the learning process.

**NIPUN Bharat Mission:** NIPUN Bharat aims at improving the Foundational Literacy and Numeracy among children up to age of 9.

**Pradhan Mantri Poshan Shakti Nirman:** The National scheme for mid day meal has been renamed as PM Poshan. It covers students from just before class I till class VIII. It covers the educational requirement of students along with their nutritional requirement.

**Kasturba Gandhi Balika Vidyalayas:** To ensure equal learning opportunities for all, including girls and the poor, residential schools for girls known as Kasturba Gandhi Balika Vidyalayas have been set up, and local level accountability has been established by engaging with community based organizations.

**Skill Development and Economic Growth:** Enhancing the employability of youth through skill development is another area of focus. Integrating skill-based training into the academic cycle of the universities aims to bridge the industry-academia gap. The flagship scheme of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) supports the youth in taking up industry-relevant skill training to secure a better livelihood.

## **Conclusion**

Worldwide nations are engaged in making education better and available to every citizen of their respective countries.

SDG 4 under the Sustainability development program is motivated to provide quality education by removing the barriers of poverty, funding, costly education, discrimination, and unavailability of resources. Education is an extremely crucial subject in a country like India. Achieving the SDG target of quality education requires collaboration across all stakeholders. There is a need for proper infrastructure and a safe atmosphere so that children can attend school. Efforts must be made to improve the enrollment ratio in higher education. For effective reform in the education system, the government must work with civil society organizations. Implementing and monitoring education policies effectively improves outcomes. To achieve SDG 4, central and state governments must coordinate their planning efforts.

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# **IMPACT OF EDUCATION ON SUSTAINABLE ECONOMIC DEVELOPMENT : ITS VARIOUS PARADIGMS**

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## **ABSTRACT**

*Education as a word is always viewed in a positive way since it implies process of the imparting of knowledge which always has positive spill over effects. Thus, it is common knowledge that education will have a positive impact on economic growth and development too. However there needs to be studied the various ways in which education acts as a catalyst for better economic conditions. These various aspects are not mutually exclusive and have significant interdependence on each other. Human capital formation leads to competitiveness in the export sector through upgradation of skills of the workforce, vice versa, imports can improve the human capital formation through exposure to new technology and knowledge. This paper is one such attempt to study the various aspects in which education*

*affects economic development through changes in productivity, human capital formation, income inequality and open trade.*

**Keywords:** *Education, Human capital formation, Economic growth, Productivity, Open trade.*

## **Introduction**

The word Education encompasses a very wide and complex system, due to the scope of the subject, the size and existence of formal rules, the diversity of the practice and of the differences and disagreements over basic educational issues. It is a hierarchical system that has profound impact on other issues prevalent in the society, such as unemployment, family structure, demography, migration, income generation, gender equality, politics etc. Despite such myriad aspects concerning the subject of education, one thing that has been generally agreed upon is that the educational system has a direct and strong impact on the economic development of a country; and therefore the educational system requires specific amendments and management from time to time, to ensure the best utilization of existing resources in order to accelerate the process of economic development. Also in another way, the process of economic development is necessary for the betterment of the educational sector in terms of access to universal education, establishment of higher educational institutions, proper funding of research and well-paid jobs in the academic sector. Thus, this paper will seek to analyse the various processes of interdependence between educational sector and Economic development.

No country can aim to attain sustainable economic development without investing in human capital first. The word sustainable here refers to long term and self-sustaining economic

growth. In contrast, there are countries which enjoy brief periods of economic prosperity owing to availability of natural resources such as the oil rich countries of Middle East Asia. However, such economic prosperity cannot be said to be sustainable since it depends largely on the reserves of natural resources, which are getting depleted at a rate faster than nature can replace. Thus, for long term sustainable development, it is inevitable for all countries, rich or poor, to invest substantially in education and human capital formation. Access to education enriches human understanding and broadens the horizon of knowledge. It improves people's quality of life and provides benefits both to individuals and to the society as a whole. Education, if imparted properly, increases people's productivity and also encourages entrepreneurship and technological advances. Moreover, it plays a pivotal role in ensuring socio-economic progress as well as addressing the inequalities in distribution of income.

### **Education as an investment**

Education leads to the formation of human capital, which is perhaps the best investment any country can make. Education makes individuals more receptive to new knowledge, ideas and concepts which in turn leads to new innovations and advanced technologies. A noteworthy point here is that investment in education, unlike other forms of investment, is non-depreciating. This implies that the returns gained from investment in education will never decrease, since the education imparted to an individual or group of individuals cannot be taken back or lost. Before the nineteenth century, investment for educational purpose and human capital formation were not considered that important in any part of the world. Things began to change in twentieth century when there started application of knowledge and science in methods of production, first in Western nations and then

gradually all over the world. During the twentieth century, educational attainment, learned skills and acquisition of knowledge have become primary determinants of an individual's and a nation's productivity. The twentieth century is even referred to as the 'Age of Human Capital', since one of the crucial determinants of the standard of living of a nation is its performance in utilizing and improving the knowledge and skills and educating its population.

The previous decades have seen tremendous expansion in the scale of education all over the world. Many countries are now pushing towards increasing access to higher education and improving the quality of education imparted. Various training programmes for teaching staff are conducted by special experts. As more and more students are completing their primary education the demand for higher education is simultaneously increasing. Education of girls and women has been recognized as one of the most significant investment any developing nation can make, whether or not the women work after education. Education of women leads to healthy, nourished children and family planning which eases the burden of population explosion. It leads to multiple positive spill-over effects which include lower infant and maternal mortality rates, higher birth spacing and greater nutritional and educational attainment of children. In this era of globalization, countries across the globe are becoming integrated in the global market for goods and services. The ability to compete in global markets will be determined by the quality of human capital produced by each country. When all citizens are educated and literate and possess wide range of practical knowledge that can be applied to real life problems, there will be introduction of new and advanced technology that will cater to the needs of a growing economy.



## **Education and Productivity**

It is clear that educational system in any given country is one of the most significant factors that affect the growth of a country's output and also the level of technology used. It also reflects on the composition of exports and imports and determines how efficiently a nation's workers can adapt to foreign technology. For example: primary education and secondary education both raise the productivity of workers, improve health and nutrition in both rural and urban areas. Secondary education that includes vocational education helps in the gaining of skills and practical knowledge. Tertiary education facilitates the development of science, research, the choice of better selection of technological methods, the imports and their domestic adaptation plus the subsequent development of domestic technology. Secondary and tertiary education also reflect in the development of institutions like politics, law, financial system, capital markets and so on which are all necessary for economic growth. Empirical studies at both microeconomic and macroeconomic levels throw light on these studies. On a micro level, various studies show that additional years of education lead to an increase in income of individuals, with the rate of increase varying with higher levels of education. It is noteworthy that economic returns to primary education is higher than economic returns to secondary and tertiary education. In agricultural sector, empirical evidence suggests strong positive impacts of education on productivity among those farmers who use modern technologies. However, the impact has been found to be less, as expected, among those farmers who use traditional methods of agriculture. In Thailand, farmers who have had four or more years of formal education were found to be thrice more likely to adopt advanced fertilizers and other modern methods

as compared to farmers with no education. Similarly, in the small Asian country of Nepal, farmers with seven or more years of schooling were found to have achieved increased productivity in wheat by over 25% and in rice by 13%.

Education is also a significant contributor to technological knowhow and technical progress in the industrial sector of a country. Empirical analysis of the clothing and manufacturing industries in Sri Lanka, for example, revealed that the workers and entrepreneurs' education level and skills had a positive relation with the rate of technical progress of the firm. Along with education, the quantity and quality of domestic and foreign investment, combined with the overall policy environment, make up the other significant determinants of economic performance. However, the status of human capital formation has an effect on these factors too. The quality of policy formulation and of investment choices is definitely influenced by the education level of policy makers as well as managers. Moreover, the quantity of investment, both domestic and foreign, is likely to be higher when a nation's human capital supply is more available.

### **Education and Income**

Evidence suggests that there is positive relation between improved education and greater income inequality, which in turn favours higher rates of economic growth. As education becomes more broadly accessible, low-income people get better opportunities to seek out avenues for higher economic benefits. A study that had variables schooling, income inequality and poverty in eighteen countries of Latin America found that 25% of the variation in workers' incomes was explained by the differences in educational attainment. The study concluded that education is clearly the variable with most significant impact on

income equality. Another study into the determinants of income distribution in 36 countries concluded that secondary enrolment rates is the most significant factor. Education may also affect per capita income in another way that is the decrease in the denominator, the population growth. An empirical study of fourteen African nations during the 1980s showed a negative correlation between schooling of females and fertility rates in almost every country, with both primary and secondary education contributing to reduction in fertility rates. Three countries Kenya, Botswana and Zimbabwe which had the highest rates of female schooling displayed reduced fertility rates as well as the least infant mortality rates.

### **Education and Trade**

Many countries have succeeded in combining open trade and investment in education and learning, leading to a virtuous cycle wherein open trade induces demand for education; also, learning and education creates skilled workers who make a nation's export sector highly competitive. Knowledge accumulation positively influences a country's export performance and competitiveness. Trade, on the other hand, helps in knowledge accumulation, particularly through imports. Economist Robert Lucas opines that to gain any kind of knowledge accumulation, a nation has to be open to trade and a significant exporter. Young and Keller study found that trade alone cannot be the foundation of growth, rather must be operated through some associating mechanism such as human capital formation, to impact growth. A study by world bank found that rates of economic growth in a sample of sixty developing countries during 1965-87 were particularly high when and where there existed a combination of high level of human capital formation and macroeconomic stability along with open

trade without any hindrance. The extent of impact of open trade on long term sustainable economic growth thus is dependent on how efficiently people are able to retain and utilize the knowledge and technology thus collected through trade and foreign investment. It is now widely accepted fact that in order to build up an environment of stronger competition and to a global world emphasizing the role of knowledge, information and skills, modern economies need to continuously keep upgrading the overall skills of their labour force.

### **Challenges: Access, Equity and Quality**

The Gross Domestic Product (GDP) of low- and middle-income nations have been growing rapidly at historical rates. Progress in education sector enrolments and longer schooling periods- has significantly contributed to this growth and thus helped in reducing poverty in developing and underdeveloped countries. In Central Asia and Eastern Europe, schooling for 9 to 10 years is the norm. In Latin America, East Asia and the Caribbean, primary education has become almost universal. Countries in the Middle East and North Africa as well as those in South Asia are making good progress although they have a long way to go to ensure universal education for their citizens. Yet in spite of these achievements some serious challenges remain. The challenges include increasing access to education, improve equity and quality and to speed up the process of economic reform. In many countries the demand for secondary education is rising faster than the supply. The equity issue mainly has an effect on marginalized and disadvantaged groups, including the poor, ethnic and linguistic minorities etc. The differences in educational opportunities given to boys and girls is also of significant importance since it contributes to gender roles and responsibilities later in life. The gender gap in education

remains large in North Africa and the Middle East.

## **Conclusion**

Quality education is inevitable for sustainable economic development. A well-balanced educational system promotes not only human capital formation, but also productivity which ultimately has a positive impact on per capita income distribution. This influence is noticeable even at the basic micro level of a household. Lags in educational reform can hinder economic growth. On the other hand, proper reforms can work wonders in terms of economic growth and poverty reduction, as noticed in the performance of East Asian countries, that have invested quite heavily in basic education and human capital formation.

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# INCLUSION IN EDUCATION

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## ABSTRACT

*Inclusion in the context of education is a term that refers to the practice of educating students with special needs in regular classes for nearly all of the day instead of in special education classes. It is a philosophy built on the belief that all people are equal and should be respected and valued, as an issue of basic human right. All students, with and without impairments, must receive an inclusive education in normal classrooms. It is a strategy that considers each child's distinct qualities, passions, skills, and educational requirements. First and foremost, the UNESCO Convention against Discrimination in Education (1960), along with Sustainable Development Goal 4 and the Education 2030 Framework for Action, which emphasise inclusion and equity as the cornerstones of high-quality education, serve as the framework for UNESCO's efforts in this field. There are different governmental policies which are directly and indirectly related to inclusion in the field of Education. This study basically explains about the inclusion in education and different policies related to this area.*

**Keywords:** *Inclusion, Education, Governmental policies*

## **Introduction**

The concept of inclusion is based on the idea that the specially abled students should not be segregated, but should be included in a classroom with their typically developing peers. A student in an inclusion classroom usually needs only to show that he/she is not losing out from being included in the classroom, even if he/she is not necessarily making any significant gains. The principle of inclusive education was adopted at the "World Conference on Special Needs Education: Access and Quality" (Salamanca, Spain 1994) and was restated at the World Education Forum (Dakar, Senegal 2000). The idea of inclusion is further supported by the United Nation's Standard Rules on Equalization of Opportunities for Person with Disability Proclaiming Participation and equality for all. Every student is equally important, as stated by UNESCO. However, millions of individuals around the world are still denied access to education due to a variety of factors, such as gender, sexual orientation, language, nationality, ethnicity, or social origin, as well as aptitude or economic status. From curricula to pedagogy and instruction, inclusive education aims to identify and eliminate all obstacles to education. First and foremost, the UNESCO Convention against Discrimination in Education (1960), along with Sustainable Development Goal 4 and the Education 2030 Framework for Action, which emphasise inclusion and equity as the cornerstones of high-quality education, serve as the framework for UNESCO's efforts in this field. Later, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education in mainstream schools.

## **Objective**

The objectives of the study are as follows:

- a) To know about the concept of inclusion in education.



- b) To know about the different governmental policies related to inclusion in education.

### **Methodology**

The present study is a qualitative study. It is based on the secondary data collected from the different sources viz., books, journals and e-resources.

### **Discussion**

This part of this article discusses thoroughly about inclusion in education and different governmental policies related to inclusion in education.

### **Inclusion in Education**

Inclusion in the context of education is a term that refers to the practice of educating students with special needs in regular classes for nearly all of the day instead of in special education classes. It is a philosophy built on the belief that all people are equal and should be respected and valued, as an issue of basic human right. All students, with and without impairments, must receive an inclusive education in normal classrooms. It is a strategy that considers each child's distinct qualities, passions, skills, and educational requirements. It is an effort to address each child's individual needs in a typical classroom where all students-specially able or not-strive to engage in all aspects of school life. Within the framework of a general education classroom, the objective is to give each student with a personalised and accommodating education. The creation of a universal learning design that makes education enjoyable for all children is crucial. The students in inclusion classrooms have a team supporting them. The regular teacher is given tips on how to help the child with special needs. There are specialists like speech therapists and physical therapists who help the teacher understand the needs of the child. The teacher is advised to

know how to handle technologies and equipment which assist a specially abled child.

### **Inclusion in education involves**

- a) Putting inclusive values into action.
- b) Viewing every life and every death as of equal worth.
- c) Supporting everyone to feel that they belong.
- d) Increasing participation for children and adults in learning and teaching activities, relationships and communities of local schools.
- e) Reducing exclusion, discrimination, barriers to learning and participation.
- f) Restructuring cultures, policies and practices to respond to diversity in ways that value everyone equally.
- g) Linking education to local and global realities.
- h) Acknowledging the right of children to an education of high quality in their locality.
- i) Fostering mutually sustaining relationships between schools and surrounding communities.

Inclusion has two sub-types. These are- regular inclusion or partial inclusion, and full inclusion. In regular inclusion setting, students with special needs are educated in regular classes for nearly all of the day, or at least for half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom. On the other hand, under full inclusion students classified as specially abled remain in general classrooms virtually all the time. It is the complete integration of the student with a special need into the general education classroom. The students receive all special services in the same general education classroom as all other students.

### **Governmental Policies related to Inclusion in Education**

Several policies regarding inclusion are launched by the

government of India. The Constitution of India (26 November, 1949), clearly states in the Preamble that everyone has the right to equality of status and of opportunity. The Article 41 of the Directive Principles of the Indian Constitution supports the right to work, education and public assistance in certain cases including disablement. Further, Article 45 commits to the provision of free and compulsory education for all children up to the age of 14 years. Based on this, the Constitution (86th Amendment) Act 2002 has been enacted by the parliament making education a fundamental right of all children in the age group of 6-14 years. Moreover the 93rd Amendment to the Constitution of India (now renumbered as the 86th), passed by the Lok Sabha on November 28, 2001, makes it mandatory for the government to provide free and compulsory education to "all children of the age of 6-14 years", with its preamble clarifying that "all" includes children with disabilities as well. Yet inevitably again, vital loose ends of such enabling legislation and policies are not tied up.

The Government launched the Integrated Education for Disabled Children (IEDC) scheme in December 1974. It was a Centrally Sponsored Scheme aimed to provide educational opportunities to children with special needs (CWSN) in regular schools and to facilitate their achievement and retention. Under the scheme, hundred per cent financial assistance is provided to for setting up resource centres, surveys and assessment of children with disabilities, purchase and production of instruction materials and training and orientation of teachers. The scope of the scheme includes pre-school training, counselling for the parents, and special training in skills for all kinds of disabilities. The scheme provides facilities in the form of books, stationery, uniforms, and allowances for transport, reader, escort etc.

The National Policy on Education, 1986 (NPE, 1986), and the Programme of Action (1992) stresses the need for integrating children with special needs with other groups. The objective to be achieved as stated in the NPE, 1986 is "to integrate the physically and mentally handicapped with general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence". In late 90s (i.e. in 1997) the philosophy of inclusive education is added in District Primary Education Programme (DPEP). There after Rehabilitation Council of India Act, 1992 was passed by the Parliament in 1992, this act makes it mandatory for every special teacher to be registered by the council and lays down that every child with disability had the right to be taught by a qualified teacher. In fact, it provided punishment for those teachers who engaged in teaching children with special needs without a license. The Persons with Disabilities (Equal Opportunities, Protections of Rights and Full Participation) Act, 1995 stresses the need to provide free of cost education to all children in an appropriate environment till they are 18 years old. The National Trust Act (National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability), 1999 also came in to existence. This landmark legislation seeks to protect and promote the rights of persons who within the disability sector, have been even more marginalized than others.

The Salamanca Statement and Framework for Action on Special Needs Education (1994) emerged as a result of deliberations held by more than 300 participants representing 92 governments and 25 international organizations in June 1994. For furthering the objectives of Education for all, it considered the fundamental policy-shifts required to promote inclusive education. It emphasizes that schools should accommodate all

children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. In this perspective the Human Resource Development minister of India Sri Arjun Singh on the 21st March 2005 assured in the Rajya Sabha that MHRD has formulated a comprehensive action plan for the Inclusive Education of Children and Youth with Disabilities. The government is committed to provide education through mainstream schools for children with disabilities in accordance with PWD ACT, 1995 and all the schools in the country will be made disabled friendly by 2020.

The Tenth Plan (2002-2007) aims to provide Universal Elementary Education by the end of the plan. It also aims to provide basic education for the un-reached segments and special groups. The special interventions and strategies like pedagogic improvement and adoption of child centered practices are focused on the groups like the girls, scheduled castes and scheduled tribes, working children, children with disabilities, urban deprived children, children from minority groups, children below poverty line, migratory children and in the hardest to reach groups.

National Curriculum Framework, 2005 also stated that apolicy of inclusion needs to be implemented in all schools and throughout Indian education system. Then Sarva Shiksha Abhiyan (SSA) was launched to achieve the goal of Universalisation of Elementary Education. The key objective of SSA is Universalisation of Elementary Education (UEE). Three important aspects of UEE are access, enrolment and retention of all children in 6-14 years of age. A zero-rejection policy has been adopted under SSA, which ensures that every Child with Special Needs (CWSN), irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

It covers the components under education for children with special needs viz., early detection and identification, functional and formal assessment, educational placement, aids and appliances, support services, teacher training, resource support, Individual Educational Plan (IEP), parental training and community mobilization, planning and management, strengthening of special schools, removal of architectural barriers, research, monitoring and evaluation, girls with disabilities.

It was extremely important that India create a bill around section 45 and 21 (A) of the constitution, which became the Right to Education Act which was originally floated in 2005.

However, the same year, the Ministry of Human Resource Development also drafted the Action Plan for Inclusion in Education of Children and Youth with Disabilities (IECYD). This action plan envisions that all children with a disability will have access to mainstream education. In order to facilitate this, the government, specifically collaborating between the Rehabilitation Council and the National Council for Teacher's Education, will ensure that there are adequate numbers of teachers trained in inclusive education, as well as the proper physical and ideological infrastructure to facilitate inclusion in schools. The plan specifically looks to move from integration towards inclusion.

Again, in eleventh five-year plan efforts make towards improving equity in all levels of education and for inclusion and expansion eleventh five-year plan adopted certain strategies e.g., reservation of seats for disadvantaged groups, provision of loans & scholarship to students specially to higher level, etc. All these leads to improving enrolment. Then in secondary level, Rastriya Madhyamik Siksha Abhijan integrate a number of dimensions for inclusion. Eg., establishment of secondary schools within 5

km of every habitation, provide boarding facility to SC, ST, minorities, case incentive to girls, improve facilities for differently able children, etc. Again, twelve five-year plan (2012-2017) also adopts a holistic approach in the issues of inclusion, expansion, equity and excellence. RUSA i.e. Rastriya Ucchatar Siksha Abhijan also adopt some strategies regarding inclusion in higher education. The fourth Sustainable Development Goal (SDG) declares that, by 2030, the world ought to "ensure inclusive and quality education for all and promote lifelong learning". Implementing the Sustainable Development Goal (SDG) 4 requires putting in place an inclusive education system. This requires structural measures across all educational levels that relate to all of the SDG 4 targets and the principles and provisions of the Convention on the Rights of Persons with Disabilities (CRPD). Recently, NEP 2020 has suggested some important recommendations as per the level of education system viz., Chapter 6 contains the recommendations regarding Inclusive Education at the level of school education. NEP 2020 named this chapter as "Equitable and Inclusive Education: learning for all". Then, Chapter 14 contains the recommendations regarding inclusive education at the level of higher education. NEP 2020 named this chapter as "Equity and Inclusion in Higher Education."

## **Conclusion**

Inclusion is founded on social justice principles in which all students are presumed competent and welcomed as valued members of all general education classes and extra-curricular activities in their local schools- participating and learning alongside their same-age peers in general education instruction based on the general curriculum, and experiencing meaningful social relationships. It can be state that the Sustainable

Development Goals and inclusive education stand for an encompassing view of educational development. All the children whether they are disabled or not have the right to education as they are the future citizens of the country. Thus, inclusion is about embracing humanity and figuring out how we are going to live with one another in the challenging years to come. At last, it can be said that proper implementation of policies is very much essential for proper inclusion in education.

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# EDUCATION FOR SUSTAINABLE DEVELOPMENT: STRATEGIES AND CHALLENGES FOR IMPLEMENTING IN HIGHER EDUCATION IN INDIA

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## ABSTRACT

*A revolutionary approach to education, Education for Sustainable Development (ESD) gives students the knowledge, abilities, attitudes, and values they need to contribute to a sustainable future. The Indian National Education Policy (NEP) 2020 highlights the significance of ESD in postsecondary education, emphasizing the need for a comprehensive, interdisciplinary approach that encourages innovation, critical thinking, and sustainable behaviors. The NEP 2020 seeks to incorporate sustainability concepts into university and college courses, research, and community involvement activities to equip students to handle the complex sustainability issues facing the country and the globe. In this article, the challenges encountered in incorporating sustainability into Indian Higher Education Institutions' (HEIs') curricula are briefly discussed.*

**Keywords:** Sustainable Development (SD), Education for Sustainable Development (ESD), National Education Policy (NEP) 2020

## **Introduction**

Sustainable development as a comprehensive approach attempts to satisfy present needs without harming the capacity of future generations to meet their own. It strives to find a balance between social inclusion, economic advancement, and environmental protection. The concepts of intergenerational equality, integrated approaches, and global collaboration guide it. With the 1987 Brundtland Report by the World Commission on Environment and Development, which defined sustainable development and highlighted the interconnection of social, economic, and environmental systems, the concept gained widespread recognition. The 2030 Agenda for Sustainable Development, with its 17 Sustainable Development Goals, offers a worldwide road map for achieving sustainable development. Together, governments, businesses, civil society organizations, and private individuals must solve the problems and seize the opportunities presented by sustainable development. Education and public awareness are key components in promoting a sustainable future for all.

Education for Sustainable Development (ESD) is a transformative approach to education that equips students with the information, skills, values, and attitudes needed to contribute to a sustainable future. It is made up of a variety of teaching techniques and resources meant to make individuals more aware of the nuances of sustainable development and more likely to adopt sustainable practices. The goal of ESD is to provide students with the information and abilities they need to make responsible decisions to preserve the environment, the economy, and a just society for the present and the future. It aims to integrate principles, practices, and concepts for sustainable development into all facets of education. ESD is a part of the

global education development agenda, as specified in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, which was approved by various countries, including India, in 2015.

ESD can help create a more sustainable future by fostering a culture of sustainability. It can also encourage individuals and communities to adopt sustainable behaviours and contribute to sustainable development. There are many different approaches to ESD, from community-based learning initiatives to formal education in schools and universities. Common themes include social justice and equity, renewable energy, sustainable agriculture and food systems, environmental awareness and conservation, and waste reduction and recycling. All things considered, ESD is a valuable instrument for advancing sustainable development and building a more sustainable future. Through the provision of information, skills, and attitudes necessary to tackle environmental, social, and economic issues, Education for Sustainable Development (ESD) may contribute to the creation of a more sustainable and equitable world that benefits all.

### **ESD for Higher Education:**

Sustainable development is a multifaceted notion that encompasses both environmental and economic, social, and often cultural components. Few would contest that research and education are essential to society's long-term growth, but how to combine? It is still up for dispute how to successfully integrate sustainability into higher education, particularly into the curriculum and research project designs. The degree of integration of the notion of sustainable development in higher education can vary from simple policy declarations to course designs, curricula, and other carefully chosen activities for a complete overhaul of the educational system. Dealing with real

environmental effects is a more useful strategy for advancing sustainable development. The sustainability declarations for higher education specifically recognize this and attest to the significance of education, communication, and capacity building for sustainable development. Sustainable progress in higher education will create graduates who are socially and ideologically critical and will allow students to form a personal criticism of society.

The National Education Policy (NEP) 2020 of India emphasizes the importance of ESD in higher education, stressing the need for a holistic, multidisciplinary approach to education that fosters critical thinking, innovation, and sustainable practices. Education for Sustainable Development (ESD) in higher education in India aims to integrate sustainability principles into universities and colleges' curricula, research, and community engagement activities to prepare students to address the complex sustainability challenges facing the nation and the world.

### **Strategies for implementing ESD in Higher Education as (NEP) 2020:**

**Multidisciplinary Education:** The NEP 2020 promotes an interdisciplinary approach that incorporates sustainability concepts into a range of academic disciplines. To provide students with a comprehensive grasp of sustainability, HEIs should create interdisciplinary courses that integrate environmental science, social justice, economics, and ethics. One example would be cross-disciplinary courses such as "Environmental Law and Policy" or "Sustainable Business Practices".

**Essential ESD Modules:** Any undergraduate or graduate program may guarantee that every learner, regardless of major,

are exposed to the fundamentals of sustainable development by making ESD modules mandatory. Modules on "Renewable Energy Technologies" or "Global Warming and Sustainable Development" are two examples.

**Programs for Capacity Building:** It is important to plan frequent seminars and training sessions to improve faculty comprehension of ESD concepts and pedagogy. The most recent research on sustainability, integrative teaching methods, and efficient pedagogy ought to be the main topics of these courses. Workshops on "Teaching Climate Change Science" or "Incorporating Sustainability into Technical Curricula" are two examples.

**Specialized Research Facilities:** Higher education institutions (HEIs) may promote multidisciplinary research and innovation by setting up sustainable research centers. These facilities can serve as focal points for teamwork on projects involving instructors, students, and outside partners. Centres for Renewable Energy Research or Sustainable Urbanisation are two examples.

**Partnerships and Community Involvement:** Students should be motivated to engage in sustainability initiatives that help local communities when service learning is incorporated into the curriculum. This method develops practical problem-solving abilities and a feeling of civic duty. An instance of this would be students collaborating with local governments on projects related to sustainable tourism or recycling. Students can receive internship opportunities and real-world experience by forming collaborations with businesses and non-governmental organizations (NGOs) that address sustainability challenges. As example - working together with businesses on sustainable energy initiatives or non-governmental organizations to save

biodiversity.

**Utilising Technology:** The reach of ESD programs may be increased by utilizing online platforms to provide materials and courses on sustainability. Webinars and Massive Open Online Courses (MOOCs) can offer adaptable learning options. For instance, online classes on "Green Technologies" or "Sustainable Development Goals."

**Challenges for implementing ESD in Higher Education:**

There are many obstacles to incorporating sustainability into higher education curricula. These are discussed below:

**Lack of awareness and understanding:** A significant challenge to implementing Education for Sustainable Development (ESD) in higher education is the lack of awareness and understanding of sustainability among educators and students. This lack of understanding obstructs ESD in multiple ways. Educators may find it challenging to incorporate sustainability principles into their curriculum, resulting in a deficit of thorough sustainability material and restricted interdisciplinary methods. Educators who are not ready may have difficulty teaching sustainability concepts effectively and may rely on conventional methods instead of new strategies. Therefore, students' involvement and enthusiasm for sustainability could suffer due to disjointed educational encounters that impede their comprehension (Abo-Khalil, 2024).

**Resistance to change:** Faculty resistance can impede the adoption of ESD initiatives in higher education. Faculty might hesitate to embrace change because of ingrained teaching methods, lack of understanding of the significance of Education for Sustainable Development (ESD), increased workload perception, limited institutional backing, assessment difficulties, and cultural obstacles. Faculty members may find it challenging to transition to ESD principles due to their familiarity and

comfort with their existing teaching methods and curriculum. Furthermore, certain faculty members may lack a complete understanding of the importance of ESD or see it as an extra responsibility. Incorporating ESD demands dedication and work, which may face opposition if educators are burdened by their current duties. Lack of institutional support, such as financial backing and rewards, may lead to faculty being hesitant to adopt ESD. Faculty members who are used to traditional evaluation methods may resist adopting new assessment techniques related to ESD. Barriers related to culture and attitudes, including personal beliefs and reluctance to change, can also hinder faculty endorsement of ESD initiatives (Idoiaga Mondragon et al., 2023).

**Time constraints:** Due to time constraints, staff and students struggle to dedicate themselves to Education for Sustainable Development (ESD). Balancing academic workloads, extracurricular activities, personal duties, and family life creates challenges for everyone. This hampers participation in sustainable initiatives, development of innovative projects, and integration of ESD into current teachings (Guiry et al., 2022).

**Lack of standardization in teaching and assessment methods:** Implementing Education for Sustainable Development (ESD) programs in higher education faces challenges due to the lack of standardization in teaching and assessment methods. Lack of standards leads to variation in quality of ESD education across institutions, affecting graduates' expertise and abilities. Lacking standardized assessment techniques makes it difficult to assess students' grasp of ESD, impacting the efficiency of programs. Creating a curriculum becomes challenging, resulting in students having disjointed educational experiences. Lack of consistency in teaching methods among faculty members may



hinder faculty training, which could affect the quality of instruction. Accreditation bodies encounter challenges when assessing ESD programs, affecting their trustworthiness and appeal. Insufficient guidelines may result in inadequate funding and support for ESD projects (Zainal Abidin et al., 2024).

**Lack of expertise and skillful faculty:** Faculty expertise and skill gaps present obstacles to implementing Education for Sustainable Development (ESD) in higher education. Many instructors lack the background and training in sustainable development principles, leading to inadequate coverage of ESD topics and reduced educational quality. Even knowledgeable faculty may lack the pedagogical skills needed for effective teaching of interdisciplinary ESD concepts, resulting in traditional, less engaging approaches. Students may struggle with interdisciplinary concepts without proper guidance from faculty, impacting the overall success of ESD programs. Implementation challenges arise from insufficient ESD knowledge, leading to poorly designed curricula and ineffective teaching methods. Addressing these expertise and skill gaps among faculty is crucial for the successful integration of ESD initiatives in higher education (Khadim et al., 2022).

**Inadequate resources and funding:** The integration of ESD into further and higher-level education is not a straightforward endeavour. The absence of sufficient financial, academic, administrative, and technical resources is a significant obstacle to achieving ESD goals. Adequate resources are essential in the development of sustainable initiatives, innovative environmental programs, and original research. Higher management of Higher Education Institutions needs to support ESD by investing in their students, staff, departments, and infrastructure. Plentiful resources for ESD are essential if significant progress is to be

made in integrating sustainability into the curriculum of HEIs, especially under timelines articulated in the U.N. 2030 Agenda (Guiry et al., 2022).

## **Conclusion**

Incorporating Education for Sustainable Development (ESD) into higher education institutions is an essential step towards creating a sustainable world and engaging with sustainability issues. It also prepared students for a sustainable future by empowering knowledge, skills, attitudes, and values. The ESD program is particularly needed because it empowers students to make accurate decisions and act responsibly for environmental integrity, economic viability, and a just society for present and future generations. The National Education Policy (NEP) 2020 provided some strategies for implementing ESD in Indian higher education institutions. However, implementing these strategies properly at the grassroots level is not an easy task because of diverse issues. Therefore, the government of India should provide proper resources and autonomy to grassroots-level education authorities to overcome obstacles and make India a sustainable nation.

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# **EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND LOCALITY**

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## **ABSTRACT**

*This research article mainly focuses on the emotional intelligence among secondary school students concerning their locality and gender. Students with different kinds of backgrounds could face various kinds of problems in their academic life. Thus, teaching emotional intelligence would majorly help them. An emotionally intelligent student can avoid various types of problems in their academic life. The main objective of this study is to discuss the major effect of emotional intelligence among secondary school students and identify different kinds of benefits and advantages for the students. Apart from this, for completing this research article, the descriptive research design has been applied and for the data collection procedure, qualitative data collection procedure has been used to this research article. The major findings of this study are that teachers of educational institutes could be primarily responsible for teaching emotional*

*intelligence among secondary students. Besides, the main conclusion of the study was emotional intelligence provides a great positive impact on the students for leading a successful future.*

**Keywords:-** *Emotional intelligence, secondary students, academic issue, self-awareness.*

## **Introduction**

Education plays a significant role in the success of students in every kind of life aspect and their life discipline. The students, who are mainly coming from different types of backgrounds such as urban and rural areas, feel uncomfortable about adopting a new environment. Student from various kinds of experiences feels the presence of several types of issue and challenges such as not being able to cope with faculty, stage fear, and lack of communication problems. Thus, this research article would mainly give necessary information about how emotional intelligence differs for every student. Besides, it could further provide essential information about how both urban and rural students are coping with their problems with their overall academic performance. Emotional intelligence is a particular ability to control, perceive, and understand human emotion as well as others. Thus, in this research article, emotional intelligence would be adequately explained and discussed, whether emotional intelligence could be learned among secondary students or whether emotional intelligence would further assist the student in life and school. Emotional intelligence is a particular concept that is majorly practical within nature and it is one of the most important for the overall development of human life.

## Literature Review

### Emotional intelligence among the urban and rural students at the secondary level

Various kind of emotional intelligence case study and report shows, it is an overall and relevant factor of life besides the role it might play in adjustment and communication in daily life. In some of the case research studies and reports, it has been observed that girls are much more emotionally intelligent compared to boys, while, on the other hand, some of the research studies have claimed that boys are much more emotionally intelligent than girls. Emotional intelligence had been highly predisposed through the culture of society and community, to which the individual students belong. In this recent time, of rapid increment of globalization, the overall education system has been further changing and is getting widened. Besides the overall competition has been further increasing among the students (Kant, 2019). Thus, monitoring the emotional intelligence of secondary schools is much more essential in today's time.

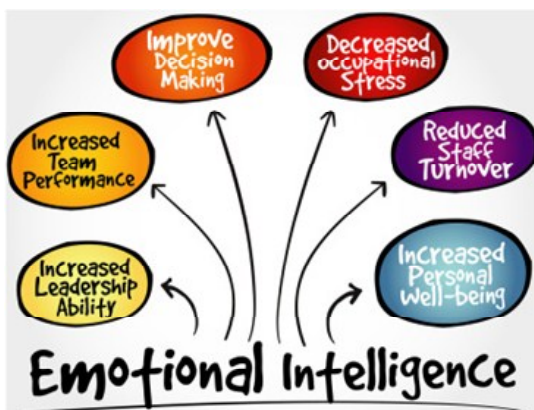


Figure 1: Different kinds of aspect of the emotional intelligence  
(Source: Alenezi, 2020)

In the age of rapid education expansion, besides unhealthy competitors with the students, the overall systematic learning and development of emotional intelligence is also essential. Students from different kinds of backgrounds, such as urban or rural, faces various types of challenges and issues such as communication gap, and the absence of the participating nature, besides incorporating the emotional and social learning programs for communication with each other further faced though the students. This emotional intelligence can help in great way to cope with the problems as mentioned earlier and would further help to communicate with others ones (Alenezi, 2020). Hence, it can be summarized that emotional intelligence could be taught and learned in both rural and urban areas for the students to fluently recover from the above issues and succeeding their professional life as well.

### **Factors affecting the emotional intelligence of secondary school students**

There is some major factor of emotional intelligence that is self-awareness, social skill, empathy, motivation, and self-regulation. Emotional intelligence is one of the main subsets of social intelligence, which includes the prime ability to monitor and examining one's own besides other feelings as well (Valente et al. 2020). However, it further involves the capability for monitoring the emotions of discrimination within the students and utilizes the information for guiding the students alongside thinking about other's emotions as well. Emotional intelligence mainly refers to the overall recognizing capacity for own feelings and others' emotions. Basically, emotional intelligence had four major branches, which are handling emotions, understanding



emotions, reasoning with emotions, and perceiving emotions.



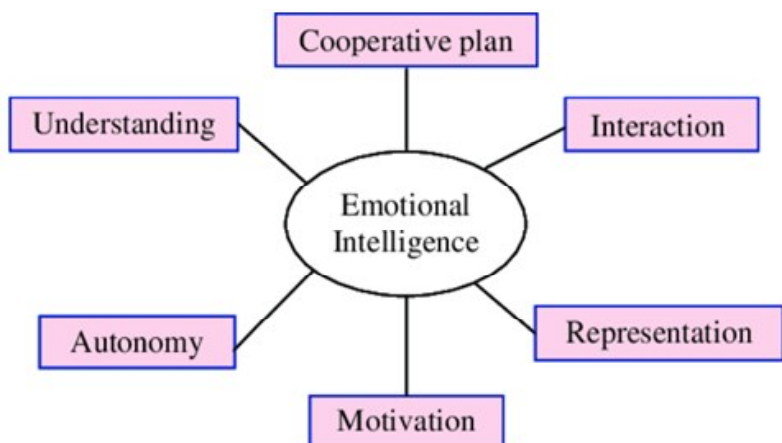
**Figure 2: Factors of emotional intelligence**  
(Source: Suleman et al. 2019)

Furthermore, emotional intelligence additionally has four significant attributes such as relationship management, social awareness, self-management, and self-awareness. However, conceptually emotional intelligence could be related to the secondary school's positive attitude and life satisfaction to their life and professional career besides attainment of the different kinds of goals based on education (Suleman et al. 2019). For this reason, in this study point, the significant factors that are affecting the emotional intelligence of the students and giving a proper impact on them will be discussed. Apart from this, in recent times, with the rapid growth of globalization, the education competition is getting much higher. In the current

competitive environment, where students expect much more from their academic life with effectiveness and efficiency, emotional intelligence is essential for teaching students (Ravindar, 2021). Thus, from this study point, it can be concluded that it is highly essential for developing emotional intelligence among secondary students for further developing a positive attitude towards different kinds of life complexities in their quality education. Hence creating information about emotional intelligence among secondary students is much more essential in recent times.

### **Effect of emotional intelligence among the secondary school student**

There are different kinds of benefits to developing emotional intelligence among secondary students. However, with the rapid increase of competition among the student, the development of emotional intelligence is further an important factor for fluently handling their situation. However, the most vital effect of emotions is the enhancement of self-awareness, enhancing problem-solving skills, increased empathy and self-regulation, talking about their own feelings, greater satisfaction level, and better management of stress (Nogaj, 2020). One of the major benefits of emotional intelligence is enhancing problem-solving skills. Emotional intelligence majorly assists students in better analyzing a particular situation and after that, taking any critical decision on the specific case. Emotional intelligence helps students to communicate with others yet further assists them to cope with various kinds of academic issues and problems with greater panache. However, whether a particular student can handle the situation properly, they would come up with better analytical skills and grip on a particular case.



**Figure 3: Various kinds of effect of emotional intelligence**  
(Source: Sánchez-Pujalte et al. 2021)

One of the greatest issues that secondary school students face is not getting enough interest in learning any particular subject matter. In this case, emotional intelligence dramatically helps. For example, a specific emotionally intelligent student with an increased level of self-awareness would help to teach any particular subject proactively (Sánchez-Pujalte et al. 2021). Apart from those above-mentioned factors a student with better emotional intelligence would be able to handle or manage their emotions properly besides further help to not allow any kinds of stress for ruling their academic life. However, emotional intelligence mainly develops a much stronger buffer for secondary students, which will majorly help to better handle various kinds of life aspects and factors. Emotional intelligence not only helps to cope with any individual's own feelings but also other emotions as well. Thus, secondary students from various kinds of

backgrounds could fluently communicate with others as well. Strong emotional intelligence students can handle the pressure in their academic life compared to others (Sharma, 2021). Apart from this, emotional intelligence further helps to get a better satisfaction level in their life, as it majorly helps to create self-awareness besides better risk management. , hence, it can be summarized that emotional intelligence students can handle their life and their own emotion compared to others.

## **Methodology**

Methodology in a research article as a section primarily helps to define the most and proper appropriate approach that would be needed to adopt in this subject matter. Put in simple words, research methodology massively assists to get a better and deeper analysis of the research article. Implementation of the research article mainly helps to get a better understanding of the overall research procedure, which would be evaluated in this research article. However, for the research article design, the descriptive design will be applied to this subject matter. Descriptive research design mainly focuses on gaining the proper details besides the overall description of this particular paper study. Apart from this, for the data collection procedure, there are primary quantitative data collection procedures and the other one is secondary qualitative data collection procedures.

Quantitative data-gathering methods majorly refer to a specific collection or set of numerical data, which could be examined and analyzed through statistical methods. However, this type of data collection procedure is primarily get utilized for conducting any kind of survey, questionnaire, and other kinds of research article methods (Tabuena et al. 2021). It examines the important variables and accomplishes a proper relationship within those variables. On the other hand, the qualitative data-

gathering procedure is a kind of particular data collection method that majorly gathers non-numerical information and mainly focuses on the existing data for understanding the core concepts. In this research article, the qualitative data collection procedure will be applied to further complete the research article. However, in the period of collecting the data regarding this article, it would have ensured that all the data would be taken from authentic journals, research papers, and case studies.

## **Findings and Discussion**

Role of emotional intelligence on the secondary school student

In this study, it has been already mentioned that emotional intelligence massively assists students in using one's own emotion much properly. In today's rapid globalization era, massive competition within the education system has been systematically increasing. For this reason, adolescent students are facing various kinds of problems and issues in both their education life and home environment. Even after completing their education, they are facing different kinds of issues in the workplace, social relationships, besides other kinds of life areas (Sharma, 2021). A lot of time, those problems mainly occurs for the lack of social skills, self-regulation, and self-awareness. The above-mentioned factor is the main component and aspect of emotional intelligence. Different kinds of case studies and reports have found that emotional intelligence has the major key factors which are social skills, empathy, motivation, self-regulation, and self-awareness.

Apart from this, emotional intelligence is a particular set of abilities, in which how accurately the emotional understanding of people critically solves problems in their lives. It further refers that, emotional intelligence (EQ) is a particular

ability, for perceiving and expressing feelings, assimilating motion in a thought process besides understanding and regulating another person as well. EQ enthusiasts believe those specific secondary school individuals, who is in the academic stage, yet have not properly developed their EQ, are unlikely able to obtain their overall capacity in their academic life (Ravindar, 2021). A major number of students would not be able to learn and get an understanding of their own emotions besides whether their motivation, personality, learning style, and emotion are not properly considered.

The teachers of secondary schools are primarily responsible for providing a positive atmosphere or an environment for giving the best possible instruction, in which the students can fluently learn their emotional intelligence properly. On the other hand, the overall process could be evaluated much more fluently, whether the school's administrator could address whether any particular children are facing any kind of problem or they are learning properly. Besides education should be widened much beyond the school walls to the others community. This particular goal could not just assist to the students academically yet also in managing and understanding their emotions for getting more productive in their professional life as well.

### **Importance of Learning Emotional Intelligence on the secondary school student**

Emotionally intelligent individuals are much more likely to get success in everything, they would undertake in their life. However, EQ is more powerful than IQ, while IQ mainly contributes towards only a few successes in life, on the other hand, emotional intelligence social class, and luck majorly focus on the rest of factors in the life. Thus, within an academic

institute, teachers, should improve and teach emotional competencies among the student. Beside, by increasing the teaching scope within the students, they would more likely enhance their emotional intelligence, which would lead to much healthy, successful, and enjoyable future in the coming days. Aside from this, emotional intelligence necessarily reflects an individual's ability for fluently dealing more successfully with their emotion than other people's feelings as well.

Since those qualities of emotional intelligence mainly obtain and help to get a pepper success in an individual's life, it would further help to remove some of the major childhood problems such as family adjustment or family problems, adolescent problems, or any other kinds of childhood problems (Kumar, 2020). Thus, teachers could be primarily responsible for making the training and efforts besides developing the actual understanding of emotional intelligence. They are further responsible for the proper behavior within a specific group of members and accompanied empathy with the right behavior and action for leading better cooperation and peace in life.

One of the major important benefits of emotional intelligence within the students is adopting particular changes besides solving problems and issues of a social or personal nature, to manage and control one's and other emotions as well, as being aware of the understanding of one's emotions and helping to understand the awareness of expressing oneself (Sánchez-Álvarez et al. 2020). Hence, from this point, it could be said that emotional intelligence massively helps to get proper success in both academic life and professional life.

## **Findings**

From the above research article, the major finding of the study is role of the emotional intelligence among secondary

school students and the effect of EQ in their academic life. However, through the above study, it has been found that the five major components of emotional intelligence are social skills, self-regulation, self-awareness, empathy, and motivation. However, students, from various kinds of background faces different kinds of issue and challenges in their academic life, and for avoiding those problems teacher could get a proper response for teaching emotional intelligence to the students and help them to get success in their academic life.

## **Conclusion**

An emotion within secondary individual students is a specific physiological response towards a particular situation that is majorly crucial for leaving an individual alone. Those issues could be in different kinds of forms such as building or creating a family, developing a relationship with a mate, frustration, painful loss, or any kind of danger. However, for this reason, it is crucial to ensure teaching the concept of emotional intelligence to secondary school students. Besides it would be included in the extra school curriculum activity. In these recent times, with the rapid increment of globalization, the education competition has increased as well among students. Obtaining that level of achievement in life, emotional intelligence would play a major role in successfully achieving those academic goals.

Aside from this, from the above study, it has been concluded that emotional intelligence massively helps to get an understanding of any individual's feelings besides other feelings as well. Students from gender basis and different kinds of backgrounds face various kinds of issues and challenges in their academic life. For overcoming those problems, EQ majorly helps to enhance some of life's crucial aspects. In this above study, it



has already been mentioned that there are five major components of emotional intelligence which are self-awareness, self-regulation, empathy, social skill, and motivation. Additionally, increasing those all factors among secondary school students could help in a great way. The students could solve their problems more accurately and take better decisions through critical decisions. Thus, from the above study, it has been concluded that teaching emotional intelligence among students could help in various ways.

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# **INDIGENOUS CULTURE OF MISING TRIBE: A SUSTAINABLE LIVELYHOOD TO THE COMMUNITY**

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## **ABSTRACT**

*Rest of the world becomes delighted whenever they see the blending culture of the world's largest inhabited river Island-Majuli. Majuli is a salad bowl of Neo-vaishnavite Satria culture and varied ethnic culture like mishing, deori etc. Ethnic culture of Mishing community is one of the most beautiful cultures to expose Majuli to the Outsider. Mising community has evergreen culture and tradition. But the fact is that the landscape of Majuli is shrinking gradually. This agrarian community has faced many problems to maintain their life style and collect their livelihood. Majority of them has struggle for their basic needs- food, clothes and shelter. So it is an urgent need to looking for an alternative livelihood which they can adopt easily.*

*This study undertakes an investigation on the Ethnic culture of Mishing tribe as a sustainable livelihood to the community. To reach this objective, this research has used the qualitative design which is suitable for concentrating on description and explanations required in the research. Descriptive methodology has been used to analyze the secondary*

*sources which have been collected through various fields. While the core matter of this study is the ethnic culture of Mishing Community and its importance as a livelihood.*

**Keywords:** *Majuli, Sustainable Livelihood, Mishing tribe, Mising culture.*

## **Introduction**

Majuli is the oldest and the largest inhabited river island in the world. It is set amidst the mighty Brahmaputra. The island is covering an area of about 875 sq. km. The landscape of the island is a combination of agricultural land, grassland, water bodies, and sandbars (Saharia 2013). It is formed by the head ward erosion and migration of the river Brahmaputra (Kumar and Parida, 2021). With its fertile floodplains and highly productive wetlands, Majuli forms a habitat for a variety of birds including rare migratory and uncommon birds. Besides, it is home to different fauna like- Wild Buffalo, Barking Deer, Pangolin, etc. Numerous beels (a lake-like wetland), streams and rivers provide ideal habitats for fishes, turtles and amphibians (Govt. of Assam, 2022c). With this beautiful landscape, Majuli is packed with Satria culture and varied indigenous cultures which formed the unique identity-Majuli the Great River Island. Different types of ethnic community are enriched the beauty of the landscape. Therefore, the govt. of Assam declared Majuli Island as the "Majuli Biodiverse Heritage Site" in 2017 (Govt. of Assam, 2022c). On the other hand recurrent flood and river bank erosion creates the landscape a dismal condition. Majority of ethnic community has lost their age old livelihood. Hence, it is an urgent need to looking for a sustainable livelihood to survive and save the landscape.

## **Objectives of the study**

- a) To analyze the traditional lifestyle and culture of the Mishong community in Majuli.
- b) To analyze the indigenous culture as an alternative livelihood to the community.

## **Significance of the study**

Majuli is a melting pot of satria and varied ethnic culture. Mishong community has rich culture which is next to Satria culture. But the landscape of Majuli is shrinking gradually. This agrarian community has faced many problems to maintain their life style and collect their livelihood. Majority of them has struggle for their basic needs- food, clothes and shelter. So it is an urgent need to looking for an alternative livelihood which they can adopt easily.

## **Methodology**

This study undertakes an investigation on the Ethnic culture of Mishong tribe as a sustainable livelihood to the community. To reach this objective, this research has used the qualitative design which is suitable for concentrating on description and explanations required in the research. Descriptive methodology has been used to analyze the secondary sources which have been collected through various fields - books, website, journal etc. While the core matter of this study is the ethnic culture of Mishong Community and its importance as a livelihood.

## **Analysis**

### **Shrinking Majuli**

Majuli, the name itself depicts the location of the landscape. It is set amidst the mighty Brahmaputra. Land degradation has been one of the major problems in Majuli due

to the change in course of the river Brahmaputra. Recurrent floods and riverbank erosion have continuously threatened the existence of the island. It led to the loss of livelihoods and wide-reaching socio-economic and cultural effects (Chetia, 2013). However, in the last few decades the flow of the mighty river surrounding the island has changed, the floods are intensifying and the island has lost more than half of its land. To draw a comparison, just 120 years ago, the Island was over 1,150 square kilometers in size. According to experts, the Island could disappear entirely within 20 years.

The shrinking of the Island and increasing population put tremendous pressure on its resources that have far reaching socio-economic impacts (Sahay and Roy, 2017). Annual floods and riverbank erosion have displaced thousands of inhabitants, leaving them destitute and landless. Families have moved to embankments with makeshift structures. Main victims of that soil erosion are the mishing community. Because the tribe is habitually resides on the bank of the river Brahmaputra and its tributaries. In Majuli, more than 160,000 inhabitants are primarily from the Mishing tribe, resides on the river bank side and their main livelihood is agriculture.

Considering that livelihood is essential for fulfilling basic requirements for living- food, water, income, housing. Livelihood of Mishing community in Majuli is based on natural resources. Recurrent flood and soil erosion deduced the natural resources- agricultural land has been eroded. Community has lost their age-old livelihood and searching for alternative one. The alternative livelihood must be one that can be adopted easily by the community. Therefore, this paper is piloting the tradition of mishing community as their livelihood. The tradition is their own and can be adopted easily. This paper trying to articulate

the mainstream culture of mishing community by which we can shift our livelihood from agriculture to Indigenous Culture.

### **Traditional Food and Beverage**

Geographical environment and the climate of the locality influence the food habits of the residents. When the Mising tribe was residents of the hills, they used to eat various fruits, roots of green seeds, fish, meats collected from haunting. After coming to the plains area, their food habits became changed; along with fruits, meats and fish, rice also added as a main food. Boiled foods, dried meat and fish are popular among the Mising tribe. There are different kinds of traditional dishes and drinks like Apong, Namsing etc. available in their community. This food and beverage can be adopted as a livelihood to the community. Recently boiled dishes are considered as healthy one. It can be prepared for business purposes. This type of business is restricted within some resorts and lodges established by some outsider and little amount of local people. If it is open to all then it will be a sustainable livelihood to the community.

#### **'Apong' culture**

Mishing community has two types of traditional beverages. These are - Po:ro Apong (black color beer) and Nagin Apong (white colored beer). It is a kind of rice beer made by Mising women which also is an apopular drink among Mising people. They offer it to their guests as an honor. This kind of rice beer can be promoted for business as a local brand of alcohol. The by-product of Apong is called Ponyok in case of Pohro category and Arug in case of Noggin brand (Peter-). These two types of ingredients are a good and healthy food for Piggery industries. Making entangle with Apong business and piggery industries it will be a good source of income and easily adopted livelihood to the community.

## **Namsing**

The grinded dried fish is called Namsing. At first, fishes are dried on the kitchen's fireplace. Then the dried fishes are grinded at their wooden grinder (ki:par). After that, the fish powder is kept in a bamboo container with full tight cover. They mix the fish powder for making different type of vegetable dishes. Namsing has higher demand in the market. It can be kept for long time.

## **'Gasor' Culture (Dresses)**

Metaphorically, it is said Mishing girl dance before she walk and weaves before she clothes. Artistic caliber in weaving of such magnitude is very rare in the world amongst the tribal society (Padun-1974). The Mising people wears two types of clothes. One is for casual uses and another is for festivals, marriage rituals and worships. It is noticed that the dresses for their regular uses is very simple and the dress for men is very similar as other non-tribe people. Ugon (a simple white dhoti), Gongro, Gonbor (a long loin cloth), Lingkab (a type of muffler), dumer (a colorful towel), galuk (a shirt) etc. are the dresses for men. But the Mising woman wears traditional dresses in their regular life. The dress for women is divided into two types of garments. One is covering the part from the waist to the knee. Mosanam (a skirt), Gapagare, Gale, Kegreg or Segreg, Ege are such garments. Another is covering the upper part of the body. Ri:bi gasong, Gero, Gaseng, are the such types of garments. Tapum gasor, Mibugaluk, are famous Mising traditional dresses. The Mising women prepare their dresses the combine delicate types of color and designs. The sources of their design are taken from the colorful nature and some geometrical figures. Recently dresses of mishing community have high market value. One can chose the production and selling of traditional dresses of mishing



community as a livelihood.

Despite that, Mishing women prepared two types of cozy blanket for the winter season. Gadu and Dupong. Gadu is a hand noted rug, exceptionally heavy and thick, made of coarse - cotton, woven in primordial techniques with cornrow braid on one surface, other surface plain.

Dupong was also another kind of heavy blanket woven without knotting corn plain on its surface. Weaving of such rare items probably effected due to economic compulsions. This dying traditional blanket can be rescue by making it available in the market. Though the production of such garment is time consuming and costly but it is an era of twenty-first century we can take help from technology.

### **Traditional House**

The Mising people live in "Okum" (Raised-Hut). Even when they were in hills area, they had Raised-Hut so that they could get relief from wild animals. Now, they live in the riverside and have Raised-Hut to get relief from the flood. Therefore, they believed that Raised-Hut is more secure from some natural challenges than other houses. Generally, the Mishing house is built facing to the river. Hence, their house is North-South direction. Raised-Hut is made out of bamboo, wood and thatch. Meram (the fire place) is situated in central part of the house. It is noticed that the house has only two doors, tupak yabgo (front door) and yapkur yabgo (back door). Windows are not available and no division for rooms. Mishing house has unique style which has a tourist attraction also. By building tourist lodge in a mishing house style one can invite tourist from both domestic and foreign country.

### **Limitation of the study**

- a) Naturally, Mishing people are shameful. They do not want to do any kind of business even they never sell

their own agricultural product.

- b) Majuli is a centre for Satras an abode of Vaishnavite Monastries. Therefore restrictions have been made for doing business on traditional food and beverages of the Mishing community.
- c) Recently Mishing traditional dresses have been promoted for business purposes but it needs proper planning and guidance.

## **Conclusion**

Proper planning and frequent workshop on such sustainable livelihood can change the mindset of the community and adopt their age old tradition as their livelihood. It needs further study and proper investigation.

It has already been mentioned that recurrent flood and erosion of soil is a perennial condition in Majuli. There has been a considerable impact on the Satras and their existence also which requires further investigation. Satras are the socio-cultural centres of Assam and define the spiritual aspects of the communities of Assam. Further, the study was conducted on random basis; it was restricted to the Mishing community of Majuli only. However, there are several communities coexisting in Majuli. Future studies may also focus on considering the other communities that would be representative of the Island to understand the lost of livelihood on the Island as a whole.

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# **EDUCATION AND SUSTAINABLE DEVELOPMENT IN INDIA**

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## **Introduction**

Sustainable development is an approach to growth and human development that aim to meet the requirements of the current society without affecting the future generation's. The United Nations defines sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Sustainable development not only deals with environmental issues but economic, social and cultural issues also. It is very necessary to maintain sustainable development for future generation. The need of sustainable development arises because the name of economic development we have damaged natural resources and that can be difficult for the future generation to sustain. Education is seen as a big force that not only contributes to national development, but also sustainable development. It promotes

knowledge and skills required to achieve sustainable development. Education enables people to understand and protect environment that exist between social and economic system. Education promoting ecologically conscious behaviour and tackle problems like resource depletion, pollution and climate change. Education institutions should play a fundamental role in achieving the international 2030 sustainable development agenda. Sustainable development goals (SDG) are a set of 17 goals adopted by 193 member countries of the United Nations at the summit held in New York on 25th Sep. 2015 and came into force 1st January 2016.

### **Objective of the study**

- a) To examine the role of education in sustainable development.
- b) To find out the problems of education system for sustainable development.

### **Methodology**

The data used in this study are secondary which are descriptive in nature. The data are collected from the books, internet, journal etc.

### **Discussion**

Education is a big force that not only contributes to development process of a country but also sustainable development. Education is a key for social, economic, political or environmental development. It promotes development of knowledge and skills required to achieve sustainable development. Education helps people to understand the relationship among environment, social and economic system.

### **New Education policy and its Vision to Education for Sustainable Development**

NEP was introduced in 2020 the India's first education

policy of 21th century. NEP introduced with a vision on Education for Sustainable Development and it expected to move India on the track to achieve goal in Quality education. It also focus on providing comprehensive and integrated environmental education including areas such as sustainable development and living, waste management, biodiversity, biological resources, climate change etc .NEP emphasis on teacher training around sustainable development. It also focus on environmental education as a compulsory part of curriculum. NEP aim to provide education in a way that it shall provide sustainable livelihoods and will boost the economy of nation.

Several studios have examined the role of education in promoting sustainable development with a focus on Education and Sustainable Development in India. For example the UNESCO report on Education for sustainable development in India highlights the importance of Education and Sustainable Development in addressing key challenges facing the country, such as poverty environmental degradation and social inequality. (UNESCO 2017). The report emphasizes the need for education to promote sustainable lifestyle, support sustainable livelihoods and foster sustainable communities.

According to the UN Development program out of 189 countries India ranked 131 on the Human Development Index (HDI). This indicates that there is a need to improve the overall development status of the country .The growing population of India create challenges to achieving sustainable development and increases environmental degradation. Due to growing population the demand of energy rising rapidly.

### **Education Planning and Sustainable development**

Education planning can help to address the challenges of

sustainable development .By promoting sustainable practices creating awareness about environmental issues and empowering people to take action towards sustainable development by providing them with the knowledge and skills to participate in decision making process and contributions to their communities .Education planning can ensure that all learners have access to education and are empowered to participate in sustainable development. Education planning is crucial for achieving sustainable development in India and achieve its development goals. Education planning can also help to bridge the gap between policy and practice.

### **Role of Education in Sustainable Development**

The issues of environmental deterioration and unstable economic conditions can be tackled through education only. Through education one can able to-

#### **Promotes Critical Thinking**

Critical thinking are developed via education which helps people consider problems from several angles, their underlying causes and develop effective solutions for problems like pollution, resource depletion and climate change

#### **Promoting Ethical Values**

Education helps to understand the values like social justice, empathy and stewardship. It assists people in making choice that will be benefited for the present and future generations.

#### **Empowering Action**

Educated people have the information and abilities to take action any work. With education people can adopt sustainable lifestyle in various way.

#### **Driving innovation and research**

Scientific research and technological development can

be possible only through education. Research education helps to sustainable development by innovating renewable energy sources and eco friendly habits.

### **Developing fortitude**

Educated people able. to tackle various problem. People with education and who have better knowledge about sustainable development are able to make decision of social, economic and environmental difficulties.

### **Improving universal citizenship**

Education for sustainable development transcends geographical boundaries. It encourages people to collaborate on global issues and cultivates a sence of global citizenship .

### **Supporting in policy development**

Education gives people the necessary information about lagislatons which supporting sustainable measures. It helps to participate through debates and influence legislative decision prioritizing social welfare and environmental protection measures.

### **Developing sustainable ways of living**

Education helps to take right decisions on personal and lifestyle. Through education people can adopt more eco friendly behavior, reduce waste and learn about sustainable consumption.

### **Encouraging next generation**

Education provide guarantees and abilities to tackles current and new issues.

Problems of education in sustainable development

### **1. Lack of understanding of the concept of sustainable development**

Still some people including educators have no clear understanding about sustainable development. This make it difficult to integrate sustainable development in education



system. To solve this problem educators and decision makers need to be provided with clear and accessible information on the concept of sustainable development and its importance.

## **2. Lack of integration of sustainable development into the curriculum**

This can make it difficult for educators to effectively teach sustainable development and for students to understand the relevance of the topic.

## **3. Lack of teacher training**

Without proper training it is difficult for educators to effectively teach sustainable development as they have not proper knowledge and skills necessary to teach the student.

## **4. Lack of assessment and evaluation**

Proper assessment is necessary to determine the effectiveness of sustainable development and identify the areas of improvement.

## **5. Lack of collaboration and partnership**

Lack of collaboration and partnership is one major problem that could obstruct the implementation of the sustainable development in educational institutions.

## **Initiative by Govt of India for Education and Sustainable Development**

### **1. Green Schools programme**

It is an initiative of the govt. for Science and Enrichment (CSE) that promotes school environmental sustainability. This programme helps schools to adopt sustainable practices like rainwater harvesting waste management and energy conservation.

### **2. Solar Urja Lamp (SOUL)**

The SOUL programme is an initiative of the Indian Institute

of Technology Bombay that promotes solar energy education in rural areas. This programme has successfully promoted sustainable practices, reduce energy poverty and created livelihood opportunities on rural areas.

### **Sustainable development Goals (SDG)**

In higher education institutions in India have integrated the SDG into their curriculum and research activities. For exp. Indian Institute of Management Bangalore has developed a sustainable development report that outlines its efforts to promote sustainable development. This report includes initiatives such as renewable energy, waste management and green buildings.

### **Suggestions and conclusion**

To overcome these problems associated with education system it is necessary to making access to good quality education available every stage of life. Then education and sustainable development go hand in hand. It is necessary to include environment and sustainable development curriculum in every stage of educational institutions.

For sustainable development quality education must be continuously provided by a responsible government. There is no doubt quality education provided by education institutions can play a significant role in contributing to a sustainable world through research and outreach. Spreading awareness is another important factor for education and sustainable development. If people donot know what sustainable mean and what is the relation between education and sustainable development it is impossible to move forward. Encouraging community participation is essential for sustainable development in education institutions . Community activities may increase the involvement of all stakeholders such as children, teachers, parents and

community members . There should be strong collaboration among Govt., Private sector, Civil Society Organization, Institutions and all relevant stakeholders to become as one collective implementor for education and sustainable development. United Nations have adopted some sustainable goals in 2015 under the 2030 agenda for sustainable development. We should always remember Mahatma Gandhi's speech on nature that nature can meet needs of man but not the greed. In conclusion sustainable development is a serious issue facing India today. India must prioritize Education Planning for sustainable development for all citizen.

# **LIVELIHOODS PATTERN OF CHAR- DWELLERS OF MAJULI DISTRICT OF ASSAM**

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## **Introduction**

Livelihoods are the means by which households obtain and maintain access to the resource necessary to ensure their survival. These necessary resources can be categorized into six board categories: physical, natural, financial, social and political. A person's livelihood refers to their "means of securing the basic necessities -food, water, shelter and clothing of life". It is defined as a set of activities, involving securing water, food, fodder, medicine, shelter, clothing and the capacity to acquire above necessities working either individually or as a group by using endowments (both human and material) for meeting the requirements of the self and his/her household on a sustainable basis with dignity. The activities are usually carried out repeatedly. "A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when

it can cope and recover from stresses and shocks maintain and enhance its capabilities and assets, while not undermining the natural resource base.) Scoones, 1998:5. For instance, a fisherman's livelihood depends on the availability and accessibility of fish. With the changes of time, the necessary resources of particular area have drastically become changed and the livelihoods of patterns also. So the livelihood pattern of a particular region basically depends on factor endowment of that particular region and the capacity to access of these resources by the people of this area. Hence livelihood pattern depends on various factors such as geographical location, availabilities of natural resources, presence of economics variables, social security and political system etc.

### **Definition of Char**

Formation of char is a natural phenomenon. According char Development Authority, Govt. Assam, "the sandy land area extended from Sadiya to Dhubri within the river Brahmaputra or surrounded by the water of river Brahmaputra, where people can live and cultivate the land is included in the first category char area. moreover, either side of the river Brahmaputra extended up to nearby embankment, which is recurrently effected by flood and where people live and cultivate and land are second category of char." on the other hand, in a popular literature in Assam the alluvial formations found in rivers other than the Brahmaputra are also referred as char'. The National Productivity Council has classified chars in the following way:

#### **1. On the basis of their duration**

- a) Permanent or those which are in existence for more than 10 years;
- b) Semi-permanent or those which are in existence for less than 10 years;

- c) Temporary or those which are existence for less than 5 years.

**2. On the basis of physical feature**

- a) Sandy-silty-clayey soil which are of good quality for cropping
- b) Sandy-silty or soil which are of medium quality for cropping;
- c) Areas with wild grass such as kahua;
- d) Completely sandy and water logged areas.

The Char Area Development Authority, Govt. of Assam in their Socio-Economy survey Report, 2007-08 estimated that there are about 3.8 lakh hectare char lands found in the Brahmaputra River in Assam.

The livelihood pattern of char area is quite different from that of the other settle main land. The availability of natural resources, nature of human resources, basic infrastructure and amenities, communication and transportation are the basic determinant factors of livelihood pattern of the char areas. Agriculture and allied activities are the main occupation of the char dwellers. Secondary and the tertiary sector have not found in char area due to absent of basic infrastructural, transportations and communication facilities. Petty trading is prevailed in char areas and few traders engaged in such activities.

**Choice of Study area**

Majuli is the first and only river island district of the India. Located in the north of Jorhat district of Assam, the island is surrounded by the river Subansiri on the northwest, the Kherkutia Suti in the northeast and the main Brahmaputra River on the south. This island was initially spread over an area of 1250 km<sup>2</sup> in Upper Assam but has been reduced to 352 square kilometres in 2014. The population profile as per 2011 Census

reveals that the island is inhabited by 44% of STs, 14% SCs and 42% of others. The overall literacy rate is 73.9%. The people living in the island are mainly belonging to Mishing tribe who have migrated from Arunachal Pradesh. Other tribal inhabitants are Deori and Sonowal Kacharis. Main occupation of the people living in the island is agriculture. There is many char-chapories in Majuli where a portion of displaced people have been used to live permanently or temporarily. Presently there are 30 numbers of char in Majuli. Some char areas soil is very fertile and productivity is higher than other part. In Majuli, agriculture is the backbone of the economy. Most of the population relies on agriculture and allied activities for their income. Rearing of cattle, buffalo, goattery, and piggery are common practise in Majuli. The farmers cultivate food grains such as rice, wheat, potatoes, oil seeds (mustard), pulses (black gramme, green gramme, pea, lentil, french bean), garlic, onion, chlli, banana, sugarcane, and various vegetables. Approximately 41.43 percent of Majuli's total land area is used for agriculture. Due to the relatively little amount of land that each farmer in Majuli owns (0.95 hectares), most of the farmers are small farmers (Directorate of Economics and Statistics, Government of Assam 2022).

### **Existing Literature review**

A large number of researches by academicians, policy maker and development agencies have contributed extensively to the study of livelihoods, and suggested policy alternatives. With keeping in mind the objectives of this paper some related literature review has tried mention here.

#### **a) Definition of char-chapori**

Attempt has been made to give literature review on char-chapori dealing with agriculture economics in general.

P.C. Goswami (1963) in his book, "The Economic Development of Assam" has documented various important aspect of Assam. He has elaborated history of the process of economic development of Assam giving emphasis on the settlement of the migrants in far-flung areas including the char areas of Assam. He has also note about their contribution towards the development of agriculture in the state. He remarked that the char settlers helped to improve the health of the countryside by clearing jungles and marshes, and also converted the wild areas into prosperous agricultural regions. This had impact upon the local people, who began to cultivate other crops besides paddy on commercial basis after witnessing the success achieved by the immigrants.

In an intensive micro-level study on the Majuli river island, K.C. Borah (1985) has observed that a change in the cropping pattern was essential for the agriculture to be remunerative in char areas of Assam. He has given importance upon a cropping pattern, where more attention is paid for the cultivation of rabi crops to minimize the threat of flood loses. Because, sandy-loam soil of char of Brahmaputra is suitable for the cultivation of rape and mustard, pulses, potatoes among the various other rabi crops.

Assam Agriculture University, Jorhat (1986) in their Report on Char areas mentioned that although these areas are backward in socio-economic terms and transport and communication, yet in terms of agricultural production, the char dwellers are way ahead of the other area in the state. In the report, a modified cropping pattern for these areas depending upon the degree of flood and silt deposition was suggested. The report includes the recommendation of agricultural scientist who have stressed upon the importance of issuing myadi patta in the



char areas and also highlighted about the necessity for more research on issue related with water management, conservation of soil moisture and disease control of crops in these area of Assam.

Gorky Chakraborty (2007) in his research thesis, "The Economic Analysis of the Development of the Char Areas of Assam- with Reference to the Barpeta District" mentioned the various problems and prospect of Char areas with connected to socio- economical point of view. The productivity and yield of all major crops cultivated in the state has been found to be higher in the chars compared with main land areas. But the inhabitants of these areas have lower socio-economic indices compared to the average of the state. He also found that the char areas are confronted problems such as floods and soil erosion in one hand and inadequate infrastructure such health facilities, electricity connectivity, social amenities, overwhelming pressure of exploitative informal credit, transportation and communication are in other hand, which the factors responsible for poor socio-economic conditions of char areas.

### **Defining livelihoods**

There are widespread research and literature in the field of livelihood and its related areas. The approaches on study of livelihood and its impacts are diverse which range from geographical aspects to socio-economic to policy related studies. Moreover, due to multidisciplinary nature of the issue, the researchers view livelihood from different perspectives thorough different methodological aspects. An attempt is made below to make a brief review of literature with respect to few issues related to livelihood.

The concept of livelihood has widely been accepted as offering new insights into the dynamics of development, growth

and diversity of experiences of the people all over the world. According to Carney (1998) it is an approach that provides a basis for understanding the different communities, their local environment and external socio-economic and institutional forces. A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. Access to these assets and capabilities are mediated by institutions and social relations.

### **Objectives of the Study**

- a) To analyse the livelihood pattern of char dweller of Majuli;
- b) To examine the socio-demographic profile of char dwellers of Majuli;

### **Data and Methodology**

The present study is based on primary and secondary data. The Secondary data have been collected from Government publications, Directorates of Govt. of Assam and their websites such as Economic Survey 2014-15 of Government of Assam, Statistical Handbook Assam 2014, Char Development Office, Garamur, Majuli and Circle Office, Kamalabari, Majuli.

### **Analysis based on secondary data**

Brahmaputra is one of the few rivers in the world that has led to formation of large numbers of wastelands (called Chars in Assam) during its journey in the plains of Assam. Chars are formed during floods with deposits of silts from year to year. The chars initially remained as areas of natural habitation.

River Island Majuli have lots of islets (Chapori) which are geographically isolated by water. At present there are 30 numbers of char-chaporis in Majlui. These chapories are under non-cadastral villages' survey (villages without revenue maps are mostly resettled or rehabilitated shifted due to flood and

erosion in Majuli). The total land area of char in Majuli has approximately 33890 Bigha i.e., approximately 54.9164 sq. kilometre and that is 9.40 per cent land area of total area of Majuli.

Table-1  
Name of Char-chapori with area

Mouza's	Sl Nos	Name of village (Chapori)	Geographical area (Hectares)
<b>SALMORA</b>	1	Chinatoli	1447B-0K-0L
	2	Bonoria	1925B-0K-0L
	3	Notun bonoria	890B-4K-0L
	4	Dhonai	1500B-2K-2L
	5	Dabli	1215B-3K-0L
	6	Takarchuk	879B-4K-12L
	7	Lason	1172B-0K-0L
	8	Bogoriguri	789B-0K-0L
	9	Chepeta	1810B-3K-6L
	10	Moyongia	1400B-0K-0L
<b>KAMALABARI</b>	11	Majorchapori	823B-0K-0L
	12	Chengelisuti	458B-0K-0L
	13	Auniati	563B-0K-0L
	14	Bedang	1029B-4K-0L
	15	Bhakat	1985B-4K-0L
	16	Bhekeli	1325B-2K-0L
	17	Kartik	890B-0K-0L
	18	Pokimuri	225B-0K0L
<b>AHATGURI</b>	19	Chayang	984B-0K-0L
	20	Natun Chayang	525B-0K-0L
	21	Missamora	998B-3K-0L
	22	Shikali	1221B-0K-0L
	23	Aboni	524B-0K-0L
	24	Phurpuria	764B-2B-13L
	25	Kashikota	567B-2K-0L
	26	Saraichapori	2373B-1K-8L
	27	Sagunpara	2013B-2K-0L
	28	Dhodang	1355B-0K-0L
	29	Kumolia	998B-3K-0L
	30	Burha	1232B-4K-12L
		Total	33879B-43K-53L

Source: Char Development Office, Kamalabari. (Non-cadastral Village survey 2015)

The chars are in a state of continuous flux. The geomorphology of the chars does not allow anything to be enduringly settled - neither land nor its dwellers, which adversely affects their socio-economic status. The chars are basically isolated by water and as a result there exist communication and transportation gap between the main land and the char. Only mode of transportation is boat basically in water sessions. As results the Char dwellers has confronted lots of problems such as lack of infrastructure, absence of electricity connectivity, absence of proper market facility, financial setups, information concerning to the existing price levels of their agro-products.

## **Livelihoods**

### **Sustainability Driven Initiatives in Indian Higher Education Institutions**

The char dwellers are basically depending on agriculture for their livelihoods. Around 80% people are engaged in agricultural activities. The char dwellers are very hard worker and almost whole the month of the year involved themselves in agricultural activities. The various agricultural product includes are rice (Ahu dhan), pulses (lentil, bean, pea and peanut), rape and mustard, sugarcane, taro (kosu), potato and green vegetables. Farmers are growing large varieties of paddy and vegetables because of alluvial soil deposited on the cultivable land due to frequent flood in the chars. Some portions of the SC community people are prepared fishing as their livelihood. Along with the agriculture, the char dwellers are very familiar with agriculture allied activities (primary survey-2022).

Livestock is an integral part of agricultural activity to char dwellers. Cattle, buffalo and goats rearing is very conventional in char areas, even the poor and landless farmer

can practice livestock as some valuable activities. Fishing and dairy have commercially profitable activity for char dwellers. Besides contributing food and crop production, livestock and poultry are as important as savings. For many char dwellers livestock is a daily source of earning and is an insurance against adversity.

The cropping pattern is an indicator to show the proportion of area under different crops at a definite point of time. It may change with the changes in proportion of area under different crops. The following chart shows preference of different crops in descending order for Majuli as well as Char areas.

### **Preference of crops (Comparison between mainlands Majuli with Char-areas)**

Majuli (main land area)	Char area (Non-cadastral Village ,Majuli)
Bao	Sugarcane, arum, Mustard and rape
Ahu	Ahu
Sali	Pulses
Boro rice	Potato
Potato	Vegetable

### **Socio-demographic profile**

According to 2011 census, approximately 18539 thousand population reside in char areas of Majuli, which is approximately 11.08 percent of the total population of Majuli district. In case of Assam it is 10.3 percent at presently. Each and every village have government provincialized LP schools but number of ME and High school is not enough. The literacy rate is quite below the national average of Assam. Apart from educational institutions the health facilities in char areas have totally absent, i.e., no public health care centre or sub-centre exist. Hygienic and modern toilet facilities have also not adequate

in the char areas. Lack of proper drinking water, inadequate health and hygiene facilities are common features of these area.

### **Market, Financial Institution and other facilities**

Apart from that, the lack of banking and financial institution is another major problem of these areas. Banking and non-banking financial institutions have rare in this area. Still they have not come under the ambit of financial inclusion. The money lenders are taking the advantage of non-availabilities of financial institutions and charging very high rate of interest from the farmers in the char area. In the char areas numbers of livestock is higher than the main land of Majuli, but there are no dispensary facilities. Mode of communication and transportations facilities have not satisfactory. As a results the Char dwellers has confronted lots of problems such as lack of infrastructure, absence of electricity connectivity, absence of proper market facility, financial setups, information concerning to price of agro-products.

### **Working population of Majuli and Char areas**

In Majuli circle out of total population, 84,873 were engaged in work activities. 63 % of workers are main workers, while 37,572 (37%) were involved in marginal activity. And 1,373 were agricultural labourer. Remarkably in char areas, main worker is lesser than the marginal activity workers. Due to regular floods and erosion taking place in char areas, seasonal unemployment exhibits in the char area (primary survey).

### **Conclusion**

From the above analysis it can be concluded that the agriculture and allied activities are the main source of livelihood of Char-dwellers. In order to expand the source of income government have to take quick decision in development of infrastructural facilities and basic human amenities. Directorate

of Char Area Development, Govt. of Assam has introduced various schemes covering pure drinking water, agricultural instruments and solar home light and E-Riksha for the development of char area. Provision should make on better communication and transportation systems to entire period of the year. Banking, financial institutions, health, education and market facilities are basic importance in this regards.

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# **ROLE OF TESTS IN THE TEACHING OF LITERATURE**

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## **Introduction**

Testing of literature is an important task to assess students' comprehension and interpretation of literary works. It provides feedback about the students' learning. The students who offer Literature as a special subject are expected to possess a certain degree of literary competence. It is taken for granted that they have a good command over the language. Thus, such students are tested for their literary competence and not for their linguistic competence. In other words, literature testing emphasizes appreciation of the artistic merit of literary work and its background. Tests in literature, thus, prove to be immense importance. It provides not only feedback to the teacher but the student can also do self analysis of his or her progress on its basis.

## **The Role of Tests**

Tests in literature can be either Objective test or Essay-



type test. These can be studied as follows-

### **Objective Tests**

Objective tests in literature are designed to elicit a special response. They consist of multiple choice questions that are used to measure educational achievement, intelligence etc. They are used to select the correct answer among several alternative answers. These tests often make students to think independently. The most common objective tests are- multiple choice, true-false and matching items.

The multiple choice test is a form of assessment in which the students are asked to select the correct or best answer out of the choices from the list. The true-false test is a type of test that requires the examinee to recognize and mark an item as true or false. Other possible options are agree or disagree, yes or no, valid or invalid, fact or opinion and cause or effect. They are utilized to assess a student's ability to recognize the accuracy of a declarative statement. And the matching type test is a test of matching questions which present learners with two items separated into two columns and ask them to match items from the first column to the corresponding items in the second. The Objective tests in literature measure the following themes or factors-

- a) Knowledge of authors, literary works, content information of plot, ideas and characters.
- b) Objective tests can be used for testing vocabulary. Thus, there can be questions about literary words and their specific meanings in particular piece of literature.
- c) Objective tests can also be used for testing the students' ability to analyse the specific features of a poem or a prose passage or a story.
- d) Objective tests measure students' ability to remember

facts and his or her understanding of course materials. Thus, it is possible to ask objective type questions on the symbols, images, references and allusions in a poem or a short story. The objective tests reduce the marking workload involved, particularly on courses with large student cohorts. They provide teachers to quickly assess a broad range of topics and provide immediate and direct feedback to both students and staff. Objective tests, however, cannot measure the accuracy and sophistication of students' expression in the foreign language. They also do not test the students' capacity to organize his thoughts in a systematic way. Again, they expose students to misinformation that can influence subsequent thinking about the content.

### **Essay-Type Tests**

The word 'Essay' has been derived from the French word 'essayer' which means 'to try' or 'to attempt'. The essay tests are commonly used tools of evaluation, despite the increasingly wider applicability of the short answer and objective type questions. The tests may give full freedom to the students to write any number of pages. The required response may vary in length. An essay type question requires the students to plan his own answer and to explain it in his own words to a several paragraphs. Subjective type test is also called essay type test. The Essay-Type tests can measure the following things in the following way-

- a) **Knowledge:** The Essay-Type tests can test the students' knowledge about an author, a literary work, literary background and characters. In other words, essay type tests can measure the students' knowledge of the information about the content in a piece of literature.
- b) **Comprehension:** Comprehension is a basic objective in

a literature class. Essay type tests can be used to measure the students' capacity to understand different types of literary texts. Thus, such tests have an emphasis on analysis of a literary work.

- c) Expression: The Essay-type tests on literature can also measure the students' capacity for expressing his thoughts and ideas. There are two aspects of expression: one is the command of target language, the command of literary vocabulary and the other is the ability to synthesize and organize thoughts and ideas in relation to a literary work studied in the class-room. Generally, the expression component is given the highest importance in essay-type tests on literature. A teacher who prepares tests for literature should understand and give weightage to all these three components.

### Reliability and Validity of Essay-type Tests

The tests in literature should be reliable and also valid like all other tests. Reliability concerns the agreement between the results of one test and the test itself or another test. Reliability is usually attributed to the measure itself or to the way it has been scored and to a less extent, to the testing conditions. The reliability of an essay-type test can be limited by the factors like language used, length of the test and the vagueness of the subject in the test. Literature classes are generally offered by the students who have a fair command over the language and so language presents no barrier either in understanding or in expression. If fluency in the language is desired then the question should be in the target language. For example, English literature courses in India aim at command of English language as well as fair knowledge of English Literature. So the questions on these courses are asked in English and the answers also are written in

English. But in case of Sanskrit Literature, command of Sanskrit language is not desired and so the questions on Sanskrit literature are answered very often not in Sanskrit but in the regional language like Assamese. The language of the test should also be simple and easy so that the students can understand them and write properly.

Length of the test is also important. This means that the number of questions and the type of questions should be such that they can be answered within the time given to the students. After all, within the time we cannot produce a very learned thesis on a large essay topic. Thus, the length of a test should be adjusted to the time allotted to the student. The student should not write his answers in short or unsatisfactory because of hurry. He should be aware of the time allotted to the answer paper or the particular question and answer appropriately.

The subject of the test should also be clear and precise. Vagueness should not be allowed. For example, a question like "Discuss the features of the 18th century English Literature" will be too broad and too vague. We must be specific about the topic of the essay-type test. Thus, we can ask question about Periodical press, Rise of the novel or mock epic of the 18th century. Such question will require specific information on the part of the student and the scoring of such an essay test will be reliable.

Essay type test validity depends on the relevance of the test to the course objectives. All tests measure something. The teacher must decide whether the essay test given is actually measuring the type of performance that corresponds to the objective of the course. Thus, the essay type test can measure the knowledge of literature and then there can be questions like "Describe the features of Metaphysical Poetry", "Illustrate the

features of Shakespearean Tragedy" etc.

From the above discussion, it is clear that the Essay type tests have some advantages and disadvantages which are as the following-

### **Advantages**

- a) The Essay type test allows the student to express himself/herself in his/ her own words.
- b) It measures complex learning outcomes that cannot be measured by other means.
- c) The Essay type test promotes the development of problem solving skills.
- d) It helps students to improve their writing skills such as writing speed.
- e) It encourages creativity by allowing by their own unique way.
- f) It demonstrates students' ability to organize knowledge, express, opinions and show originality.
- g) It encourages students' development of higher order intellectual skills and the employment of deeper learning approaches.

### **Disadvantages**

- a) Scoring is not reliable because different examiner can grade the score answer in different.
- b) Grading of essay type test is time consuming.
- c) Essay course does not cover the course conducting.
- d) Questions of essay type test can be read differently resulting in not being able to answer correctly.
- e) It does not cover as much varied content as other type.

### **Conclusion**

From the above discussion it shows that the tests have

great value. They play a great role in the field of literary study. The tests enable the students to judge their progress from time to time. If their performance is good, they serve as an incentive. But if it is poor, they realize the need for work on their part. Similarly, tests and examinations largely determine the methods of teaching.

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