

ISSUES IN THE DEVELOPMENT OF POSITIVE EDUCATION FOR CITIZENSHIP WITH SPECIAL REFERENCE TO NORTH-EASTERN REGION OF INDIA.

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Objective of the Study

1. To identify various issues for the development of the positive education for citizenship.
2. To make the suggestion toward the Enhancement for positive education for citizenship.

Abstract

North East India is the eastern most region of India representing both geographic and political administrative division of the country. It comprises eight states – Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura. Many factors depend on the development of positive education for citizenship. It may be Political, Cultural, Economic, Social and other related factors. Conducive social environment contribute greatly in the advancement and development of the State/Region/Citizen. A State/Region/Country is characterized by war and conflicts which cannot bring development for positive citizenship. Positive education for citizenship means educating the citizen from childhood to old age of life that can makes a man good citizen. Positive education means happiness and well-being of citizen. It may be formal and informal activities which can have a positive and lasting effect for a long time. Positive education can lead to outcome for the students such as higher well-being and higher academic achievement. Learning skills from school well-being cannot have long – term effect on carrier and success, job satisfaction and income. Positive education makes a citizen good citizen. Citizen suffers various aspects such as political, social, and cultural problems. So, citizen should be award of economic, cultural and political issues in their society or Nation/States. Each citizen requires ethical, cultural, social and moral qualities that makes a citizen well-being and grow positive attitude of citizen. The paper attempts to interpret issues in the development positive education for citizenship in the Indian context in general, the North-Eastern in particular.

Keywords: Economic, Conflict, Childhood, Education, Skill.

INTRODUCTION

The Northeast India consists of eight states, that is hugely diverse region and there are large Inter-State differences in all aspects. The North East India has got its definite identity due to its peculiar physical, economic and socio-culture characteristic. The region consists of eight

states, viz. Assam, Arunachal Pradesh, Manipur, Mizoram, Meghalaya, Nagaland, Tripura, Sikkim. The NER of India covers an area of 2.62 Lakh sq. km. It accounts for 7.9% of total geographical area of the country. The total population of NER was 40 million (2011). The North Eastern Region in India is an expanse of assorted geographical features with a population characterized by a multiplicity of culture, ethnicity, religion, levels of economic advancement.

In this paper, an attempt is made to understand the issues in the development of positive education for citizenship particularly in NER of India.

EDUCATION AND POSITIVE EDUCATION

Education is the process of teaching and learning, especially in a school or college and University or the knowledge that we can get from it. Education is also the study of methods and theories of teaching. But positive education for citizenship means educating the citizen from early child-hood to old-age. It may be formal or informal activities which can have a positive and education can lead to outcome for the students such as higher wellbeing and higher academic achievement. Moral and ethical are required of all human beings and all citizens. They enable each citizen or individual to live as lasting effect for long time. Positive education can lead to outcome for the students such as higher well being and higher academic achievement. Moral and ethical are required of all human beings and all citizens. They enable each citizen or individual to live as a good citizen. The well-being curriculum increase both well-being and academic performance. The positive education classes should teach skills to become better friends. Each Citizen requires ethical, cultural, social and moral qualities. Positive education produce citizen with moral qualities. The fundamental goal of positive education is to promote flourishing or positive mental health with the school community. The process of education is to make good human being with skill and expertise and educating future citizens.

ISSUES IN THE DEVELOPMENT OF POSITIVE EDUCATION FOR CITIZEN IN NER OF INDIA

Many factors depend on the development of positive education for the citizenship. It may be political, cultural and economic and so on. There are many issues which rise in the development of positive education for citizen in NER of India. The rest of India do not understand much about the problems and issues faced by the Northeast. The main reason for this is that the political leaders from other regions have not given their time to explore and understand the Northeast. It is undeniable that the Central Government has funded the State Government for various development projects, but most of the time, the State's leader uses a substantial part of the funds for corrupt activities and the funds are not fully used for the proposes they were intended for which hinders the execution of various projects. Political aspects are the big issues for the development of positive education for the citizens.

In the economic point of view, the North East region has been deprived the opportunity for economic growth and development. In recent times, the North East Region has performed reasonably well in comparison to all India average in respect to human development indicators for both the genders but it has failed in bringing commensurate economic growth. One of the main causes of backwardness of the North East States is poverty. Eighty percent (80%) of people depend on agriculture for the livelihood. Poverty is the main issues for the development of citizens. The social infrastructure such as educational institution, training institution, manufacturing industries, power sector and roads etc, are very low- because of poor maintenance. So many economic issues come to hamper for the development of positive education for the citizens.

From educational point of view, one has to understand how to make the world a better place for people to live-in. people should recognize and understand the differences in society and become tolerant of them- That is the main objectives of positive education.

Issues in education system in North Eastern Region has many-folds. Few of them are as follows:

Insufficient number of Institutions: To cater to the requirement on education or even the primary education in the North Eastern Region of India, there are enough institutions to meet the Standard, resulting in poor life style due to poor course outline of education.

Aimlessness: Today, by a large number of students in educational institutions suffer from the problems of aimlessness. They are not clear about the aims of education in life. Aimless education gives birth to frustration and disillusionment. Most of the students suffer from this disease. They manage to pass various examinations without any clear-cut goal in view. This is leading to great harm.

Inadequate infrastructure: Quality education is then only possible when facilities, resources and technologies are upgraded with adequate funds. Most of the colleges are not accredited by NAAC. Unfortunately, Colleges which are accredited by NAAC get woefully lower grade due to such issues as low-quality input, inadequate teacher-student ratio, poor communication etc. as a result, prospective grants are also curtailed.

Theoretical Based Syllabus: The main loophole of Indian education system is that most of our education is theoretical based rather than practical. Curriculum of education is not up-to-date. The same problem is prevalent in the education system in North East India.

Problem of Language: The North Eastern Region of India has a preponderance of language, some of which are very well developed while others are not. Some states have over 300 dialects. State languages vary from one state to the other. There is lacuna, if not absence, of books in local language for pursuing education.

Negative feelings towards full dedication of teachers towards their service: In north east India, most of the colleges and universities various professional courses have been introduced in addition to the general academic courses. It is positive symptom for the educational institutes of this region, but the problem is most of the teachers are on contractual basis with lump sum

pay which sometimes creates negative feelings towards full dedication of the teachers towards their service.

Less focus on the establishment of excellent institutions like IITs and IIMs: Due to few numbers of excellent institutions like IITs and IIMs in North East India, the students are bound to move to other parts of the nation and even abroad for higher education and those who cannot move to other part for higher education their development in education or skill become restricted.

Outflow of the local students to other parts of the country: Due to inadequacy of the Govt. School, other educational institution and also the poor quality of education pupil tends to move other part of the country or even abroad for education and settle there. Which is a serious issue of brain drain thereby.

Lack in Industrial Collaboration: In education system of North Eastern Region, there is lack of academic-industry cohesion and this leads the industry in the dark of depression. The oldest universities in India especially north east region are still averse to the collaboration of academic world and industrial world.

Problems of finance: In the development of education, problem of inadequate finances is a big one. Proper maintenance of libraries, laboratories, hostels and playground etc, involve huge costs. Quality and standards demand more facilities. Education had been a state subject and state government always showed their inability to manage the affairs properly. Moreover, misuse of finance or corruption is one of the most important problems of education in north east India.

Inappropriate for Research work: In Indian higher education system especially in north eastern states, the Infrastructural and other facilities are not beneficial to carry on research work at international level. With a very low level of PhD enrolment, this region does not have enough high-quality researchers; there are few opportunities for interdisciplinary and multidisciplinary working, lack of early stage research experience; a weak ecosystem for innovation, and low levels of industry engagement.

Problem of wastage and stagnation: Like primary education, higher education also suffers from the problem of wastage and stagnation. The difference is only that of degree. Defective system of examination, lack of teacher-student relationship, inadequate hostel facilities and incompetent administration etc. are responsible for it. In North East India, higher education is very costly due to the private universities or institutions.

Commercialization of education: In North East India, some essential services like education and medical treatments becomes a business for some class of people. In other words, education system is profit earning source for some people. So, it is another vital problem of education in North East India.

Economic growth of a country not only depends on National resources, Technology and capital but mainly on the quality and quantity of man power. The efficiency of the man power depends on some important factors like health, education, training, housing facilities, safe drinking water and sanitation.

CONCLUSION/SUGGESTION

With the increased political stability in the North - Eastern Region, Citizen should be made aware of their human rights and duties. Positive education is necessary for all human beings. Positive education produces citizens with moral qualities. We have to dedicate some efforts for upliftment of the weaker sections and this can be done only by providing them quality education at affordable rate. Some campaign should be initiated by the government which teaches the value and importance of positive education. The new education policy should be introduced one extra positive education class from primary level to higher education level in the North-Eastern Region. This would help to make citizens strong and positive attitude and well-beings. Therefore, to make well-being citizens the teachers, parents, educational institutions, community and charities etc, should play an important role to promote positive education for citizenships. The Central Government should be planned for the development of positive education for citizenship in the Country with the North-Eastern Region.

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