

CHAPTER- V

FINDINGS, CONCLUSION AND SUGGESTIONS

5.1 Findings

Based on the analysis and interpretation of the data this chapter tries to state major findings of the research. The lateral section of the chapter describes conclusion and suggestions based on the findings.

5.1.1 Agency Profile

10 Non –Governmental Organizations were selected for the present study. The selection was based on the criteria that the organization registered and working for sustainable development for at least five years. The 10 Non-Governmental Organizations were Adhar Education and Charitable Trust, Ahmedabad, Ashadeep Human Development Centre, Vallabh Vidyagar, Centre for Environment Education, Ahmedabad, Darpana Academy for Performing Arts, Ahmedabad, Dhruva BAIF, Vasda, Green the Blue Earth Trust, Vadodara, Prayas Organization, St. Xavier's Social Service Society, Vadodara, Utthan, Ahmedabad and Voluntary Nature Conservancy, Vallabh Vidyanagar respectively.

5.1.2 Respondent's Socio-Demographic Profile

5.1.2.1 Age of the Volunteers (Trainee)

Majority of the respondents were from the age group of 21-25 years (57.0%)

5.1.2.2 Gender of the respondents

Ten Non-Governmental Organizations were examined for the present study. From the study it is found that the majority of the respondents were female respondents (51.5%)

There was a quite reasonable amount male respondents were also found (48.5%)

5.1.2.3 Religion of the respondents

The researcher has tried to study the participation of volunteers in sustainable development training from different religious groups. The majority of the respondents were from Hindu religion (88.0%)

The researcher found difficult to identify the concurrent reasons for less participation of other religious groups.

5.1.2.4 Caste of the Respondents

Majority of the respondents (47.0%) were from General Caste.

However, the participation of the other caste is also significant in the perspective of the sample taken for the present study i.e. SC (12%), ST (29%) and OBC (12%). The participation of the caste may vary due to the location and geographical area of the non-governmental organization.

5.1.2.5 Marital Status of the Respondents

Majority (75.5%) respondents were single who participated in Sustainable Development Training.

It is seen that the young people who obtain training are mostly pursuing their study. There is a possibility that the education and the curriculum may have effect on the choice of the respondents towards obtaining Sustainable Development Training.

5.1.2.6 Educational Qualifications of the Respondents

The majority (45.5%) respondents have completed their Post Graduation and (39.5%) respondents have completed Graduation. It is seen that the higher the education of the respondents the greater the participation in becoming aware about sustainable development training.

5.1.2.7 Educational Qualifications of the Parents of the Respondents

Majority (33.5%) of the respondent's father's qualification is graduation and (27.5%) mother's qualification is Secondary School (SSC).

Here again the level of education of the parents have enlightened young minds to opt for the training for the Sustainable Development.

5.1.2.8 Number of Siblings of the Respondents

Majority (58.0%) respondents have 01 Male sibling, (50.5%) respondents have 01 Female Sibling. Further Majority (42.0%) have 02 siblings and (32.0%) have only 01 Sibling.

5.1.2.9 Type of Family of the Respondents

Majority (61.0%) respondents live in a joint family.

5.1.2.10 Occupation of the family members of the Respondents

The majority (62.0%) of the respondent's father engaged in service, (83.5%) respondent's mother looks after household, (40.5%) respondent's sister pursues study and (51.5%) respondent's brother pursues study.

5.1.2.11 Average monthly Income of the Family

The majority (38.0%) of the respondent's average family monthly income is more than 20,000 rupees.

5.1.2.12 Dependants in the family

Majority (43.5%) respondents have 03-04 dependants in the family and (24.5%) have 01-02 dependants.

5.1.2.13 Type of House owned by the family of the respondents

The majority (76.5%) respondent's family own Packka house.

5.1.3 PRACTICE

5.1.3.1 Respondents generating environmental awareness material

Majority (87.5%) respondents were of the view that they generate environmental awareness materials. Thus, it is seen that the training provided by the non-governmental organization have opened up the mindset of the participants in a creative manner that they too contribute to the society by generating the environmental awareness material.

5.1.3.2 Cultivation of the positive attitude change towards protecting environment

The majority (95.5%) respondents responded that they have cultivated the positive attitude change towards protecting environment.

It is observed that the nongovernmental organizations imparting sustainable development training assist the respondents to cultivate the positive attitude change towards protecting and nurturing environment.

5.1.3.3 Preference of Public Transport by the respondents

The majority (54.5%) respondents always prefer public transport, (44.5%) respondents sometime prefer public transport.

Here, the behavioral change was seen among the respondents who are obtaining training for the sustainable development.

5.1.3.4 Participation in tree plantation campaign

The majority (53.0%) respondents sometime participate in tree plantation campaign, there are (45.5%) respondents who always participate in tree plantation campaign.

Here it is seen that majority of the respondents think that tree plantation activity could contribute in reducing the pollution and they sometime participate in the campaign. There could be other methods in reducing the pollution and progressing towards sustainable development.

5.1.3.5 Belief in reduce, reuse and recycle concept for environment related components.

The majority (57.5%) respondents always believe in reduce, reuse and recycle concept for environment related components.

It is observed that the training for sustainable development has made the efforts to show the environmental preservation components. This attribute can preserve the natural resources, minimize the use of non-renewable resources and maximize the re-use of the natural resources for the generation to come.

5.1.3.6 Respondents habit of turning off the tap water while brushing teeth.

The majority (30.5%) respondents turn off the tap water while brushing teeth; however there are (29.0%) respondents never turn off the tap water while brushing teeth.

Water is a natural resource which needs careful handling. This mineral natural resource should be preserved for the generation to come.

5.1.3.7 Respondent's opinion of raising money to support environmental cause

Majority (31.5%) respondents sometime raise money to support environmental cause.

It is seen that to support any cause one needs fair amount of monetary assistance. To save Environment is an urgent call to human existence the ways and methods should be planned to raise fund to support such activities for better and greener future.

5.1.3.8 Respondent's belief in Social trends in device proliferation (multiple mobile phones, TVs in every room, dual computer screen use, etc.

Majority (40.0%) youth sometime believe in social trends in device proliferation.

The inception and growth of the technology has taken a high speed in young generation of present time. It is observed that the social trends in device proliferation

are a temptation to the youth today. It is seen as a status symbol; show off, impressive and so on. There is a danger of youth turning to social trends in device proliferation.

5.1.4 PROGRAME EVALUATION

5.1.4.1 Respondents views on Getting Youth Development programme in the agency

Majority of the respondents (37.0%) are of the view that they usually get Youth Development Programme in the agency.

Youth development and empowerment are crucial topics to shape any nation. The present education system has varied objectives to achieve and youth development is considered as one of the objective. Youth are the future of every nation and youth development trainings are at the stage from where they need bust and fostering.

5.1.4.2 Opinion of the respondents about on-going youth development programs in the organization

Majority (65.0%) respondents are satisfied with on-going youth development programs in the organization.

5.1.4.3 Understanding of respondents about climate change

The majority (95.5%) respondents understand the climate change through the programmes and activities conducted by the non-governmental organizations working for sustainable development.

5.1.4.4 Respondents opinion about organization's commitment to the principles of Sustainable Development

The majority (29.0%) respondents are divided into two groups with different belief, one group opines sometimes the organizations are committed to the principles of sustainable development and other opine usually.

It is observed that the some organizations while keeping up their organizational objectives may sometime committed to the principles of sustainable development and other may usually.

5.1.4.5 Respondent's belief about present way of life would be sustainable if current patterns of natural resource use and consumption are maintained

Majority (54.0%) respondents agree on present way of life would be sustainable if current patterns of natural resource use and consumption are maintained.

Present way of life is changing drastically which demands more use of non-renewable natural resources. The other trend is spreading like cancer is 'here and now' no worry for future. If these patterns of thought are changed and moderate use of natural resources would assist the future generation too with blissful nature.

5.1.4.6 Respondents view on Economic development, social development and environmental protection are all necessary for sustainable development.

The majority (52.5%) respondents agree to the statement that Economic development, social development and environmental protection are all necessary for sustainable development.

It is seen that the researcher asked the question to respondents in five point scales and the shift from agreeing to strongly agree needs drastically. The conviction of the youth towards sustainable development needs monitories busting.

5.1.4.7 Respondent's view on Education for sustainable development emphasizes education for a culture of peace

Majority (49.0%) respondents are of the view that sometimes Education for sustainable development emphasizes education for a culture of peace.

Upbringing of any human emphasizes on family, education and culture. All these components drive towards peace, peace with being, with fellow being and nature. Education for sustainable development should foster culture and peace.

5.1.4.8 Respondent's view on Sustainable consumption includes using goods and services in ways that minimize the use of natural resources and toxic chemicals, and reduces waste

Majority (53.0%) respondents agree to the view that Sustainable consumption includes using goods and services in ways that minimize the use of natural resources and toxic chemicals, and reduces waste.

5.1.4.9 Respondents view on Education for sustainable development seeks to balance human and economic wellbeing with cultural traditions and respect for the earth's natural resources

Majority (58.0%) respondents agree to the statement Education for sustainable development seeks to balance human and economic wellbeing with cultural traditions and respect for the earth's natural resources.

5.1.4.10 Respondent's view on not slowing the rate of climate change

Majority (43.0%) respondents agree to the statement that we cannot slow the rate of climate change.

It is significantly noted that the way we live our present life it is difficult to slow the rate of climate change. It is equally important to be aware and find alternative ways in life to slow the rate of climate change.

5.1.4.11 Respondent's view on Maintaining biodiversity—the number and variety of living organisms—is essential to the effective functioning of ecosystems.

Majority (58.5%) respondents agree to the statement that maintaining biodiversity—the number and variety of living organisms—is essential to the effective functioning of ecosystems.

5.1.4.12 Respondent's view on Poverty alleviation is an important topic in education for sustainable Development

Majority (61.0%) respondents agree to the statement that Poverty alleviation is an important topic in education for sustainable Development.

5.1.4.13 Respondent's practice of walk or bike to places instead of going by car.

Majority (50.0%) respondents sometimes go walking or by bike to places instead of car.

It is observed that the consumption of petrol and diesel through vehicles takes away maximum natural resources which are not renewable. The knowledge to the youth should be given the moderate use of vehicles run by petrol and diesel. These resources should be utilized for larger community benefit and should be preserved for future generation.

5.1.4.14 Respondent's practice of investing the savings in funds that are ethically responsible

Majority (45.0%) respondents sometimes invest the savings in funds that are ethically responsible.

The present era is the era of economic growth. Everyone wants to invest and save for future. Unethical way of earnings will lead individual to male practice and it is seen that male practices of earning will damage the nature drastically. Hence, the youth should be educated, trained for the practice of investing the savings in funds that ate ethically responsible.

5.1.4.15 Respondent's practice of reduce, reuse, recycle water as much as possible at home.

Majority (39.0%) respondents regularly practice of reduce, reuse, and recycle water as much as possible at home.

5.1.4.16 Respondent's practice to ensure that there is gender equity at home, work and volunteer environment

Majority (34.0%) respondents regularly practice to ensure that there is gender equity at home, work and volunteer environment.

5.1.4.17 Respondents view on a course taken by respondents in which sustainable development was discussed.

Majority (44.0%) respondents are of the view that the course which they took where sustainable development was sometimes discussed.

5.1.4.18 Respondents talk to others about how to help people living in poverty and protecting environment

Majority (40%) respondents sometimes talk to others how to help people who live in poverty and environment protection.

It is seen that sometimes poverty leads towards committing criminal activity, by doing that one harms nature and natural setting. It is important to train youth to help people who live in poverty for sustainable development.

5.1.4.19 Respondents changed to environmentally friendly goods

Majority of the respondents (42.5%) changed their attitude to protect environment and favored to environmentally friendly goods.

5.1.4.20 Respondents organize activities like tree plantation, water conservation and environmental awareness and sustain them

Majority of the respondents (37.5) regularly conduct activities for environment protection.

5.1.4.21 Respondents bring awareness about segregating waste into degradable and non-degradable

Majority of the respondents (47.5%) sometimes bring awareness among people about segregating waste into degradable and non-degradable.

5.1.4.22 Respondents organize the activities of Social, economic development

Majority of the respondents (43.5%) respondents sometimes organize activities for social and economic development.

5.1.4.23 Respondent's belief about Man has the fundamental Right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and wellbeing ad bears a solemn responsibility to protect and improve the environment for present and future generations

Majority (57.0%) respondents agree about Man has the fundamental Right to freedom, equality ad adequate conditions of life, in an environment of a quality that permits a life of dignity and wellbeing ad bears a solemn responsibility to protect and improve the environment for present and future generations.

5.1.4.24 Respondent's view on Economic and social development is essential for ensuring a favourable living and working environment for man and for creating conditions on earth that are necessary for the improvement of the quality of life

Majority of the respondents (66%) agree that Economic and social development is essential for ensuring a favourable living and working environment for man and for creating conditions on earth that are necessary for the improvement of the quality of life.

5.1.4.25 Respondent's view on Social and economic resources should be made available to preserve and improve the environment

Majority of the respondents (67%) agree that Social and economic resources should be made available to preserve and improve the environment.

5.1.4.26 Respondent's view on Rational planning constitutes an essential tool for reconciling any conflict between the need of development and the need to protect environment

Majority of the respondents (54.5%) respondents are agree that rational planning constitutes an essential tool for reconciling any conflict between the need of development and the need to protect environment.

5.1.4.27 Respondent's view on Planning must be applied to human settlements and urbanization with a view to avoiding adverse effects in the environment

Majority of the respondents (48.5%) respondents are disagreed that Planning must be applied to human settlements and urbanization with a view to avoiding adverse effects in the environment.

5.1.4.28 Respondent's knowledge about training institute for training for sustainable development

Majority of the respondents (41.5%) respondent knows two training institute which provides training for sustainable development.

5.1.4.29 Respondent's view on whether he/she has resources at hand to explore the environmental education...

Majority of the respondents (90.5%) said yes to have resources at hand to explore the environmental education.

5.1.4.30 Respondent's view on sparing and managing time for extra training like training for Sustainable Development

Majority of the respondent (53.5%) respondents get sometimes for training for sustainable development.

5.1.4.31 Respondent's opinion of Online Training for Sustainable Development

Majority of the respondents (69.5%) are in favor of need of online training for sustainable development.

Day-to-day the usage of internet and multimedia is increasing. There are many things one can do and learn from internet. The online training for sustainable development could enhance the learning and develop the outlook for preserving nature for future generation.

5.1.4.32 Respondent's view about Sustainable Development Training Fees

The majority of the respondents (42.0%) respondents find fees apt for sustainable development training.

5.1.4.33 Respondent's experience in learning about sustainable development

Majority (67.5%) respondents are satisfied in learning about sustainable development.

5.1.4.34 Respondents view about the lifestyle has become fast that do not allow participating and thinking for sustainable development

Majority of the respondents (71.0%) disagreed to view that lifestyle has become fast that do not allow participating and thinking for sustainable development.

5.1.4.35 Respondent's views on day today choices have no scope for Sustainable Development

Majority of the respondents (57.5%) respondents disagreed that day today choices have no scope for Sustainable Development.

Sustainable Development is the need of the hour. And the choices should be such that the present contributes to future availability of resources for generation to come.

5.1.4.36 Respondent's knowledge about Environment Protection Act 1986

Majority of the respondents (71.0%) respondents have partial knowledge about Environment Protection Act 1986.

5.1.4.37 Respondent's knowledge about Pollution Prevention and Control Act 1999

Majority 115 (57.5%) respondents partially know the Pollution Prevention and Control Act 1999.

5.1.4.38 Respondent's knowledge about the Water (Preservation & Control of Pollution) Act, 1974

Majority (49.0%) respondents partially know about the Water (Preservation & Control of Pollution) Act, 1974.

It is observed that the knowledge of the respondents about the Act is limited. The respondents may know Act as it was needed purposefully or specific sections or clause. To have the holistic understanding of the Act one must study the entire Act.

5.1.4.39 Respondent's awareness about the Forest (Conservation) Act 1980

Majority (59.5%) respondents were partially aware about the Forest (Conservation) Act 1980.

5.1.4.40 Respondent's knowledge about the Green Tribunal Act, 2010

Majority (47.0%) respondents don't know the Green Tribunal Act, 2010.

5.1.4.41 Respondent's awareness about Wild Life (Protection) Act, 1972

Majority (50.5%) respondents partially know about Wild Life (Protection) Act, 1972.

5.1.4.42 Respondent's view on Environmental policies of the state should enhance and not adversely affect the present or future development potential

Majority (63.5%) respondents agree on Environmental policies of the state should enhance and not adversely affect the present or future development potential.

5.2 Conclusion

To sum up, the present study on youth empowerment for sustainable development the different chapter explains the diverse aspect of youth, youth empowerment for sustainable development. The study has a focus on youth because they are the present and future of any nation, whatever the youth plant today they will reap in future. The sustainable development is the need of the hour and to contribute into the same the youth have vigor, vision and power to change.

In the present research the researcher has made an attempt to assess the role of empowerment in creating behavioral change of youth towards sustainable development. Through the questionnaire it has been found that majority of the respondents generate the environmental awareness material for the people to be aware about the environment. Maximum youth have cultivated the positive attitude change towards protecting environment. Many youth have inclined towards planting trees and campaign for tree plantation. Many youth believe in reduce, reuse and recycle concept of environment. The practices like turning off water while brushing teeth is observed by the youth. These small practices will result one day in protecting of environment. The youth also have become aware about contributing or raising money for environmental awareness. There is high inclination of social trends in device proliferation and high danger of youth falling into it. The way world is progressing economically there is consuming power also has increased here youth chose to walk or take bike instead of car as car consume more fuel. The youth have tried to analyze the situation and has started understanding travel modes. It is also found from the study that the youth have started practicing at home the concept of reduce, reuse and recycle. By becoming aware and ensuring gender equity at their home, work as well as at volunteer environment has positive impact around them. The youth also have become aware and sensitive towards the poverty and poverty alleviation programmes at the surrounding by talking, discussing and assisting. The youth have turned themselves towards utilizing the environmentally friendly goods. The youth have also learnt the segregation of waste into degradable and non-degradable which can mitigate environmental damage. It is seen from the study that there is behavioral change among youth towards sustainable development.

The present study also made an attempt to know about the knowledge and skills provided by the Non-governmental Organizations in special reference to environment, economic and social. Environmentally the youth have learnt about biodiversity- the number and variety of living organisms and functioning of ecosystem. Economically the youth have identified the poverty as a devil to society. They have also learnt and attempted poverty alleviation. Socially the youth have learnt about becoming aware and sensitizing towards gender equity at home, work place and their peer surroundings. The youth have obtained knowledge about sustainable development and have developed the skills to protect, promote and nurture the environment. The youth have strived to achieve the cohesion in the society by different and innovative practices. The youth have also developed the skills like financial skills, financial skills and project management and so on. The youth have also strived to understand the climate change and its vicious impact on human existence at large. Many youth have shown the jeopardy of slowing the rate of climate change if the present generation does not become aware and live the way they live at present. It is also felt by youth that education for sustainable development seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources. In nutshell the youth have felt that economic, social and environmental protection is all crucial for sustainable development.

The present study also made an attempt to study the contribution of trained youth towards sustainable development. From the study it has become crystal clear that youth have strived to create innovatively generate environmental awareness material to bring awareness and sensitizing the community. At individual, family and community level they have strived to implement reduce, reuse and recycle concept for protecting and preserving the nature. The youth have also made attempts to provide knowledge to the community and gaining social cohesion. Youth have learnt and practiced leadership skills in training other youth for social development. They have also taken initiatives over the period to organize activities of tree plantation, water conservation and environmental awareness and sustain them. It is seen that the youth after receiving the training they contribute towards sustainable development.

As there are youth availing the opportunity to train themselves for sustainable development by studying and gaining special training they have number of challenges

and difficulties too. The youth find very few training organizations for sustainable development. The youth are engaged in scholarly work or pursuing vocation they find it difficult to take time out for these kinds of trainings. The present era is the era of technology, youth also have become technocrat but they find very little on web for sustainable development training. The fees for the training too are a challenge to many youth now a day.

The present research is also making an attempt to assess the legal awareness concerning environment and its protection. There is very little awareness and knowledge among youth pertaining to the Act.

From the present study it is crystal clear that the entire human race will have to move towards nature as it was decades ago. Nature has enough to accomplish the needs of the human beings but to satisfy greed entire glob will move towards unsustainable development. This kind of development can lead human beings towards disastrous development. To mitigate the global warming existing today one must be initiative of each and everyone on the planet. The present study has explored the training and empowerment provided at Non-governmental organization bears fruits and hoping for the world to be better tomorrow.

5.3 Suggestions

The following are the suggestions of the researcher intended as a contribution for the sustainable development;

For the present study the first objective was to assess the role of empowerment in creating behavioral change of youth towards sustainable development. The role of youth in sustainable development is decision-making and the implementation of sustainability programmes are critical elements to the long-term success of Agenda 21 and national sustainable agendas. Thus, advancing the role of youth and actively involving them in national sustainable agendas in the context of environmental protection and the promotion of economic and social development are crucially needed. Following recommendations are propagated;

5.3.1 To assess the role of empowerment in creating behavioral change of youth towards sustainable development

The Youth as Agents of Behaviour Change is perceived by the young India. Practice the Sustainable Development behavioral skills in their daily life imparted by Non-governmental Organizations;

- NGOs
 - Residential and activities based trainings should be provided by the NGOs to train youth for Sustainable Development practices
 - NGOs should also train youth for the skills to support sustainable development
 - Tree plantation activities should be foster along with monitoring, supervision, evaluation and rewards
 - NGOs should also provide training where in economic self sustaining training is provided
 - Need based training could be introduced for instance Social trends in device proliferation (multiple mobile phones, TVs in every room, dual computer screen use, etc.
 - Mobilization of public opinion: NGOs can spread awareness and influence public opinion through informational campaigns and broad outreach

- Representation of the voiceless: NGOs can help vocalize civil interests, which are often under-represented in policy-making, and facilitate constructive dialogue between civil society and authorities
- Expert analysis and recommendations: NGOs can provide access to competing ideas from outside the usual bureaucratic channels to policy makers and politicians, thereby facilitating negotiations and carrying the public voice and concerns to the policy level;
- Management and implementation: NGOs can contribute technical expertise on environmental challenges and solutions as well as directly participate in operational activities, supporting implementation and management of environmental projects and programmes by governments
- Government
 - Government should fund the NGOs for Sustainable Development
 - Plan programmes in collaboration with NGOs for protecting environment
 - Skill development programmes could be carried out in association with NGOs
 - Government could support, promote and award the NGOs contributing to Human Development, Environment Protection and Economic growth
 - Governments should encourage and assist youth organizations to initiate and develop youth-to-youth contacts in order to share the experience gained in different organizations.
 - Governments and youth organizations should initiate programmes to promote participation in tree planting, forestry, combating desert creep, waste reduction, recycling and other sound environmental practices.
 - The participation of young people and their organizations in such programmes can provide good training and encourage awareness and action.
 - Waste management programmes may represent potential income-generating activities which provide opportunities for employment.

5.3.2 To know about the knowledge and skills provided by NGOs for Sustainable Development

Non-governmental organizations (NGOs) have played a major role in pushing for sustainable development at the international, National and local level. Campaigning groups have been key drivers of inter-governmental negotiations, ranging from the

regulation of hazardous wastes to a global ban on land mines and the elimination of slavery. Knowledge and skills could be provided by the NGOs to train the volunteers for the following

Using Strategic means to point out problems: NGOs can be encouraging to households with the assistance of its trained volunteers in order to exercise their power as shareholders. In case shareholder power is substantial, this can raise public awareness and change business policies. For example, Friends of the Earth (FoE) Green Paycheck Campaign tells individuals how to use their shareholder power and screen their investments so that “money becomes a tool for change.

Assessing Environmental Impacts of Products: NGOs rank products and services based on their environmental performance and impacts. The idea is that consumers can then pick and choose what products or brands they would purchase. For example, many consumer organizations have adopted a commitment to sustainability in their mission statements.

Greening the Supply of Products and Services: NGOs are developing or designing products that will minimize the environmental impacts of consumption through educating and igniting the young minds for the same. The consumer is simply offered an alternative of more sustainable consumption, and this choice is deemed empowering the young.

Impart knowledge about Focusing on Market Forces: Non-governmental Organizations in creating a green demand that will drive changes in supply, NGOs can provide information through labels that would empower consumers to make informed choices to the people who intend to consume the goods.

Forming Extensive Networks of Different Stakeholders: NGOs enter into collaborations with other NGOs and businesses to highlight issues and jointly look for solutions in this regard the NGOs can train and skill the volunteers. For example, the Green Purchasing Network (GPN) promotes green purchasing among consumers, businesses, and other governmental organizations. Through this practice the sustainable development on three pillars (Environmental, economic and social) would be brought in practice.

Business Partnerships could be enhanced: Corporate philanthropy was the main driver for business– NGO collaboration. The new wave of collaboration is different and innovative. The present trend is toward strategic partnerships aimed to address internal operational issues and the external impacts of corporate activity. Within the partnerships, NGOs and trade unions may be involved in decisions making that may impact on core business practices. As a result, CSR can evolve from what companies do with their profits to looking at how companies make those profits.

- NGOs could take the assistance of different models to impart Knowledge and skills
- Organization should always be committed to the principles of sustainable Development by collecting, disseminating and analyzing information to the youth
- NGOs should provide inputs to agenda setting and policy development process
- NGOs should develop the networks with other ‘sustainable development’ knowledge generating NGOs to provide better exposures to the youth
- Policy development and consultation should be carried out where in youth should be involved
- Expert advice and analysis. NGOs can facilitate negotiations by giving politicians access to competing ideas from outside the normal bureaucratic channels
- Mobilization of public opinion. NGOs can influence the public through campaigns and broad outreach
- Legitimization of global-scale decision-making mechanisms. NGOs could broaden the base of information for decision-making, improving the quality, authoritativeness, and legitimacy of the policy choices of international organizations

5.3.3 To study the contribution of youth towards Sustainable Development

Nowadays youth as active, energetic, creative and enthusiastic part of modern society play an important role in solving global problems pertaining to Sustainable Development. It’s easier for young people to communicate, to share their ideas openly and to accept new things by nature they seem flexible. It is always been fascinated by dreams of the future. Dreams about better world without evil and hatred where everyone has their own place, where there are a lot of opportunities for sustainable development. The Sustainable Development Occupy the highest levels of concern in

the current days, as well as the need to rise a more developed and aware human speech; by ending hunger, poverty and illiteracy, (sustainable development goals) respecting the only planet we have.

Monitoring: Youth can be motivated in understanding the methodologies and strategies used to achieve sustainable development goals as they monitor the process of their development. Trained youth could motivate other untrained youth for sustainable development for they will be in charge of their outcome in future.

Innovation: youth have the capability to identify and challenge existing hurdles and break through barriers as they bring fresh perspectives, and often have direct knowledge of insights into issues of sustainable development. Through the insight and innovation in activities for sustainable development can contribute in sustainable development.

Communication: creating global cycles of events and workshops would enable youth of diverse backgrounds and cultures to work together inspiring an international networking framework resulting in more efficient, practical and innovative solutions as well as spreading awareness in a larger scale towards achieving a sustainable development goals.

Leadership: empowered young people can utilising their knowledge of their rights and support Youth-led organizations and networks to result in the development of their leadership skills as they drive change in their communities and countries making the world a better place by spreading sustainable development.

Youth as politicians can contribute to sustainable development The youth should become the influencers in the way politics is perceived in India. From ensuring effective implementation of basic government schemes like MGNREGA, Rural electrification projects, PMGSY etc, passing of important legislatures like Women representation bill, Lokpal bill, Road safety bill to ensure proper spending of the public funds in their constituency; young politicians have a lot of onus on them to make a difference.

Youth as managers working in CSR functions should analyse the impact of their CSR activities and to what extent is it bringing the change in the society, environment, and economy of the people and so on. Top 20% of the Indian youth population, in terms of education and well-being, should be the ones driving the initiative for change in the rest 80% of the population for sustainable development.

Youth as civil servants are responsible for executing developmental work at the ground level. If each block development officer makes sure that work execution is proper in her/his block, if each district collector, with the police force under him, ensures maintenance of law and order in his territory, if each public works department official is ensuring satisfactory redressal of complaints; cities and towns and villages will prosper at an unheralded pace in sustainable development preview.

Youth as academicians constitute of teachers, professors and researchers. India children today need proper sanitizing towards their role in the society. Teachers should give moral and ethical education about respect for other gender, sticking to right values and conservation of nature. Ignorance, fear, prejudice and apathy, if left unchecked, become fertile ground for breeding hatred and extremism, which are the root causes of the world's unsustainable development. Being multi-ethnic, multi-religious, multi-linguistic country and hence we are more vulnerable to these problems. Each student should be taught to value and respect the various ethnic identities of every community in India and regard them as assets to be proud of for sustainable development.

- Since there are few NGOs exclusively working on Sustainable Development, the trainees after the training can establish more NGOs taking a noble cause (sustainable development) a step ahead.
- The participation of youth can be sought at all levels ranging from grass root activism to policy bodies to non-Governmental organizations (NGOs).
- The role of youth can be institutionalized in policy making through advisory bodies such as Youth councils.
- The youth could reach out to the schools and colleges /Academic institutions to disseminate the knowledge, information about the sustainable development to maximize their reach to the society
- Youth can initiate usage of social media to reach out to the netizens

- The trained youth could contribute in designing curriculum for the school as well as higher studies to bring awareness among young people and strengthen their participation in sustainable development activities.

5.3.4 To analyze the challenges that youth face in obtaining empowerment training and practice for Sustainable Development

Demography: Most of the youth stay at rural area and the institution providing sustainable development training are mostly situated at urban areas hence, youth find difficult to obtain sustainable development training

Leadership: Lack of proper leadership and guidance prevents youth to obtain training for sustainable development. Youth in a country is the most viable and potential human resource not only in population structure but also in social structure. Without proper and integrated bio-social development of the youth a nation cannot achieve sustainable development training.

Sustainability and Resource Scarcity: It is hard to find the non-governmental organizations providing sustainable development trainings. The organizations offering training find difficulty in finding right person for providing training. The Non-governmental organizations lack the fund to run sustainable development training at rural areas.

Duration of the training: It is found that the duration of training period is very short. Training period of most of the aspects ranges from seven days to one month, and three months for special cause that is very much insufficient to learn anything properly and adequately. So, to develop the skill of trainee in real sense it is important to increase the duration of training period.

Lack of Monitoring and supervision: From institutional point of view, lack of coordinated and consistent efforts by the different agencies causes hindrance to bringing a significant impact on the overall development of the youth. Monitoring and supervision efforts are not sufficient.

Lack of Need-based Programme: The critiques point out that some of training programs are not 'need-based' and 'updated' to the mark. The training programs, in

which the trainees receive training, do not reflect the real demand of the time as a result, the said training programs are not succeeding to enrol extensively the youths. So, it is necessary to search new trades for training program so that it can create attraction.

Rural youth in Sustainable Development training face challenges in accessing 1) knowledge, information and education; 2) finance; 3) decent jobs, including green jobs; 4) markets; and 6) participation in policy dialogue and rural organizations.

- Virtual training about sustainable development could be introduced by NGOs (For instance YouTube and Website...)
- NGOs could start sub-centers at local / rural level
- Curriculum should contain one subject 'Sustainable Development' and experts to be invited to deal with the same
- For the admission for Sustainable Development Training, NGOs could advertise in social media and print media to gain maximum participants
- NGOs could be invited in Gramsabhas and on Celebration of National Days (15th August, 26th January, 1st May, 2nd October....) to recommend sustainable development in and around the place
- The youth could be given opportunity in Gramsabha to spread awareness about sustainable development practices
- NGOs and Government should provide career opportunity in Sustainable Development Process

5.3.5 To assess the legal awareness concerning environment and its protection among youth

Educate and practice, that is the only way it can be inculcated into the psyche of people.

Promoting the idea of law through stories as ads, sereals on TV and radio

Awards, recognition and incentives for youth at green sites, and those who take initiatives for environment protection and spreading awareness of laws pertaining to it.

The role, the judiciary can play in protection and promotion of sustainable development laws, will ultimately depend upon the perceptions of those who have to pay it. It is therefore important that they thoroughly understand the nature of the rights recognized by law, the need for their protection, the steps required to be taken as also the urgency and importance of the matter.

The establishment of Judicial Academy for providing periodic training and refreshers can keep the decision makers abreast of the needs of the time and situations and be aware of the important role that they have to play.

The Central Government may consider constituting a High Powered Watchdog Committee to constantly monitor the legal framework of sustainable development in the country. This would inter-alia include (i) Suggestions for Enacting New Laws; (ii) Weeding out Laws and Regulations which have outlived their utility and (iii) Suggestions for Simplifying and Rationalizing the Laws.

Awareness creating programmes which include physical, social and aesthetic aspects may be organised on environmental day for students, staff and the community at large through newsletters, and group communications, like debates and seminars, workshops, lectures, exhibitions, audiovisuals, posters, pamphlets, banners, advertisements in cinema houses, printed media, radio, TV and street shows, Eco-trips, environmental fairs, tree planting etc.

In the formal education system, besides primary, secondary and higher education, environmental education should be included in the curriculum of teachers training institutions, industrial training institutions, polytechnics, engineering colleges, extension training centers and administrative training institutes, so that after receiving the training when they are engaged in government and non- government services, they will be able to expand the environmental education in society

Voluntary agencies must be actively involved in the task of environmental improvement. For this purpose, financial resources may be made available to such established agencies

Need to improve the collection on environment in the public libraries to create environmental awareness among the public. And also improve the collection of national and regional language newspapers.

The library facilities should be improved in every respect as an indispensable component of the information transfer system; particularly in disseminating information on environmental protection.

To meet the information needs of community, librarians should try to procure pamphlets, brochure, wall posters etc. which are brought out by different research institutions and state government departments.

Mass Medias like newspapers, radio, TV etc. should give emphasis on coverage of environmental programmes. Government departments should make documentary films of environmental awareness programmes and important environmentalists

- The trained youth could train the semi literate women, youth and children about legal aspects of environment
- Syllabus for legal awareness could be simplified so that it could be used in day to day life
- To impart practical knowledge about the basic legal rights and remedies provided under various environment related laws, thereby making them fit to face the challenges in real life situations.
- Legal awareness drives could be initiated by the trained youth with the help of experts
- NGOs could collaborate with law institutes and frame short training programmes to bring awareness
- Workshops and seminars could be organized through the assistance of Environment Science department and other agencies
- Organize street plays in the local languages and perform it weekly, each time in a different area.
- Social Media (Face book page, frequently giving updates on a Twitter account and using other social networking sites can make ample of difference) could be utilized, posters and demonstrations, paintings could be placed in communities
- Television is also a good means to spread legal awareness

- Once a full-fledged campaign is launched, government assistance can be sought. Apart from sponsoring programmes they can also grant tax exemptions for movies, literature, etc.
- Joint meetings with Government officials can give the campaign a better direction. Focus can be put on rights related to right in common land, livelihood, subsidiaries and facilities.