



# **BOOK OF ABSTRACTS**

ICSSR-NERC Sponsored National Seminar

On

**EDUCATION AND SOCIO-ECONOMIC  
TRANSFORMATION IN NORTH-EAST INDIA:  
EMERGING RESEARCH AND POLICY PERSPECTIVE**

**21<sup>st</sup> & 22<sup>nd</sup> April, 2026**



*Organised by*

**Department of Education  
R. G. Baruah College, Guwahati, Assam**

In Collaboration with

**College of Education, Guwahati**

&

**IQAC, R. G. Baruah College, Guwahati**



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## Message from the Principal



It gives me immense pleasure to extend my warm greetings to all the participants, academicians, researchers, and distinguished guests attending the ICSSR-NERC Sponsored National Seminar on “*Education and Socio-Economic Transformation in North-East India: Emerging Research and Policy Perspectives*,” organized by the Department of Education, R. G. Baruah College.

Education plays a pivotal role in shaping the socio-economic landscape of any region. In the context of North-East India, it holds even greater significance due to the region’s unique cultural diversity, geographical challenges, and developmental aspirations. This seminar provides an excellent platform for intellectual exchange, critical reflection, and meaningful dialogue on the emerging issues and opportunities in the field of education and its impact on socio-economic transformation.

I sincerely appreciate the initiative taken by the Department of Education in organizing this important academic event under the sponsorship of ICSSR-NERC. I am confident that the deliberations and discussions held during the seminar will contribute significantly to policy formulation and academic advancement in this vital area.

I extend my best wishes for the grand success of the seminar and hope that all participants will benefit from the enriching academic interactions.

**Principal**  
R. G. Baruah College  
Guwahati, Assam

## Message from the Head of the Department



It gives me immense pleasure to present this Volume of Abstracts for the National Level Seminar on “*Education and Socio-Economic Transformation in North-East India: Emerging Research and Policy Perspectives*”, being organised by the Department of Education, R.G. Baruah College in collaboration with the College of Education, Guwahati and IQAC, R.G. Baruah College on 21st and 22nd April, 2026.

The North-East region of India, with its rich cultural diversity and unique socio-political context, stands at a crucial juncture where education plays a transformative role in shaping inclusive and sustainable development. This seminar seeks to provide a vibrant academic platform for scholars, researchers, policymakers, and practitioners to engage in meaningful dialogue on critical issues such as educational policy and governance, gender and social inclusion, peace-building through education, and reforms in teacher education in light of NEP 2020.

I am delighted to note that the seminar has received an overwhelming response, with nearly 100 abstracts submitted from across the country. This enthusiastic participation reflects the growing academic interest and the urgency of addressing

educational challenges and opportunities in the North-Eastern region.

This Abstract Volume highlights diverse perspectives and innovative research that will enhance the seminar's discussions. I genuinely hope that the sharing of ideas during this academic event will influence policy development, improve educational practices, and foster socio-economic change in the region.

I extend my heartfelt gratitude to all contributors, collaborators, and members of the organising committee for their dedicated efforts in making this seminar a reality. I also wish the seminar great success and look forward to insightful discussions and meaningful outcomes.

**Dr. Dipankar S Talukdar**

Head, Department of Education

R.G. Baruah College

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## Concept Note

The North Eastern region of India, comprising eight states- Assam, Arunachal Pradesh, Meghalaya, Manipur, Mizoram, Nagaland, Tripura and Sikkim occupies a unique position in the socio-cultural and geographical landscape of India. Known for its rich natural resources, cultural diversity, and indigenous traditions, the region holds significant potential for socio-economic development. However, many areas of the region continue to face challenges such as poverty, unemployment, infrastructural limitations, and unequal access to quality education.

Education plays a crucial role in addressing these challenges by promoting human capital formation, enhancing skills, and empowering individuals and communities. In the context of Northeast India, education can act as a key driver of socio-economic transformation by improving employment opportunities, encouraging innovation, and strengthening social inclusion. Recent educational initiatives, including the National Education Policy 2020, emphasize multidisciplinary learning, skill development, digital education, and the integration of indigenous knowledge systems, which are particularly relevant for the development of the North Eastern region.

Higher education institutions in the region also have an important role to play in generating knowledge, conducting region-specific research, and engaging with local communities to address developmental challenges. Through research, policy dialogue, and community outreach, these institutions can contribute significantly to the sustainable development of the region.

In this context, the National Seminar on **“Education and Socio-Economic Transformation in North-East India: Emerging Research and Policy Perspectives”** aims to provide a platform for academicians, researchers, policymakers, and practitioners to discuss emerging research, share experiences, and explore policy perspectives related to education and development in the North Eastern region. The seminar seeks to encourage interdisciplinary dialogue and generate insights that can contribute to inclusive and sustainable development in Northeast India.

**Globalisation and Tribal Education in India:  
Transformations, Challenges, and the Preservation of  
Indigenous Knowledge Systems with Special Reference to  
North-East India**

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&  
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Globalisation has emerged as one of the most influential forces shaping contemporary societies, economies, and educational systems. It involves the increasing interconnectedness of nations through the flow of goods, capital, technology, ideas, and human resources. In India, globalisation has significantly impacted tribal education by expanding access to formal learning systems, technological resources, and employment opportunities. However, its effects are complex and multifaceted, particularly for tribal communities that possess rich indigenous knowledge systems and cultural traditions.

This paper critically examines the impact of globalisation on tribal education in India, with special reference to North-East India. The study is descriptive in nature and is based on secondary data collected from census reports, government publications, newspaper articles, and scholarly studies. It explores both the positive transformations and the negative consequences associated with globalisation.

The findings reveal that globalisation has contributed to improved literacy rates, expansion of educational infrastructure, digital learning opportunities, and enhanced socio-economic mobility among tribal populations. At the same time, it has led to

challenges such as erosion of indigenous languages, cultural homogenisation, displacement due to development projects, and marginalisation of traditional knowledge systems.

The paper highlights the importance of integrating indigenous knowledge into mainstream education to ensure culturally sustainable development. It concludes that a balanced approach that combines global educational advancements with local cultural preservation is essential for empowering tribal communities and promoting inclusive growth.

**Keywords:** Globalisation, Tribal Education, Indigenous Knowledge, North-East India, Cultural Identity, Educational Development

## **Internet Connectivity and Academic Engagement in Higher Education Institutions of Meghalaya**

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&

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The integration of digital technologies in higher education has increased the importance of reliable internet connectivity for students' learning and academic participation. This study examines the relationship between internet connectivity and academic engagement among higher education students. A descriptive research design was adopted, and data were collected from 150 students using structured questionnaires. The findings reveal that the majority of students experience a moderate level of internet connectivity and academic engagement. Correlation analysis shows that there is no significant relationship between internet connectivity and academic engagement ( $r = -0.020$ ,  $p > 0.05$ ). This indicates that while internet access is available to most students, it may not directly influence their level of engagement in academic activities. The results suggest that other factors such as motivation, teaching methods, and the learning environment may play a more important role in shaping students' academic engagement. The study highlights the need for institutions to focus not only on improving digital infrastructure but also on strengthening teaching practices and student support systems to enhance engagement in higher education.

**Keywords:** Higher Education, Internet Connectivity, Academic  
Engagement

## **Interpreting GogopontiLakratua: Mystery, Meaning and Symbolism in Tapan Das’ Narrative**

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This paper aims to examine the short story of “Gogoponti Lakratua”, composed and narrated by the Assamese actor and writer Tapan Das, published in his collection of stories *Golpoguccho*, the narrative is situated within the socio-economic, cultural and literary framework of contemporary Assamese Literature. The paper explores how the writer employs regional dialect, landmarks, and traditions of the oral storytelling, to construct a narrative that reflects the lived realities of the rural past of Assam. Through a close textual analysis, the study highlights themes of friendship, mystery, identity, revenge, illness, crimes, superstition, the tensions between people and social acceptance.

Particular attention is given to the story’s narrative, which accentuates and blends the ethnographic detail with symbolic representation, allowing local experiences to acquire a more highlighted human significance. The figure of “Lakratua” is interpreted not merely as a character but as a social metaphor embodying collective anxieties, memory, and social transformations. Furthermore, the paper investigates how humour, irony, and subtle satires can function to critique social norms and power structures.

By engaging with indigenous narrative forms and culturally rooted expressions, this paper argues that “Gogoponti Lakratua” contributes significantly to the preservation and reinterpretation of Assamese cultural identity in Literature.

**Keywords:** Dialect, Interpretation, Narrative, Satire

## **Agricultural Knowledge and Cultural Literacy among Mising Tribe Students**

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Agricultural education is widely recognized as an important means of developing practical knowledge, skills, and awareness related to farming activities, natural resource management, and sustainable livelihood. Cultural literacy refers to the ability to understand, appreciate, and practice one's cultural traditions, values, beliefs, and social practices within a community. In this context, the present study aimed to examine the level of agricultural knowledge and cultural literacy among Mising Tribe students and to explore the relationship between these variables. The study adopted a descriptive survey method with a sample of 120 Mising Tribe students from Rahali HS School and Garchiga Tribal HS School. Data were analyzed using frequency, mean, standard deviation, and Pearson correlation coefficient. The findings revealed that most students exhibited a moderate level of agricultural knowledge and cultural literacy, with comparatively fewer students in low and high categories. Further, results showed that Agricultural Knowledge does not have a significant relationship with Cultural Literacy among Mising Tribe students, indicating that the two variables function independently. The study highlights the need for integrated educational strategies to simultaneously enhance agricultural and cultural skills among tribal students.

**Keywords:** Agricultural Knowledge, Cultural Literacy, Mising Tribe Students

## **Educational Infrastructure and Economic Growth in North Eastern States of India**

Biswajit Das

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Educational infrastructure plays a fundamental role in promoting economic growth and regional development, particularly in geographically and economically diverse regions such as the North Eastern States of India. This paper examines the relationship between educational infrastructure and economic growth, focusing on how the availability and quality of schools, colleges, universities, training institutions, and digital learning facilities contribute to human capital formation and productivity enhancement. Adequate educational infrastructure improves access to quality education, enhances skill acquisition, and increases employment opportunities, thereby supporting sustainable economic development.

The study analyses the status of educational infrastructure across the North Eastern region, highlighting disparities between urban and rural areas as well as challenges arising from geographical isolation, limited connectivity, and resource constraints. It explores how investment in physical infrastructure, teacher availability, technological facilities, and institutional capacity influences educational outcomes and economic performance. The paper also discusses the role of government policies and public expenditure in strengthening educational systems to reduce regional inequalities and promote inclusive growth.

Based on secondary data and existing literature, the study evaluates the impact of improved educational facilities on labour productivity, income generation, and regional economic integration. The findings suggest that strengthening educational infrastructure can significantly accelerate economic growth by developing skilled human resources and encouraging innovation and entrepreneurship.

The paper concludes that targeted investment and effective educational planning are essential for transforming the developmental potential of the North Eastern States and achieving balanced regional growth.

**Keywords:** Educational Infrastructure, Economic Growth, Human Capital, North East India

## **Community engagement and extension activities in teacher education institutions with special reference to DIET Nagaon**

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Teacher education institutions play an important role in moulding nation's future. By integrating several innovations in pedagogical context TEI always try to build teachers with newer professional techniques. Apart from educating pre-service teacher trainees and in service teachers TEI play an important role to engage its neighbouring community and involve in numerous extension activities in Nagaon and Hojai District. The research paper attempts to discuss the role of DIET Nagaon in community engagement and extension activities along with Teacher Education.

## **A study on Democracy, citizenship and Education in North East India**

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Democracy, Citizenship and Education are deeply inter connected concepts that together form the foundation of a just and progressive society. North East India comprising states like Assam, Meghalaya, Manipur, Nagaland, Mizoram, Tripura, Arunachal Pradesh and Sikkim has a unique Social, Cultural and Political landscape. The relationship between democracy, citizenship and education in this region is shaped by its diversity, historical background and development challenges.

Democracy is a system of government where people have the power to make decision either directly or through elected representatives. For democracy to function effectively citizen must be aware, responsible and active participants in society. This is where education plays a crucial role. Education plays a vital role in promoting democratic values and responsible citizenship in North East India. It helps people to understand their rights, duties and importance of participation in democratic process such as voting and community decision making. Citizenship is not only about legal status but also about active involvement in community and national life and educated citizen is more likely to participate in decision making process, respect laws and contribute to social development. Democracy in this region faces both opportunities and challenges. While people actively participate in elections and local governance, there are issues such as limited access to quality education in remote areas, economic inequality and occasional political conflict. Education can help to overcome these challenges by empowering people with knowledge, skills and awareness.

Overall in North East India, education strengthens citizenship by making people informed and responsible, while democracy provides the environment for citizens to express their views. Together they contribute to social harmony, cultural respect and regional development.

**Socio-Economic Trajectories and Educational  
Inequality among Deshi Muslims: A Case Study of  
Matia community Development Block of Goalpara  
District, Assam**

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The Deshi Muslims, also known as Desi or Uzani, represent one of the oldest indigenous Muslim communities of Assam. Their ancestry is traced to groups such as the Koch-Rajbongshi, Mech, Rabha, and Bodo, with oral traditions linking their conversion to Islam to the early 13th century. Historical accounts suggest that during Bakhtiyar Khalji's campaign toward Tibet, a local Mech chieftain embraced Islam, adopting the name Ali Mech, who is regarded as the progenitor of the Deshi community. Today, Deshi Muslims are concentrated in the erstwhile undivided Goalpara region, particularly in Goalpara, Dhubri, Kokrajhar, Bongaigaon, South Salmara-Mankachar, and parts of Kamrup. Their linguistic identity is rooted in Goalpariya (Deshi Bhasha), a dialect of Assamese with close affinities to Rajbongshi and Kamatapuri.

Colonial educational policies significantly reshaped the community's intellectual landscape. The British Grant-in-Aid system and Wood's Dispatch of 1854 prioritized Western-style secular education in English and Bengali/Assamese, thereby

marginalizing traditional institutions such as Maktabas and Madrasas. These indigenous centers, bound to classical curricula, struggled to adapt to the new framework and gradually declined. Meanwhile, reformist initiatives like the Aligarh Movement, led by Sir Syed Ahmad Khan, had limited reach in rural Assam, leaving the Deshi Muslims relatively untouched by its modernist vision.

In July 2022, the Government of Assam formally recognized the Deshi Muslims as one of five “*Indigenous Assamese Muslim*” groups. Despite this acknowledgment, the community continues to face socio-economic marginalization, reflected in educational backwardness and persistent disparities in development. This historical trajectory underscores the complex interplay of conversion, colonial policy, and modern recognition in shaping the identity and challenges of the Deshi Muslim community.

**Keywords:** Deshi Muslims, indigenous Assamese Muslims, Goalpariya dialect, Colonial education policy, Aligarh Movement, and Socio-economic marginalization

## **Intersecting Inequalities: Women's Education and Socio-Economic Marginalization in North East India**

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Socio-economic deprivation remains a persistent challenge, affecting individuals' ability to access the basic needs in life and educational opportunities. The gender inequality in India causes cultural and social expectation. This study looks at how women's educational experiences in North East India are shaped by the intersections of gender, socioeconomic status, and regional marginalization. Drawing upon an intersectional framework, the study explores how factors such as poverty, ethnicity, geographic isolation, and cultural norms collectively influence access to, retention in, and outcomes of education for women in the region. The paper employs a qualitative-analytical methodology, supported by secondary data from government reports, census statistics, and existing scholarly literature, to highlight disparities across states and communities. It further investigates the role of structural inequalities, including inadequate infrastructure, limited institutional support, and policy gaps, in perpetuating educational exclusion.

According to the data analysis, there are significant gender-based disparities in health, work, and education in eight sister states of North-East India. The study contends that although gender

metrics in North East India are often considered as somewhat progressive, there are still notable intra-regional disparities, especially among underprivileged tribal and rural communities. It also emphasizes how women's social and emotional struggles affect their educational paths. By foregrounding lived experiences and regional specificities, the paper calls for context-sensitive policy interventions that address both gendered and socio-economic barriers simultaneously. The findings contribute to broader discourses on inclusive education and social justice by emphasizing the need for intersectional approaches in educational planning and policy formulation.

**Keywords:** Women's Education, Socio-Economic Marginalization, North East India, Gender Inequality, Educational Access, Regional Disparities

## **Teacher Education for Skill Development and Employability**

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This paper explores the vital role of teacher education in enhancing skill development and employability, with a particular focus on the implementation of the National Education Policy (NEP) 2020 in Northeast India—a region characterized by unique cultural and socio-economic challenges. It highlights how targeted teacher training programs can empower educators with the skills necessary to create a learning environment that promotes practical abilities and job readiness among students. The study emphasizes the importance of aligning teacher education initiatives with NEP-2020's vision of skill-based learning and holistic development, ensuring that policy objectives translate into effective classroom practices.

Employing a qualitative research approach—the paper gathers insights from educators, policymakers, and community members in Northeast India to identify regional challenges and opportunities in reforming teacher education. The findings underscore the need for region-specific training modules that respect cultural diversity and address local needs, thereby improving students' employability prospects.

The study concludes that strengthening teacher education is essential for meeting NEP-2020's skill development targets and supporting sustainable economic growth in Northeast India. These insights can inform policymakers and educational institutions to design more effective, context-sensitive training programs that foster meaningful skill acquisition.

**Keywords:** National Education Policy 2020, Teacher Education, Skill Development, Northeast India

## **Vocational and Skill Based Education for Employment Generation with special reference to Subdivision Barama, Assam**

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Vocational and Skill based education has become increasingly important in today's rapidly changing and competitive job market. It focuses on developing practical knowledge, technical abilities and job oriented competencies among learners, which are essential for gaining meaningful employment. Unlike traditional education systems that emphasize theoretical knowledge, skill-based education aims to bridge the gap between education and industry requirements by preparing individuals for real life work situations.

This study examines the significance of vocational and skill-based education in generating employment opportunities with special reference to subdivision Barama, Assam and its role in enhancing employability among youth. It highlights how the integration of vocational and skill oriented training into the education system can reduce unemployment and underemployment. Vocational and skill based education not only equips individuals with specialized skills but also encourages entrepreneurship, self reliance and innovation.

Furthermore, the study emphasizes the need for proper implementation of skill development programs, effective training methods and collaboration between educational institutions and industries. By aligning education with market demands, skill based education contributes to economic growth and social development.

**Keywords:** Skill based education, Employability, Self reliance, economic growth, Vocational training.

## **Teacher Education for Multilingual Classroom in Assam: Challenges and Opportunities**

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Assam, one of India's most linguistically diverse states, presents a uniquely complex classroom environment where teachers regularly navigate different languages in the teaching- learning situation. Despite the linguistic richness of this northeastern state, the existing teacher education infrastructure remains inadequately prepared to equip prospective teachers with the competencies needed for effective multilingual pedagogy. This paper examines the challenges and opportunities inherent in teacher education for multilingual classrooms in Assam, drawing on Census of India 2011 language data, NCTE institutional data, NEP 2020 mandates and peer-reviewed scholarship. The study employs a descriptive-analytical method, synthesising secondary data and policy documents. Findings reveal that: only 48.38% of Assam's population are native Assamese speakers, with over 270 mother tongues recorded in the 2011 Census; existing B.Ed. and D.El.Ed. curricula insufficiently address multilingual pedagogy; a significant proportion of elementary school teachers in Assam remain untrained or inadequately prepared for linguistic diversity and NEP 2020 and emerging translanguaging frameworks offer critical policy and pedagogical opportunities. The paper recommends curricular

reform in teacher education programmes, capacity building for in-service teachers, and the integration of community languages into pedagogic practice. The findings have implications for SCERT, Assam; NCTE; and policymakers designing teacher preparation frameworks for Northeast India's multilingual reality.

**Keywords:** Multilingual Education, Teacher Education, Assam, NEP 2020, Linguistic Diversity, Translanguaging, Mother-Tongue Instruction, Northeast India

## **An Empirical Study on Tourist Satisfaction in Major Tourist Destinations of Kamrup District, Assam**

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Tourist satisfaction is a critical determinant of destination competitiveness, repeat visitation, and positive word-of-mouth in the tourism sector. This study aims to examine the level of tourist satisfaction in major tourist destinations of Kamrup District, Assam, and to identify the key factors influencing their overall experience. The research is based on primary data collected through a structured questionnaire administered to tourists visiting prominent sites such as Kamakhya Temple, Umananda Temple, and Assam State Zoo cum Botanical Garden.

The study evaluates various destination attributes including accessibility, infrastructure, cleanliness, safety, hospitality, and availability of information. Statistical tools such as descriptive analysis and mean score ranking are used to assess the satisfaction levels of tourists. The findings reveal that while tourists express high satisfaction with the cultural and spiritual appeal of the destinations, certain areas such as infrastructure development, waste management, and transportation facilities require improvement.

The study highlights the importance of enhancing service quality and destination management practices to improve overall tourist satisfaction and promote sustainable tourism development in Kamrup District. The results provide useful insights for policymakers, tourism authorities, and stakeholders to formulate effective strategies for improving tourist experiences in the region.

**Keywords:** Tourist Satisfaction, Destination Attributes, Service Quality, Kamrup District, Assam Tourism

## **The Role of Education in Empowering Women in the Panchayati Raj System in India**

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The empowerment of women in the Panchayati Raj system is a very important step towards strengthening democratic decentralization. This paper examines the role of education as a foundational instrument in transforming women's participation from symbolic representation to effective leadership in Panchayati Raj Institutions. Despite constitutional provisions like the 73rd Amendment Act, structural barriers such as illiteracy, lack of awareness, and socio-economic and cultural constraints continue to limit their effective participation. In many instances, elected women representatives face challenges such as proxy representation, limited mobilization, and lack of confidence. Education, along with targeted capacity-building initiatives such as leadership development, digital literacy programs, and grassroots awareness campaigns, plays a crucial role in overcoming these barriers. The study further examines how education fosters political awareness and encourages women to address local issues related to social welfare, including education, health, childcare, sanitation, nutrition, gender-based violence, and social justice. It enhances their ability to understand legal provisions, government schemes, budgeting processes, and administrative procedures. It also equips them with the skills required to engage in debates, articulate community needs, and challenge entrenched power structures. Education not only enhances individual capabilities but also strengthens democratic decentralization and participatory governance at the grassroots level. The paper concludes by arguing that education is a necessary precondition for realizing the transformative potential of women's political participation in the Panchayati Raj system.

**Keywords:** Education, Women, Empowerment, Participation, Panchayati Raj System.

## **Education for Equality: Gender Justice as a Pathway to Social Inclusion**

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Education serves as a transformative instrument in advancing equality and fostering inclusive societies. When aligned with the principles of gender justice, it becomes a powerful pathway for dismantling structural inequalities and enabling equitable participation across social, economic, and political spheres. This study explores how gender-sensitive educational frameworks can challenge entrenched biases, promote critical consciousness, and empower marginalized groups, particularly women and gender minorities. By integrating inclusive curricula, equitable access, and participatory pedagogies, education can cultivate values of respect, dignity, and mutual recognition. The paper further examines policy interventions, institutional practices, and community engagement strategies that reinforce gender equity within educational systems. It argues that achieving social inclusion requires not only access to education but also a transformation in its content and delivery. Ultimately, gender-just education emerges as a foundational pillar for building democratic, inclusive, and sustainable societies.

**Keywords:** Gender Justice, Inclusive Education, Social Equality, Educational Empowerment, Social Inclusion.

## **Assamese Language in the Age of Artificial Intelligence: Challenges, Opportunities and Policy**

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The rapid advancement of Artificial Intelligence has transformed nearly every dimension of human life. However, the benefits of this transformation have not been equally distributed across all languages. While languages such as English, Hindi, French, Spanish and Arabic are actively leveraging AI to expand their reach and utility, languages like Assamese find themselves increasingly left behind and this is not merely a linguistic concern. For millions of speakers, it becomes a pressing question of access to education, employment and information.

This paper examines the current digital position of the Assamese language within the broader context of Artificial Intelligence. It investigates why Assamese remains largely absent from key technologies such as Machine Translation, Speech Recognition and Large Language Models, and what the practical consequences of this absence are for its speakers. Alongside these challenges, the paper also attends to the genuine opportunities that AI presents: the possibilities of revitalizing Assamese through corpus development, digital lexicography and AI-assisted educational tools receive focused discussion. The paper concludes with concrete policy recommendations, outlining how the central and state governments, academic institutions and the technology sector can collaborate to ensure that the linguistic diversity of Northeast India is not eroded in the age of AI. The study is primarily grounded in qualitative analysis and a critical review of existing literature.

**Keywords:** Artificial Intelligence, Assamese Language, Digital Linguistics, Language Preservation, Northeast India,

## **Promoting Gender Equality through Inclusive Education: Challenges and Opportunities**

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Gender equality in education is an essential component of social justice and sustainable development. Gender education focuses on creating awareness about gender roles, stereotypes, and discrimination, while inclusion ensures that all learners—regardless of gender identity, socio-economic background, or ability—have equal opportunities to learn and participate. This paper explores the importance of gender education in promoting inclusive learning environments. It highlights how gender-sensitive teaching practices, inclusive policies, and awareness programs can help eliminate discrimination and empower students. The study also discusses challenges such as gender stereotypes, lack of teacher training, and socio-cultural barriers that hinder gender inclusion in education. The paper concludes by emphasizing the need for policy reforms, teacher education, and community participation to promote gender equality and inclusive education.

**Keywords:** Inclusion, Gender Stereotype, equality

## **Cultural Preservation among the Indigenous Ethnic Communities in Meghalaya: Role of Education**

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North East India is a home to a diverse range of languages and a rich cultural legacy. It is a home to over 200 languages. It is a region that includes eight Indian states, called seven sisters-Arunachal Pradesh, Assam, Manipur, Mizoram, Nagaland, Tripura, Meghalaya and Sikkim as the brother state. The linguistic and cultural diversity of the region contribute its uniqueness and cultural heritage which significantly contribute for preserving diverse identity of the region.

Meghalaya is a state in north-east focuses on practicing the indigenous traditions of the Khasi, Jaintia and Garo communities through the documentation of oral, histories, promotion of traditional art. Education is the primary mechanism for conserving cultural heritage, bridging generation by fostering awareness, appreciation, and active participation in safeguarding tangible and intangible traditions. It integrates local history, arts, and values into curricula, while empowering communities to protect their identity against loss and globalization, fostering sustainable development and intercultural dialogue. Efforts included the creation of specialized state departments for arts and culture, digital documentation of

traditional knowledge and community-based conservation of heritage.

Through this paper an attempt is made to examine the state of cultural preservation among indigenous communities in Meghalaya and the role of education in the preservation of cultural heritage of the state.

**Keywords:** Indigenous ethnic communities, cultural preservation, indigenous traditions.

## **Livelihood Practices of Rabha Community – A Study**

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Livelihood refers to the means and resources through which individuals or households fulfil the necessities of life, such as food, water, shelter, and income and the diverse methods, activities and strategies that people apply to fulfil these necessities are called livelihood practices. These livelihood practices support them economically as well as socially. The nature of livelihood practices varies significantly from society to society and place to place due to geographical location, availability of resources, cultural norms and economic opportunities. The Rabhas are one of the important Schedule Tribe plains communities in the state of Assam. They are mainly distributed in the district of Goalpara, Kamrup, Darrang, Dhubri and Kokrajhar. The traditional livelihood practices of the Rabha community, in general, is based on agriculture and forest-based activities. In the past, though the community used to practice shifting cultivation, later on, they took to settled cultivation with traditional ploughs. Besides cultivation, hunting and weaving have also been practiced by the Rabhas. The purpose of the present study is to investigate the livelihood practices of Rabha community and the influence of modern technology in their livelihood practices. For the study 'Descriptive Survey Method' has been used. The present study has been confined to a sample of 20 respondents from a village named Aliha of Loharghat area, Kamrup District, Assam. Interview schedule has been used for collecting data and the collected data have been analysed with the help of percentage.

**Keywords:** Livelihood Practices, Rabha Community

## **Outsourcing Cognition: Understanding the Effect of Gen AI on Rational Thought and Analytical Skills among Students**

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Artificial intelligence has steadily grown to play a significant role in our daily lives. Its usefulness and significance cannot be overlooked in any area of life, including information collecting, education, transportation, navigation, communication, smart assistants at home or at work, retail, finance, etc. The learning and problem-solving domains of academia and education have seen significant transformations due to artificial intelligence. AI can aid students in a variety of ways with their everyday academic learning and problem-solving challenges. AI can support students in a matter of minutes, whether they are completing homework, listening to lectures, preparing projects and assignments, conducting research, creating presentations, or engaging in any type of academic analytical work. It has made everything easier and faster. But many research works in this field have raised concern about the persistent usage and addiction to AI among students in regular academic works. Students' cognitive skills, such as critical thinking, problem solving, comprehension, seeking for new knowledge, creativity, etc., have gradually declined due to the frequent use of AI. AI if used tactfully can help in solving various day to day issues, but over reliance always brings problem. The present study tries its level best to understand the impact of generative AI among the student community pursuing graduate course. For serving the purpose certain objectives and hypothesis have been framed. A five-point Likert scale close ended questionnaire has been administered for collecting primary data. Statistical tools such as mean, S.D, Correlation, Regression have been used for analyzing and interpreting the collected data.

**Keywords:** Artificial Intelligence, information, problem solving, academic, learning

## **The Deona in traditional Thatched houses of the Bodo community**

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This article examines the “Deona”, the bamboo door border used in traditional thatched houses of the Bodo community, as an important manifestation of Indigenous Knowledge system (IKS). The Deona represents a practical and culturally rooted architectural element developed from local ecological knowledge and generations of experience. Crafted from selectively chosen bamboo through splitting and weaving techniques, it frames doorways while reinforcing the structure of the house. Beyond its physical function, the Deona regulates airflow, light, and indoor temperature, demonstrating sustainable climate-responsive design. It also holds cultural value as a symbolic threshold marking protection, privacy, and hospitality in Bodo households. As modern construction gradually replaces vernacular materials, documenting the Deona highlights the relevance of indigenous craftsmanship to contemporary discussions on sustainability, cultural continuity, and living heritage. The article argues that such elements embody community wisdom and should be recognized and preserved as integral component of Bodo architectural knowledge.

**Keywords:** Indian Knowledge System (IKS); Bodo architecture; Deona; craftsmanship; vernacular construction; sustainable building; cultural heritage; Northeast India.

## **A study on the awareness of students in relation to teacher education programme**

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Teachers shape the future generation in the class room. Therefore, effective teacher is a strong requirement at present hour. NEP 2020 gives emphasis on teacher education programme as it is the instrument for preparing individuals as future efficient teachers. According to NEP 2020, by 2030 the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy including strong practicum training. Therefore, NEP 2020 introduces 4-year integrated teacher education programme so that through teacher education programme student teacher learn to develop link between theoretical knowledge and practical aspect of teaching. The study aims to study about the awareness of students in relation to teacher education programme. The study used descriptive survey method and a sample of 100 students consisting of Humanities, Science and Commerce stream. A self-constructed Google form will be used for collection of data. The data will be analysed using simple percentage and graphical representation.

**Keywords:** Awareness, students, Teacher education programme

## **Social Inclusion and Higher Education of India: A Study of Assam under NEP 2020**

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In order to build a progressive society, a country requires a strong commitment and policy to social inclusion, as well as equity. In India, various studies have revealed that access to higher education persists inequality to caste, gender, socio-economic status, and geographic location-based disparities. The marginalised communities are disproportionately affected by these inequalities in their academic advancement. It is the National Education Policy (NEP) 2020 which seeks to address these obstacles by promoting an inclusive, accessible, and equitable higher education system in India. The main focus of the study is Assam, which is a socio-culturally diverse State with predominance of rural population. It also has unique geographical challenges such as hills, riverine areas, floods, etc. These conditions create challenges for Scheduled Tribes, tea garden communities and other disadvantaged groups in achieving higher education. Although various governmental initiatives for expansion of higher education and improvement of its infrastructure is made, disparities in access, quality as well enrolment can still be noticed. In this study, on the basis of various policy documents and related literature, efforts have been made to highlight both the challenges and opportunities in implementing NEP 2020 in Assam. It tries to examine the concepts of social inclusion and equity in India with reference to Assam along with the key provisions of NEP 2020. The study stresses on the need for strategies to address the issues like structural inequalities and ensure that the marginalised communities can be benefitted from it.

**Key words:** Social Inclusion, NEP 2020, Higher education, Gender, Marginalized groups, STs

## **Role of Education in North-East India**

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The North Eastern region of the country comprises the states of Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim, with every state richly diverse in identity, culture and language which has also influenced the history of education in the states. The introduction of a formal education in the region sets its roots to the colonial rule. The indigenous system of education prevalent in Assam was similar to the other parts of the country with their Vedic system of education, which is evident through the dharma-sutras followed as Kamrupa. Education in the region was patronized and maintained by the rulers. In the hilly regions of north-east, informal education can be observed through the folk tales which involves the moral lessons adhering to the needs and lives of the society and the youths passed down through the interaction between the parents and children and discussions in field. Education was not alien to the region, with the existence of the indigenous system of education. The introduction of formal education in north-east India began with the colonial rule and the setting up of formal educational institutions. The education system in North-East India has much room for growth, in improving access to education and increasing the quality of education, as problems such as the lack of resources and technology, lack of connectivity still persists. This paper attempts to study the role of education in North-East India.

**Keywords:** Education, indigenous education, colonial.

## **Teacher Education Institutes (TEIs) led Community initiatives and Extension Activities—A Study**

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Teacher Education Institutes (TEIs) in the community play a crucial role in achieving various social and economic goals. They lead community-driven programs that raise awareness about global issues, promoting sustainable livelihoods and economic self-sufficiency while protecting cultural identity. By integrating local knowledge and cultural values, TEIs enhance the community's resilience to environmental challenges and support sustainable development in the face of climate change. They combine traditional knowledge with innovative scientific methods to address these pressing issues. TEI-led programs in the community can pave the way for a more resilient, inclusive, and peaceful society where cooperation, respect, and empowerment go hand in hand. This study highlights how a TEI based on Guwahati led extension activities have been adopted by the Bodo tribe in Fulung village, North Guwahati, Assam. TEI organizes various initiatives, including mental health programs for women, celebrations of indigenous games and festivals, promoting library reading among children, offering free classes for housewives, conducting awareness programs on environmental preservation, and providing training in financial and digital literacy. TEI also supports needy women through initiatives like cattle, pig, and duck rearing, mushroom cultivation, and plant nurseries. The introduction of indigenous knowledge of Bodo tribe of that village helps the student teacher trainees to open their eyes how to preserve Bodo people their traditional medicines, natural resources with many challenges.

**Keywords:** Teacher Education Institutes, Community initiatives, Extension Activities, Indian Knowledge System

## **Technological Innovations in Teacher Education: Trends and their Accessibility**

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Innovation is advancement of new ideas and practices in teaching and learning. Basically, innovation in Teacher Education means doing something in a new way. Teacher Education is a kind of programme that demands a lot of transformation, investigation and a lot of universal changes. The integration of technological innovations is providing a significant impact on contemporary Teacher Education. The rapid advancement of technology has significantly transformed the whole landscape of Teacher Education, introducing innovative tools and practices that enhance whole teaching learning process. This study explores the emerging trends of technological innovations and examines the accessibility in Teacher Education Institutions. It basically focuses on key developments such as- Artificial Intelligence, digital learning platforms, smart classrooms, mobile based learning etc. which are helps in shaping modern pedagogical approaches.

This study was conducted with the help of Quantitative Research Design and used a self structured questionnaire for collection of data from Teacher Educators and Student Teachers. Descriptive Survey Method was used to collect the data and identify prevailing trends in the integration of Technology in Teacher Education Institutions. The findings indicate a growing adoption of technological tools and a low to moderate level of accessibility among Teacher Educators & Student Teachers. This study highlights the need for effective implementation strategies, including capacity – building programmes, improved infrastructure and policy support to ensure equitable access to technology in Teacher Education Institutions and also prepare Teacher Educators & Student Teachers for the demands of the digital age.

Keywords- Technology Innovations, Accessibility, Emerging Trends, Teacher Education,ICT, Teacher Educators & Student Teachers.

## **Meditation in Indian Knowledge Systems (IKS): Implications for Teacher Education and Holistic Learning**

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Education in the 21st century is increasingly focused on holistic development rather than mere academic achievement. Indian Knowledge Systems (IKS) emphasize the integration of mind, body, and spirit for holistic development. Meditation, an integral component of Indian Knowledge Systems, has been practiced for centuries to cultivate mental clarity, emotional balance, and spiritual growth. Rooted in classical texts like the Bhagwat Gita, the Upanishads and the Yoga Sutras of Patanjali, meditation offers a comprehensive framework for human development. In modern education, increasing stress, lack of focus, and emotional challenges among both teachers and students highlight the need for integrative approaches. Teacher education, being the foundation of educational systems, must adapt to include practices that enhance not only pedagogical skills but also personal well-being. Meditation, when incorporated into teacher education, can address these concerns while aligning with holistic educational goals emphasized in the National Education Policy 2020. This paper explores the role of meditation in teacher education and its implications for holistic learning. It examines how meditative practices contribute to cognitive, emotional, ethical, and spiritual dimensions of education. The study adopts a qualitative, conceptual methodology based on textual analysis and contemporary educational discourse. Findings indicate that integrating meditation into teacher education fosters reflective practices, emotional resilience, and value-based teaching, thereby supporting holistic learning environments.

**Keywords:** Meditation, Indian Knowledge Systems, Teacher Education, Holistic Learning,

## **Access to Digital Learning Resources and Its Effect on Academic Achievement among College Students of Guwahati, Assam**

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This study aims to explore the relationship between digital learning resources and academic performance among undergraduate (UG) students in Guwahati, Assam. In view of the increasing integration of digital technology in the academic field, access to digital devices and internet connectivity has become an essential factor in determining academic performance among students. This study is based on a quantitative approach using a survey method.

A total of 100 undergraduate (UG) students have been selected for this study using convenience sampling. Primary data have been collected through a structured questionnaire survey on various aspects, including access to digital devices, internet connectivity, digital learning resources, and academic performance. Descriptive statistics have been employed for data analysis.

The study reveals that all students have access to smartphones, and 85% of them have uninterrupted internet connectivity. However, only 60% have access to laptops, indicating a scarcity of digital resources. The study reveals that students spend more time, i.e., 1-2 hours per day, on digital learning resources. Moreover, it was observed that 65% of students achieve academic performance above 60%.

The study reveals a positive relationship between digital learning resources and academic performance among undergraduate (UG) students. It was observed that students who have greater access to digital devices and uninterrupted internet connectivity have greater academic performance. The study shows the importance of providing greater access to digital devices and internet connectivity for effective academic performance among students. It contributes to the overall development of digital learning and its implications for socio-economic development in the region.

**Keywords:** Digital Learning, Academic Achievement, Digital Resources, Undergraduate Students, Guwahati

## **The Digital Renaissance in Northeast India: EdTech Adoption in Rural and Tribal Schools of North-East India-Its Challenges, Opportunities and the Road Ahead**

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The study using meta-analysis methodology explores the metamorphosis occurring in the educational and technological landscape in Northeast India. Though the region is transitioning from traditional pedagogy to a modern digital economy and has potential for technological growth, there still exist geographical and infrastructural barriers. The study elaborates how the strategic government initiatives (namely Digital India, NEP 2020, PM e-Vidya etc, etc.) attempts to bridge the ‘employability gap’ by leveraging digital public infrastructure and multi-modal learning platform but there still persist digital divide between rural and tribal communities, particularly in states like Assam. The paradigm shift towards online learning, in the education sector, has improved engagement but faces hurdles such as unreliable electricity, limited internet speeds, lack of specialized teacher training, etc. In addition, the study also found that the scheduled tribe students in higher education encounter faces unique challenges, including a lack of localized digital content and cultural mismatches. One of the common suggestion of this study is public-private partnerships and targeted policies are necessary to transform Northeast into strategic IT hub. Also achieving equitable digital access is vital for the socio-economic advancement of this biodiversity hotspot. The study envisions a “phygital” future for the region, where artificial intelligence and culturally responsive, multilingual pedagogy transform the Northeast into a central hub for global innovation by 2030.

**Keywords:** EdTech, Northeast, Pedagogy, Rural Education, Tribal School, Phygital

## **Influence of Socio-Economic Status on Self-Esteem and Career Aspirations among Undergraduate Students in Northeast India**

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Self-Esteem and Career Aspirations are two important factors that play a central role in students' lives. Socio-Economic Status has a major contribution in the life of every human being in building their personality and Career. The quality of students' career aspirations depends on their families' Socio-Economic Conditions. Also, students' level of Self-Esteem, such as social relationships, personal values, and confidence, can be influenced by their Socio-Economic Status. The different levels of Socio-Economic Conditions can determine students' accessibility to education, occupation, resources, academic environment, financial support, etc. This present paper aims to investigate college students at the undergraduate level. The objective of this paper is to examine how different levels of Socio-Economic Status influence undergraduate students' Self-Esteem and Career Aspiration levels in Northeast India. Furthermore, it seeks to understand the relationship between Self-Esteem and Career Aspiration among undergraduate Students. The author follows a systematic review-based methodology using secondary data sources to explore already existing relevant studies with the main topic. The relevant studies were identified from reputable online databases such as Google Scholar, Research Gate, ERIC and peer-reviewed journals, research reports, and theses. The findings highlight significant implications for academicians, educators, policy makers, and institutions to bridge the gap between students' self-esteem, Career Aspirations and Socio-Economic Status in education. Also, this paper can contribute to strengthening the inclusive learning environment, social and academic support system, equal opportunities and accessibilities from all Socio-Economic Background students.

Key Words: Self-Esteem, Career Aspiration, Socio-Economic Status, Undergraduate students

## **Teacher Education and Professional Development**

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Teacher Education refers to the policies and procedures formulated to provide prospective teachers with the knowledge, attitudes, behaviours and skills. Teacher Education programs are related with the development of prospective teacher's proficiency and competency. It enables and empowers the prospective teachers to meet the requirements of the profession and also face the challenges. Development of nations depends on the quality of its education system which depends on the quality of its teachers. It is well known fact that the quality of education is determined by teachers' competence, sensitivity and motivation. Therefore, the teacher is required to have knowledge, skills, interest and attitude towards teaching profession. 21 Century teacher must ensure that teaching- learning process is strengthened by use of technology that results in developing the ICT capability. 21st Century teachers must use ICT to make learning exciting and engaging the learners.

Teacher Education programs play a key role in assisting all educators in learning, refining, practicing, developing and assessing 21st Century curriculum. planning and instruction. Professional development (PD) is the continuous process of improving teachers' skills, knowledge, and abilities to ensure they're up-to-date with the latest teaching techniques and educational trends. Professional development is essential for teachers to provide their students with the best possible education and positively impact the educational system as a whole

**Keywords:** NCTE, ITEP, NTA, CPD, NCERT

## **Digital Learning and Educational Innovation in Colleges of Jorhat District: A Field Study**

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The integration of digital technology into higher education has brought significant changes in teaching and learning processes, particularly in emerging regions like North-East India. This study examines the extent of adoption and effectiveness of digital learning practices in selected colleges of Jorhat District. The research is based on primary data collected from 100 respondents both from students and faculty members using structured questionnaires and interviews. The study focuses on the use of digital tools such as online platforms, e-resources, smart classrooms, and mobile learning applications. It also analyzes the role of institutional support, teacher readiness, and student participation in promoting educational innovation. The findings indicate that digital learning has improved accessibility, flexibility, and engagement in higher education. However, challenges such as poor internet connectivity, lack of adequate infrastructure, and limited digital literacy continue to hinder its effective implementation, especially in semi-urban and rural areas. The study also suggests that strengthening digital infrastructure, enhancing teacher training, and developing inclusive policies are essential for maximizing the benefits of digital learning. It concludes that effective integration of technology can significantly improve the quality and reach of higher education in the region.

**Keywords:** Digital Learning, Educational Innovation, Higher Education, ICT, Jorhat District, North-East India etc.,

## **Skill Education and Job Opportunities in the Retail Sector in Urban Areas of Assam**

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Skill education has emerged as a crucial factor in enhancing employability and economic development, particularly in developing regions like Assam. The rapid growth of the retail sector in urban areas has opened up new avenues for employment, especially for youth and semi-skilled workers. This paper examines the relationship between skill education and job opportunities in the retail sector in urban Assam. It highlights the current status of skill development initiatives, employment patterns, and challenges faced by the workforce. The study is based on secondary data from government reports, research studies, and policy documents. The findings suggest that while the retail sector provides significant employment opportunities, there is a mismatch between skill training and industry requirements. The paper concludes with policy recommendations to strengthen skill education and improve employment outcomes.

**Keywords:** Skill education, retail sector, employment, urban Assam, vocational training

## **Role of Hindi Literature in Socio-Cultural Transformation in Northeast India**

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Hindi literature has emerged as a significant medium in shaping socio-cultural transformation in Northeast India, a region marked by immense linguistic diversity and rich indigenous traditions. As a link language, Hindi has facilitated communication and cultural exchange between the Northeast and the rest of India, enabling wider representation of the region's social realities. Through literary works, Hindi writers have addressed issues such as identity, marginalization, cultural conflict, gender inequality, and the impact of modernization.

Writers like Sachchidananda Hirananda Vatsyayan Agyeya have contributed to introducing the cultural and geographical uniqueness of the Northeast to mainstream Hindi readership, while modern literary discourse continues to engage with themes of integration and diversity. Hindi literature not only reflects the socio-cultural conditions of the region but also acts as an instrument of awareness, education, and dialogue.

Furthermore, it plays a crucial role in preserving cultural narratives by incorporating folk traditions, oral histories, and regional experiences into a broader literary framework. By promoting empathy, understanding, and national integration, Hindi literature contributes to the ongoing process of social transformation in Northeast India. Thus, it serves both as a mirror of society and a catalyst for change, bridging gaps between cultures while respecting regional identities.

**Keywords:** Hindi Literature, Northeast India, Socio-Cultural Transformation, Identity, Cultural Exchange, Integration

## **Teachers' Awareness and Attitudes toward Indigenous Craftwork: A Study of the Apatani Tribe, Arunachal Pradesh**

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Indigenous crafts represent traditional handmade practices that preserve cultural heritage while reflecting the identity of local communities. These crafts function not only as utilitarian objects but also as carriers of symbolic, spiritual, and ritual meanings, often conveying narratives rooted in tradition. Typically created using simple tools and locally available natural materials, they promote sustainability and ecological balance. The skills and knowledge associated with these crafts are transmitted across generations, with designs closely linked to specific regions and their cultural contexts. In line with this, the National Education Policy (NEP) 2020 emphasizes the integration of traditional Indian crafts into school education to foster cultural awareness, creativity, and skill development among learners. The present study investigates the awareness and attitudes of teachers towards indigenous craftwork within the Apatani tribe of Arunachal Pradesh. A total of 152 teachers were randomly selected for the study. Self-constructed tools were employed to assess awareness and attitudes. The collected data were analyzed using t-tests and percentage analysis to derive meaningful findings regarding teachers' perspectives on indigenous crafts in education.

**Keywords:** NEP 2020, Indigenous craftwork, Awareness, Attitude, School teacher, and Apatani tribe

## **Historical Development of Education in Arunachal Pradesh: Special study of Ziro valley in Arunachal Pradesh**

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Arunachal Pradesh is late starter in formal education. The actual opening era of education came in state after India became independent in 1947. The process of development was slow but steady because of many unfavourable factors like in inaccessibility, lack of interest of administration, illiteracy and ignorance of local people and lack of communication etc. In Arunachal Pradesh till independence literacy rate was only less than 1 percent. In the succeeding five years plans, an increasing percentage of expenditure on education has given good result despite of formidable constraints. The Apatani one of the major tribes of Arunachal Pradesh primarily resides at Ziro, the headquarters of Lower Subansiri district. In early time in the Apatani valley, formal system of education was completely absent and unknown to the people. Only the home and social institutions were the sources of learning in informal ways through experiences and transmission. The natural development of education, which was very much similar to Naturalism of Gandhiji, existed. The people were attached to nature. Now, there are mushroom growth of government and private schools at the Apatani valley. The present literacy rate of Ziro valley is 85.52% higher than state average of 84.2%. Through this researcher attend to study the developmental scenario and transition of educational institution in Apatani valley of Arunachal Pradesh.

**Keywords:** Arunachal Pradesh, Apatani, Education, Literacy, Institutions

## **Role of Higher Education Institutions in Regional Development Digital Multidisciplinary in 21st Century: Opportunities and Challenges**

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&

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Digital transformation provides many opportunities, it also faces many challenges. Technical deficiencies, such as weak information technology infrastructure in some schools, insufficient digital teaching capabilities of teachers and poor technical adaptability of students, are the main problems in the current digital transformation of higher education. The issue of educational equity is still a difficult problem that needs to be solved in the process of digital transformation, especially how to ensure equal educational opportunities for students in remote areas and low-income families. However, digital transformation has also brought huge opportunities for higher education. Digitalization can promote the optimal allocation of educational resources, break geographical restrictions and enable more students to enjoy high-quality educational resources; at the same time, the continuous advancement of technical means also provides support for the innovation of educational content, teaching methods and evaluation models.

Higher education is being pushed to undergo rapid change and transformation. All higher education institutions, educational leaders, and administrators are expected to remain up to date with technological trends and societal demands, while continuing to provide high-quality education. The aim of this study was to detect the key themes, concerns and examples of pedagogical innovative practices that drive transformation in higher education. A review of the extant literature alongside experts' opinions and thematic analysis revealed the most crucial areas for discussion in terms of technology, organization and pedagogy, as captured by the ideas framework. Focusing on the core framed characteristics here identified could encourage innovation in curriculum design and permit institutions to demonstrate their strengths and unique pedagogical approaches that differentiate them in the context of globalized education.

## **Inclusive Practices in Higher Education of Northeast India**

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This study investigates the extent to which higher education institutions are prepared to implement inclusive education practices, adopting a quantitative analytical approach. It examines critical components such as stakeholder attitudes toward inclusion, the adequacy of infrastructural provisions, and the level of institutional preparedness. The findings of the data reveal that, although elements of inclusive practice are present, the overall level of readiness remains only moderate. Significant shortcomings are observed in terms of accessible infrastructure and the availability of adequately trained personnel. The findings suggest that inclusive education in the region is still in a developmental phase and requires more robust institutional commitment. The study highlights the importance of strengthening policy execution, enhancing professional training, and improving resource allocation to create a more inclusive and equitable higher education environment.

**Keywords:** Inclusive Education, Higher Education,  
Accessibility.

## **Teacher Education as a Catalyst for Socio-Economic Transformation in North East India: A Review with Special Focus on Arunachal Pradesh**

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Teacher education in North-East India, particularly Arunachal Pradesh, is positioned as a key lever for human capital formation and socio-economic transformation amid persistent underdevelopment, difficult geography, and educated unemployment. This review synthesizes secondary data from government statistics, policy documents, and empirical studies to examine the status, role, challenges, and opportunities of teacher education in the region. The paper outlines existing institutions and B.Ed. programmes, noting constraints in infrastructure, curriculum delivery, practicum quality, and access, especially in remote tribal and border districts. It argues that contextually relevant, high-quality teacher education can enhance literacy, learning outcomes, employability, and inclusive development, while also supporting shifts from subsistence agriculture to diversified livelihoods. However, systemic weaknesses, socio-cultural and linguistic barriers, and geographical isolation limit the transformative potential of current arrangements. The review highlights opportunities in NEP2020-driven curriculum reform, technology-enabled professional development, community-engaged models, and improved financing and multi-level collaboration to reposition teacher education as a catalyst for equitable and sustainable socio-economic development in Arunachal Pradesh and the wider North-East.

**Keywords:** Teacher education, Arunachal Pradesh, North-East India, Socio-Economic Transformation, NEP 2020

## **Gender-Responsive Education: A Key to Social Equity and Inclusion.**

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Gender-responsive education (GRE) is an approach that identifies and removes gender-based barriers to ensure all students, regardless of gender, can access and equally benefit from education. Gender-responsive education (GRE) encompasses strategies and practices that address the distinct educational needs of all genders. Gender-Responsive Education (GRE) transforms learning environments by eliminating gender stereotypes, promoting equality, and ensuring safe access for all students, thus empowering them to break cycles of discrimination. By integrating gender-sensitive teaching methods, learning environments, policies, and curricula, teacher training, and inclusive policies, GRE fosters self-confidence and prepares learners for equitable roles in society. This research paper examines the crucial role of the GRE in fostering social equity and inclusion. By exploring existing literature, the paper highlights how GRE can mitigate gender disparities in education and empower marginalised groups. The findings suggest that gender-responsive education is instrumental in promoting not only individual benefits, such as improved academic performance and self-esteem, but also systemic changes that lead to enhanced social equity and inclusion.

**Keywords:** Gender-responsive education, social equity, inclusion, gender disparities, empowerment, educational strategies.

## **Education and Formation of Human Capital in North East States**

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&

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Human capital is an important growth factor economic growth. Human capital refers to the abilities and skill of human resources of a country while human capital formation refers to the process of acquiring and increasing the number of persons who have the skills, education and experiences that are crucial for the economic growth and political development of a country. Education plays a key role in the ability of a developing country to absorb modern technology and to develop the capacity for self-sustaining growth and development. This study assesses the relationship of education and formation of human capital with the help of indicator like enrollment of education, educational institution and expenditure of education to GDP. It is observed that Govt. of North East states invested in education at an increasing trend and GDP of North east states are also increasing trend during the study period. It is concluded in the paper that to provide significant contribution in the economy of education system should be of high quality to meet the skill needs of the economy. The study may relevant for providing guidelines for research and phosphoric for future manpower planning and human capital formation in North East States.

**Keywords:** Human capital, education, literacy, GDP and formation of human capital

## **Empowering Educators: Essential Digital Tools for Teachers in the 21st Century**

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In the rapidly evolving landscape of education, digital tools for teachers are revolutionizing how lessons are delivered, managed, and personalized. These tools not only improve the efficiency of teaching but also enhance the overall learning experience for students across the globe. At the forefront of this transformation is the London College of Teachers and Trainers, a globally recognized institution dedicated to preparing educators with the latest competencies in modern pedagogy, technology integration, and virtual classroom management. Teachers today are navigating a more complex educational environment than ever before. From blended learning to fully virtual classrooms, the demand for flexible, technology-driven approaches is undeniable. Digital tools enable Streamlined classroom management, Better student engagement and participation, Improved lesson delivery and accessibility, Real-time student performance tracking, Creative and collaborative learning spaces. The main objectives of this seminar paper is to discuss about top digital tools like google classroom, Edmodo, zoom and Microsoft teams, Kahoot, canva for education, edpuzzle etc. which every teacher should use in their teaching process. Secondary data will be used for the present study.

**Keywords:** digital learning, teaching, teacher, digital tools

## **Higher Education in India: Moving through Transition**

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India's higher education system is navigating significant transformations amid globalization, digitalization, and policy shifts. This paper examines key trends, challenges, and opportunities shaping the landscape. The paper focuses on Policy Reforms, Digitalization, Equity & Access and Globalization. The impact of NEP 2020 on multidisciplinary approaches and skill development, rise of online learning, disparities in rural-urban, gender, and socio-economic participation and India's position in the global HE ecosystem are also to be discussed as key aspects of the paper.

**Keywords:** Higher Education, India, NEP 2020, Digitalization, Equity, Globalization, Policy Reforms

## **Reimagining Universities as Peace Spaces: A Capability Approach Perspective from Northeast India**

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This paper explores how universities in Northeast India can be reimagined as spaces of peacebuilding through the lens of the Capability Approach developed by Amartya Sen. Situated in a region marked by ethnic diversity, historical conflict, and socio-political marginalization, higher education institutions hold significant potential to expand human freedoms and reduce conflict vulnerabilities. The paper argues that universities can act as transformative spaces by enhancing students' capabilities such as critical thinking, agency, intercultural understanding, and democratic participation. Drawing on theoretical insights and contextual realities of the Northeast, the study highlights how inclusive curricula, dialogic pedagogy, and equitable institutional practices can foster sustainable peace. The paper concludes by offering pedagogical recommendations to reposition universities as active agents of peacebuilding.

**Keywords:** Capability Approach, Higher Education, Human Development, Northeast India, Peacebuilding.

## **A Study on Gender and Education among Scheduled Tribes of North East India based on NFHS-5 Data**

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The relationship between gender and education among the Scheduled Tribes (STs) of North East India reflects both progress and persistent disparities, as revealed by the 2011 Census of India. STs constitute a significant proportion of the population in this region, where education plays a crucial role in socio-economic transformation. The present study aims to examine the literacy rates among Scheduled Tribe (ST) populations across the states of North East India, with a particular focus on gender disparities in educational attainment, using statistical analysis. Secondary data from NFHS-5 round has been used for the study. Results from NFHS-5, reveals that literacy levels among both men and women in several North Eastern states are comparatively high. For instance, states like Mizoram, Sikkim, and Meghalaya report high female literacy rates, with Mizoram recording about 94.4% female literacy among the 15–49 age group. In contrast, Assam shows relatively lower female literacy (around 77.2%), indicating intra-regional variation. NFHS-5 data indicate that men consistently have higher literacy and educational attainment than women. Therefore, further study and analysis will highlight the level of schooling, educational attainment and literacy rate among the males and females of the tribal population of North East India, along with special focus on the policy measures aimed at improving education for achieving inclusive development in the region.

**Keywords:** Education, Gender, Literacy rate, Scheduled Tribes, Northeast India

## **Status of Commitment and Stress Management**

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The importance of life skills has been recognized world over and they have been introduced as a part of school curriculum such that these skills start developing right from the childhood. Enriched with various skills, thus, the school children are well equipped to navigate with routine challenges and improve or enhance personal development by acquiring more complex skills such as critical thinking, problem-solving or decision-making. Some of these skills are catered and developed by the parents through their behaviour or through the experiences that are intentionally planned and given through creation of a particular situation. Some of these skills are instilled as habits and become part of personality of a child. The authors are of the opinion that some of the important skills shaped as habits are essential to develop complex skills such as commitment. Commitment is a state or quality or skill that is dedicated or devoted to some cause or activity or event and with loyalty; However, sometimes, commitment creates a stress that hinders further actions or activities in a negative way. Hence, it is crucial to explore further, the state of commitment in the school-going children such that the adverse consequences are prohibited or curbed well in time.

## **The Impact of Pedagogical Innovation on Teacher Outcome**

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Modern teacher education systems encounter an accountability paradox: institutional investments in pedagogical training have not consistently resulted in measurable enhancements in course-level competency outcomes. Conventional input-based models, assessed through contact hours, content coverage, and passive evaluation, are inadequate for capturing the intricate and performativity aspects of 21st-century teaching expertise. This study fills this gap by looking into how adopting new teaching methods affects Outcome-Based Teacher Education (OBTE) outcomes, which are measured by the quality of assessment practices, the level of pedagogical competency, and the achievement of course learning outcomes (CLOs). Utilizing a mixed-methods survey design, validated instruments were administered to N = 450 teacher educators from various institutional contexts, covering five subject areas and three career stages. The theoretical framework incorporates the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) and Constructivist learning theory.

**Keywords:** Outcome-Based Teacher Education, Pedagogical Innovation, TPACK, Teacher Self-Efficacy, CLO Attainment, Active Learning, Structural Equation Modeling

**Decision-Making Autonomy of Working Mothers in  
the Unorganised Sector Regarding Their Children's  
Education: A Study of Dhing Town, Nagaon  
District, Assam**

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Today's children are the future citizens of a country. So, their nourishment and upbringing is a responsible part from the corner of parenting. Parents' education and economic condition play a pivotal role in shaping a society, especially mothers play the role model of their kids. Employment in the unorganised sector has distinct and noticeable effects on their children. Here unorganized implies the low wages, job insecurity, limited social protection. In this case, one more question arises i.e., mother's working condition and environment. The researcher wants to study the decision-making capacity of working mother in unorganized sector in educating their children. The researcher will adopt a descriptive and analytical approach, utilizing both primary and secondary data. Primary data were collected through structured interviews and questionnaires administered to working mothers engaged in various unorganised occupations such as domestic work, daily wage labour, and small-scale trading. The study explores factors influencing decision-making capacity, including income level, educational background, family structure, social norms, and access to resources.

**Keywords:** Decision, Unorganized, Nourish, Parenting, Job security

## **Role of Education in Promoting Linguistic Diversity and Multilingualism**

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Linguistic diversity and the use of multiple languages are fundamental to cultural identity, social inclusion and sustainable development in an increasingly globalized world. This paper examines the important role of education in fostering learners' multilingual competence and promoting and sustaining linguistic diversity. It explains how the education system serves as an important platform for integrating multiple languages through inclusive curriculum, mother tongue-based education, and language-sensitive pedagogy. The study examines the impact of multilingual education on cognitive development, academic achievement, and intercultural understanding, emphasizing its contribution to social equity and the empowerment of marginalized linguistic communities. Moreover, it analyzes policy frameworks and institutional strategies that support the inclusion of indigenous and minority languages in formal education. This finding suggests that effective educational practices not only prevent language loss, but also enhance learners' communication skills and global engagement. The paper concludes that a holistic, inclusive and policy-based approach to education is essential to preserve language diversity and promote the use of multiple languages in diverse societies.

**Keywords:** Education, linguistic diversity, multilingualism

## **Perceived Heritage Value and Conservation Concerns at Madan Kamdev, Assam: Evidence from a Field-Based Visitor Study**

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Madan Kamdev, a significant archaeological and cultural heritage site in Assam, reflects the region's early medieval artistic and religious traditions. Despite its historical importance, limited attention has been given to understanding how visitors perceive its heritage value and conservation status. This study aims to examine visitor perceptions and identify key concerns related to the preservation of the site.

A field survey-based approach was employed, integrating direct observation with a structured questionnaire administered to 60 visitors selected through convenience sampling. The study examines levels of awareness regarding the site's cultural significance, visitor satisfaction with existing site conditions and perceptions of conservation measures.

Preliminary findings suggest that while most visitors recognize the cultural and historical importance of Madan Kamdev, concerns persist regarding maintenance, infrastructure and preservation efforts. The results indicate a gap between the perceived heritage value and the current condition of the site.

The study highlights the need for improved conservation strategies and greater awareness initiatives, contributing to discussions on sustainable heritage management in Assam.

**Keywords:** Cultural Heritage, Visitor Perception, Heritage Conservation, Madan Kamdev, Assam

## **Challenges and Future Prospects of Higher Education in North East India**

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Higher Education is a cornerstone of India's 21<sup>st</sup>-century knowledge economy, yet regional disparities in Northeast India remain a critical concern. While the nation boasts one of the world's largest education systems, students from Northeast frequently migrate to other states and abroad due to persistent gaps in Institutional capacity and quality. Although some progress has been made through skill-based curricula and technological updates, the sector faces significant hurdles, including the commercialization of education and limited affordability for disadvantaged students. The intent of the present paper is to identify the various challenges and future prospects like curriculum redesign, infrastructure investment for research, and deeper industry-academia collaboration. By aligning educational outcomes with local economic needs and global standards, stakeholders can transform the region's academic landscape. This study will also give some suggestions to enhance the quality of higher education in north east India.

**Keyword:** Challenges, Higher Education, NE India, Future Prospects.

## **Alternative Schooling for Socially Disadvantaged Students: A Study in the Northern Bank of Assam**

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Alternative schools are commonly found in the rural areas where mainstreaming is not feasible. The main purpose of these schools is to provide education that is plausible to the students of the wider community. Assam has recently gained few such community driven alternative schools in rural areas. In order, to have an explicit knowledge on their approach and functioning the researcher has conducted this study. This study is a qualitative approach which explores the community driven schools situated on the northern bank of Assam and tries to give an analytical view towards it. The researcher used interview and questionnaire to collect data from the samples. Purposive sampling method was used. This study anticipates to discuss about the effectiveness of the community - based learning in a student's life.

**Keywords:** Education, Alternative school, Community -based learning, 21<sup>st</sup> century skills.

## **Role of Education in Skill Formation and Economic Development in North East India**

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The process through which the innovative skills can be obtained is education which is the rate of skill formation and economic development especially in North-East India. Skill formation is the process by which individuals achieve and develop innate or acquired skills to cope with everyday life challenges. Education enables the combination of experimental learning, skills formation, increase awareness and the change in the way of thinking of individuals. Education is regarded as the custodians of knowledge, serve as knowledge producers, and agents of exchange in a society whilst safeguarding social justice and democratic value for local development.

Education seeks to propose an individual, especially young people, to be responsible, encouraging creative thinking and promoting a strong sense of self-worth and empowerment, ability to recognize opportunities in one's life, the ability to pursue opportunities, by generating new ideas for skill formation and economic development.

Government must fully support such education initiatives and promote holistic education at all levels and help to establish and promote regional skill formation.

**Keywords:** Education, Skills formation, Economic development

## **The Role of National Service Scheme (NSS) in Digital Literacy for Cyber Crime Protection as Community Engagement and Extension Activities**

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This study explores how the National Service Scheme (NSS) in higher education institutions boosts digital literacy to protect communities from cyber-crimes through hands-on engagement and outreach programs. It draws on a simple framework that blends core digital skills training with awareness of cyber risks. Using a quantitative cross-sectional survey, we distributed a structured questionnaire to NSS coordinators at selected colleges and universities in the region.

The questionnaire covers four main areas: (1) coordinators' and institutions' backgrounds, (2) details on NSS campaigns—like how many they run, where, who they target, and how they operate—focusing on digital literacy and cyber-crime education, (3) coordinators' views on how well these campaigns build participants' digital skills and cyber awareness, and (4) the biggest hurdles in rolling them out.

We'll crunch the data with descriptive stats to highlight campaign trends, success ratings, and common challenges. Drawing from prior research and how NSS works, we expect these programs to be a steady part of community outreach, but held back by tight budgets, lack of tech-savvy volunteers, academic schedules, and spotty community turnout. Ultimately, the study offers actionable tips to supercharge NSS efforts in digital literacy for cyber safety—think better policies, coordinator training, and standardized program materials.

**Keywords:** National Service Scheme (NSS), digital literacy, cyber-crime awareness, community engagement, extension activities

# **Digital Learning and Student Engagement: A Psychological Study of Motivation and Attention in North-East India**

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Digital learning has rapidly transformed the educational landscape, especially in diverse regions like North-East India, where accessibility and engagement present unique challenges. The present study aims to examine the psychological aspects of student engagement in digital learning environments, with a specific focus on motivation and attention among students in North-East India. The objectives include assessing levels of motivation and attention in digital learning contexts and analyzing their impact on student engagement.

The study adopts a quantitative research design. A sample of 200 students from secondary and higher secondary levels across selected states of North-East India was chosen using stratified sampling. Standardized scales measuring academic motivation, attention span, and student engagement in digital learning were administered. Data were analyzed using descriptive statistics, correlation, and regression analysis.

The findings indicate that while digital learning provides flexibility and access to educational resources, student engagement is significantly influenced by intrinsic motivation and sustained attention. Students with higher intrinsic motivation showed greater participation and persistence in online learning activities. However, attention-related challenges such as distractions, lack of structured environments, and screen fatigue were found to negatively impact engagement levels. Additionally, infrastructural limitations and digital divide issues in certain areas further affected learning outcomes.

The study concludes that enhancing motivation and improving attention management strategies are essential for effective digital learning. It emphasizes the need for interactive teaching methods, teacher support, and improved digital infrastructure to foster better student engagement in the region.

**Keywords:** digital learning, student engagement, motivation, attention, north-east India, Online Learning etc.

## **Preservation, Dissemination and Integration of Indian Knowledge Systems: The Strategic Role of Library and Information Centres fulfilling NEP 2020**

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The significance of Indian Knowledge Systems (IKS) in reviving India's educational and research landscape is emphasised in the National Education Policy (NEP) 2020. Preserving and disseminating and incorporating IKS into mainstream curriculum, the role of Libraries and Information Centres (LICs) are pivotal to this process. An attempt is made to analyse how these LICs can serve as guardians of IKS, especially in the digital era, by utilising cutting-edge technologies to preserve traditional knowledge and make it available to a wide range of students. It examines the importance of IKS, highlights important library projects, and talks about cooperative strategies that further the NEP 2020 objective. The article also tries to highlights significant obstacles, technical possibilities and libraries' capacity to connect ancient knowledge systems with modern teaching methods.

**Keywords:** NEP 2020, LICs, Indian Knowledge Systems (IKS),  
Libraries, Educational Policy, Digital Preservation, Knowledge  
Integration

## **The Role of Academic Libraries to promote the Indian Knowledge System**

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The Indian Knowledge System (IKS) covers vast areas science, philosophy, art, language, ecology and culture all built over millennia. Since NEP 2020 promotes integrating local wisdom into school curricula, teaching styles and research, institutions now need fresh approaches. Libraries act as bridges; therefore, they play a vital role through expanding collections, preserving digital data, refining search labels, guiding learners or collaborating across disciplines. This paper examines the roles libraries can take on, obstacles they may meet, along with openings for advancing IKS within universities. Through policy guidance, studies on preserving local knowledge and international cases, this work outlines steps for libraries to include indigenous knowledge system. Expanding holdings comes alongside comes alongside safeguarding historical texts, organizing digital conversion, applying multiple languages in catalog details , supporting scholars, partnering with communities, as well as educating library teams. Findings show academic libraries may conserve India's intellectual heritage while promoting interdisciplinary exploration, cultural insight and innovation rooted in tradition. With thoughtful rules, upgraded tech tools, plus collaboration among regional and national IKS networks, these institutions can turn into dynamic hubs of culturally grounded education. Integrating traditional knowledge in libraries ensure that ancient Indian wisdom remains accessible, usable and respected in modern study.

**Keywords:** Indian Knowledge System (IKS), Academic Libraries, Digital Preservation, Library Services.

## **Research and mathematics in competency based higher education in North East region**

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Education teachers and students are treated as the three angles or three sides of a triangular design. Today in a practical sense the traditional teaching-learning methods are often seen to fail the learners to meet a position in job market. As new education policy 20 is a learners centred education so far as learners top outcomes, so this paper emphasizes how methods to be integrated and enrich students skill, creative thinking, growth mindset and a positive classroom environment so that learning process to be in modern level. Specifically in Multidisciplinary courses in Mathematical Science education.

## **A study on Development of Self-Directed Learning and Reflected Thinking Skills among the postgraduate learners of KKHSOU**

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Self-directed learning and reflective thinking skills are two graduate attributes listed by UGC Learning Outcome-based Curriculum Framework (LOCF) that fall under Generic skills. Self directed learning skills refers to a learner's capability to manage his or her learning, build inner motivation to learn, explore the resources and utilize time positively, engage and guide oneself with learning process. It is a crucial input of learner for lifelong learning. Similarly, reflective thinking skills include analyzing the previous knowledge, ability to bridging learning gap and creating new knowledge based on prior knowledge and experience. For self directed learning to be effective, a learner needs to reflect on his/her own learning process. Learners of higher education should develop both of these core skills to accomplish in academic, personal and professional life. The shortage of seats in conventional higher education restricts a significant portion of the learner population from pursuing higher education Therefore, open and Distance Learning (ODL) has created an alternative path to address these limited opportunities of higher education. Open to all, easy access, cost effective, flexibilities, need based educations are the fundamental criterion of any open and distance learning institutions. KKSHOU is one of the prominent higher education institutions in North East region of India that brings education to the doorstep of the people. The curriculum, learners support services, Self Learning Materials (SLM), ICT driven delivery, study centers of KKHSOU guide the learner community to take the responsibility of their own learning, thereby enhancing self directed learning and reflective thinking skills. The objective of this article is to study the development of self directed and reflective thinking skills among the postgraduate learners of KKHSOU. A descriptive research methodology has used in the study. The finding of the study shows that postgraduate learners of KKHSOU have above average and high levels of self directed learning and reflective thinking skills.

**Keywords:** KKHSOU, Self Directed Learning skills and Reflective Thinking Skills

## **Many Languages, Yet One Future: Education in Shaping North-East India's Multilingual Identity**

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North-East India is known for its extraordinary linguistic diversity, with numerous indigenous languages, dialects and cultural identities coexisting within a complex socio-political landscape. This paper explores the pivotal role of education in shaping and sustaining the region's multilingual identity under the theme "Many Languages, Yet One Future: Education in Shaping North-East India's Multilingual Identity". It argues that education functions not only as a tool for knowledge transmission but also as a powerful medium for cultural preservation, linguistic inclusion, socio-economic transformation and brotherhood (Mohanty, 2010).

The study examines how multilingual education policies and practices, particularly mother tongue-based instruction in early schooling, contribute to improved learning outcomes, cultural continuity, and social cohesion (UNESCO, 2003). At the same time, it critically analyses the tensions between local languages and dominant languages such as English and Hindi, which are often associated with upward mobility and economic opportunities (Mohanty, Panda, & Pal, 2019). This duality creates a complex educational environment where linguistic diversity must be balanced with pragmatic aspirations.

Drawing on secondary data, policy analysis, and regional case insights, the paper highlights both the opportunities and challenges in implementing effective multilingual education in North-East India. Issues such as inadequate teaching resources, lack of standardized scripts, and limited institutional support are discussed as key barriers (NCERT, 2005). However, innovative community-driven initiatives and inclusive educational frameworks demonstrate the potential for integrating linguistic diversity into mainstream education.

The paper concludes that a well-designed multilingual education system can serve as a bridge between tradition and modernity, fostering inclusive development while preserving the unique linguistic heritage of the region. It calls for context-sensitive policies that empower local communities and promote equitable access to education in multiple languages.

**Keywords:** Multilingual Education, Linguistic Diversity, North-East India, Socio-Economic Transformation

## **Vocational and Skill - Based Education for Employment Generation**

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The present scenario depicts contemporary trends which influences every dimension of human life. In addition, theoretical knowledge solely tends to be insufficient for the economic progress of the nation. The incorporation of vocational and skill-based education in the educational curriculum is significant and it leads to acquisition of skills which ensures employable opportunities and enrich practicability, moreover it tends to prepare individuals for the role of entrepreneur, making them self-employed and so forth.

The purpose of the study is to make in-depth analysis on the measuring the significance and the role of vocational and skill-based education in this evolving phase. Furthermore, qualitative research has been applied to explore the challenges that individuals face while adapting vocational and skill education.

The core aim of the paper is to highlight realistic approaches on coping up with such issues and bring necessary development. This paper concludes with effective suggestions and recommendations bringing employable opportunities.

**Keywords:** Skill based education, vocational education,  
employment.

## **Skill Based Education for Employment Generation**

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Skill based education refers to a system of learning that gives importance on development of practical knowledge and abilities required for performing specific task in real life situation. Skill based education in simple words is learning by doing so that a person can work efficiently and earn living. This type of education help people to get job by teaching skills and vocational activities such as tailoring, weaving, carpentry etc.

It helps people to become independent, start their own business and contribute to the growth of economy. Skill based education in India heavily emphasized by NEP2020, aims to replace rote learning with practical, industry ready skills. NEP2020 promotes integrating vocational education, aiming to make students future ready through practical skills rather than theoretical knowledge.

In today's modern world students should not be limited to academic books, but they should also focus on skills-based learning. Skills such as soft skills are the critical need of the hour because they are the country's backbone. People who have learned skills are better learner. They have gained knowledge through experience.

At last, we can say that skill-based learning is the future of education for child. It prepares them for entrepreneurship and realities of 21<sup>st</sup> century workplace. In the Indian context, initiatives like the "Skill India Mission" and "Pradhan Mantri Kusal Vikas Yojana" plays significant role in promoting skill-based education among the youth.

**Keywords:** Skill, Education, Employment, Generation.

**A Study on the Integration of Vocational and Skill-  
Based Education in Higher Education for  
Enhancing Employment Generation among College  
Students- A Descriptive Study in Government  
Colleges of Nalbari District**

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In the present era of rapid socio-economic transformation and increasing unemployment among educated youth, the integration of vocational and skill-based education into higher education has emerged as a significant strategy for enhancing employability. The present study titled “A Study on the Integration of Vocational and Skill-Based Education in Higher Education for Enhancing Employment Generation among College Students – A Descriptive Study in the Government Colleges of Nalbari District” aims to explore the current status, relevance, challenges, and strategies related to such integration.

The present study adopts a descriptive research design and focuses on government colleges in Nalbari district. It examines the existing provisions of vocational and skill-based courses and evaluates their effectiveness in preparing students for employment

opportunities. The study also highlights the growing need and potential benefits of integrating skill-oriented education with traditional academic curricula, particularly in bridging the gap between education and the labour market. Vocational and skill-based education aims to equip students with practical knowledge, technical abilities, and job-oriented competencies. It helps learners to become self-reliant and better prepared for various employment opportunities. This study focuses on examining how vocational and skill-based education can be effectively incorporated into higher education to enhance employment generation among college students in Nalbari district by using quantitative data analysis.

**Keywords-** Integration, Vocational Education, Skill-based Education, Employment Generation, Higher Education

## **From Textbooks to AI Tutors: A Systematic Review of Gadget Dependency and Its Impact on Academic Performance among Secondary School Students**

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The widespread adoption of digital technologies in the education system has revolutionized conventional modes of learning, with students in secondary schools shifting from conventional textbooks to AI-technology-based learning tools. This study sought to critically examine the existing literature on gadget dependency and its effects on academic performance in the new education system. The study used secondary data from various peer-reviewed journals, institutional reports, and scholarly research conducted between 2015 and 2025 to assess the pattern of gadget use, level of dependency and their correlation with academic performance.

The study revealed that, although gadgets and AI-technology-based learning tools, such as ChatGPT, can improve access to information, facilitate interactive learning, and increase engagement. Excessive dependency can lead to lower concentration levels, distractions and poor academic performance. The study, therefore, concluded that there is a two-fold effect of gadget use on academic performance. With moderate use of such tools having

a positive correlation with academic performance, whereas uncontrolled use can adversely affect academic performance.

The study, however, also revealed that factors such as the duration of gadget use, purpose of use, and parental or teacher supervision can affect the correlation between gadget use and academic performance. The study, therefore, concluded that there is a gap in the existing literature on the effects of gadget use on academic performance, including the effects of emerging AI technologies on independent learning skills. The study, therefore, concluded by emphasizing the importance of balanced use of digital technologies to maximize academic performance in secondary school students.

The findings of this study, therefore, can be of significant use to educators, policymakers, and researchers to design effective strategies to incorporate technology in education without creating dependency in students.

**Keywords:** Gadget Dependency, Adolescents, Academic Performance, Artificial Intelligence,

## **Educational Policies and Socio-Economic Transformation in North-East India: An Analysis from 1947 to NEP 2020**

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Education has played a transformative role in shaping the socio-economic landscape of North-East India since independence. This paper examines the evolution of educational policies from 1947 to the National Education Policy 2020, highlighting their impact on access, equity, and regional development. In the early post-independence period, the region faced challenges such as geographical isolation, limited infrastructure, and low literacy levels. Over time, targeted policy interventions-including the expansion of schooling, tribal education initiatives, and centrally sponsored schemes-have significantly improved educational access and participation.

Drawing from policy analysis, this paper reflects on how education has influenced social mobility, gender inclusion, and employment opportunities in the region. While initiatives like universal elementary education and recent reforms under NEP 2020 aim to bridge persistent gaps, disparities between rural and urban areas, as well as among different states, continue to shape outcomes. The study argues that although educational policies have contributed to notable socio-economic progress, their effectiveness depends on context-sensitive implementation. By linking policy frameworks with ground realities, this paper highlights the need for more inclusive, locally responsive strategies to ensure sustainable transformation in North-East India.

**Keywords:** Educational Policy, Socio-Economic Transformation, North-East India, NEP 2020, Inclusive Education

## **Critical Analysis of the National Education Policy 2020 and Social Inclusion**

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The National Education Policy 2020 envisions an inclusive and equitable education system that ensures access, participation, and success for all learners, particularly those from historically marginalized groups such as women, Scheduled Castes, Scheduled Tribes, minorities, and persons with disabilities. This paper critically examines the extent to which the policy promotes social inclusion through its emphasis on universal access, flexible learning pathways, multidisciplinary education, and targeted support mechanisms for disadvantaged learners.

While the policy outlines progressive measures, including the removal of structural barriers and the promotion of gender inclusion and equity, several challenges persist in translating these goals into practice. Issues such as the digital divide, socio-economic disparities, infrastructural limitations, and gaps in policy implementation continue to hinder inclusive outcomes.

The analysis highlights that although the policy provides a comprehensive framework for inclusive education, its effectiveness largely depends on robust implementation strategies, adequate resource allocation, and continuous monitoring. The paper concludes that achieving meaningful social inclusion in education requires not only policy intent but also sustained institutional commitment and grassroots-level execution.

**Keywords:** National Education Policy 2020, Social Inclusion, Gender Equality, Educational Equity

# **Integrating Indigenous Knowledge Systems into Teacher Education: A Psychological Perspective on Holistic Learning and Identity Development**

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The integration of Indigenous Knowledge Systems (IKS) into teacher education has gained increasing attention in contemporary educational discourse, particularly in the context of culturally diverse societies. This review paper explores the psychological foundations and implications of incorporating indigenous knowledge into teacher preparation programs, with a focus on promoting holistic learning and identity development. Drawing upon key perspectives from educational psychology, including socio-cultural theory, constructivism, and identity formation frameworks, the paper examines how indigenous epistemologies contribute to cognitive, emotional, social, and moral development among learners.

Indigenous Knowledge Systems emphasize experiential learning, community participation, storytelling, and harmony with nature, offering a multidimensional approach to education that extends beyond conventional Western models. From a psychological standpoint, such practices foster a strong sense of self, cultural identity, belongingness, and emotional well-being in learners. The review also highlights the role of teachers as cultural mediators who must be equipped with culturally responsive pedagogical skills to effectively integrate IKS into classroom practices.

Furthermore, the paper discusses the implications of integrating IKS for teacher education curricula, particularly in aligning with policies such as the National Education Policy (2020), which advocates for the inclusion of local and indigenous knowledge. Challenges such as lack of awareness, standardized curricula, and limited training are also addressed. The paper concludes by emphasizing the need for a paradigm shift toward inclusive, culturally grounded, and psychologically enriching teacher education programs that support holistic human development.

**Keywords:** Indigenous Knowledge Systems (IKS), Teacher Education, Educational Psychology, Holistic Learning, Identity Development

## **Intersecting Margins: Gender, Tribe and Educational Inequality in Northeast India**

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Educational inequality in Northeast India is often examined through a broad gender lens, overlooking the layered factors that shape access and outcomes. This paper explores how gender intersects with tribal identity and geographical location to produce differentiated educational experiences across the region. Drawing on the framework of intersectionality, as conceptualized by Kimberlé Crenshaw, the study moves beyond binary gender comparisons to examine multiple, overlapping forms of marginalization.

The paper is based on a qualitative secondary analysis of data from the National Family Health Survey (NFHS), Census reports, and existing literature on education in Northeast India. It analyses patterns in literacy, enrollment, and dropout rates, with a focus on tribal women in rural and remote areas. The findings indicate that while aggregate gender indicators may show progress, disparities persist within communities due to socio-cultural norms, infrastructural constraints, and unequal access to resources.

The paper argues that policies focused solely on gender parity risk obscuring deeper inequalities. It highlights the need for intersectional and context-sensitive approaches to ensure more inclusive and equitable educational outcomes in Northeast India.

**Keywords:** Intersectionality, Gender and Education, Tribal Communities, Northeast India, Educational Inequality

## **Teaching Assamese in a Multilingual Classroom: Issues and Innovations**

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In the context of higher education in Assam, Assamese Major classrooms increasingly reflect a multilingual composition, with students coming from diverse linguistic backgrounds such as Assamese, Bangla, Hindi, and various indigenous languages. This paper examines the specific challenges and emerging pedagogical innovations in teaching Assamese within such multilingual undergraduate settings. It aims to explore how linguistic diversity influences the teaching of advanced Assamese language, literature, and linguistics, and how educators respond to these complexities.

Adopting a qualitative approach, the study is based on classroom interactions, teacher experiences, and student responses in Assamese Major classes at the college level. It identifies key issues such as variation in students' linguistic competence, uneven exposure to standard Assamese, interference from other languages, and difficulties in engaging with classical and modern texts. Additionally, the dominance of English and Hindi in academic discourse often affects students' confidence and proficiency in Assamese.

However, the study also highlights innovative teaching practices that address these challenges. These include the use of translanguaging as a pedagogical tool, comparative linguistic analysis, contextual explanation of texts, and incorporation of students' linguistic repertoires to facilitate deeper understanding. Teachers are seen to adopt flexible and inclusive strategies that not only support comprehension but also encourage active participation and critical engagement.

The paper argues that Assamese Major classrooms in higher education must acknowledge and utilize multilingualism as a resource rather than a barrier. It emphasizes the need for curriculum design, teaching materials, and teacher training that are sensitive to multilingual realities. By doing so, higher education can play a significant role in strengthening Assamese language proficiency while promoting linguistic diversity and academic inclusivity.

## **Migration and Its Aftermath: A Study of Socio-Economic Challenges Faced by Internal Migrants in India**

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**Background:** Internal migration has emerged as a central feature of India's socio-economic landscape, involving the movement of millions of workers from rural and semi-urban areas to urban centres in pursuit of livelihood. Despite their critical role in sustaining the informal economy, these migrants continue to face severe socio-economic deprivation after migration.

**Objectives:** This paper examines the socio-economic challenges encountered by internal migrants in India's informal sector after migration, with particular attention to livelihood precarity, housing conditions, access to basic services, and social exclusion.

**Methodology:** The study is based on a critical review of secondary data drawn from the Census of India, Periodic Labour Force Survey (PLFS), National Sample Survey (NSS) reports, Economic Survey of India, and peer-reviewed academic literature. The analysis is grounded in a Marxist political economy framework.

**Findings:** The paper finds that migration, contrary to being a pathway to upward mobility, frequently reproduces and deepens structural inequalities. Migrants face exploitative wages, inadequate housing, exclusion from welfare entitlements, and social discrimination.

**Conclusion:** Rights-based policy interventions and a structural reimagining of India's social protection architecture are urgently needed to address the systemic vulnerabilities of informal migrant workers.

**Keywords:** Internal migration, socio-economic challenges, informal sector, labour precarity, critical political economy

## **Teacher Education Reforms and Faculty Stress: A study of B.Ed. College Teachers under Gauhati University in the context of NEP 2020**

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The implementation of the National Education Policy 2020 has introduced significant reforms in teacher education, influencing the professional roles and responsibilities of faculty members in B.Ed. colleges affiliated with Gauhati University. While these reforms aim to improve quality and promote innovative pedagogical practices, they have also contributed to increased work-related stress among teacher educators.

This study examines the level and sources of faculty stress in the context of NEP 2020 reforms. It is based on primary data collected from 60 teacher educators using a structured questionnaire. The findings reveal that a considerable proportion of respondents experience moderate to high stress levels due to increased workload, frequent curriculum changes, administrative pressure, and the need to adopt new teaching methodologies. Lack of adequate training and institutional support further intensifies stress. Variations in stress levels were observed based on teaching experience and institutional type.

The study concludes that although NEP 2020 offers opportunities for professional growth, it also places additional demands on faculty. Therefore, appropriate support systems, capacity-building programmes, and stress management strategies are essential to ensure the effective implementation of reforms and the well-being of teacher educators.

**Keywords:** NEP 2020; Teacher Education Reforms; Faculty Stress; B.Ed. Colleges; Gauhati University

## **A Study of Teacher Education for Multilingual and Multicultural Classroom in North-East India: Perspective on Education Transformation**

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India is a multilingual and plural- ethnic country where language has great relevance and significance. Language is the foundation of learning. It supports students in intellectual, social and emotional development. The North East region of India is known for its rich linguistic and cultural diversity with multiple language and ethnic communities. Each community has its own unique tradition, customs and language. North East students come school with different mother tongues and cultural backgrounds. For effective learning, there is need to bring changes in teacher education to address diverse learning needs. Teacher education programs should include multilingual education in curriculum and course related to local culture and tradition. By adding digital tools, videos and application in different languages can support better understanding and engagement among the teachers. These changes will help teachers in creating inclusive and effective learning environment in classroom.

The study adopts a descriptive research design to understand the impact of multilingual and multiculture content in teacher education. The findings of the study reveals that teacher education plays an important role in bringing multilingual and multi culture environment in classroom. Teacher trained in multilingual strategies are better to communicate with students. Multi culture awareness also helps teacher in integrating students from different culture backgrounds.

In conclusion, effective teacher education plays a key factor in transforming education in North East India. By including multilingual and multicultural practices in teacher education, teachers are able to create inclusive and effective classroom learning. It helps students to know their culture and tradition. Schools and teachers should get proper training for effective use of teaching learning material and digital tools. So they can effectively teach student in their regional language and improve learning outcomes.

**Keywords:** Inclusive, Multilingual, Multicultural.

## **Pedagogical Innovations and Outcome-Based Teacher Education: A Pathway to SocioEconomic Transformation in North East India**

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Education has long been recognised as a powerful lever for socio-economic transformation, yet the quality of that transformation depends fundamentally on how teachers are prepared. In the context of North East India — a region marked by ethnic diversity, multilingualism, geographical remoteness, and historical marginalisation — the reform of teacher education through pedagogical innovation and outcome-based frameworks assumes particular developmental significance. This paper, situated within the broader discourse of India’s National Education Policy 2020, examines how outcome-based education (OBE) principles are being integrated into teacher preparation programmes across the North Eastern states, and how this integration can serve as a catalyst for regional socio-economic development. Through a qualitative analysis drawing on policy documents, institutional reports, and perspectives from teacher educators in states including Assam, Meghalaya, and Manipur, the study explores the adoption of culturally responsive pedagogies, community-embedded practicum models, and multilingual instructional strategies as vehicles for achieving programme learning outcomes. Findings indicate that while NEP 2020 mandates a competency-based shift, structural barriers — including inadequate DIET and SCERT capacity, sparse digital infrastructure, and disconnect between university curricula and local livelihood contexts — significantly constrain effective OBE implementation. The paper argues that pedagogically innovative, outcome-aligned teacher education, when anchored in the socio-cultural realities of North East India, can meaningfully contribute to human capital development, social equity, and sustainable regional progress. Policy recommendations address curriculum reform, regional faculty development networks, and community-inclusive assessment practices.

**Keywords:** Outcome-based education; Teacher education reform; North East India; Socio-economic transformation; NEP 2020

## **Energy Governance and Renewable Transitions in Northeast India: Pathways for Sustainable and Inclusive Development**

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Energy governance in Northeast India is shaped by a unique combination of ecological sensitivity, geographic remoteness, and socio-cultural diversity. Traditionally, the region has depended on biomass-based energy sources such as firewood and agricultural residues, along with limited hydropower and inadequate grid connectivity. While these systems have historically supported local livelihoods, they are increasingly unsustainable due to rising energy demands and environmental degradation. The continued reliance on traditional energy sources has contributed to deforestation, indoor air pollution, and persistent energy poverty, particularly in rural and remote areas.

The region faces significant governance challenges, including weak infrastructure, fragmented policy implementation, and limited community participation in decision-making processes. Large-scale hydropower projects, often promoted as engines of growth, have further intensified socio-environmental conflicts by disrupting fragile ecosystems and displacing indigenous communities. These challenges highlight the need for a more inclusive and adaptive energy governance framework.

Renewable energy offers a viable pathway to balance development and sustainability in Northeast India. With abundant potential in solar, small hydropower, and biomass energy, decentralized and community-based renewable systems can enhance energy access while minimizing ecological impacts. Strengthening institutional coordination, promoting participatory governance, and integrating indigenous knowledge are essential for a just and effective energy transition. A context-specific approach to renewable energy governance can enable the region to achieve sustainable development while preserving its environmental and cultural integrity.

**Keywords:** Energy Governance; Renewable Energy; Northeast India;  
Sustainability; Energy Justice

# **Indigenous Knowledge Systems and Local Educational Practices in Northeast India: Understanding Education Beyond Formal Schooling**

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Education is often understood through the lens of formal schooling, institutional curricula, standardised examinations, and state-led pedagogical systems. However, such an understanding frequently neglects the diverse and historically rooted forms of knowledge transmission embedded within local communities. In the context of Northeast India, where ethnic plurality, linguistic diversity, ecological richness, and indigenous cultural traditions shape everyday life, education extends far beyond the classroom. Indigenous knowledge systems and local educational practices have historically played a significant role in shaping social behaviour, livelihood skills, moral values, ecological awareness, cultural identity, and collective memory. These systems of learning are transmitted through oral traditions, ritual practices, community participation, intergenerational interaction, observation, imitation, and lived experience.

This paper explores the nature, relevance, and contemporary significance of indigenous knowledge systems and local educational practices in Northeast India. It adopts a descriptive and qualitative approach and is based entirely on conceptual and literature-based discussion. The paper argues that indigenous education constitutes a meaningful and legitimate form of knowledge production and social learning that has long coexisted with, and at times stood in tension with, formal schooling systems.

It further examines how colonial educational interventions, postcolonial modernisation, and the expansion of institutional education have contributed to the marginalisation of indigenous ways of knowing. At the same time, the paper highlights the continuing relevance of local educational traditions in preserving cultural identity, strengthening social cohesion, sustaining environmental ethics, and promoting context-sensitive learning. The study concludes that a more inclusive and culturally responsive understanding of education in Northeast India must recognise and engage with indigenous knowledge as an integral component of educational thought and practice.

**Keywords:** Indigenous Knowledge, Local Educational Practices, Northeast India, Informal Education, Cultural Transmission, Traditional Learning, Community Knowledge, Education Beyond Schooling

# **Educational and Socio-Economic Transformation in North-East India (2014–2024): Progress, Emerging Opportunities, and Developmental Challenges**

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This paper examines the educational and socio-economic transformation (development) in North-East India over the last ten years (2014–2024), with a focus on inclusive and sustainable development. This study/work adopts a descriptive and analytical approach based on secondary data from government reports, online sources, and existing literature. The findings from the secondary data indicate significant progress in literacy rates, student enrolment, and the expansion/increase of education institutions across the region (North-East India). The presence of premier institutions of higher education (such as IIT Guwahati, IIM Shillong) has contributed to skill development, research, and regional capacity building, which boosts the sustainable development and socio-economic growth.

The paper further highlights that inclusive and sustainable development plays a crucial role in strengthening the educational ecosystem by empowering learners, expanding opportunities, preserving cultural diversity, and promoting balanced regional development. It contributes to improved access to education, better health and social outcomes, environmental awareness, and long-term economic stability, thereby supporting employment generation, income growth, and reduction in inequality.

At the same time, emerging challenges related to skill alignment, digital inclusion, and regional disparities indicate areas requiring focused attention. The study suggests that strengthening the integration of education, innovation, and policy frameworks is essential for sustaining inclusive and long-term development in North-East India. The findings provide useful insights for policymakers, researchers, and practitioners engaged in regional development.

**Keywords:** North-East India; Educational Development; Higher Education Institutions; Socio-Economic Transformation; Inclusive and Sustainable Development.

## **Use of Information and Communication Technology (ICT) in English language teaching and learning**

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Language shapes human existence and gives us our identity. In simple terms, language is the tool or medium for individuals to exist in society. It helps individuals to communicate with others, share feelings and thoughts, etc. It acts as a powerful instrument used to share information around the world, and in the digital era, we can take the help of ICT to share the information. There are many languages in the world, but English holds a very important place, as it is widely used and considered a global language. Currently, both the English language and ICT have become very important parts of our daily lives.

In the 21<sup>st</sup>-century technological era, Information and Communication Technology (ICT) has become a powerful tool in the field of education, and it can provide essential support for teaching and learning the English language. Implementation of ICT in English learning can support the learners to develop their English skills, such as listening, speaking, reading, and writing (LSRW). Digital platforms like YouTube, social media, etc., can enhance English skills. Moreover, ICT can motivate and encourage learners for learning English.

Digital proficiency has a significant role in integrating technology in language teaching and learning. ICT help teachers to teach effectively by enabling them to use digital devices like mobile phones, tablets, etc through which they can access online materials, participate in online language interaction programmes and complete language learning assignments. Various studies demonstrate that the use of digital tools can help to develop learners' autonomy, enhance motivation and engagement in language learning. Digital technologies can help in language acquisition, develop digital skills and promote cross-cultural cooperation. However, to integrate ICT in language learning, teachers must have proper technological knowledge and experience, and while using digital tools, teachers must follow the ethical rules.

Overall, ICT can enhance English teaching and learning. ICT make teaching- learning of English more learner-centred, interactive, and accessible, and improves both language proficiency and digital skills in both teachers and students.

**Keywords:** ICT, technology integration, English language, teaching and learning.

**Literature of Agitation: Representing the Assam  
Movement and Its Impact on Educated Youth in  
Assamese Fiction, with Special Reference to *The Bag***

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This paper examines how fiction from Assam functions as an active agent of social transformation in North-East India through a study of the Assam Movement in *The Bag* by Arup Kumar Dutta. Challenging the reductive view that literature merely reflects reality, the paper argues that fiction also shapes public understanding of conflict, identity and youth participation. The novel highlights the role of educated youth in the movement, revealing that they were not distant observers but active participators of their contemporary political action. In this context, this paper questions the assumption that education necessarily produces rational and critical thinking, showing instead that it can coexist with strong emotions, identity politics and collective unrest.

Drawing on Aleida Assmann's idea of cultural memory the paper explains how literature turns lives experiences of agitation into structured, meaningful and lasting narratives. Marianne Hirsch's theory of postmemory further shows how these narratives continue to influence succeeding generations by carrying the emotional impact of the agitation. Engaging Gayatri Chakravorty Spivak, the paper questions whether educated youth act as critical agents or reproduce ideas that exclude others.

The paper concludes that Assamese fiction not only records but actively reconfigures social transformation by exposing the limits of education and its deep entanglement with identity-driven political conflict.

**Keywords:** Assam Movement, literature and social transformation, Cultural Memory, Assamese fiction, education and youth

## **Incorporating Indigenous Knowledge in Teacher Education**

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India is a land of treasure of knowledge. The indigenous system of knowledge needs to be preserved to the next generation for solving the emerging problems of our country and making our country a “Viksit Bharat.” To transfer the knowledge on a wider scale, need it to be integrated into the teacher education programme because only the teacher can take the responsibility to prepare the future generation. Indian Knowledge System can be strengthened by making it a part of teacher education. For inculcating the attitude, skills and knowledge among the teacher educators IKS should be integrated in the both pre- service and in- service teacher education programmes. The ancient approach of Shravana, Manana, Nidhyasana to be followed in the teaching- learning process. The personalized instruction method that was previously used in the “Gurukul System” can be used for transformation of knowledge. In the teacher education programme IKS will inculcate hands- on learning experiences, holistic development of individual, and preserving linguistic diversity to the teacher educators as the teacher education programmes can be promoted through IKS which is based on vedic literature and Upanishads.

**Keywords:** Indigenous Knowledge, Teacher Education, Incorporation.

## **Impact Of Digital Learning on the Academic Achievement of the Students of Higher Education- A Study in Upper Assam**

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Digital learning has become a transformative force in higher education, significantly impacting academic achievement. By offering flexible, accessible learning options - like virtual lectures, interactive simulations, and personalized learning platforms - students can engage with content at their own pace. Research shows that digital tools often lead to deeper understanding, improved retention, and higher test scores. At the same time, digital learning bridges geographical gaps, giving students from diverse backgrounds a chance to succeed. However, it's also important to address challenges - such as digital divide, engagement fatigue, and the need for digital literacy - so that all students can reap the full benefits of these innovations. While digital learning offers many benefits, it also has some potential downsides. For instance, students can struggle with isolation or a lack of direct peer interaction, which may affect motivation and engagement. Additionally, unequal access to technology or stable internet can widen achievement gaps between students of different socioeconomic backgrounds. Finally, excessive screen time can lead to fatigue or distractions, reducing focus and, ultimately, academic performance.

**Keywords:** Digital learning, higher education, digital tools, benefits of digital learning, academic achievement.

***Rethinking Education, Gender and the Collapse of  
Selfhood in ArupaPatangiaKalita's "Close of Day  
with Miss Havisham"***

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Education is often regarded as a transformative force that empowers individuals and enables social mobility, particularly in the context of women's lives. However, literary narratives frequently complicate this assumption by exposing the limitations of education within deeply patriarchal structures. This paper examines ArupaPatangiaKalita's short story "*Close of Day with Miss Havisham*" as a critique of the idea of education as empowerment. Through the character of Borma, the narrative presents a woman who, despite possessing the markers of refinement and cultural upbringing, remains emotionally dependent and incapable of negotiating the challenges of life after personal loss. The study argues that the form of education available to Borma is superficial and gendered, designed to produce conformity rather than independence. As a result, her identity is constructed entirely within the framework of domesticity, leading to a gradual erosion of selfhood following the death of her husband. In contrast to narratives that celebrate education as a means of liberation, such as those portraying empowered female figures in Assamese literature, this story reveals the failure of education to foster resilience, agency, and self-realisation.

By situating the text within broader discussions of gender and identity formation, the paper highlights how education, when shaped by patriarchal norms, can reinforce dependency instead of enabling transformation. Ultimately, the paper seeks to rethink the role of education in women's lives, arguing that without a foundation in autonomy and critical awareness, education risks becoming an instrument of social conditioning rather than a pathway to empowerment.

**Keywords: Education, gender, selfhood, dependency, patriarchy, identity formation**

## **Pedagogical Leadership Practices of Secondary School Teachers in Williamnagar, Meghalaya**

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&

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Pedagogical leadership plays a crucial role in elevating teaching quality and overall school effectiveness. However, limited research has studied the pedagogical leadership practices of secondary school teachers in Williamnagar, Meghalaya. This study explores how teachers, as pedagogical leaders, influence teaching-learning processes and contribute to school effectiveness. A descriptive qualitative approach was adopted for this study. Data were collected through semi-structured interviews and focus group discussions, and analyzed using thematic analysis.

The findings of this study indicate that teachers, as pedagogical leaders, contributed significantly to the overall learning environment by leading classroom instruction, facilitating effective student learning, building conducive learning environment, and promoting continuous improvement in teaching-learning processes in the school. Furthermore, it found that pedagogical leadership practices such as collaborative teaching, reflective practices, instructional guidance, peer support, support from school heads, availability of sufficient resources, and opportunities for in-service professional development significantly improved teachers' instructional competencies, classroom engagement, and professional growth.

The study emphasizes the importance of recognizing and promoting teacher-led pedagogical leadership to improve school effectiveness and inform educational policy and practice. It also contributes insights on teacher-led leadership in secondary education.

**Keywords:** Pedagogical Leadership Practices, Secondary School Teachers, Qualitative Research

**Role of Women in Higher Education and Socio-  
Economic Transformation: A Case Study in D.C.B.  
Girls' College, Jorhat, Assam**

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Human capital is the most precious of all resources which is core for the National Development. Higher Education is regarded as the basis for the foundation for human development. Higher Education enhances people's capacity to work and their opportunities to work, promoting innovation and thereby national development. Women frame an indispensable human capital for enhancing economic power of a nation. The role of women in the socio-economic transformation of the Nation. Though women are a very important human resource, but surprisingly there is a big gender gap in all aspects of life-education, economic activity, social positions, status, empowerment etc. Higher Education for women is a crucial driver of socio-economic transformation, directly boosting economic growth, fostering gender equality and driving innovation. It empowers women with financial independence and decision-making power, enabling them to move beyond traditional roles to contribute to professional sectors and improve family well-being. The present study tries to find out the role of women of D.C.B. Girls' College in socio economic transformation.

**Keywords:** Higher Education, Women, Socio-Economic,  
Transformation, Empowerment.

## **The Development of Education in Colonial Assam: A Historical Study**

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British rule in Assam witnessed significant changes in the region's socio-cultural and educational history. This paper examines the growth and development of education in Assam, with special focus on the expansion of educational institutions, their impact on women, and the influence of Western education on tribal society and culture in colonial Assam. The advent of the British, following the Treaty of Yandaboo in 1826, marked the beginning of a new era in Assam. The introduction of a new administrative structure, evolving educational policies, the penetration of Western culture and religion, the rise of the middle class, and the influence of the printing press were among the noteworthy developments of this period. Furthermore, the promotion of female education and the missionary focus on tribal education significantly transformed local society and culture. Based on secondary sources such as books, journals, and research articles, this study adopts a descriptive and analytical approach. The primary objective of this paper is to examine the pivotal role of Christian missionaries and the British administration in the spread of women's education, as well as their broader impact on tribal society and culture in Assam.

**Keywords:** British Administration, Christian Missionaries, Colonial Assam, Women's Education, Tribal Society.

## **Attitude of Pre-service Teachers towards Competency-Based Learning in Enhancing Teaching Skills**

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Competency-Based Learning (CBL) is becoming an important approach in teacher education because it focuses on developing the practical skills and professional competencies required for 21<sup>st</sup> century classrooms that pre-service teachers need in real classrooms. This study investigates the attitude of pre-service teachers towards competency-based learning in enhancing their teaching skills. This study aims to find out how CBL is helping in improving specific teaching skills such as skill of introducing a lesson, skill of using blackboard, explanation, and illustration with example, skill of questioning, demonstration, etc. This study adopts a descriptive survey method. The sample in this study is selected using purposive sampling technique and the data is collected from 100 students through questionnaire. The findings reveal that 90% of pre-service teachers hold a positive attitude towards competency-based learning. It also revealed that CBL increased their confidence by helping them identify their strengths and areas for improvement and help them prepared for actual classroom situations. The study revealed that Competency-Based Curriculum is an effective model for developing essential teaching skills. It supports active learning, encourages continuous improvement, and prepares pre-service teachers to meet the demands of modern classrooms. The findings of the study have important implications in improving the quality of teacher training.

**Keywords:** Competency-Based Learning; Teaching Skills; Pre-service Teachers; Teacher Education

## **Self-Efficacy as a Determinant of Learners' Academic Achievement**

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(Autonomous)

Self-efficacy, a key construct of social cognitive theory proposed by Albert Bandura, plays a vital role in determining learners' academic achievement. It refers to an individual's belief in their capability to successfully perform academic tasks and attain desired learning outcomes. The present paper explores self-efficacy as a significant psychological factor influencing students' performance in educational settings. Evidence from existing literature indicates that learners with high self-efficacy exhibit greater motivation, persistence, and engagement, along with the effective use of cognitive and metacognitive strategies. These attributes contribute positively to their academic success. In contrast, students with low self-efficacy often experience anxiety, lack of confidence, and avoidance of challenging tasks, leading to lower academic achievement.

The paper also examines the underlying processes through which self-efficacy affects learning, including cognitive regulation, emotional control, and goal orientation. Furthermore, it highlights the major sources of self-efficacy development, such as mastery experiences, social modelling, verbal encouragement, and physiological states. The study emphasizes the role of educators in fostering self-efficacy through supportive classroom practices and learner-centred approaches. It concludes that enhancing self-efficacy is essential for improving academic outcomes and promoting lifelong learning.

## **Teacher Education for Socio-economic Transformation in Northeast India**

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Teacher education plays a pivotal role in fostering socio-economic transformation, particularly in culturally diverse and geographically complex regions like Northeast India. This paper explores how effective teacher education programs can contribute to sustainable development, social equity, and economic empowerment in the region. Northeast India, characterized by its ethnic diversity, linguistic plurality, and uneven access to educational resources, requires a context-sensitive and inclusive approach to teacher training. The study emphasizes the integration of indigenous knowledge systems, multilingual pedagogy, and culturally responsive teaching practices to make education more relevant and impactful. Furthermore, the paper examines the challenges faced by teacher education institutions, including inadequate infrastructure, limited professional development opportunities, and gaps in policy implementation. It highlights the need for curriculum reform that aligns with local realities while maintaining national and global educational standards. The role of digital technology and community engagement in enhancing teacher capacity and outreach is also discussed. By preparing teachers as agents of change, capable of addressing social disparities and promoting critical thinking, teacher education can significantly influence the socio-economic fabric of Northeast India. The study concludes that strengthening teacher education through policy support, innovation, and localized strategies is essential for achieving long-term transformation and inclusive growth in the region.

**Keywords:** Teacher Education, Socio-economic Transformation, Northeast India, Inclusive Pedagogy, Indigenous Knowledge Systems

## **Exploring Digital Learning and Educational Innovation in Northeast India: A Qualitative Study of Access, Equity, and Transformation**

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This study examines the evolving landscape of digital learning and educational innovation in Northeast India, with a specific focus on how technological interventions are reshaping access, pedagogy, and inclusion in geographically and socio-economically constrained contexts. Adopting a qualitative approach, the paper analyses secondary data from policy documents, regional case studies, and recent scholarly works to identify patterns in the implementation and impact of digital education initiatives across states such as Assam, Meghalaya, and Arunachal Pradesh. The findings reveal that while mobile-based learning platforms, AI-enabled teaching tools, and government led digital programs have improved outreach in remote areas, their effectiveness is uneven due to infrastructural limitations, linguistic diversity, and gaps in digital competencies among educators and learners. The study further highlights that the lack of culturally contextualized content and localized technological design reduces learner engagement and limits long-term sustainability. By situating digital education within the unique socio-cultural fabric of Northeast India, this paper argues for a shift from uniform, policy-driven models to adaptive, region-specific strategies that integrate indigenous knowledge systems, strengthen teacher capacity, and prioritize equitable digital access. The research contributes to ongoing discussions on inclusive digital transformation by offering context-sensitive insights relevant to policymakers, educators, and researchers.

**Keywords:** Digital Learning, Educational Innovation, Northeast India, Digital Divide, Inclusive Education

## **Bridging the Branding Literacy Gap: Role of Vocational Education in Empowering Indigenous Artisan Families of Assam**

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Assam is the homeland of diverse indigenous knowledge systems, traditional craftsmanship, and customs and traditions passed down through generations. From exclusively hand-woven products like *mekhela sador* to homemade pickles and traditional *pithas*, the Assamese artisan families are engaged in the production of these goods, which retains emotional, cultural, and most importantly, ecological values. However, regardless of the market potential and the unique selling proposition (USP) of these products, they are underrepresented in the organized market. And the reason behind it is the lack of branding literacy.

The paper is the outcome of a primary observation made within the framework of vocational education in the secondary and higher secondary schools of Assam. It has been found that students from classes 9 to 12 who are pursuing Retail Trade as a vocational subject were mainly from those families who are engaged in the production of traditional hand-woven textile products and locally made food products. These products lack a formal branding strategy, along with packaging, pricing, and promotional strategies.

The argument here is that vocational education can be used as a driving factor to empower the artisan families in Assam. Integrating branding literacy into the existing vocational curriculum of Retail Trade can result in community transformation.

Based on the qualitative observation, personal classroom experience, vocational trainings and secondary data, the paper represents an acknowledgement of education-led rural marketing development. Although the study is based in the context of Assam, the branding literacy gap identified is indicative of the entire Northeast India.

**Keywords:** Branding Literacy, Indigenous Products, Vocational Education, Artisan Families, Assam

## **Code-Mixing and Code-Switching in Educational Spaces: A Study of Assamese, Hindi, English, and Bangla Interaction**

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In multilingual regions like North-East India, especially Assam, educational spaces serve as dynamic sites of linguistic interaction where multiple languages coexist and influence one another. This paper examines the phenomena of code-mixing and code-switching among Assamese, Hindi, English, and Bangla within classroom environments. It aims to explore how teachers and students navigate these languages in everyday pedagogical practices, and how such linguistic behaviours contribute to both learning processes and identity formation.

The study adopts a sociolinguistic approach, combining qualitative and quantitative methods, including classroom observations, interviews with teachers and students, and analysis of spoken discourse. It investigates the frequency, patterns, and functional motivations behind code-mixing and code-switching, such as ease of comprehension, emphasis, social inclusion, and contextual appropriateness.

The findings are expected to reveal that multilingual practices are not merely incidental but play a crucial role in facilitating effective communication and inclusive learning. At the same time, the paper critically evaluates whether such practices support or hinder the development of proficiency in individual languages, particularly Assamese as a regional language.

By situating the analysis within the broader framework of multilingual education, the paper highlights the need for pedagogical strategies that recognize and harness linguistic diversity rather than suppress it. The study contributes to ongoing discussions on language policy, classroom practices, and the role of education in promoting multilingual competence and cultural inclusivity in North-East India.

## **Entrepreneurship Development through Education: A Study of Startups in Northeast India**

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Entrepreneurship has emerged as a key driver of economic growth, innovation, and employment generation in India. In recent years, the focus on entrepreneurship education has intensified, especially in regions like Northeast India, where industrial development has traditionally been limited. This study examines the role of education in fostering entrepreneurship development and its impact on the growth of startups in Northeast India. The paper explores how educational institutions, training programs, and government initiatives contribute to building entrepreneurial skills, mindset, and capabilities among youth.

The study adopts a descriptive and analytical approach using secondary data from research articles, government reports, and startup ecosystem analyses. It highlights that although the region faces challenges such as infrastructural gaps, limited access to finance, and low awareness, there is a growing startup ecosystem supported by incubation centres, skill development programs, and policy interventions.

The findings indicate that entrepreneurship education significantly enhances entrepreneurial intention, self-efficacy, and innovation among students. Moreover, educational institutions play a crucial role in bridging the gap between knowledge and practical implementation through incubation and mentorship. The paper concludes that strengthening entrepreneurship education, improving infrastructure, and increasing funding opportunities can accelerate startup growth in Northeast India and contribute to regional economic development.

# **Impact of Socio-Economic Status on Access to Quality Education**

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Socio-economic disparities significantly influence access to quality education and shape learning outcomes across different sections of society. This paper examines the impact of socio-economic status (SES) on educational opportunities, particularly for students from marginalized and disadvantaged backgrounds. Learners belonging to low-income families often face challenges such as lack of financial resources, inadequate school infrastructure, limited access to learning materials, and shortage of qualified teachers. These barriers negatively affect their academic performance, participation, and retention in the education system.

On the other hand, students from higher socio-economic backgrounds enjoy better educational facilities, access to private coaching, advanced digital resources, and a supportive learning environment. This creates a significant gap in educational achievement and widens inequality. The growing dependence on digital tools in education has further intensified the digital divide, making it more difficult for economically weaker students to compete equally.

This study is analytical in nature and is based on a review of existing literature, government reports, and educational policies. It highlights how socio-economic inequalities contribute to the persistence of educational disparities and restrict upward social mobility.

The findings emphasize the need for inclusive policies, financial assistance programs, improved infrastructure, and equitable access to digital technologies. Addressing these issues is essential to ensure equal educational opportunities and promote social justice and sustainable development.

**Keywords :** Socio-Economic Status (SES), Educational Inequality, Access to Education, Marginalized Groups, Quality Education.

**Bamboo-Based Ecological Engineering as Indigenous  
Climate Adaptation: Enhancing Socio-Ecological  
Resilience and Sustainable Environmental Governance  
among Tribal Communities of Deori Village, Dibrugarh  
District, Assam, India**

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The increasing impacts of climate change have intensified environmental vulnerability across flood-prone regions of Assam, particularly within rural settlements located along dynamic riverine landscapes. Deori Village in Dibrugarh District represents a typical floodplain environment where indigenous and tribal communities have historically developed adaptive strategies to cope with recurrent flooding, riverbank erosion, and seasonal ecological stress. While several studies in the Brahmaputra valley have examined geomorphological change and livelihood vulnerability, relatively little attention has been given to indigenous ecological engineering practices as sustainable climate adaptation mechanisms. Bamboo-based ecological engineering, evident in traditional stilt houses (chang-ghar), temporary flood barriers, and multifunctional livelihood structures, plays a significant role in enhancing environmental resilience and sustaining rural livelihoods. These practices reflect the integration of indigenous knowledge systems with locally available natural resources, supporting both environmental sustainability and socio-cultural continuity.

This study aims to document and analyse traditional bamboo-based construction practices and their role in strengthening socio-ecological resilience in Deori Village. The research adopts a mixed-methods approach combining ethnographic field observations, household interviews, and spatial analysis using GIS techniques to examine settlement patterns and environmental risks. The study is framed within the Socio-Ecological Systems and Resilience Theory perspectives to understand adaptive capacity and long-term sustainability. The findings are expected to highlight the importance of integrating indigenous ecological practices into local climate adaptation policies and sustainable environmental governance strategies.

**Keywords:** Bamboo-Based Ecological Engineering, Indigenous Knowledge Systems, Socio-Ecological Resilience, Climate Adaptation

## **Parental Education and Educational Attainment of Female Tea Garden Labour Community Students: A Study in Bishwanath District of Assam**

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This study examines the influence of parental education on the current educational attainment of female students from the Tea Garden Labour Community in the Biswanath district of Assam. Using a descriptive and exploratory research design, the study is based on primary data collected from 100 female students aged 16–25 years through a multistage purposive sampling method. The analysis employs descriptive statistics, cross-tabulation, and Chi-square tests to assess the relationship between parental education and students' current educational attainment, as well as their awareness of educational opportunities and support schemes. The findings reveal a statistically significant association between parental education. Higher parental education is associated with greater student progression to undergraduate and postgraduate levels, whereas lower parental education is linked to greater concentration at the higher secondary stage. Additionally, the study highlights varying levels of awareness regarding educational support schemes, with relatively high awareness of scholarships but limited knowledge of student loans and skill development programmes. A critical gap is observed between awareness, application, and access, indicating that awareness alone does not ensure utilization. The study concludes that while parental education plays a crucial role in shaping educational outcomes, structural barriers such as limited knowledge, procedural complexities, and lack of institutional support hinder effective access to opportunities. It emphasizes the need for targeted policy interventions focusing on awareness translation, capacity building, and inclusive support systems to enhance educational mobility among Tea Garden Labour Community students.

**Keywords:** Parental Education, Educational Attainment, Tea Garden Labour Community, Female Education

## **Early Childhood Care and Education in the lens of NEP 2020**

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Early Childhood Care and Education (ECCE) plays a crucial role in fostering the overall development of children from infancy to age eight. This is recognized in India's National Education Policy (NEP) 2020, which emphasizes enhancing ECCE to ensure that every child receives high-quality early education and care. According to National Education Policy 2020, "Universal provisioning of quality early childhood development, care, and education must thus be achieved as soon as possible, and no later than 2030, to ensure that all students entering Grade 1 are school ready" (Ministry of Human Resource Development, 2020). In this paper, Early Childhood Care and Education (ECCE) will be discussed in relation to National Education Policy 2020 (NEP 2020) including the significance & goals of ECCE, role of NEP 2020 in development of ECCE, National Curricular framework for ECCE and the ways to strengthen the Early Childhood Care & Education facilities through a thorough review of official documents and secondary data.

**Keywords:** Early Childhood Care and Education (ECCE), National Education Policy (NEP) 2020, Holistic Development, India.

## **Role Of Higher Education Institutions in Regional Development**

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This paper looks at the real-world impact colleges and universities have on the towns and cities they call home. For a long time, higher education was mostly about what happened inside the classroom or the research lab. Today, these institutions have taken on a new, equally important mission: stepping up to drive local development and help their surrounding communities thrive. This study explores how schools are teaming up with local businesses, government, and everyday citizens to spark genuine community growth.

On the economic side, colleges are absolute game-changers. By teaching students the exact, practical job skills that local employers are looking for, they help fill critical job openings and give talented young professionals a reason to stay in the area. Beyond just providing a ready workforce, universities breathe life into the local economy by sharing fresh ideas and cutting-edge research. This collaborative environment sparks local innovation, helps launch new startups, revitalizes existing industries, and drives genuine economic progress.

But the benefits go far beyond dollars and cents. Universities also create a deep social impact by acting as the civic heart of their neighbourhoods. They serve as dedicated problem-solvers, using their resources to tackle local challenges head-on—whether that means improving the local school system, supporting public health initiatives, or championing environmental sustainability.

Of course, this positive change doesn't just happen on its own. A school's success depends entirely on how well it listens to its neighbours. The institution's goals have to genuinely match what the region actually needs. Ultimately, colleges have to step outside their campus gates and build strong, practical university partnerships to help shape a much stronger, highly resilient future for everyone.

**Keywords:** Higher Education, Local Development, Community Growth, University Partnerships, Job Skills, Innovation, Social Impact, Economic Progress.

## **Integrated Teacher Education Program (ITEP): An Innovation for Quality Teacher Preparation and Professionalism**

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The Integrated Teacher Education Program (ITEP) is a pioneering innovation, introduced in alignment with the recommendations of India's National Education Policy (NEP) 2020, which emphasizes revamping teacher education to transform teacher preparation in India. ITEP is a four-year integrated program and dual major degree course designed for undergraduate students who wish to pursue a career in teaching. It replaces the traditional B.Ed. model, offering a comprehensive and continuous approach to teacher preparation. ITEP emphasizes a balance between theory and practice, focusing on classroom engagement, educational psychology, child development, technology integration, and inclusive education. It encourages teachers to become facilitators of learning rather than mere transmitters of knowledge. Through internships, school immersion, and reflective practice, pre-service teachers gain real-world education experience and a deep understanding of learner diversity. This program integrates general subjects, such as Bachelor of Arts, science, and commerce, with professional teachers' education, ensuring that prospective teachers develop both subject expertise and pedagogical skills simultaneously. The ITEP aims to elevate the status of the teaching

profession and ensure that prospective teachers receive the highest quality education in content, pedagogy, values, practice, thereby attracting professionally trained individuals to the field. It is a progressive step toward redefining teacher education in India, focusing on continuous professional development, reflective practice, and a learner-centered approach. Teacher preparation is a comprehensive process that demands a multidisciplinary understanding, the cultivation of ethical values and professional attitudes, and the development of effective teaching practices under the guidance of skilled and experienced mentors. This paper includes the models of ITEP and explores the challenges and opportunities of the integrated teacher education program (ITEP) in Assam and Arunachal Pradesh. This paper also discusses the recommendations based on the challenges of ITEP provided by teacher educators for the effective implementation of ITEP.

**Keywords: ITEP, NEP 2020, Innovation, Quality, Teacher Preparation, Professionalism**

# **Cognitive Development Outcomes of Preschoolers in the West Garo Hills Region of Meghalaya within the Context of Socio-Economic Disparities and Educational Inequalities**

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Cognitive development among preschoolers in the West Garo Hills region of Meghalaya is situated within the broader context of socio-economic disparities and educational inequalities, emphasizing the role of intersecting influences such as geographic locale, resource distribution, and structural constraints. A comparative perspective across urban and rural settings reveals differential patterns in cognitive domains including thinking, memory, language, and reasoning, alongside areas of similarity in foundational abilities such as basic comprehension and visual recognition. Early cognitive growth is shaped by variations in environmental stimulation, access to quality early childhood care and education, parental engagement, and the availability of learning resources. Urban contexts tend to provide more enriched learning environments, stronger institutional support, and relatively favorable socio-economic conditions that facilitate age-appropriate cognitive development. In contrary, rural settings are often characterized by limited educational infrastructure, fewer trained educators, irregular attendance of teachers, restricted exposure to stimulating experiences, and broader socio-economic challenges that influence developmental paths. These patterns are situated within ongoing concerns regarding equity in early childhood education, highlighting how uneven developmental opportunities contribute to enduring educational inequalities and influence school readiness and later academic outcomes. The need for culturally responsive, context-specific interventions, strengthened policy frameworks, and targeted investment in early childhood education, particularly in rural areas, is emphasized to support more inclusive and equitable cognitive development.

**Keywords:** Cognitive Development Outcomes, Preschoolers, Socio-Economic Disparities, Educational Inequalities

## **Historical Foundations of Distance Learning in Assam**

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The emergence of distance learning system particularly in India must be understood as a response to inequality in higher education and access to knowledge and opportunities. Since its inception in the early 80's, distance learning has been playing a powerful role as an agent of social change because it challenges the entrenched hierarchies of knowledge and paved way for marginalized epistemologies to flourish. Historically, modern education systems were designed to impose specific languages, disciplines, and cultural frameworks, often marginalizing indigenous knowledge systems and restraining local agency in the production of knowledge. In contrast, distance learning system has reversed this pattern by decentralizing knowledge dissemination. Distance education extends the opportunity of higher education beyond physical, geographical, intellectual boundaries and fosters a more equitable pattern of social participation. It adopts a learner-centric approach whereby it gives learners control over pace, context, and methods of engagement. Such autonomy counters the conventional model of hierarchical, teacher-centered instruction, which positioned learners as passive recipients of externally imposed knowledge. This shift mirrors a broader social transformation.

The paper will make an attempt to examine how the ODL system in Assam emerged, drawing insights from its institutional development over time. IGNOU, Madurai Kamaraj University, Himachal Pradesh University were a few Universities that operated in the initial days. Distance education initiatives in the state has been shaped by the socio-political, educational, and administrative contexts. The study will investigate the foundational motivations through an analysis of policy documents, institutional histories, and the growth patterns of key distance learning providers in the state. By examining these developments, the paper argues that the institutional history of ODL in Assam reflects not only the growth of an educational modality but also the state's broader aspirations for democratizing knowledge and addressing structural inequalities.

**Keywords:** Distance Learning, State Open Universities, Higher Education Policies

## **Perspectives of Headteachers' towards the Effectiveness of Gunotsav- An Evaluative study**

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&

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Gunotsav is a comprehensive statewide initiative aimed at improving the quality of school education in Assam through systematic evaluations of schools and targeted interventions. This study examines the perspectives of headteachers regarding the strengths, challenges, and overall effectiveness of Gunotsav, identifying them as essential stakeholders in integrating academic operations and administrative execution to enhance educational quality. A purposive sampling technique was used to engage 100 headteachers from the Nalbari District, each with a minimum of three years of experience. Besides, semi-structured interviews were conducted to gather in-depth qualitative insights. The findings of the study reveal a range of perceptions: while headteachers recognize the program's importance in highlighting the realities of school education and fostering accountability, they also point out shortcomings in implementation, resource allocation, and sustainability. This study recommends evidence-based corrective measures to improve the program, ensuring a stronger alignment with its objectives and the mandates of the National Education Policy 2020.

**Keywords:** Gunotsav, Headteachers, quality education.

## **Transforming Education in India’s Northeast: The Role of Technology and AI in Bridging Educational Divide with special reference to Assam**

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The integration of Artificial Intelligence (AI) and advanced educational technologies is reshaping teaching and learning globally, offering potential solutions to deeply ingrained educational challenges in remote areas. This paper investigates the adoption, opportunities, and challenges of integrating AI and digital technologies within the educational landscape of India’s North Eastern Region (NER). This paper examines the role of technology and AI in enhancing educational access, quality, and inclusivity in the North Eastern states of India, with special reference to Assam. It also explores the adoption, awareness, and impact of digital tools and AI-based educational practices among institutions, teachers, and students in the region. The study primarily highlights how digital tools—such as online learning platforms, smart classrooms, and AI-driven applications are increasingly being adopted to overcome barriers of distance and resource scarcity. Most importantly it highlights as well as critically examines the persistent “digital divide” and the emerging “AI divide” within the region. The paper concludes with actionable policy recommendations for implementing AI-driven, inclusive education aimed at empowering students in the region’s diverse and socio-economically disadvantaged communities.

**Keywords:** Artificial Intelligence (AI), North Eastern Region (NER), Assam, ICT, Digital Divide

## **Educational Planning for a Bamboo Economy: Integrating Vocational Education and Entrepreneurship Development in North Eastern Institutions**

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Northeast India comprises over 60% of India's total bamboo resources and hold approximately 36% of India's total bamboo growing area. Bamboo holds immense potential as a sustainable economic driver of Northeastern region, yet the sector is not being utilized according to its full potential. There is a gap between educational strategy that connects bamboo based vocational training with entrepreneurial development of the region. This paper tries to identify the structural gaps in vocational education and various entrepreneurship program within regional institutions. Using secondary resources such as various government reports, institutional reports, existing research papers and case studies, this paper analyses the educational structure related to bamboo in Northeastern region. The study highlights three challenges: Outdated curriculum, lack of proper infrastructure and weak interlink between industry and academia. To address all the issue the paper tries to connect education, skill development and entrepreneurship creation in the Northeastern region. This paper also takes insights from successful examples of different countries. The study concludes that effective educational planning plays a vital role in transforming bamboo into sustainable economic opportunities.

**Keywords:** bamboo economy, vocational education, entrepreneurship development, Northeastern region.

## **Teacher Preparation for Life Skills-Based Education: Challenges and Opportunities**

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In the rapidly changing world of the 21st century, education systems are expected to go beyond teaching academic subjects and help students develop essential life skills. Life skills-based education, which includes critical thinking, decision-making, communication, emotional intelligence, and problem-solving, is important for preparing individuals for both personal and professional life. In this context, proper teacher preparation is necessary for effectively integrating life skills into classroom teaching. This paper discusses the challenges and opportunities in preparing teachers for life skills-based education. It identifies key challenges such as lack of proper training, limited awareness, shortage of resources, rigid curriculum, and inadequate institutional support. The paper also highlights the gap between theoretical knowledge and its practical application in teacher education programs. The study points out several opportunities, including the use of innovative teaching methods, digital tools, and experiential learning approaches. It also emphasizes the importance of policy support, continuous professional development, reflective teaching, and collaborative learning environments.

The paper concludes that effective teacher preparation for life skills-based education requires a comprehensive approach that connects curriculum, teaching methods, and assessment. Strengthening teacher education programs will help in developing well-rounded individuals who can successfully deal with the challenges of modern life.

**Keywords:** Teacher, Life skills- based education.

## **Digital Learning and Educational Innovation in Northeast India: A Conceptual Perspective**

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Digital learning and educational innovation have become a significant tool in transforming the contemporary educational system. In Northeast India, which has rich cultural diversity but also faces challenges like geographical isolation and limited technological infrastructure, the integration of digital learning can help improve access to quality education. This study discusses how digital tools such as mobile-based learning and blended teaching methods can make education more inclusive, flexible and accessible for learners. It also reflects on the challenges like poor internet connection, digital divide, lack of technological infrastructure and lack of digital literacy among teachers and learners. This paper is based on existing literature and aims to examine digital learning and its role in addressing educational challenges in the region.

**Keywords:** Digital Learning, Educational Innovation, Northeast India, Digital Divide.

## **Transforming Teacher Education for Employability and Skill Development under the National Education Policy 2020**

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The National Education Policy 2020 is a major reform initiative aimed at changing India's education system by incorporating employability and skill development into academic frameworks. Teacher education is central to this transformation, as it equips educators with the competencies required to deliver skill-oriented and outcome-based learning. Based on existing literature and policy reports, this study aims to review the key provisions of NEP 2020 concerning teacher education, skill development, and employability and investigate how teacher education might improve these outcomes in India. The study employs a qualitative research methodology using secondary data. The results show that NEP 2020 highlights experiential learning, digital competency, multidisciplinary education, and ongoing professional development as key elements of teacher education. It is anticipated that these changes will enhance pedagogical efficacy and improve educational outcomes with labour market. However, challenges, including poor infrastructure, little real-world experience, and gaps between policy intent and implementation, remain significant barriers. The study indicates that to achieve sustained skill development and improve employment outcomes in India, teacher education institutions must be strengthened through targeted policy implementation, improved training procedures, and industry involvement.

**Keywords:** Teacher education, Skill development, Employability, National Education Policy 2020, Secondary data.

## **Monastic Education as an Indigenous Knowledge System: Local Practices and Pedagogical Processes in Tawang Monastery**

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The secondary analysis focuses on Monastic education as an indigenous knowledge system – local practices and pedagogical process at Tawang Monastery. A range of published ethnographic information, research articles and curriculum analyses on monastic education and Indigenous Knowledge was collected and analysed in order to explore the correlation between oral traditions, such as stories, chants and rituals, and modern methods of teaching. The analysis reveals monastic education at Tawang Monastery from the point of view of an Indigenous Knowledge System. In the course of secondary analysis, it has been found that the key feature of Indigenous Knowledge Systems is the crucial role of oral traditions, such as narratives, chants and rituals, in monastic education at Tawang Monastery. Furthermore, the negative impact of such traditions in the contemporary process of education and possible ways of addressing this challenge have been analysed. Thus, it has been concluded that a policy intervention in this respect would be beneficial both for the preservation of the culture and education itself.

**Keywords:** Monastic Education, Indigenous Knowledge System (IKS), Tawang Monastery, Oral Traditions, Pedagogy, Curriculum, Policy Intervention.

## **INTEGRATING INDIAN KNOWLEDGE SYSTEMS (IKS) FOR A HOLISTIC TEACHER EDUCATION FRAMEWORK.**

Dr. N. Sujata

Modern world education is undergoing a drastic change towards the more holistic and value-based learning that is being employed in place of the industrial -era model of rote learning, and the atomistic dissemination of knowledge. The National Education Policy (NEP) 2020 in the Indian context has brought this change, as it requires a system of education that is rich in the Indian ethos and can meet the demands of the 21st century. In this paper, the author suggests a scheme of roots-to-wings, in which the former root is the wisdom of the Indian Knowledge Systems (IKS), whereas the latter wings are the contemporary skills and international insights needed by a teacher, to stay relevant in the 21st century.

The driving focus of this study is about the incorporation of IKS rather than an independent topic, as a teaching pedagogy component of teacher training. The most important of this framework is the Pancha Kosha theory of the Taittiriya Upanishad which introduces that the human development proceeds through five layers of development that are interconnected i.e. the physical (Annamaya), vital (Pranamaya), mental (Manomaya), intellectual (Vijnanamaya), and spiritual (Anandamaya) layers. The framework goes beyond the task of cognitive learning by developing a teacher to train all the five sheaths to bring out the overall development of the personality of a student.

Moreover, the paper explores how a transition was made between the contemporary instructor to the ancient Guru-Shishya model of mentorship. It has a focus on Acharya Dharma or ethical behavior of the teacher and individualized learning according to Prakriti (nature) of the student. The “Wings” of the framework are developed under the prism of Art-Integrated Learning (Kala), Vedic Mathematics, and linguistic models (Sanskrit and mother tongues) that can be credited with developing their cognitive flexibility and computation concepts.

The paper also sheds some light on how the Indian Knowledge System can help solve current crises around the world. Using Ayurveda and Yoga in everyday life, teachers will be able to address mental health of classrooms and anxiety among students. Equally, educational environmentalists can instill a sense of sacral responsibility to nature, by basing their education on the notion of Panchmahabhuta (five elements), beyond resource management to sustainable co-existence.

The paper due to its conclusion suggests the obstacles to the implementation, including the fact that curriculum should be streamlined in B.Ed. and M.Ed. programs and that the colonial pedagogical biases have to be unlearned. It contends that a Roots to Wings approach does not mean an abandoning of modern science but may imply a compromise. By basing teacher education on the unexpired wisdom of IKS we are giving the educators a chance to produce not only professionally competent students, but also an ethical, culturally secure, and socially responsible global citizen.

**Keywords:** Indian Knowledge Systems(IKS),Teacher Education, NEP2020, Pancha Kosha, Holistic Pedagogy,Art-Integrated Learning, Guru-ShishyaParampara, 21st Century Skills.

## **Types of Bully among School Children in India**

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This paper examines the different types of bully among school children in India using secondary data, focusing on an issue that is becoming increasingly serious due to its strong impact on students' emotional, social, and academic well-being. The study seeks to provide a theoretical understanding by identifying and categorising the major forms of bully commonly observed in school settings. Particular attention is given to the growing problem of cyberbullying, which has increased with the widespread use of smartphones and social media platforms among students in recent years. In conclusion, the paper highlights the importance of creating awareness, ensuring early identification of bullying behaviours, and implementing effective preventive measures within schools to address and reduce bullying in a meaningful way.

## **Factors Influencing Socio-Economic Disparity in Access to Education among Tribal Adolescents in Churachandpur District of Manipur: An Observation**

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Socio-economic disparity refers to the unequal distribution of resources, opportunities, and privileges among people based on their social and economic status. Socio-economic disparity in education refers to unequal access to learning opportunities resulting from differences in socioeconomic status and living conditions. It constitutes a critical challenge among tribal adolescents, defined as the age group of 13 to 18 who belong to the tribal or indigenous hill districts of Manipur, particularly in Churachandpur. This paper examines the factors contributing to educational inequality and learning outcomes in the district. Distinguished by a predominantly tribal population and a fragile economic foundation, the Churachandpur district in Manipur experiences persistent poverty that restrains household investment in quality education. Lack of efficient public transport, substandard school infrastructure, scarcity of competent professional teachers, and inadequate digital connectivity are among the challenges students face in this region. These barriers not only hinder access to education but also affect the overall quality of learning, perpetuating a cycle of disadvantage that is difficult to break. Addressing these issues requires a comprehensive approach that includes improving infrastructure, enhancing teacher training, and fostering community engagement in educational initiatives. Inadequate infrastructure systems, thereby exacerbating disparities in educational opportunities, especially in hilly regions. Due to inadequate public transportation and challenging landscapes of the region, geographical isolation and marginalization considerably restrict equitable access to education, consistent educational progress, and continuity of education. Moreover, the

communal tensions that emerged suddenly in Manipur in 2023 have caused disturbance in the academic structure and education policy framework, leading to large-scale forced population displacement, suspension of institutional activities, and emotional distress and challenges among students. The study also illustrated how socio-cultural dimensions, such as socio-economic stratification and gender norms, simultaneously continue to impact engagement and attainment in education. This study highlights how these socio-economic problems lead to significant educational gaps in accessing quality education in the Churachandpur district.

Keywords: Socio-economic, Disparity, Tribal adolescents, Churachandpur, Manipur

## **From Frontier to Gateway: Education, Identity and Regional Integration in Northeast India**

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Northeast India, situated at the strategic crossroads of South Asia, Southeast Asia, and East Asia, represents a complex borderland shaped by colonial legacies, postcolonial state-building, and evolving geopolitical imperatives. This study examines the relationship between education, borderland politics, and regional integration within the evolving policy framework that seeks to reposition the region as a gateway to Southeast Asia within the broader framework of India's Act East Policy.

The paper draws on borderland theory and a constructivist understanding of the "region-state" to analyse how colonial spatial imaginaries continue to influence contemporary identity formations, governance practices, and patterns of marginality. It argues that education occupies a significant place in mediating these processes by enabling political socialisation, facilitating mobility, and producing new forms of regional consciousness that extend beyond territorial boundaries. In this context, the expansion of cross-border linkages with Bangladesh, Myanmar, and China is not merely an economic or strategic project but also a social and intellectual reorientation of the region. At the same time, the study highlights the persistent entanglement of development initiatives with security concerns, where policies directed at integration are shaped by issues of insurgency, migration, and border management. It concludes that transforming Northeast India from a frontier into a gateway is dependent upon sustained engagement with its borderland realities, where education, policy, and regional interactions are aligned to address historical exclusions while fostering meaningful integration within a wider Asian context.

Keywords: Borderland Politics, Regional integration, Education, Political Socialization

## **The Impact of Higher Education on Economic Development**

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The Role of Higher Education in Economic Development  
Clarifying the importance of higher education in economic growth is the goal of this study. The nature of the social compact between higher education and the economy, the endogenous features of domestic higher education, and the connections between the sector and regional growth, innovation, and the labour market are all discussed. Because of the tremendous potential that a global, knowledge-based economy offers, the lessons learned are crucial for institutional planners and policy makers worldwide, particularly in less developed nations and regions. In the later half of the 20<sup>th</sup> century, the issue of educational expansion garnered a lot of attention, with the main focus being on evaluating its socio-economic costs and advantages. I have looked into how higher education contributes to economic development by emphasizing the advantages of a university degree for both individuals and society as a whole and attempting to examine any drawbacks of its expansion. By emphasizing the advantages of a university degree for both people and society at large and attempting to take into account any potential disadvantages, I have examined how higher education helps to economic development. The majority of empirical research indicates that the relationship between economic development and education is weak and exclusive. Education is one of the most important components of development in every way. Education is one of the most important components of development in every way. Education broadens people's perceptions on the world and themselves. It enhances their standard of living and has important societal implications for both people and society as a whole.

**Keywords:** Economic development, Higher Education, Human Capital, Economic growth, Education.

## **Gender Based inequalities in Education: A Study in Mayong Village of Assam**

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Education is a powerful tool for gender equality, giving people knowledge, skills, and confidence. It is very significant to remove deep-rooted gender discrimination from society. It also helps to create a safe and harmonious environment for individuals and groups. But, in patriarchal society like India, women often faced various kinds of gender based inequality from their birth onwards. Gender inequality comes from how society teaches boys and girls different roles. In the field of education, gender inequality manifests in different ways like- unequal enrollment and completion rates, gendered curriculum, discriminatory practices within schools, and socio-cultural norms that devalue the education of girls and women.

Objectives of this study are:

- (i) To study the gendered perspectives in education.
  - (ii) To study the role of education to eliminate gender discrimination.
- The study is based on both primary and secondary data. For collection of primary data, the following methods and techniques are adopted, like:

- (i) Interview Schedule
- (ii) Observation

The secondary data are collected from various books, journal, government records etc. This study was conducted in Mayong village of Assam and a total 40 respondents were selected by using simple random sampling method. Study reveals that patriarchal beliefs and practices are mainly responsible for gender based inequalities in education.

**Key Words:** Gender Education, Patriarchy, Gender inequality, Gender Discrimination.

## **Capacity Building of Teachers for Rural and Tribal Education in Relation to Indian Knowledge Systems (IKS)**

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Capacity building of teachers is a critical component in strengthening rural and tribal education, particularly when aligned with Indian Knowledge Systems (IKS). IKS represents the indigenous, traditional, and experiential knowledge developed over centuries within local communities. Integrating IKS into education not only preserves cultural heritage but also enhances contextual learning for students in rural and tribal areas. However, teachers often lack the necessary training, awareness, and pedagogical skills to effectively incorporate such knowledge into formal curricula.

This paper explores the need for systematic capacity building initiatives aimed at empowering teachers to integrate IKS into their teaching practices. It highlights key challenges such as inadequate training programs, limited access to culturally relevant teaching materials, language barriers, and the dominance of standardized curricula that often overlook local knowledge traditions. The study emphasizes the importance of teacher training programs that are culturally responsive, participatory, and practice-oriented.

Further, the paper discusses strategies such as incorporating community knowledge holders in the teaching-learning process, designing localized curriculum frameworks, and promoting interdisciplinary approaches that connect traditional knowledge with modern scientific understanding. Digital tools and policy support also play a vital role in scaling such initiatives.

Ultimately, capacity building in the context of IKS can lead to more inclusive, relevant, and sustainable education systems. It fosters a sense of identity and belonging among learners while equipping teachers with the competencies needed to bridge traditional wisdom and contemporary education. The paper concludes that strengthening teacher capacity is essential for achieving equitable and culturally rooted education in rural and tribal contexts.

**Keywords:** Capacity Building, Rural Education, Tribal Education, Indian Knowledge Systems (IKS), Teacher Training, Curriculum Development

দক্ষতা বিকাশ পাঠ্যক্রম হিচাপে অসমৰ লোক পৰিবেশ্য কলাৰ  
অধ্যয়ন : 'ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০'ৰ আধাৰত এক পৰ্যালোচনা

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অসমৰ লোক পৰিবেশ্য কলা ৰাজ্যখনৰ সাংস্কৃতিক ঐতিহ্যৰ এক গুৰুত্বপূৰ্ণ অংশ। লোক পৰিবেশ্য কলা অন্তৰ্গত লোকনৃত্য, লোকসংগীত আৰু লোকনাট্যৰ বিভিন্ন ৰূপৰ মাজত অসমৰ সমাজ জীৱনৰ ধৰ্মীয় বিশ্বাস আৰু ঐতিহাসিক পৰম্পৰাৰ প্ৰতিফলন দেখা যায়।

আধুনিক শিক্ষাব্যৱস্থাত দক্ষতা বিকাশ (Skill Development) এক গুৰুপূৰ্ণ লক্ষ্য হিচাপে পৰিগণিত হৈছে। ভাৰত চৰকাৰৰ শিক্ষা মন্ত্ৰালয়ে প্ৰকাশ কৰা 'ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০' (National Education Policy 2020) য়ে শিক্ষাক অধিক বহুমুখী ব্যৱহাৰিক আৰু দক্ষতাভিত্তিক কৰি তোলাৰ ওপৰত গুৰুত্ব আৰোপ কৰিছে। এই নীতিত কলা সংস্কৃতি আৰু বৃত্তিমুখী শিক্ষাক মূল পাঠ্যক্রমৰ সৈতে সংযুক্ত কৰাৰ কথা উল্লেখ কৰা হৈছে। এই শিক্ষানীতিৰ তৃতীয় ভাগত ২২ নং অধ্যায়ৰ সৰ্বমুঠ ২০ টা অনুচ্ছেদত ভাৰতীয় ভাষা, কলা আৰু সংস্কৃতিৰ বিকাশমূলক পৰিকল্পনা সমূহ সংলগ্ন কৰা হৈছে। 'ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০'ৰ ৫৯ নং পৃষ্ঠাৰ ২২.২, ২২.৩ আৰু ২২.৪ নং অনুচ্ছেদৰ নীতি বা পৰিকল্পনা সমূহ অনুসৰি উক্ত শিক্ষানীতিয়ে ভাৰতীয় কলা-সংস্কৃতিৰ সংৰক্ষণ, সঞ্চয় আৰু সংবৰ্ধনৰ ওপৰত গুৰুত্ব প্ৰদান কৰি সমাজত সাংস্কৃতিক সচেতনতা, নৃগোষ্ঠীয় একাত্মবোধ, নৃগোষ্ঠীয় পৰিচয়ৰ প্ৰতি সংভাৱনা আৰু জ্ঞান আহৰণৰ প্ৰতি সজাগতা সৃষ্টি কৰি মানসিক বিকাশৰ ওপৰত গুৰুত্ব প্ৰদান কৰিছে।

এই গৱেষণা পত্ৰত অসমৰ লোক পৰিবেশ্য কলাসমূহৰ সাংস্কৃতিক আৰু শিক্ষামূলক মূল্য আলোচনা কৰা হৈছে। লগতে 'ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০'ৰ দৃষ্টিকোণৰ পৰা দক্ষতা বিকাশ পাঠ্যক্রম হিচাপে এই কলাসমূহৰ প্ৰয়োজনীয়তা, সম্ভাৱনা আৰু শিক্ষা ব্যৱস্থাত অন্তৰ্ভুক্তিকৰণৰ দিশসমূহ বিশ্লেষণ কৰা হৈছে। গৱেষণাৰ পৰা বুজা যায় যে পৰিবেশ্য কলাৰ শিক্ষাই শিক্ষাৰ্থীসকলৰ সৃজনশীলতা, আত্মবিশ্বাস, দলগত সহযোগিতা আৰু পেচাগত দক্ষতা বৃদ্ধি কৰে। সেয়েহে দক্ষতা বিকাশমুখী শিক্ষাৰ ক্ষেত্ৰত অসমৰ পৰিবেশ্য কলাৰ অধ্যয়ন বিশেষ গুৰুত্বপূৰ্ণ।

বীজ শব্দ-পৰিবেশ্য কলা, দক্ষতা বিকাশ, ৰাষ্ট্ৰীয় শিক্ষানীতি ২০২০, অসমীয়া সংস্কৃতি, বৃত্তিমুখী শিক্ষা, লোকনৃত্য, লোকসংগীত, লোকনাট্য

## মহাপুৰুষ শংকৰদেৱৰ সাহিত্য সৃষ্টিয়ে অসমীয়া সমাজৰ মূল ভেটি

ড० লীলা কলিতা

সহকাৰী অধ্যাপিকা, ৰাধাগোবিন্দ বৰুৱা মহাবিদ্যালয়

অসমীয়া সাহিত্যত শংকৰদেৱৰ সৃষ্টিৰাজিৰ এক অনবদ্য অৱদান আছে। এখন সুন্দৰ সমাজ গঢ়াৰ বাবে শংকৰদেৱৰ সাহিত্যই বিশেষ ভূমিকা গ্ৰহণ কৰিছে। মহাপুৰুষ শংকৰদেৱৰ সৃষ্টিৰাজি অসমীয়া সমাজ সংস্কৃতি আৰু জাতীয় জীৱনৰ মূল ভেটি। তেওঁ নৱ বৈষ্ণৱধৰ্ম প্ৰচাৰ কৰি জাতি-বৰ্ণ নিৰ্বিশেষে সমতা প্ৰতিষ্ঠা কৰে। সত্ৰ আৰু নামঘৰৰ জৰিয়তে তেওঁ ধৰ্মীয় সামাজিক আৰু সাংস্কৃতিক ঐক্য গঢ়ি তুলিছিল। সি বৰ্তমান অসমীয়া সমাজৰ চানেকি। নামঘৰ আৰু সত্ৰ সংস্কৃতিয়ে কেৱল ধৰ্মীয় অৰিহনা যোগোৱাৰ উপৰিও গ্ৰাম্য সমাজৰ সামাজিক সাংস্কৃতিক আৰু আচাৰ আচৰণৰ কেন্দ্ৰবিন্দু। ব্ৰজাৱলী ভাষাৰ লগতে অসমীয়া ভাষাত কীৰ্তন, দশম, নাট ভাওনা ৰচনা কৰি অসমীয়া সাহিত্যক সমৃদ্ধিশালী কৰি তুলিছিল। বৰগীত, সত্ৰীয়া নৃত্যৰ জৰিয়তে, তেওঁ ধৰ্মীয় সামাজিক আৰু সাংস্কৃতিক ঐক্য গঢ়ি তুলিছিল। সি বৰ্তমান অসমীয়া সমাজৰ চানেকি। নামঘৰ আৰু সত্ৰসংস্কৃতিয়ে কেৱল ধৰ্মীয় অধিহণা যোগোৱাৰ উপৰিও গ্ৰাম্য সমাজৰ সামাজিক সাংস্কৃতিক আৰু আচাৰ আচৰণৰ কেন্দ্ৰবিন্দু। ব্ৰজাৱলী ভাষাৰ লগতে অসমীয়া ভাষাত কীৰ্তন, দশম, নাট ভাওনা ৰচনা কৰি অসমীয়া সাহিত্যক সমৃদ্ধিশালী কৰি তুলিছিল। বৰগীত, সত্ৰীয়া নৃত্যৰ জৰিয়তে, অংকীয়া ভাওনাৰ জৰিয়তে তেওঁ এগৰাকী মুখ্যদ্রষ্টা হিচাবে খ্যাতি অৰ্জন কৰে। মহাপুৰুষ শ্ৰীমন্ত শঙ্কৰদেৱে সমাজবাদ গঢ়াৰ যি আদৰ্শ সি আজি সমাজৰ পৰা লোপ পোৱা নাই। গুৰুজনাই কৃষ্ণ সংস্কৃতিৰ জৰিয়তে বিজ্ঞান সন্মত সমাজবাদৰ আন্তঃগাঁঠনি ৰচনা কৰিছিল। নামঘৰ আৰু সত্ৰসমূহ আছিল এই সংস্কৃতিৰ প্ৰাণকেন্দ্ৰ স্বৰূপ। সেয়েহে কব পাৰি নামঘৰ আৰু সত্ৰসমূহ যেতিয়ালৈ পৃথিবীত থাকিব তেতিয়ালৈকে শংকৰদেৱৰ সাহিত্যৰাজি অমৰ হৈ থাকিব।

## লোক পৰম্পৰা, লোকশিক্ষা আৰু মিছিং জনগোষ্ঠী

ড० সোশপাহি মৰাং  
সহকাৰী অধ্যাপিকা  
অসমীয়া বিভাগ  
পাণ্ডু মহাবিদ্যালয়, গুৱাহাটী

পৃথিৱীৰ প্ৰতিটো মানৱ-গোষ্ঠীৰে কেতবোৰ স্বকীয় সাংস্কৃতিক পৰম্পৰা আছে। এই পৰম্পৰাৰ মাজেদিয়েই একো একোটা নৃগোষ্ঠীৰ সামগ্ৰিক পৰিচয় জিলিকি উঠে। এই পৰম্পৰাই একোটা জাতিক ভিন্ন দিশৰ পৰা সমৃদ্ধ কৰে লোকসমাজত প্ৰচলিত এই পৰম্পৰাসমূহৰ মাজত নিহিত হৈ থাকে বিভিন্ন ধৰণৰ লোক জ্ঞান। পূৰ্বৰ সমাজখনৰ জনসাধাৰণ আনুষ্ঠানিক শিক্ষাৰে শিক্ষিত নাছিল কিন্তু সেই সমাজৰ মাজতো আছিল বিভিন্ন ধৰণৰ জ্ঞান তথা শিক্ষা সম্বলিত কেতবোৰ নীতি-নিৰ্দেশনা। কেতবোৰ জীৱন জড়িত প্ৰায়োগিক শিক্ষা। যিবোৰ শিক্ষাৰ শিক্ষক আছিল ঘৰৰ বা সমাজৰ জ্যেষ্ঠজন বা সামগ্ৰিকভাৱে সমগ্ৰ সমাজখন।

মিছিং জনগোষ্ঠী অসমৰ দ্বিতীয় সৰ্ববৃহৎ জনগোষ্ঠী। এই জনগোষ্ঠীৰ আছে এক স্বকীয় সাংস্কৃতিক পৰম্পৰা। বৃহত্তৰ অসমীয়া জাতি গঠন প্ৰক্ৰিয়া তথা সংস্কৃতিৰ বিকাশত মিছিং জনগোষ্ঠীয়ে এক বিশেষ ভূমিকা পালন কৰি আহিছে। প্ৰকৃতি সম্বন্ধীয় ধৰ্ম সম্বন্ধীয় উচিত-অনুচিত বিচাৰ সম্বন্ধীয়কে আদি কৰি মানুহৰ জীৱন জড়িত বিভিন্ন দিশত আন আন জনগোষ্ঠীৰ দৰে মিছিং জনগোষ্ঠীয়েও কেতবোৰ বিশেষ বিশেষ বিশ্বাস আৰু সেই বিশ্বাস আধাৰিত আচাৰ-বিধি মানি চলে। মানৱ জীৱনৰ বিভিন্ন প্ৰয়োজনীয় জন সম্বলিত এই সাংস্কৃতিক পৰম্পৰাসমূহ বিচাৰ কৰাৰ লগতে আধুনিক প্ৰেক্ষাপটত লোকজ্ঞান নিহিত এই পৰম্পৰাসমূহৰ পুনঃ মূল্যায়নৰ এক ক্ষুদ্ৰ প্ৰয়াসেই হৈছে এই আলোচনা পত্ৰখনৰ বিশেষ উদ্দেশ্য।

মূল শব্দ : লোক-পৰম্পৰা, লোক শিক্ষা, মিছিং জনগোষ্ঠী, আধুনিকতা।

## নাৰী শিক্ষা : উদ্দেশ্য আৰু অসম

প্ৰণামী গোস্বামী

সহকাৰী অধ্যাপিকা, অসমীয়া বিভাগ

ৰামপুৰ আঞ্চলিক মহাবিদ্যালয়

**আৰম্ভণী :** ভাৰতীয় দৰ্শন আৰু সংস্কৃতি অনুসৰি নাৰীক কেৱল মানৱ সৃষ্টিৰ মূল বা জননী হিচাপেই নহয়, বৰঞ্চ শক্তি, দেৱী আৰু অনন্যা মৰ্যাদাৰ প্ৰতীক হিচাপে গণ্য কৰা হয়। নাৰী হৈছে সৃষ্টিৰ আধাৰ, যি স্নেহ-মমতা, প্ৰেম আৰু ত্যাগৰ মূৰ্ত প্ৰকাশ। সমাজত তেওঁক মাতৃ, ভগ্নী, পত্নী আৰু দুহিতাৰ ৰূপত সৰ্বোচ্চ সন্মান প্ৰদান কৰা হয়। ঐতিহ্যগতভাৱে নাৰীক কেৱল, গৃহিণী বা সন্তানৰ মাতৃ নহয়, বৰঞ্চ এগৰাকী সংস্কাৰক আৰু জ্ঞানৰ আধাৰ হিচাপেও স্বীকৃতি দিয়া হয়, যিয়ে সমাজ নিৰ্মাণত গুৰুত্বপূৰ্ণ ভূমিকা পালন কৰে। গতিকে সেই নাৰী শিক্ষিত হ'লে পৰিয়াল, সমাজ তথা দেশক সুশৃংখলভাৱে আগুৱাই নিব পাৰে।

নাৰী শিক্ষা হৈছে এনে এক ধাৰণা যিয়ে মূলতঃ নাৰী আৰু শিক্ষাক সংযোগ কৰে। নাৰী শিক্ষা এখন সুস্থ, সবল আৰু উন্নত সমাজ গঢ়াৰ বাবে অপৰিহাৰ্য। ই নাৰীক অৰ্থনৈতিকভাৱে স্বাৱলম্বী কৰাৰ লগতে সামাজিক, ৰাজনৈতিক সচেতনতা বৃদ্ধি কৰে আৰু অন্ধবিশ্বাস দূৰ কৰে। শিক্ষিত নাৰীয়ে পৰিয়ালৰ স্বাস্থ্য, পুষ্টি আৰু শিশুৰ শিক্ষা উন্নত কৰি প্ৰজন্মৰ পিছত প্ৰজন্মক সবল কৰি তোলে, যাৰ ফলত দেশৰ অৰ্থনৈতিক প্ৰগতি ত্বৰান্বিত হয়। নাৰী শিক্ষাৰ জৰিয়তে লিংগ সমতা স্থাপন, পৰিয়াল তথা সমাজৰ সৰ্বাংগীণ উন্নয়ন আৰু বাল্য বিবাহৰ দৰে সামাজিক ব্যাধি প্ৰতিৰোধ কৰা সম্ভৱ হয়। ই নাৰীৰ অধিকাৰ প্ৰতিষ্ঠা আৰু মানৱ সম্পদ হিচাপে গঢ়ি তোলাত সহায় কৰে।

### নাৰী শিক্ষাৰ প্ৰধান উদ্দেশ্য সমূহ :

**নাৰী সবলীকৰণ :** শিক্ষাৰ জৰিয়তে নাৰীক নিজৰ অধিকাৰ আৰু সিদ্ধান্ত গ্ৰহণৰ ক্ষমতা প্ৰদান কৰা।

**অৰ্থনৈতিক স্বাৱলম্বিতা :** শিক্ষা আৰু বৃত্তিমূলক প্ৰশিক্ষণৰ দ্বাৰা নাৰীক আৰ্থিকভাৱে স্বতন্ত্ৰ কৰি তোলা, যাতে তেওঁলোকে পৰিয়ালৰ উপাৰ্জনত অৰিহণা যোগাব পাৰে।

**সচেতনতা বৃদ্ধি :** স্বাস্থ্য, পুষ্টি, আইন আৰু সামাজিক বিষয়সমূহৰ প্ৰতি নাৰীক সজাগ কৰি তোলা।

**লিংগ সমতা স্থাপন :** সমাজত নাৰী-পুৰুষৰ মাজৰ বৈষম্য দূৰ কৰি সমান অধিকাৰ আৰু মৰ্যাদা প্ৰতিষ্ঠা কৰা।

**সামাজিক ব্যাধি প্ৰতিৰোধ :** শিক্ষিত নাৰীয়ে বাল্য বিবাহ, যৌতুক প্ৰথা আৰু নিৰক্ষৰতাৰ

বিৰুদ্ধে যুঁজ দি সমাজ সংস্কাৰ কৰিব পাৰে।

**সুস্থ পৰিয়াল আৰু সমাজ গঠন :** এগৰাকী শিক্ষিত মাতৃয়ে পৰিয়ালৰ স্বাস্থ্য, পুষ্টি আৰু শিশুৰ শিক্ষাৰ বাবে অধিক গুৰুত্ব দিয়ে, যিয়ে এখন উন্নত সমাজ গঠন কৰে।

এক কথাত, নাৰী শিক্ষা কেৱল সাক্ষৰতা নহয়, ই হ'ল নাৰীৰ সামগ্ৰীক ব্যক্তিত্বৰ বিকাশ আৰু সমাজৰ অগ্ৰগতিৰ মূল চাবিকাঠী।

উক্ত বিষয় বিতংভাৱে মূল আলোচনা পত্ৰখনত দাঙি ধৰা হ'ব। সম্ভৱতঃ এই আলোচনাটিয়ে পাঠক সমাজৰ কিঞ্চিৎ হ'লেও উপকৃত কৰিব বুলি আশা কৰিব পাৰি।

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