

Revisiting The Concept Of Educational Strategy For Realization Of Life Objectives

Dr. Samar Deb, Mr. Chandan Paul Choudhury

HOD, Associate Professor, Department of Commerce, Gurucharan College, Silchar – 788 004,

District – Cachar, Assam,

Assistant Professor, Department of Geology, Gurucharan College, Silchar – 788 004, District – Cachar, Assam.

Corresponding Author: Dr. Samar Deb

ABSTRACT: Education is the backbone of a nation. It deals with all-round manifestations of human life bringing processes and thereby illuminates the picture of the civil society. In this way, education strengthens the pillars of the society. By means of education, it becomes possible to establish world peace and social tranquility. Education also helps in harmonious interrelationships between people. Hence, this research paper deals with the revisiting concept of educational strategy for realization of life objectives in lucid manner. The paper further discusses the entire gamut of the subject matter in scientific temper of thought, so that forward looking tendencies of the civil society becomes possible in terms of various strategies analyzed to reach at the goal of the civil society with human liberal living tendencies, and free existential freedom of life. Appropriate findings are given and recommendations are placed in judicious manner with good governance paradigms of educational techniques of teaching-learning processes. In nutshell, the whole paper embraces the thought provoking idea of educational strategies in holistic manner with 'path-goal' relational approach to connote the idea of ideal pyramid of the civil foundational structure of the societal norms in reinforcing equipoise idea of education with equanimity concept.

KEYWORDS: Educational Value, Social Tranquility, Intergroup Communication, Skill Building, Vasudhaiva Kutumbakam, Quality Circle, Scientific Rationalization.

Date of Submission: 08-06-2018

Date of acceptance: 23-06-2018

I. INTRODUCTION

Debates and discussions are there going on around the civil society regarding the concept of education and realization of life objectives. Reconstruction of the objectives of civil society will be made possible in terms of educational value oriented strategies¹. Objectives of educational value system, if framed and redrafted with scientific strategy formulation, along with dynamic curriculum model building process with nurture of human quality based fundamentals, cementing interpersonal, intrapersonal and group relationships in civil society will be made effective for encountering problems of human poverty, social sufferings and marginalization. Thus, it is permeably said that educational value oriented strategy will work as human moral boost up tool for reconstruction of the norms and pillars of civil society in changing technological era and complexities of modern market behavioral dynamism. Educational objective strategies are therefore required to be set on principles of change management² and needs and aspirations of civil society. In times of population growth, the prudent educational strategies are needed life related skills and market oriented 'teaching-learning' behavioral traits. With deep rooted family values, composite cultural practices and social integrity, objectives of education can be realized. Hence, the teaching-learning process should therefore be asserted on the fundamental needs of the civil society, conjoining therein the concept of global cooperation, international brotherhood, coherence and harmonious interrelationships between persons, integral humanity³, the world peace and social tranquility. Thus, the existential freedom of life can be realized through strategic educational concept of civil society building norms. In terms of integral humanity concept, the last man in the queue will get optimum chances to develop and maximum opportunities to grow. So, all sorts of parameters of total human quality⁴ (THQ) development will be reflected through this research paper.

Accordingly, this paper makes an endeavor to revisit the concept of educational strategy for illuminating the idea of human life objectives. Appropriate findings will be made and recommendations will also be provided in terms of teaching-learning strategies of educational objectives to reconstruct the base of the civil society. Further, this paper will provide relevant suggestions in appropriate places laudably to voice the objectives of education for the purpose of reducing regional imbalances and solving the problems of human marginalization⁵.

II. EDUCATIONAL STRATEGIES FOR MAN-MAKING

The pyramid of the civil society is based on value oriented concept of education. So, educational strategies are required to be framed on the basis of teaching-learning effectiveness⁶. It is therefore necessary that the kind of learning process and teaching methodologies should be reconstructed on the parameters of man-making potentials. Thus, character formation should be given due stress and special attention while drafting the policy of educational strategies, containing therein the fundamentals of human resource building capacities, credibility formation of learning through institutional entities and competency level of human assets to uproot societal value system and national integrity of a country. It is worthwhile to note here that such educational strategies are required to be formulated on principles of learning strategies, which go to enrich the integrated concept of social building notion⁷ and illuminate the picture of human unity and justice, liberty and fraternity among the citizens; besides international brotherhood concept of dynamic social rolling on the pillars of human faith, belief and trustworthy relationships. Thus, interpersonal relationship, intergroup communication⁸ system and international level peace and social tranquility should find special place in the thought of educational strategy formulation agenda. The road map of nation building could be prepared in this way for making journey towards the path of civil society and its fundamental operation with such quality driven aspects of educational goal of human life. The objectives are therefore necessary ingredient of man-making foundation, in which civil liberty and fraternal structure of human living justice must confine to the assimilation of human composite cultural path, to disseminate the progressive road map of society and to perpetuate the democratic value orientation agenda for social reconstruction program⁹ in new dimensional way; where, mankind will get ample scope of free growth and optimum opportunities for fuller development with the spurt of human personality, character formation and positive attitude building¹⁰ norms to blossom life with the glee of light of civic societal foundational path.

Thus, educational strategies for man-making require mission of learning attributes, vision of institutional entities, objectives of guiding human life and level playing role model in teaching curriculum¹¹. All such aspects of educational strategies are required to be narrated on the tools and techniques of 'teaching-learning' methodologies, teacher-taught professionalism and ethics regulated guidelines for human moral value formation, motivational initiation and code of conduct related scientific grounds of social building notion, man-making operation and worldwide dynamicity with the pragmatic approach of educational philosophy of life building attributes¹². Hence, care and nurture, guidance and counseling, quality and performance should be concerned and connected with the strategic decision making alternatives of teaching approach for life giving, sacrificing, knowledge sharing and reinventing principles of socialization. The educational strategies are therefore required to be stratified on policy making issues, containing therein human asset building approaches, the system of societal value orientation and measures of human skill building¹³ techniques. In nutshell, all such strategies should complement as guidelines for human superstructure of social renovation, innovative learning and inculcation of intelligent quotient for knowledge making society, progressive world order and establishment of peace in terms of civil liberties of human beings. So, the 'path-goal' relational aspects of educational foundation should be strategized on principles of human asset value creation, social infrastructure building quality orientation and liberal living existential autonomy for human integrity, unity and fraternity as the rejoinder to achieve the primary as well as secondary goal of life¹⁴.

III. EDUCATIONAL STRATEGIES FOR NATION BUILDING

Education is the backbone of a nation. It is the quality education helps developing the superstructure of a nation. So, educational strategies are required to be framed on the basis of national priority, citizens growing reliability and social prosperity¹⁵ of each and every country. Thus, educational strategic model formulation has been concerned with learning process reengineering (LPR), which constitutes the segments of teaching methodologies with need-based schemes for appropriate development of 'teacher-taught' relationship, curriculum framework development and organizational infrastructural quality framework of creating adequate learning environment in free atmosphere of skill building operational activities. All these are fundamental backgrounds and breakthroughs of nation building program and creative learning¹⁶ skills for citizens future growth, social dynamic rolling in forward looking tendencies and national prosperity with innovative knowledge base for encountering problems faced by a nation in changing atmosphere of learning, along with market behavioral prudence and economic growth dynamic paradigms of human value creation, social value orientation and international level cooperation with competitive edge to the games of business people play¹⁷ in organizational setting. In an age of technological reformations and scientific development, forecasting things about knowledge building society stands on strategic educational road map, wherein concealed all aspects of human personality development framework of national progress, international unity and integrity and global level human competency building norms.

As a whole, the holistic system of education should be rested upon the philosophy of learning skills and teaching creativity, which will provide ample opportunities of coping with market related changing mechanism,

along with challenge of change imperatives with the adjustment of time management¹⁸ behavioral prudence, to innovate things, to renovate society and to reform the national agenda of human resource development (HRD) with the mantra of 'vasudhaiva kutumbakam' philosophy¹⁹ of learning in scientific temper of teaching technologies. Hence, it is suggested that national agenda of learning culture should confine things of dynamic social rolling; so that the national entity could be merged with international identity and global level peace for human brotherhood, environmental sustainability and ecological balance. Indian order of learning therefore rests on the philosophy of 'kutumbakam' principle of teaching ideology, where everything is given due stress for harmonious interrelationships and coherence atmosphere of mutual growth of society, collaborative pattern of nation building and progressive approach of citizens development charter. In this way, THQ will be enriched by reinforcing the techniques of quality learning, and quality circle²⁰ (QC) concept will be developed in terms of human fellow-feeling nature of relationship as well as motivational leadership²¹ approach and international cooperative principles of learning skill management techniques with the fraternity of human common cause for positive development, unity of march towards reaching at the goal of international level understanding for the existential freedom of human life. In short, the strategic path of education should incorporate in its agenda of learning human belief and faith, persuasion for liberal growth with the spurt of fuller personality development of each civic citizen and integral humanity²² in terms of realizing the goal of 'sarva sukham' (all happiness), 'sarva mangalam' (all welfare) and 'sarva shanti' (all peace). All these are advocated in the Vedanta principles of learning and the Vedic techniques of teaching. Thus, 'samattva (uniqueness or equanimity) should find place in the overall gamut of educational strategy for nation building purposes with the thought of equipoise nature²² of learning skills and balanced thought of new pattern of teaching innovativeness with the inculcation of proactive leadership, reformative social reconstruction and dynamic rolling of the whole nation in holistic approach of moving ahead by means of nurturing all civic citizens.

IV. EDUCATIONAL STRATEGIES FOR SOCIAL RECONSTRUCTION

Society is the plate-form helps molding character of human beings. It also helps people for free growing tendencies in life with the cooperative interaction to each other. Education helps in the social reconstruction process²³ by way of social infrastructure development, agricultural reformations, hospitality building measures, industrial development, health and family welfare programs, sanitation and sewage schemes, games and sports, leisure and amusements, public welfare activities and so on. Hence, educational strategies are required to be developed for the purpose of reconstruction of society and renovation activities, progressive measures of citizens of a country and towards the field of holistic growth models, which are required to be nurtured in terms of pragmatic approach of nation building²⁴ norms and ideologies. It is therefore imperative to note that educational development is correlated to the process of social development programs, which needs essentially human skill building process for the growth perspective measures of social indicators. Here, it is obligatory on the part of government to resolve matters pertaining to social indices, which fulfills human crises areas and advances life of citizens to strengthen the pillars of the society. Thus, reinforcing the pattern of value based education²⁵ is needed adequate policy making issues for encountering problems of human life, which have been living in society with great distress and severe backwardness. So, the strategic notion of educational policy issues are required to be envisaged with the programs of citizens making charter of life as well as social building demand of changing time in space. With the technological changes and scientific revolution, it becomes necessary that modern tools and techniques of educational system have to be changed for coping with market demand and global complexities. Hence, skill building training program²⁶ should be given due priority in educational system and learning measures, for upgrading human life, disseminating innovative knowledge and progress of the society in new dimensional order, along with changing technological advancements and scientific rationalization.

From the above noted facts, it requires to be suggested here without any doubt in mind that educational strategy should give the framework of learning in such way, which relates to social building process with environmental sustainability, human responsibility building notion for social progress in forward looking tendencies with the responsive system of public administration and good governance mechanism²⁷. It is therefore, *ipso facto* necessary that educational value based measures are required to be strategized on the path of every checks and balances. We should also be conscious for innovative knowledge base society to embrace the thought provoking idea of human integrity for optimization measures of growth initiating capabilities, realization norms of development paradigms and naturalization process of human habitation purpose. All these are to be made proactive for recreating the nature of balanced development²⁸ and growth oriented dynamicity of human societal life. It is thus, society furnishes the holistic view point of education for necessitating human life bringing purpose with strategic norms of teaching-learning development and dynamic social growing model, for the betterment of civic citizens, advancement of human life and nourishment of people who have been deprived off from the basic necessities of life, fundamentally requires to blossom life with the spurt of fuller personality development of all human beings. In nutshell, it is suggested that adequate policy measures on

educational system will enrich human life, and therefore, strategic learning skills are required to be developed with need based schemes for encouraging people to participate in the system of social development more and more with inner zeal and great enthusiasm. Thus, it becomes essential to nurture knowledge indicators²⁹ for increasing opportunities of social growth in terms of human participative decision making approach³⁰ and liberal level playing role model of living goal. The 'path-goal' relationship in the development of curriculum should be given due stress with means of liberal learning atmosphere and free teaching conditions for the existential freedom of human life. Better the system of knowledge sharing process from one generation to another generation, higher the prospect of social development. Hence, educational strategies are required free learning aptitude and skill building measures, to incorporate in the whole system the holistic model of citizens' development charter and to prepare future road map in innovating skills and creating new knowledge as per needs of the civil society growing tendencies.

V. EDUCATIONAL STRATEGIES FOR ECONOMIC EMPOWERMENT

In modern times, population growth has been observed to be explosive³¹, which creates many problems on the Earth. So, it seems that economic empowerment of people is a must, which will yield income generation capacity among the masses. Thus, for the purpose of availing income opportunities among the people, educational strategies are required to be newly framed in such way which provides job opportunities. For creating employment within any country, vocational system³² of education and scientific development of curriculum is a must. Again, modern science and new technologies are also required to be developed, keeping in mind the growing tendencies of new population needs. With the establishment of new institutions of higher learning and technical education, along with general education people can be empowered economically by strengthening skill building activities³³; so that higher level learning aptitude becomes basic tool for more and more industrialization for creating new jobs in any country. Along with this, environmental protection should be given higher priority than mass room growth of basic and other industries. Further, in agricultural field new innovative knowledge can help developing agricultural produce of many kinds. For this purpose, agricultural ground level research³⁴ activities are required to be emphasized with new means of knowledge and skills, which not only helps for social health; but also helps in innovation of soil health programs along with new measures of cultivation schemes and researches on crop varieties, to upgrade field production capacity, to reform the pattern of overall agricultural system with means of rationalization in agriculture in terms of soil health³⁵ capacity increase, seed improvement idea, fertilizer supplying schemes, drainage provisions and adequate water supply, electricity generation provisions to the fields of cultivation, buffer stock management capacity building with scientific storage system, market innovations along with market segmentation and e-marketing provisions, agricultural pricing mechanism, distribution facility in areas of human needs to abolish artificial crisis, agricultural credit and finance provisions with banking reforms, land holding rules and reforming the techniques of production; among others are all required to be strengthened in new dimensional way, for which educational reforms are required to be envisaged with government initiatives. Public-private partnership (PPP) models in agricultural financing³⁶ system, production capacity increase by way of innovative research in various fields of cultivation, soil health initiating research³⁷ programs are all needed to be incorporated in the educational strategies for speedy development of society in terms of accelerating employment generation and creating income enhancing facility to the citizens of the country for economic empowerment purposes. In this way, economic empowerment of people would be made resilience to the path of HRD potentials and socialization of the holistic model of curriculum³⁸, to impart better knowledge by means of new learning techniques and teaching methodologies.

In short, economic empowerment is not only possible through agricultural reforms, but also in all fields of social infrastructure development programs through new techniques of learning system and higher level research activities based on field level programs, social asset creating, environmental cleanliness³⁹, power generation by alternative means besides traditional means which are already in operations, rail-road coordination activities, transportation system, industrialization, development of games and sports, sea ports development, river-sea connectivity, banking reformation⁴⁰, insurance sector reforms, housing provisions, sanitation schemes, sewage, canals and dams construction, yoga⁴¹ therapy and many others. All these sectors can open employment opportunities with ample scope of strategic educational measures. Besides, in agricultural fields – horticulture, sericulture and others research based educational curriculum can build up new knowledge base for initiating and generating income of people to the attainment of the goal of maximum social advantage with competitive edge⁴², minimum wastes in utilizing natural resources and raw materials for variety of production purposes and optimizing income to the integrated process of development for all the stakeholders benefit. Last but not least, economic empowerment should be made through educational strategic reforms in universal manner for progressive developmental order and prosperity of social growth to the highest causes of nurturing human assets, strengthening the societal vista to roll society for moving in forward looking tendencies and to establish world peace⁴³ by way of reducing terrorism⁴⁴, anti-social activities, corruptive human behavior,

mismanagement of resources by public body corporate and so on. Merely educational recommendations by government authorities and policy making issues will not help and solve problems of people. More important is that human economic emancipation is the necessary ingredient of restoring world peace and tranquil social order. Hence, it is suggested that educational strategies are to be made for human life oriented objectives through responsibility building measures for social accountability⁴⁵ of the masses and for global progress in speedy manner.

VI. CONCLUSION

Educational strategies (system, task, research, aptitude, technology, empowerment, goal, innovation, entitlement and structure) have been considered to be the part of human life bringing parameters of quality development program. Thus, different strategies are discussed in this paper in scientific temper of thought for revisiting the concept of education, so as to embrace the idea of social building norms in terms of human social and economic empowerment system. In an age of information technology revolution, technical education covers a wide range of social activities to develop human resources for the purpose of attaining goal of human emancipation⁴⁶ from severe sufferings and reducing social imbalances. Thus, adequate strategy formulation and its timely implementation would enlarge the path of social sustainability⁴⁷ by way of human personality development as well as income generation capacity, to connect people with the system of global change in challenges of time. Again, educational strategy formulation, as and when decided well in time and is operated with due care for HRD initiatives can build up society, to illuminate the picture of human civil living liberties with creativity of knowledge base and compatibility of learning skills. In this way, the concept of education can be made holistic for all-round development of the global society and restoring peace and social tranquility. Creative knowledge society when build up on such notion of educational goal, there would have been the possibility of social transformation⁴⁸ with the existential freedom of human life bringing capacities. Hence, better and further progress of civic citizens will be made through educational concepts, learning behavioral aptitude and teaching technology for integrating the structure of the society on the models of human justice and belief, faith and sacrifice, dedication and dutifulness. In nutshell, it is the educational strategy would recommend for reengineering the dynamic vista of the societal goal of human life in transcendental⁴⁹ approach, to conglomerate the aspects of brotherhood concept of life by means of reducing regional imbalances, increasing national per capita income and optimizing delivery mechanism to solve the problems of human poverty, social marginalization⁵⁰ and empowerment of social people for global leadership.

REFERENCES

- [1]. Zeichner, Kenneth M. (1987), "Preparing Reflective Teachers: An Overview of Instructional Strategies Which have been Employed in Pre-service Teacher Education", *International Journal of Educational Research*, 11(5): 565-575.
- [2]. Stanley, Gordon (September 22, 2006), "Seven Principles for Change Management", Paper presented at 'Sustainable Leadership in Education', Dean's Conference of the Faculty of Education and Social Work, University of Sydney.
- [3]. Singh, Sanjeet, Bawa, Jagmeet & Sharma, Gagan Deep (April, 2016), "Integral Humanism: Comparison of Deen Dayaal Upadhyay and His Counterparts", *International Journal of Multidisciplinary Academic Research*, 5(2).
- [4]. Juran, J. M. (1988), "Juran's Quality Control Handbook", 4th Ed., New York, McGraw-Hill.
- [5]. Wasiu, M. Raheem, Oyewale, I. Oyeleye, Margaret, A. Adeniji & Opeyemi, C. Aladekoyi (2014), "Regional Imbalances and Inequalities in Nigeria: Causes, Consequences and Remedies", *Research on Humanities and Social Sciences*, 4(18).
- [6]. Millis, B. J. (1991), "Fulfilling the Promise of the Seven Principles through Cooperative Learning: An Action Agenda for the University Classroom", *Journal on Excellence in College Teaching*, 2:139-144.
- [7]. Rich, P. (1999), "American Voluntarism, Social Capital and Political Culture", *Annals of the American Academy of Political & Social Science*, 565:15-34.
- [8]. Gudykunst, William B. & Shapiro, Robin B. (Winter 1996), "Communication in Everyday Interpersonal and Intergroup Encounters", *International Journal of Intercultural Relations*, 20(1):19-45.
- [9]. Zuga, Karen F. (Spring 1992), "Social Reconstruction Curriculum and Technology Education", *Journal of Technology Education*, 3(2):1-11.
- [10]. Koutsantoni, Dimitra (2004), "Attitude, Certainty and Allusions to Common Knowledge in Scientific Research Articles", *Journal of English for Academic Purposes*, 3(2):163-182.
- [11]. Parkay, Forrest W., Anctil, Eric J. & Hass, Glen (2014), "Curriculum Leadership: Readings for Developing Quality Educational Programs", United States, Prentice Hall.
- [12]. Akareem, Husain Salilul & Hossain, Syed Shahadat (2016), "Determinants of Education Quality: What Makes Students' Perception Different?", *Open Review of Educational Research*, 3(1):52-67.
- [13]. Sekaran, Uma & Bougie, Roger (2016), "Research Methods for Business: A Skill-Building Approach", 7th Edn., New York, John Wiley & Sons.
- [14]. Helzer, Erik G. & Jayawickreme, Eranda (March 10, 2015), "Control and Good Life: Primary and Secondary Control as Distinct Indicators of Well-Being", *Sage Journals*, 6(6):653-660.
- [15]. Idris, Fazilah, Hassan, Zaharah & Others (2012), "The Role of Education in Shaping Youth's National Identity", *Procedia – Social and Behavioral Sciences, UKM Teaching and Learning Congress 2011*, 59:443-450.
- [16]. Rogers, Karen B. (2007), "Lessons Learned About Educating the Gifted and Talented: A Synthesis of the Research on Educational Practice", 51(4):382-396.
- [17]. Berne, Eric (1964), "Games People Play: The Basic Handbook of Transactional Analysis", New York, Ballantine Books.
- [18]. Deb, Samar (2001), "Contemporary Issues on Management", New Delhi, Atlantic Publishers and Distributors, Chapter 1, pp. 1-21.
- [19]. Goyandka, Jayadayal (1993), "Śrīmad Bhagavadgītā", 9th Edn., Gorakhpur, Gita Press.

- [20]. Udpa, S. R. (1986), "Quality Circles: Progress through Participation", New Delhi, McGraw-Hill Publishing Company Limited.
- [21]. LLies, Remus, Judge, Timothy & Wagner, David (September 1, 2006), "Making Sense of Motivational Leadership: The Trail from Transformational Leaders to Motivated Followers", *Journal of Leadership and Organizational Studies*, 13(1):1-22.
- [22]. Mahadevan, B. (July 2012), "Leadership Lessons from Bhagavad Gita", *Impact*, 13-16.
- [23]. Arriaza, Laura & Roht-Arriaza, Naomi (July 2008), "Social Reconstruction as a Local Process", *International Journal of Transitional Justice*, 2(2):152-172.
- [24]. Dobbins, James (Summer 2003), "Nation-Building: The Inescapable Responsibility of the World's Only Superpower", *RAND Review*.
- [25]. Jindal, Jyoti (September 2013), "Value Based Education: Need of the Day", *International Journal of Emerging Research in Management & Technology*, 2(9):1-3.
- [26]. Khan, R. A. Ghafoor, Khan, Furqan Ahmed & Khan, M. Aslam (July 2011), "Impact of Training and Development on Organizational Performance", *Global Journal of Management & Business Research*, 11(7):1-7.
- [27]. Nanda, Ved P. (January 1, 2006), "The Good Governance Concept Revisited", *The Annals of the American Academy of Political and Social Science*, 603(1):269-283.
- [28]. Zhai, Bo (October 2007), "Balanced Education Development: Theory, Target and Measuring Methods", *Frontiers of Education in China*, 2(4):494-527.
- [29]. Howes, C., Galinsky, E. & Kontos, S. (1998), "Child Care Giver Sensitivity and Attachment", *Social Development*, 7(1):25-36.
- [30]. Lowin, Aaron (February 1968), "Participative Decision Making: A Model, Literature Critique and Prescriptions for Research", *Organizational Behavior and Human Performance*, 3(1):68-106.
- [31]. Bavel, J, Van (2013), "The World Population Explosion: Causes, Backgrounds and Projections for the Future", *Facts Views Vis Obgyn*, 5(4):281-291.
- [32]. Scholten, Mirte & Tieben, Nicole (2017), "Vocational Qualification as Safety-Net? Education-to-Work Transitions of Higher Education Dropouts in Germany", *Empirical Research in Vocational Education and Training*, 9(7).
- [33]. Misra, Sushendra Kumar (December 2015), "Skill Development: A Way to Leverage the Demographic Dividend in India", *GSTF Journal on Business Review (GBR)*, 4(2):1-9. \
- [34]. Yamashita, Ryohei & Hoshino, Satoshi (July 2018), "Development of an Agent-Based Model for Estimation of Agricultural Land Preservation in Rural Japan", *Agricultural Systems*, 164: 264-276.
- [35]. Kibblewhite, M. G., Ritz, K. & Swift, M. J. (September 27, 2008), "Soil Health in Agricultural Systems", *The Royal Society Publishing*, 363(1492):685-701.
- [36]. Alston, Julian M., Pardey, Philip G. & Roseboom, Johannes (June 1998), "Financing Agricultural Research: International Investment Patterns and Policy Perspectives", *World Development*, 26(6):1057-1071.
- [37]. Islam, S. M. Didar-Ul, Bhuiyan, Mohammad Amir Hossain & Others (December 2017), "A Soil Health Card (SHC) for Soil Quality Monitoring of Agricultural Lands in South-Eastern Coastal Region of Bangladesh", *Environmental Systems Research*, 6(15).
- [38]. Lau, Diana Cheng-Man (December 19, 2016), "Analysing the Curriculum Development Process: Three Models", *Pedagogy, Culture & Society*, 9(1):29-44.
- [39]. Kolluru, R. V. (1994), "Environmental Strategies Handbook: A Guide to Effective Policies and Practices", New York, McGraw Hill, New York.
- [40]. Mohan, T. T. Ram (October 27, 2017), "A Bold Step in Bank Reform", *The Hindu*.
- [41]. McCall, Timothy (August 28, 2007), "An Introduction to Yoga Therapy", *Yoga Journal*.
- [42]. Gravin, David A. (1988), "Managing Quality: The Strategic and Competitive Edge", New York, The Free Press.
- [43]. Keating, Tom & Knight, W. Andy (ed.) (2004), "Building Sustainable Peace", New York, United Nations University Press.
- [44]. Jackson, Richard, Smyth, Marie Breen & Gunning, Jeroen (ed.) (2009), "Critical Terrorism Studies: A New Research Agenda", London, Routledge.
- [45]. Fox, Jonathan A. (August 2015), "Social Accountability: What Does the Evidence Really Say?" *World Development*, 72:346-361.
- [46]. Boog, Ben W. M. (November/December 2003), "The Emancipatory Character of Action Research, Its History and the Present State of the Art", *Journal of Community & Applied Social Psychology*, 13(6):426-438.
- [47]. Dempsey, Nicola, Bramley, Glen & Others (September/October 2011), "Social Dimension of Sustainable Development: Defining Urban Social Sustainability", *Sustainable Development*, 19(5):289-300.
- [48]. Gomez, Aitor, Puigvert, Lidia & Flecha, Ramón (2011), "Critical Communicative Methodology: Informing Real Social Transformation through Research", *Qualitative Inquiry*, 17(3).
- [49]. Moerer-Urdahl, Tammy & Creswell, John W. (June 1, 2004), "Using Transcendental Phenomenology to Explore the Ripple Effect in a Leadership Mentoring Program", *International Journal of Qualitative Methods*, 3(2):19-35.
- [50]. Mowat, Joan G. (September 1, 2015), "Towards a New Conceptualisation of Marginalisation", *European Educational Research Journal*, 14(5):454-476.

Dr. Samar Deb." Revisiting The Concept Of Educational Strategy For Realization Of Life Objectives".*International Journal of Humanities and Social Science Invention (IJHSSI)* 7.06 (2018): 08-13.