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# Research Reinforcement

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## Reviving Wisdom, Reimagining Futures

Dear Readers,

The Indian Knowledge System (IKS) represents one of the world's most enduring intellectual traditions and a civilizational heritage shaped by centuries of inquiry, reflection, and innovation. Rooted in diverse philosophies, scientific advancements, artistic expressions, and ethical frameworks, IKS offers a holistic understanding of knowledge that seamlessly integrates the material with the spiritual, the empirical with the experiential, and the local with the universal.

In today's rapidly changing world, revisiting the Indian Knowledge System is not an act of cultural nostalgia but an urgent necessity. As education systems worldwide grapple with questions of relevance, sustainability, and identity, IKS provides a framework that values interconnectedness, interdisciplinary thinking, and community-centric development. Its insights into environmental stewardship, preventive healthcare, mindfulness, mathematics, astronomy, linguistics, art, and governance continue to demonstrate remarkable contemporary relevance.

The integration of IKS into modern academia also challenges the long-standing dominance of Eurocentric epistemologies. It encourages the creation of a more inclusive and pluralistic knowledge landscape that appreciates indigenous wisdom alongside global innovations. This shift is particularly significant for India's academic institutions, which now have the historic opportunity to reshape curricula, research agendas, and pedagogical practices by drawing upon their own intellectual roots.

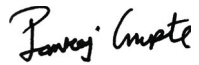
True empowerment lies not in uncritical celebration but in critical examination, research-backed interpretation, and evidence-based application. By engaging with IKS through academic scrutiny, we can differentiate timeless insights from outdated assumptions and creatively adapt traditional wisdom to modern contexts.

The journal bears an important responsibility to foster dialogue that bridges ancient knowledge with contemporary scholarship. It invites researchers, educators, and practitioners to explore IKS not as a static heritage but as a living, evolving system capable of informing solutions to today's societal challenges.

As India advances toward global leadership in research and education, the Indian Knowledge System stands as both an anchor and a compass: an anchor that secures our civilizational depth, and a compass that guides us toward innovative, ethical, and sustainable futures.

Let us continue to rediscover, rethink, and reimagine this rich legacy so that knowledge remains not only a means of progress but a pathway to harmony.

Warm Regards,

A handwritten signature in black ink that reads "Pankaj Gupta". The signature is written in a cursive, flowing style.

**Prof. (Dr.) Pankaj Gupta**

The Editor in chief



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# Gender-based Security Strategies Under Climate Stress Conditions: A Case Study on the Munda Community in the Sundarbans, Bangladesh



**Razia Sultana**

Senior Research Fellow, Bangladesh Institute of International and Strategic Studies (BIISS), Dhaka, Bangladesh

**Sufia Khanom**

Senior Research Fellow, Bangladesh Institute of International and Strategic Studies (BIISS), Dhaka, Bangladesh

**Md Jahan Shoieb**

Research Fellow, Bangladesh Institute of International and Strategic Studies (BIISS), Dhaka, Bangladesh

## Abstract

*This paper explores the interplay of ethnicity, gender, and security of the Munda community in Sundarbans, Bangladesh, under the climate stress conditions. The Munda community—a small ethnic minority group—migrated from India, faces greater challenges, largely due to recurrent impacts of climate change. Existing literature shows that the Munda community is mostly illiterate, solely dependent on forest-based resources, and contains a distinct ethno-cultural identity. These led to societal marginalisation in land acquisition and low political participation, with Munda often labeled as a 'defeated society'. In this context, this study addresses factors contributing to the sense of insecurity within the community, with climate change being a pivotal factor. In doing so, the study has followed the exploratory approach based on the empirical evidence collected from Garage Bazar, Burigoalini, and Gabura of Satkhira upazila through twenty in-depth interviews and six FGDs conducted separately between men and women in December 2023 and January 2024. The paper elaborates on four basic components of human security for the Munda community: freedom from fear, freedom from want, freedom from dignity, and freedom from vulnerability to explore the factors of insecurity as well as resilience practices. Data found that environmental degradation, water scarcity, and climate change highlight the need for holistic mitigation strategies and sustainable development initiatives to secure the everyday life of the Munda community. The paper suggests that empowering the Munda community requires addressing various forms of insecurities and resilient practices, which can help narrow socio-economic gaps and promote a more inclusive society.*

**Keywords:** Gender, Security, Munda Community, The Sundarbans, Climate Change

## Introduction

Bangladesh is widely known for its climate vulnerability due to its location, low-lying land, population density, and overwhelming dependency on natural resources for livelihoods. The country has been ranked seventh as an extreme disaster-prone country, according to the Report of Global Climate Risk Index 2021.<sup>1</sup> The Sundarbans—the world's largest mangrove forest—is situated in the southern part and is considered

the lung of the country. It produces about one-fifth of the country's total oxygen and protects the country from disastrous natural calamities such as Amphan, Fani, Mora, Roanu, Mahashen, Aila, and Sidr in 2020, 2019, 2017, 2016, 2013, 2009, and 2007, respectively. For Bangladesh, it is not only a saviour from natural disasters but also contains rich biodiversity. About 6,00,000 people are directly and indirectly dependent on the resources of the Sundarbans. Storm surges, cy-

# Development of Interpersonal Intelligence in Junior Secondary Students in Government Schools: A Study of Problems Faced by Teachers



**Nayani Abeyratne**

Siyane National College of Education, Veyangoda, Sri Lanka

**Professor Shaminda Wanasinghe**

The Open University of Sri Lanka, Nawala, Ugegoda, Sri Lanka

## Abstract

*This study aimed to identify the problems faced by teachers in developing interpersonal intelligence among junior secondary students in government schools and to examine the strategies used to foster such skills. The research also sought to provide suggestions to enhance the development of interpersonal intelligence in the classroom. A quantitative approach with a survey design was employed, supported by qualitative data from interviews. The study population consisted of teachers from the Kandy Education Zone in the Kandy District. A sample of 60 junior secondary teachers was selected using simple random sampling, while 10 teacher advisors were chosen through convenience sampling. Data were collected through questionnaires for teachers and interviews for advisors, and analyzed using both quantitative and qualitative methods. The findings revealed that most teachers use group and pair activities to promote interpersonal intelligence, particularly in Grades 6-7. Teachers with professional training were more likely to apply effective strategies in their teaching. However, challenges such as time constraints, classroom management, and varied student participation hindered the process. It is concluded that providing professional development opportunities for teachers and encouraging creative, interactive teaching methods are essential to effectively nurture interpersonal intelligence among students.*

**Keywords:** Government Schools, Junior Secondary Students, Interpersonal Intelligence, Teachers

## Introduction

The school is the leading institution that provides formal education in a country. The quality and productivity of a country are determined by the quality of the people living in that country. Education can be identified as the main component that affects the quality of education. "Education is not just learning from books or memorizing certain facts. Education is also about seeing and listening to what is read in books, whether it is true or false." (Krishnamoorthy, 2011) This statement means that the knowledge gained through education should be used for living, not only for passing exams, but also for living in a different aspect. Taneja (1990) has defined that education

should bring about the complete development of the individual in terms of physical, mental, linguistic, aesthetic, etc. This also makes it clear that education should bring about overall development instead of increasing knowledge and passing exams. Education plays a great role in creating peace and harmony among individuals in a society. In this regard, developing interpersonal intelligence among individuals can be pointed out as a timely need.

Also, the basic objective of Sri Lankan education is to endow the society with a person who has a harmonious personality. Based on that objective, seven basic skills have been introduced. Although each curriculum has been prepared in

# Resolving Border Absurdities with Nepal through Buddhist Economic Perspective: The Advances of Indian Democratic Power



**Shiva Adhikari**

Former General Secretary of Management Association of Nepal  
Former Division Chief of Agricultural Development Bank Ltd., Ramshahapath, Kathmandu Nepal

## Abstract

*Sustainable development in developing countries depends on the effective management of local resources combined with the use of appropriate technologies. These nations often face similar socio-economic challenges, and sustainable progress requires balancing current needs with ecological preservation for future generations. The Asta Ja Framework, derived from Nepali terminology, provides a holistic approach for this. It includes eight vital resources — Jal (Water), Jamin (Land), Jungle (Forest), Jadibuti (Herbs), Jarajuri (Plants), Jalabayu (Climate), Janawar (Animals), and Janashakti (Human Resource). The Asta Ja Movement emphasizes the responsible and productive use of these resources without exhausting natural reserves. It suggests managing them through human skill and ethical discipline inspired by the Buddhist Eightfold Path — Right View, Intention, Speech, Action, Effort, Livelihood, Mindfulness, and Concentration. By applying these principles, people can ensure quality production, societal welfare, and long-term peace. A key strategy for implementing this vision is to develop Agro-based Model Villages along border regions, fostering cooperation between neighboring nations. Such initiatives would encourage shared use of technologies, roads, and resources, promoting socio-economic harmony. Moreover, resolving long-standing border issues such as those linked to the Sugauli Treaty and disputes over Kalapani, Lipulekh, and Limpiyadhura through peaceful negotiation is essential. These steps can strengthen bilateral relations, reduce environmental degradation, and advance a model of peaceful and sustainable border management guided by Buddhist economic values.*

**Keywords:** *Asta Ja Modeling, Border Management, Agreement of Peace and Friendship*

## Introduction

The concept of international relations has become essential for global development, though it often stirs competition among nations seeking power and influence. In today's geopolitical environment, large and powerful countries such as the United States, Russia, China, and India exercise dominance, frequently imposing their strategic and economic interests on smaller or developing nations. This power imbalance challenges developing states like Nepal, which is geographically landlocked between India and China. Due to its

rugged northern terrain and limited access to Chinese trade routes, Nepal depends heavily on India for essential imports. However, this dependence has made Nepal vulnerable to political and economic pressure, most notably seen during the 2015 Indian blockade, which halted goods supply for several months and significantly affected Nepal's economy. Such incidents highlight the importance of effective border management and the equitable use of local resources, as envisioned in the Asta Ja (Eight Ja) Framework, which promotes community-based sustainable development through proper resource utilization.