



Development of emotional intelligence in rural youth through sustainable development goals

Sahanaz Khatun ¹, Dr. Jakir Hussain Laskar ²

¹ Research Scholar, Department of Education, Aliah University, Park Circus Campus, Kolkata, West Bengal, India

² Associate professor, Department of Education, Aliah University, Park Circus Campus, Kolkata, West Bengal, India

Article Info

ISSN (online): 2582-7138

Volume: 04

Issue: 04

July-August 2023

Received: 03-06-2023;

Accepted: 20-06-2023

Page No: 504-508

Abstract

Education is important in achieving full potential of a human being. Universal high-quality education is the best way forward for developing a country's rich talent and resources. Education is a great leveler and is the best tool in achieving social mobility and equality.

Adolescence is a transition stage of physical and psychological development that generally occurs between the period of puberty and adulthood. In this phase an individual generally finds it difficult to cope with their emotions and the myriad of changes that is happening with them. Hence, Emotional Intelligence, which is the ability of an individual to manage their own emotions in positive way to relieve stress, overcome day to day challenges and defuse conflict, is very important for one's development.

Several studies conducted have shown that there is considerable difference in emotional competency of Rural and Urban students. These studies suggest that students from rural background are more susceptible to emotional disturbances that lead to Negative emotions.

The NEP 2020 aims to provide all students Quality education with primary focus on marginalized, under-represented groups of the society, irrespective of their place of residence. It is important to study the development of the Emotional intelligence/Competency in Rural adolescent through Inclusive education and Sustainable development for Holistic growth and development of the rural adolescents.

This paper is a review article that aims to highlight the research gap that only focuses on the fact that rural adolescent has poor emotional intelligence but there is no work as to how the rural adolescent can be moulded to have better emotional intelligence. Hence, this paper is a humble attempt in that direction.

DOI: <https://doi.org/10.54660/IJMRGE.2023.4.4.504-508>

Keywords: Emotional Intelligence, Rural Development, Sustainable Development goals

1. Introduction

"If 'learning for all' is not given top most priority, if clear and achievable goals are not set, if teachers and parents are not supported in their efforts to help children learn, India will lose all the potential benefits of bringing every child to school. For a bright and hopeful future, whether as individuals, as families or even as a country, we must aim for every child in school and learning well. (Rukmani Banerji, ASER, 2016)"

Education is essential for achieving one's potential, constructing a decent society, and promoting human development. Making sure that everyone has access to economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation, India must continue to lead the world through high-quality education. The abundant talents and resources of our country may be cultivated and exploited to the best benefit of each individual, the society, the nation, and the world through universal high-quality education.

India ratified Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development in 2015, it mirrors the global education development goal and sets a target of "providing inclusive and equitable quality education and promoting lifelong learning opportunities for everyone" by the end of 2030. The entire educational system must be rebuilt to promote and nurture learning in order to achieve such a difficult goal and all of the essential aims and goals (SDGs) of the 2030 Agenda for Sustainable Development.

Hence, education needs to shift away from teaching knowledge and towards teaching students how to engage in critical thinking, problem-solving, multidisciplinary creativity, innovation, and learning new material in fields that are developing and new. To make education more immersive, comprehensive, integrated, learner-centered, Pedagogy needs to change to become more inquiry-driven, discovery-oriented, discussion-based, adaptable, and, of course, enjoyable. The foundations of the humanities, games, sports, and fitness, languages, literature, culture, and values must also be covered in the curriculum in addition to math and science in order to help students grow in all facets of their learning and to broaden their understanding of the world. Education must help students develop their moral character and help them become ethical, logical, empathetic, and caring people while also preparing them for rewarding careers.

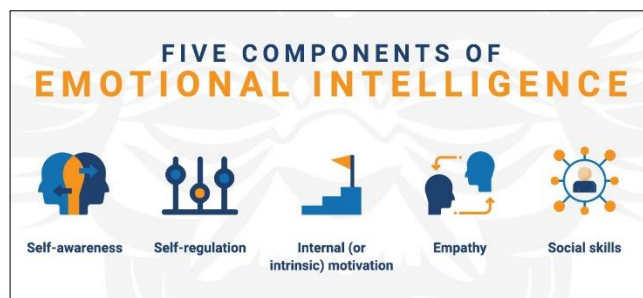
No matter where they live, all students must have access to a high-quality education system under the new education policy, with a special emphasis on historically underrepresented, vulnerable, and oppressed minorities. The best way to achieve inclusivity, equality, economic mobility, and social mobility is through education since it levels the competitive landscape. Programs need to be set up to ensure that despite insurmountable obstacles, all students from these groups have access to a variety of targeted opportunities to enroll in and thrive in the educational system.

The following fundamental principles will serve as a guide for both the education system as a whole and the various organizations that are within it

1. Every curriculum, pedagogy, and policy should respect diversity and the local context while always keeping in mind that education is a concurrent matter.
2. Respect for the individual needs of all students; and to ensure that all can prosper in the educational system, full equity and inclusion must serve as the cornerstone of all educational decisions;
3. Integration of the curriculum throughout all educational levels, including preschool and schooling as well as higher education;
4. Access to a high-standard of education must be seen as a basic right of every kid because education is a public good;
5. Significant funding for a robust, energetic both the public school system and for the promotion and support of genuine community and private charities involvement.

Emotional Intelligence

According to Daniel Goleman (1995), "A person's ability to manage their feelings so that those feelings are conveyed appropriately and successfully," was referred to as emotional intelligence. It also referred to the capacity to recognize, understand, exhibit, manage, and use emotions in communication and interpersonal interactions.



Source: futureorganization.com

Fig 1

Components of Emotional Intelligence as proposed by Salovey and Mayer

Salovey & Mayer proposed a model that identified four components of Emotional Intelligence. There are four degrees of emotional intelligence: emotional perception, the ability to use emotions as a tool for reasoning, understanding emotions, and the ability to regulate emotions.

1. **Emotional perception:** Accurate emotional perception is the first step in understanding emotions. This frequently entails recognising nonverbal cues like Mood swings and facial expressions.
2. **The ability to use emotions as a tool for reasoning:** The second step entails utilising feelings to encourage thought and perceptual function. Our emotional responses to items that catch our attention help us prioritise what we pay attention to and how we respond.
3. **Understanding emotions:** The meanings associated with the feelings we experience might vary greatly. The onlooker must determine the source of the individual's rage and what it might signify if they are showing furious emotions.
4. **Managing Emotions:** Emotional intelligence at its highest level is characterised by the capacity to successfully handle emotions. Emotional management includes regulating emotions, acting appropriately when emotions arise, and responding to other people's feelings.

History of Emotional intelligence

The ability to get along with others was defined as "social intelligence" by psychologist Edward Thorndike as early as the 1930s. David Wechsler, a psychologist, hypothesized in the 1940s that several useful aspects of intelligence might be crucial for determining how successful people are in life. The phrase "emotional intelligence" wasn't originally used until 1985 in Wayne Payne's doctoral dissertation. The phrase "emotional quotient" was coined by Keith Beasley in a 1987 Mensa Magazine article. Peter Salovey and John Meyer, psychologists, wrote the seminal paper "Emotional Intelligence" in 1990. Emotional intelligence is explained as "The capacity to monitor one's own and others' feelings and emotions, to distinguish between them, and to use this information to guide one's own and others' feelings and emotions, to discriminate between them, and to use this information to guide one's thinking and actions,".

Rural Development

Rural development typically refers to a strategy for improving peoples' quality of life and financial security, particularly those who reside in inhabited and distant locations. A third of India's rural population continues to be

impoverished, while more than two thirds of the population depends on agriculture for their living. Rural development is crucial for the overall economic growth of the country as well as for the majority of the people who are rural residents. In order to meet the requirements of rural areas, rural development seeks to find ways to enhance rural lifestyles with the help of rural residents themselves.

Sustainable Development goals

In order to serve as a "shared blueprint for peace and prosperity for people and the planet now and into the future," the Sustainable Development Goals (SDGs), also known as the Global Goals, are a group of 17 interconnected goals. The SDGs emphasise how the environmental, social, and economic aspects of sustainable development are connected by putting sustainability at their core.

The fourth sustainable development goal is to make high-quality education available to rural populations. Everyone must have access to high-quality education if we are to create a prosperous and peaceful world. With the knowledge and abilities provided by education, people may promote tolerance, keep their health, and find jobs.

The COVID-19 pandemic has triggered a crisis in education across the globe. Exceptional challenges have been faced by the majority of the world's educational systems as a result of disruptions in the education sector.

- During the course of the last two years, it is projected that 147 million kids missed more than half of them in-class teaching as a result of school closings brought on by the COVID-19 pandemic.
- Only 20% of nations made considerable efforts to offer more mental health and psychosocial support to students following the start of classes.

Goal Targets

To achieve the Sustainable Development Goals by the year 2030, the following targets are set globally:

1. It must be ensured that all children should finish primary and secondary schooling that is free, egalitarian, and produces learning results that are relevant to and effective.
2. All children must have access to pre-primary education and high-quality early childhood care in order to be prepared for primary schooling.
3. By 2030, all women and men must have equitable access to higher education as well as affordable, high-quality technical, vocational, and tertiary education.
4. The number of young people and adults with necessary skills, particularly technical and vocational ones, for employment, good jobs, and entrepreneurship must significantly grow.
5. To provide equal access to all levels of education and vocational training for the vulnerable, such as people with disabilities, indigenous people, and children in precarious situations, gender gaps in education must be abolished.
6. It must be ascertained that every child and a sizable part of adult are literate and numerate.
7. The promotion of a culture of peace and nonviolence, the encouragement of global citizenship, an understanding of cultural diversity and the role that culture plays in advancing sustainability, as well as education for sustainable development and sustainable lifestyles, must all be addressed to ensure that all students have the

knowledge and skills necessary to advance sustainable development.

Review of Related Literature

Arundathi.S.V (2019) ^[3]: The author of the study has made an effort to comprehend the emotional intelligence of rural students. The emotional disturbances that cause negative feelings like rage, anxiety, despair, and frustration are more likely to affect students from rural backgrounds. As mentors may or may not be knowledgeable about emotional intelligence, hence, it becomes crucial to incorporate it in the day to day routine so that students can learn the skill of controlling their emotions.

Mahato, kamal k (2016) ^[4]: The emotional intelligence of people in rural and urban areas were determined using a random selection technique, 50 people (25 from the rural and 25 from the urban areas) were selected for the study. Emotional intelligence was measured using a scale created by Drs. Rakesh Pandey and Tulika Anand in 2008. The outcome of this study demonstrates a considerable difference in emotional intelligence between rural and urban residents. Adults in urban areas are better able to recognise their own and others' feelings, and they are better able to control their emotions than people in rural areas, who tend to express their feelings without giving them much thought. Sometimes this is positive, but sometimes it can have a negative impact, whereas urban residents control their emotions intelligently.

Lone, Mohammad M (2015) ^[2]: The goal of the current study is to ascertain whether geographic disparities have an impact on pupils' emotional intelligence. The goal of the current study is to compare the 10 components of emotional intelligence among urban and rural students between the ages of 20 and 25 to see whether there are any notable differences. Following the application of a T-test, the study's findings reveal that there was no significant difference between the emotional intelligence (combined scores) of rural and urban students, but there was a difference between the two on the emotional intelligence factors D (emotional stability) and H. (value orientation).

Rationale behind the study

The contribution of emotional intelligence to children's academic success in schools has drawn more attention in recent years. Some authors (Romesz et al., 2004) contend that for students to excel in the traditional academic subject taught in the classroom, they must first acquire these skills. The driving force behind the elements that determine one's success and regular relationships with others is emotional intelligence. The significance of emotional intelligence to many facets of life and the part it plays in interactions and adaptations in daily life have been demonstrated through studies.

The urban population is exposed to resources and facilities more frequently than the rural population, which undoubtedly affects the rural population's mental health. Hence, the current study is a modest attempt to identify ways in which rural residents might become more self-aware and sympathetic towards their surroundings. The aforementioned factors were a significant psychological and educational predisposing factor for doing this investigation.

Need for the Emotional and Social Learning

The initiatives for emotional and social learning (SEL) have been integrated into the curricula of many schools. These

programs aim to help pupils thrive academically and avoid bullying in addition to enhancing their health and well-being. There are numerous instances in everyday life where emotional intelligence can be useful.

▪ Consider your actions before you react

Though strong, emotions are also transient. The emotionally wise reaction to a highly heated emotional situation, such as being furious with a friend or classmate, would be to wait a while before replying. This enables everyone to control their emotions and consider the many aspects of the debate more logically.

Increased Awareness for oneself: Those individuals with strong emotional intelligence are skilled at comprehending own feelings as well as those of others. Self-awareness also enables people to recognise and control the various elements that affect their feelings.

Sensitive towards Others: Being emotionally intelligent allows one to understand and empathize with others. Empathizing requires imagining how you might react in the scenario. An emotionally intelligent person would take into account the feelings and experiences of others and utilise this knowledge to explain why individuals act in certain ways.

How to Use Emotional Intelligence

There are many practical applications for emotional intelligence in daily life. Being able to accept responsibility and criticism is one approach to exercise emotional intelligence.

- The capacity to correct one's mistakes and move on
- The ability to refuse requests when necessary

- The capacity to express your emotions to others
- The capacity to find solutions to issues that benefit everyone
- Having compassion for others
- Possessing excellent listening abilities
- Avoiding passing judgement on others

How to Improve Emotional Intelligence

1. **Listen:** Being attentive is the first step in comprehending how others are experiencing. Spending the time necessary to hear what others have to say. An emotionally intelligent person can read others' body language to determine why they are acting a specific way and take into account the variables influencing their emotions.
2. **Empathize:** Understanding someone else's perspective requires putting oneself in their shoes. Empathizing with someone means truly imagining how they would feel in that situation. This exercise is crucial for fostering emotional knowledge of a particular circumstance as well as the long-term development of greater emotional abilities.
3. **Reflect:** An essential component of emotional intelligence is the capacity to reason through emotions. Taking into account how one's own emotions affect their judgment and actions. One evaluates the role that their emotions play when they consider how other individuals will react. It might become clearer when one investigates these issues just how important emotions are to how individuals think and act.

Role of SDGs in providing quality and inclusive education for rural development



Source: <https://www.un.org/development/desa/disabilities/about-us/sustainable-development-goals-sdgs-and-disability.html>

Fig 2

The goals take an equilibrium stance on high-quality instruction. By exchanging best practises with nearby regions, it opens up opportunities for regional collaboration in South Asia and can help solve cross-domain problems. All essential stakeholders for the SDGs must be involved because, as was already mentioned, all of the goals are interconnected. Together with the need to invest in quality learning and the significance of technical and vocational training in the education sector, there is a need to integrate the State and Center strategies to ensure parity in educational achievements. For the Indian education system to improve in

terms of accessibility, quality, and learning outcomes—not to mention, of course, the safety and security of all the children—adequate funding must be allocated.

Effective measurement and quantification of the SDG 4 would benefit from the uniformity, mutual recognition, and regularity of curriculum information. To evaluate the results, these metrics can be compared between districts and across all states. This activity will also assist in identifying the states' areas of weakness so that focused actions and policies can be made to bring about desired educational results.

Initiatives taken by government of India towards Inclusive and Quality Education

▪ Connecting with out of School children-Himachal Pradesh

The state government has attached instructors, to travel and live with nomads in the hills and educate their children. In sparsely inhabited places like Lahaul and Spiti, where official schools enroll very few pupils and have extremely small average class sizes, the state has committed enormous resources to providing basic education.

▪ Each One educate One Method – Mizoram

Excellent success has been made in the state of Mizoram adopted "each one, educate one" approach in the years after 1990. Illiterates in remote villages were systematically sought out; after locating these communities, a group of volunteers was appointed, and at the same time, to oversee the entire endeavour, committees for adult education in the community were formed.

▪ Saakshar Bharat - Sustaining and Improving Adult Education Efforts

This program has facilitated adults the opportunity to educational options for continued education who have left or never attended formal education.

Key initiatives launched by India to promote high-quality education, a requirement for achieving SDG 4 are as follows

- Padhe Bharat Badhe Bharat (PBBB)
- Beti Bachao, Beti Padhao (BBBP)
- The Rashtriya Avishkar Abhiyan (RAA)
- Information and Communication Technologies (ICT)
- Saransh
- Shaala Siddhi (Self-assessment of all schools and External Evaluation of sample schools)
- Shala Darpan
- E-Pathshala
- Swachh Vidyalaya

Conclusion

Academic difficulties may be encountered at first, but with persistence and hard work, students will eventually overcome them. They will experience dissatisfaction, sadness, homesickness, tension, and fury. Their capacity for learning grows over time as they gradually acquire the ability to control these emotions. The idea of emotional intelligence needs to be covered in the curriculum. The emotional disturbances that cause negative feelings like rage, anxiety, despair, and frustration are more likely to affect students from rural background. It is crucial that it is incorporated in the curriculum so that students can learn the skill of controlling their emotions.

India being the 7th largest country geographically, it is a herculean task to cover the entire expanse of the country. It is also a very far-fetched dream to think that the Urban and Rural youth will be at par. But if the education system of all the states of the country works as a well-oiled machine, they can tap into the abilities of each student and through their individual capacity can bring about sustainable development among the rural youth.

References

1. Singh P, C Sunita. A Study of the Relationship between Emotional Intelligence and Personality Development of Rural Adolescents. *Asian Journal of Agricultural Extension, Economics & Sociology*. 2022; 40(10):263-269.
2. Lone Mohammad M. Emotional Intelligence of Rural and Urban Post Graduate Students of Kashmir University P, 2015. ISSN No. 2231-0045 RNI No. UPBIL/2012/55438 VOL.-III, ISSUE-IV, May-2015.
3. Arundathi SV. A study on the emotional intelligence level among rural students in engineering institutions. *International Journal of Management and Social Science Research Review*. 2019; 6(8):47-51.
4. Mahato Kamal K. Emotional Intelligence among Rural and Urban People, *journal of research in humanities and soc. Science*, 2016, 4(2).
5. <https://ris.org.in/sites/default/files/Publication/DP%2032%20Dr%20Beena%20Pandey.pdf>
6. <https://www.verywellmind.com/what-is-emotional-intelligence-2795423>
7. <https://doi.org/10.9734/ajaees/2022/v40i1031072>.
8. <https://www.un.org/sustainabledevelopment/education/>
9. <https://byjus.com/commerce/meaning-of-rural-development/>
10. https://en.wikipedia.org/wiki/Sustainable_Development_Goals
11. <https://www.niti.gov.in/verticals/sustainable-dev-goals>
12. <https://www.education.gov.in/mhrd/files>