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Transforming Learning: NEP 2020's Emphasis on Value Education for Building Academic Motivation among Learners

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ABSTRACT

Education shows us the path to grow the way we want to grow to become somebody from nobody. The power of education lies in making a person able to choose between good and evil. Future growth in any country depends on its youth. Unfortunately, youth in India are getting increasingly inclined towards violence, social evils, and lack of respect towards the world around them. Building up of values systems starts with the individual, moves on the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. New Education Policy (NEP), 2020 emphasizes on traditional Indian values including Nishkam Karma and Seva would be included in the school curriculum.

KEYWORDS: Value Education, NEP 2020, Academic Motivation

INTRODUCTION

Education is a rigorous and continuous process. We learn everything around us. Education shows us the path to grow the way we want to grow to become somebody from nobody. The power of education lies in making a person able to make a choice between good and evil. However, the present scenario goes against the traditional notion of value education focusing on crafting an individual's material prosperity. The essence of value education lies in the development of the social, moral, aesthetic and spiritual sides, which are often undermined in formal education. Value education teaches us to preserve whatever is good and worthwhile in what was inherited from our culture. It helps us to accept respect, the attitude and behavior of those who differ from us. Future growth in any country depends on its youth. Unfortunately, youth in India are getting increasingly inclined towards violence, social evils, and lack of respect towards the world around them. We are to be blamed for this. Our existing environment including family systems, education systems and media including newspapers, T.V.,etc. is presenting them with a skewed picture. Youth see that men with values are suffering in life. Value education makes one peaceful and by his personality, he adds peace to the society. Individual and society supplement

each other. Values are like seeds that sprout, become saplings, grow into trees and spread their branches all around.

A wide range of positive human values encouraged in schools includes patience, respect, fairness, respect, compassion and collaboration. 'What is' as with 'what ought to be' and 'what ought to be done' are the prime concepts of value education. Value education is essentially a matter of educating the feelings and emotions. To be able to think right, to feel the right kind of emotions and act in the desirable manner are the prime phases of personality development. Building up of values systems starts with the individual, moves on the family and community, reorienting systems, structures and institutions, spreading throughout the land and ultimately embracing the planet as a whole. The culture of inclusivity is particularly relevant and important in context of our society and nation.

1.1 VALUE EDUCATION

Values are principles that drive behavior. They influence our actions and attitudes, and become our framework for living. They influence our relationship with ourselves and others. Value education is the 'training of the heart' and consists in developing the right feelings and emotions.

The German Philosopher Friedrich Nietzsche first used the word 'values' in 1880. Until then the word value was used as a verb meaning to value something or as a singular noun meaning the measure of something for example, the value of money, food or labor. Nietzsche used the word 'values' in plural to denote moral beliefs and attitude that were personal and subjective. In modern democratic society, this concept of values has changed. The word 'values' has come to be used in plurals for over a century. As the world is becoming more civilized, education is becoming more or less materialistic and old value traditions are being slowly given up. It is an imperative need in the present context that the whole educational system should be restructured to include value education in the process of education.

Values are principles, fundamental convictions, and ideals, standards of life which act as general guide to behavior or as a reference point in decision making. Values are beliefs about what is right and what is wrong and what is important in life. It is a set of principles which guide the standard of behavior. Values are desirable and held in esteem. They give strength to a person's character by occupying a central place in his/her life. It reflects one's attitude, choices, decisions, judgments, relationships, dreams and vision.

According to **Hindzay (1966)**, "By values we mean a person's idea of what is desirable, what he actually wants."

According to **John Dewey (1966)**, "values education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else."

EXPLICIT VALUE EDUCATION

Explicit value education is associated with those different pedagogies, methods or programmes that teachers or educators use in order to create learning experiences.

IMPLICIT VALUE EDUCATION

Implicit value education covers those aspects of educational experience resulting in value influence learning, which can be related to the concept of hidden curriculum.

1.2 OBJECTIVES OF VALUE EDUCATION

- To improve the integral growth of human beings.
- To create attitude and important towards sustainable lifestyle.
- To increase awareness about our national history, cultural heritage, constitutional rights, national integration, community development and environment.
- To create and develop awareness about the values and their significance in human beings lives.

1.3 CLASSIFICATION OF VALUES

1. **PERSONAL VALUES:** A Personal value means the desires of individuals whatever they are in the social relationships. Some personal values are excellence, honesty, self-confidence, self-motivation, punctuality, ambition, courage, creativity, and imagination etc.

2. **SOCIAL VALUES:** Individuals cannot live in the world without having interaction with others. People want social values like love, affection, friendship, service, justice, freedom, patience, forgiveness, coordination, sympathy, and tolerance etc. social values are more important for healthy, good environment for everyone.

3. **MORAL VALUES:** Moral values impart respect for others, respecting the rights of others, avoiding unnecessary problems with others, avoiding cheating and dishonesty, showing gratitude to others and encouraging them to work.

4. **SPIRITUAL VALUES:** The ultimate ethical value is called spiritual value. Spiritual values are piety, meditation, yoga, self-discipline, control, purity and devotion to God etc. Spiritual values highlight the principles of self-restraint, self-discipline contentment, reduction of wants, and freedom from general greed.

5. **UNIVERSAL VALUES:** Universal values indicate the essence of human condition. It is through universal values that we link ourselves with humanity and the cosmos. Universal values can be experienced as life, joy, brotherhood, love, compassion, service, bliss, truth and eternity.

6. **CULTURAL VALUES:** Cultural values are concerned with right and wrong, good and bad, customs and behavior. Cultural values are reflected in language, law, social hierarchy, aesthetics, education, philosophy etc.

1.4 NEED OF VALUE EDUCATION

A most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills.

- Concerns about degeneration of values.
- Impact of change on children and youth.
- Dis-functional families, increased crime and violence, effect of media and information overload.
- The competitive mindset among students, parents and teachers.
- Develop the respect for authority, elders and peoples.
- Develop respect for culture of other groups.

1.5 AIMS OF VALUE EDUCATION

From individual's perspectives, the purpose is to enable students achieve personal fulfillment for success in the life and work. From societal perspectives, education aims to prepare young people to contribute to the society/nation and world around. The aims of value educations are:

- Holistic development of the child.
- Revising values and making everyone aware of eroding values.
- Creating balance between child and community.
- An education that connects the heart, head and hand.
- Inculcating the understanding of interdependence between family, society, nation and the world.
- Improvement of the quality of education.

1.6 ROLE OF VALUE EDUCATION IN EDUCATIONAL SETTING

UNESCO organized a 'Values in Education' Summit in 1998, to encourage schools to review their curricula in terms of value education. The fact that world bodies like UNESCO should stress on the need of teaching 'values' in the school system is in itself a statement of the gravity of the problems created by gradual disappearance of civil society and the preservation of democracy.

Value Education, both Formal and Informal, may encourage students to:

- Develop their own personal moral codes and have a concern for others.
- Reflect on experiences and search for meaning and patterns in their experiences.
- Have self-respect and respect for commonly held values such as honesty, truthfulness and justice.

- Make socially responsible judgments and be able to provide justification for decisions and actions.

Value Education with regards to teachers:

- Teachers are predominant in theoretical, social, religious and economic values.
- Gender, educational training, and experiences do not influence teachers' values.
- Values are inculcated by the teachers to students in the form of co-curricular activities.
- Give equal importance to all students irrespective of caste, creed, gender, status and money.
- Develop a nationalistic feeling among students.
- Create an atmosphere of love, trust, cooperation and security in the school to the development of high ideals and values.

1.7 SOME INITIATIVES IN VALUE EDUCATION IN INDIA

Education Commission (1964-66) and the **National Policy on Education (NPE-1986)** stressed the importance of value-oriented education in our country.

The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process. Value education makes the youth powerful. They contribute a great deal to the national reconstruction and national development. The policy has considerable emphasis on value education by highlighting the need to make education a forceful tool for cultivation of social and moral values. The policy has stated that in our culturally plural society, education should factor universal and eternal values oriented towards the unity and integration of our people.

Programme of Action NPE (1992) emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values.

The National Curriculum Framework for School Education (2000) has also given due stress for value education in schools. It has stressed that the school curriculum must contain components that may embed essential values in the fresh and pure minds of school children.

The National Curriculum Framework (NCF), 2005 strongly advocates value like cooperation, respect for human rights, tolerance, justice, responsible citizenship, diversity, reverence towards democracy and peaceful conflict resolution. It also delineates education for peace as a significant national and global issue.

New Education Policy (NEP), 2020 emphasizes on traditional Indian values including Nishkam Karma and Seva would be included in the school curriculum. The new education policy (NEP), 2020 provides

to include in the curriculum ethical reasoning, traditional Indian values and all basic human and constitutional values (such as Seva, Ahimsa, Swachchhata, Satya, Nishkam Karma, Shanti, Sacrifice, Tolerance, Diversity, Pluralism, Righteous conduct, Gender Sensitivity, Respect for Elders, Respect for All People and their inherent capabilities regardless of background, etc.). NEP, 2020 also provides that all curriculum and pedagogy, from the foundational stage onwards will be redesigned to be strongly rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge.

1.8 EDUCATIONAL IMPLICATION

A degree alone does not signify a person is knowledgeable nor do we consider as education. Education is all about making a person wise; make him lead a life guided by wisdom. Education gives us values, taught us social conduct, provides us a platform to succeed, and helps us strengthen our character and behavior. Today, in most of the cases the triggering factor of education is the 'cost to company'. The real essence, which is 'value' part of education, is not getting its real importance. Curriculum planner and policy makers integrate values in the school curriculum as it is the base value promotion among young learners.

Building values is an integral factor in the process of internalization of values because one can give what one has within. Building values is somewhat similar to building a house, bricks by bricks. That is why value education is to be recognized as a fundamental need. Value based education for all members of society needs to be seen as a valuable investment. It creates a strong learning environment that enhances academic attainment, develop student's social and relationship skills that last throughout their lives. Value education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promises significant value to society.

1.9 CONCLUSION

India is a multilingual, multicultural and multi religious country. It is very clear that coming decades are going to see a greater explosion of science and technology. Application of science and technology in a more humane and relational way is related to moral and ethical responsibility. The values get transmitted most often are rather contrary to values desired by the family, society and school. Value education promotes broader capabilities, attitudes and skills that matter not just in schools but also life beyond the schools, making the world better place not just for themselves but also for their families, friends, colleagues and others.

The important of value education is the need of the hour. Value education is an approach to teaching that works with values. The positive learning environment is achieved through the positive values. It

provides social capacity to students, equipping them with social and relationship skills, intelligence and attitudes to succeed at school and throughout their lives.

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Equipping Educators and Students with 21st Century Skills: Strategies for Success in a Modern Educational Landscape

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Abstract

New skill sets that prepare students for a complex, linked world are becoming increasingly necessary in the quickly changing 21st-century educational landscape, challenging the established educational paradigms. Critical thinking, creativity, teamwork, communication, and digital literacy are all crucial 21st-century abilities that this paper addresses and highlights for both educators and students. The study provides useful methods for incorporating these abilities into curriculum and instructional techniques by examining numerous international frameworks and educational models. Developing the competencies necessary for pupils to thrive in a dynamic, technologically-driven environment is the new emphasis for educators, who are no longer seen as only imparting knowledge but rather as facilitating deep learning. This study presents findings from a thorough analysis of recent research and case studies.

Keywords: 21st Century Skill, Strategies, Modern Education

21st Century Skills for Teachers and Learners

Introduction

In the rapidly evolving landscape of education, the concept of 21st-century skills has gained significant importance. These skills encompass a range of abilities that are crucial for both teachers and learners to thrive in the modern world. The 21st-century skills framework includes critical thinking, communication, collaboration, creativity, problem-solving, digital literacy, global awareness, and more. These skills are essential for preparing students for the challenges of the Information Age and ensuring their success in college, careers, and real-world scenarios.

Importance of 21st Century Skills

The significance of 21st-century skills lies in their role as a key driver of success in higher education and the workplace. Soft skills, such as communication and collaboration, are increasingly valued by employers, highlighting the importance of these skills in preparing students for future careers. In a world where jobs are constantly evolving and new technologies emerge rapidly, adaptability, creativity, and problem-solving skills are essential for staying relevant and competitive.

Teaching and Implementing 21st Century Skills

For teachers, promoting 21st-century skills involves developing proficiency in critical thinking, collaboration, creativity, digital literacy, and more. It requires selecting appropriate methodologies and resources to enhance learners' skills in these areas and demonstrating the value of these skills to students. Teachers play a crucial role in fostering an environment that encourages creativity, critical thinking, collaboration, and global awareness among students. Strategies such as incorporating technology in the classroom, teaching collaboration skills, and promoting digital literacy are effective ways to cultivate 21st-century competencies.

Challenges and Opportunities

While teaching 21st-century skills presents challenges such as resource limitations and assessing these skills effectively, the benefits are substantial. By integrating project-based learning, inquiry-based activities, and opportunities for student choice and reflection, educators can empower students to develop essential skills for the future. Parents also play a vital role in supporting the development of these skills by encouraging activities that promote critical thinking, communication, and problem-solving at home.

Effective Communication in the Classroom

Effective communication is a vital component of teaching and learning. Teachers must be proficient in all four modes of communication – listening, speaking, reading, and writing – and know how to utilize this proficiency effectively in a school environment. Good communication skills are crucial for interactions with students, parents, and colleagues. Teachers benefit from good communication skills in three different areas: when communicating with students, with parents, and with colleagues.

Communication with Students

Communication skills are most vital for interactions with students, because the act of teaching itself requires them. In student's role, all students are responsible for comprehending and breaking down

complex information, conveying this information clearly to students (both verbally and in written resources), presenting in a manner that sustains their attention, and listening to and resolving their questions or problems. Students are also required to adapt content for different learning styles, motivate students to learn, build supportive relationships using encouragement and empathy, manage the classroom, and give feedback – making classroom a safe and supportive learning environment. All of these things require good communication skills.

Communication with Parents

As a teacher, everyone should also need to communicate effectively with parents. This could take place through a variety of mediums, including phone calls, emails, and in-person meetings, so you must be skilled with both verbal and written language. This is particularly important because everyone will often have to discuss sensitive subjects – such as behavior issues, learning problems, and the student's strengths and weaknesses – without making the parent feel confused or defensive. It is vital that everyone are clear, but tactful, at all times. Failing to communicate well with parents could lead to doubts on their part about your ability to teach, and possible complaints, as well as a lack of understanding of their child's performance and educational needs.

Communication with Colleagues

Teaching does not always involve independent work – it also requires collaboration. Whether we are planning lessons together, updating your colleagues on certain students' progress, or sharing tips about how to handle issues in the classroom, good communication skills will be of use to everyone. Everyone might also utilize these skills in staff meetings and training sessions – being able to lead meetings, present in front of varied audiences, and give feedback to other staff could illustrate to your colleagues and superiors that you are a good candidate for promotion.

21st Century Skills

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age. These skills include critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and social skills. These skills are intended to help students keep up with the lightning pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common: they are essential in the age of the internet.

Teaching 21st Century Skills

While these skills can be taught at any grade level, it is most important to teach them in middle or early high school. This is the time when every students need to hone their career readiness skills before they enter the workforce. To teach 21st Century skills effectively, everyone should use strategies such as incorporating technology in the classroom, teaching collaboration skills, and promoting digital literacy.

Conclusion

The emphasis on 21st-century skills for teachers and learners is paramount in preparing individuals for success in a rapidly changing world. By equipping students with the necessary skills and knowledge, educators can ensure that learners are well-prepared to navigate the complexities of the digital age and excel in diverse academic and professional settings.

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Teachers' STEM Education Awareness: Promoting Multidisciplinary Approach in Teacher Education

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Abstract: In Education System, the output of quality Education is the students; it is directly proportional to the quality of teachers. The quality of teachers has a major influence on education and teachers also contribute to a broad variety of cognitive, social and motivational affective learning outcomes of the learners. STEM teacher needs to provide an appropriate learning approach to guide learners about the STEM educational approach. The teacher must explore the different interactive teaching learning approach to enhance the academic achievement and their higher order thinking skills. A professional development program can be helpful for the teachers to understand the STEM Education and the methods to implement it in the classrooms. It is also a need for the development of the 21st century skills among the learners.

Keywords: STEM Education, Teacher Awareness, Multidisciplinary Education, and Teacher Education.

Introduction:

The science and technology have directly or indirectly affected the all the areas of human beings as well as Education. In 21st century, the critical thinking skills, problem solving skills, creative skills, collaborative skills and communicative skills are become the necessary part of any country. Changing and renewing the curricula is the basic requirements of the all countries to cope with the challenges of the current era. Teachers' view and attitude plays an important role in pedagogical decision (Timur, 2012). Teachers and learners both need new teaching methods and approaches to learn the necessary information (Yaki, Saat, Sathasivam, & Zulnadi, 2019). One of the innovative teaching learning approaches is STEM education. The main practitioner of STEM education is teachers (McDonald, 2016).

STEM Education

STEM Education term introduced by National Science Foundation (NSF) (Watson & Watson, 2013). STEM (Science, Technology, Engineering and Mathematics) Education is one of the innovative approach in education System (Gonzalez & Kuzenzi, 2012). STEM Education is the educational Multidisciplinary approach of Science, Technology, Engineering and Mathematics that are supported by 21st century skills. STEM Education is important because it develop creative skills, critical thinking skills, problem solving skills and collaborative skills and enable to learn with practicing, doing and living. It also helpful in development of innovation and economic growth of the country.

Teachers' STEM Education Awareness:

Most of the studied reviewed by the researcher in term of Teachers' STEM Education awareness. It is revealed that teachers have felt insufficient knowledge about STEM Education (Yildirim, 2016). The multidisciplinary concept, insufficient material, improper time, physical environment of classroom and students' interest and motivation are the main barriers for the successful implementation of STEM Education. For teachers, good knowledge about STEM Education, pedagogy knowledge, integration knowledge and 21st century skills knowledge is required for STEM Education teachers. But now teachers' opinion about STEM Education is positively changed and their interest gradually increased (Elam, Donham, & Soloman, 2012). The integration of STEM Education in curriculum is successfully integrated through students' ability (Wang, 2012). Honey et al. (2014) states that teachers are prepared to deliver lessons just in one discipline and most schools and classes for STEM subjects at all levels also have different departments and class times. McMillan, McConnell, & O'Sullivan, (2016) study has reported the motivation of teachers to learn and participate in personal development depends on the competences of teachers, effectiveness, satisfaction of basic professional needs, career development and partnerships, and interpersonal relationships. Teachers are inspired to learn by seeing the struggles of their students to understand mathematics and, as a consequence, to grow a sense of frustration with their own teaching. This sense of obligation for the learning of students inspires teachers to continue to participate in personal development and to become 'better' teachers (Appova, & Arbaugh, 2018). The teachers lacked knowledge, skills and confidence in promoting STEM education (Campbell & Jobling, 2010).

Need & Importance of Teachers' STEM Education Awareness

UNESCO argues that quality science and technology education is essential for the socially and environmentally sustainable development by the scientifically and technologically professionals (Fensham, 2008). According to Shernoff, Sinha, Bressler, & Ginsburg (2017), it's quite challenging to promote STEM education. There is a need of teachers or educators who can understand the concept of STEM Education and then implement these types of innovative method and approach in classroom and motivate students to adapt these methods for their personal growth.

Suggestions for promoting STEM Education Awareness

STEM Education is the demand of the society so there is a need to promote the STEM Education awareness. So, there is a few approaches by which education system can promote the STEM Education awareness.

1. Teachers' Professional Development

The teachers' professional development is the need for the promotion of STEM Education. Ministry of education and teacher education universities and institutions should provide training and courses that empower the teachers to create skills and strengthen knowledge for STEM learning. These training programs and short-term courses create enthusiasm among pre-service teachers and reduce fear to tackle in implementation process.

2. Development of STEM Education based Module and instructional strategies

The STEM Education based modules and instructional strategies addresses the challenges and need of teachers to implement the STEM Education in their classroom positively. The STEM Education based modules and instructional strategies can provides the detail description of teaching learning sequencing that would be helpful for educators in their classroom settings. It would provide the proper guidelines for the educators.

Conclusion:

STEM Education's awareness is the demand of the society. The main goal of STEM Education is to improve the educational content, methodology and develop multidisciplinary thinking among learners. Teacher awareness towards STEM Education is necessary for the implementation of this type of innovative approach in the classroom. Good teacher training, experience in the field of STEM Education and accumulation is required for the successful implementation of STEM Education. Thus, STEM Education would be introduced in in-service teachers training and faculty development program.

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Role of Tech power Storytelling in Education

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Abstract

Technology has significantly impacted education, particularly in the form of tech-powered storytelling. This innovative approach uses digital tools to enhance the learning experience through interactive narratives. This paper explores the role of tech-powered storytelling in education, highlighting its potential to foster creativity, critical thinking, and cultural understanding. It uses theoretical frameworks and empirical studies to analyze the impact, challenges, strategies and implications of this approach. The paper concludes that tech-powered storytelling is a promising tool for educators to engage students, personalize learning, and prepare them for success in the digital age.

Keywords: Tech-Powered Storytelling, Education, Technology, Interactive Narratives, Student Engagement

Introduction

The integration of technology in education has transformed traditional teaching methods, offering new tools and approaches to engage students and improve learning outcomes. Technology-powered storytelling has become an innovative approach to enrich allegorical learning experiences, which is based on symbolic narratives to convey abstract concepts and moral lessons. Digital storytelling platforms and multimedia technologies enable educators to create immersive and interactive narratives that captivate students' imagination and promote deeper understanding. By incorporating elements like videos, animations, and interactive simulations, technology-powered storytelling offers dynamic and personalized learning experiences that cater to diverse learning styles. This paper explores the role, impact, Challenges, how to overcome and implication of tech-powered storytelling in education. It explores how educators can use storytelling to inspire curiosity, foster creativity, and empower students to become critical thinkers and lifelong learners. The paper provides insights into the transformative potential of tech-powered storytelling in education and its implications for teaching and learning in the digital age.

Objectives

- To explore Storytelling as a pedagogical tool.
- To identify the role of technology-powered storytelling into educational practices.
- To investigate the impact of technology-powered storytelling
- To analyze the challenges of tech-powered storytelling in education,
- To propose strategies and maximizing the benefits of tech-powered storytelling in education.
- To provide implications for teaching and learning in the digital age.

Storytelling: A Pedagogical Tool

Storytelling is a powerful pedagogical tool that involves the teacher, storyteller, and performer delivering information in an organic form. They aim to inform, engage, and entertain their audience in a compelling and provocative way. It offers numerous benefits such as engagement, comprehension, emotional connection, critical thinking, and creativity. It can be applied across various contexts and subjects, such as language arts, social studies, science, mathematics, and character education. To maximize its effectiveness, educators should select appropriate stories, create engaging narratives, encourage active participation, integrate multimedia resources, and reflect on the themes and lessons. Storytelling is a versatile and effective pedagogical tool that can enrich the educational journey by inspiring curiosity, empathy, and critical thinking skills. By selecting appropriate stories, creating engaging narratives, encouraging active participation, integrating multimedia resources, and reflecting on the themes, learners can create transformative learning experiences that inspire curiosity, foster empathy, and cultivate critical thinking skills. By incorporating storytelling practices, educators can enrich the educational journey and empower learners to explore the world with imagination and insight.

Tech-Powered Storytelling

Tech-Powered Storytelling in Education is a method that uses technology to enhance storytelling techniques in education. It involves using digital tools, multimedia platforms, and interactive technologies to create engaging narratives that facilitate learning and comprehension. This approach can be applied across various subject areas and educational levels, from elementary school to higher education. It uses tools like computers, tablets, smartphones, interactive whiteboards, VR, AR, and multimedia software to create dynamic and immersive experiences for students. The goal is to enhance traditional teaching methods, engage students in active learning, promote critical thinking skills, creativity, and digital literacy. Tech-Powered Storytelling in Education is a creative and innovative approach to teaching and learning, inspiring curiosity, fostering deeper understanding, and empowering students to become active participants in their educational journey.

Role of Tech-Powered Storytelling in Education

Tech-Powered Storytelling in education significantly enhances learning experiences, engages students, and fosters critical skills through innovative methods. Below are key roles that technology-powered storytelling plays in education:

- **Enhancing Engagement:** Technology-powered storytelling enhances students' engagement by providing immersive experiences with multimedia elements like videos, animations, and audio. This approach motivates students to actively participate in the learning process.
Example, in a high school English class, students use a digital storytelling platform to create multimedia presentations about classic literature, engaging them deeply with the text.
- **Promoting Active Learning:** Tech-powered storytelling in middle school science classes encourages active participation and exploration, allowing students to engage with content in meaningful ways. Interactive narratives and simulations promote deeper understanding and retention of concepts.

Example, students study ecosystems in a virtual rainforest, making observations, asking questions, and drawing connections. This hands-on experience fosters critical thinking and appreciation for the complexities of natural ecosystems.

- **Facilitating Differentiated Instruction:** Technology allows educators to tailor storytelling experiences to individual students' needs and learning styles. Adaptive learning algorithms analyze performance and preferences, providing personalized recommendations and content difficulty levels. This enables differentiated instruction and personalized learning experiences.

Example, in a math classroom, adaptive learning software provides interactive story-based problems that adjust difficulty based on performance.

- **Fostering Creativity and Critical Thinking:** Tech-powered storytelling encourages students to become creators, fostering creativity and critical thinking skills. Digital storytelling platforms allow students to design multimedia stories, incorporating text, images, audio, and video.

Example, in an elementary school art class, students collaborate on interactive comics using a storytelling app, designing characters, storylines, and incorporating animations and sound effects.

- **Expanding Access to Diverse Perspectives:** Technology allows educators to incorporate diverse perspectives into storytelling, enhancing students' cultural understanding and empathy. Digital storytelling platforms offer access to diverse stories, promoting global citizenship and cultural competence.

Example, in social studies classes, virtual reality simulations allow students to witness historical events from multiple perspectives, deepening their understanding of diverse cultures and experiences.

- **Preparing Students for the Digital Age:** Tech-powered storytelling helps students develop digital literacy skills for success in the 21st century. By using digital tools and platforms, students navigate digital environments, evaluate online content, and use technology responsibly.

Example, high school English students create digital storytelling projects on social justice and activism, focusing on environmental conservation, racial equality, and LGBTQ+ rights. This experience fosters critical thinking, problem-solving and ethical technology use, preparing students to be responsible digital citizens and use technology for social change and activism.

Tech-Powered Storytelling in Education enhances engagement, promotes active learning, facilitates differentiated instruction, fosters creativity, critical thinking, and prepares students for the digital age by integrating digital storytelling tools into the curriculum, inspiring curiosity and empathy.

Impact of Tech-Powered Storytelling on learning outcomes

The impact of Tech-Powered Storytelling on learning outcomes is profound, with benefits extending beyond traditional educational approaches. Here's how it influences various aspects of learning outcomes:

- **Improvement in Comprehension and Retention of Complex Concepts:** Tech-powered storytelling enhances students' comprehension and retention of complex concepts by engaging multiple senses through multimedia elements.

Example, in a biology class, students use a virtual reality simulation to explore the human circulatory system, enhancing their understanding and long-term retention of the topic.

- **Development of Critical Thinking and Problem-Solving Skills:** Tech-powered storytelling in history classes fosters critical analysis, creative problem-solving, and connections between concepts. Interactive narratives present decision-making scenarios, requiring critical thinking skills.

Example, students evaluate perspectives and sources, enhancing their analytical and problem-solving abilities, especially in complex historical issues, using online storytelling platforms.

- **Cultivation of Digital Literacy and Technological Proficiency:** Tech-powered storytelling helps students develop digital literacy and technological proficiency by exposing them to various digital tools and platforms. Students learn to navigate digital environments, evaluate online content, and use technology effectively for communication and collaboration.

Example, mastering digital tools like image editing and presentation software is crucial for success in the digital age.

- **Long-Term Effects on Academic Achievement and Holistic Growth:** Tech-powered storytelling significantly enhances academic achievement and holistic growth in students, preparing them for success in school and beyond. It fosters a love for learning and a growth mindset, extending beyond the classroom.

Example, a study revealing higher academic achievement, greater confidence, and a lifelong passion for learning from students who participated in such activities.

Thus, Tech-Powered Storytelling significantly enhances learning outcomes by improving comprehension, developing critical thinking, and fostering digital literacy. It also contributes to academic achievement and holistic growth, enabling educators to create immersive learning experiences.

Challenges

- **Access and Equity:** The digital divide, exacerbated by disparities in technology access, hinders students from low-income households and underserved communities from fully participating in tech-powered storytelling activities.
- **Technological Infrastructure:** Budget constraints and resource limitations often hinder the effective integration of technology into teaching and learning practices in schools, hindering the successful implementation of tech-powered storytelling.
- **Professional Development:** Educators need training and support to integrate tech-powered storytelling into teaching practices, but lack digital literacy skills. Providing professional development opportunities is crucial for leveraging technology effectively.
- **Content Creation and Curation:** Creating high-quality digital storytelling content can be time-consuming and resource-intensive, requiring careful consideration and validation to ensure accuracy, authenticity, and relevance.
- **Ethical and Privacy Concerns:** Tech-powered storytelling raises ethical concerns like data privacy, intellectual property rights, and online safety. Educators must ensure clear guidelines, policies, and safeguards to protect students' privacy.
- **Integration with Curriculum and Pedagogy:** To effectively integrate tech-powered storytelling into curricula, educators must plan, align, and collaborate with curriculum

developers and technology specialists, balancing technology with other instructional methods and ensuring coherence.

Collaborative efforts from educators, policymakers, and technology developers are needed to ensure equitable access to technology, support educators, develop high-quality digital content, and uphold ethical standards in tech-powered storytelling.

Strategies for Addressing Challenges and Maximizing Benefits:

Addressing Access and Equity:

- Provide equitable access to technology by implementing initiatives such as one-to-one device programs, mobile technology labs, or community-based technology centers.
- Partner with local businesses, nonprofits, and government agencies to secure funding and resources for technology infrastructure upgrades and internet connectivity initiatives in underserved communities.
- Implement strategies to ensure that technology-powered storytelling activities are accessible to students with disabilities, including providing assistive technologies and accommodations.

Strengthening Technological Infrastructure:

- Advocate for increased funding and resources for technology infrastructure upgrades, including investments in reliable internet connectivity, sufficient bandwidth, and up-to-date hardware and software.
- Collaborate with IT departments, technology vendors, and community stakeholders to develop long-term technology plans and prioritize infrastructure improvements that support tech-powered storytelling initiatives.
- Explore innovative solutions such as cloud-based platforms and mobile applications that require minimal infrastructure investment and can be accessed from a variety of devices.

Providing Professional Development:

- Offer ongoing professional development opportunities and training workshops for educators to enhance their digital literacy skills, pedagogical knowledge, and proficiency in using technology for educational purposes.
- Provide coaching, mentoring, and peer support networks to help educators integrate tech-powered storytelling effectively into their teaching practices and address any challenges they may encounter.
- Collaborate with educational technology specialists, instructional designers, and subject matter experts to develop customized professional development programs that meet the specific needs and interests of educators.

Supporting Content Creation and Curation:

- Provide educators with access to high-quality digital storytelling resources, including multimedia content libraries, online repositories, and curated collections of educational materials.
- Foster collaboration and sharing among educators by creating online communities, forums, and professional learning networks where educators can exchange ideas, resources, and best practices for tech-powered storytelling.
- Encourage educators to leverage open educational resources (OER) and creative commons-licensed content to create and adapt digital storytelling materials that are freely available for educational use.

Addressing Ethical and Privacy Concerns:

- Develop clear guidelines, policies, and procedures for ethical content creation, copyright compliance, and student data privacy protection in tech-powered storytelling activities.
- Provide training and support for educators on ethical considerations related to content creation and consumption, including citing sources, respecting intellectual property rights, and safeguarding student privacy.
- Collaborate with legal experts, privacy advocates, and educational organizations to stay informed about relevant laws, regulations, and best practices for ethical and responsible use of technology in education.

Integrating with Curriculum and Pedagogy:

- Align tech-powered storytelling activities with learning objectives, standards, and curriculum frameworks to ensure coherence and relevance across different subject areas and grade levels.
- Embed tech-powered storytelling activities within existing instructional units and lesson plans, integrating them seamlessly into teaching practices and pedagogical approaches.
- Provide guidance and resources for educators on how to integrate tech-powered storytelling effectively into inquiry-based learning, project-based learning, and other student-centered instructional models.

By implementing these strategies, educators can overcome challenges and maximize the benefits of tech-powered storytelling in education, enhancing allegorical learning experiences and empowering students to succeed in the digital age

Implications

The use of tech-powered storytelling in education can significantly improve allegorical learning, thereby enhancing teaching and learning in the digital age. Tech-powered storytelling fosters deeper understanding and retention of concepts through interactive narratives and immersive experiences. Adaptive technologies provide personalized recommendations and content adjustments based on students' performance, preferences, and interests. Interactive narratives and simulations promote higher-order thinking skills essential for success in the digital age. Multimedia elements like videos,

animations, audio recordings, and interactive simulations enhance comprehension and accessibility for diverse learning preferences. Collaborative storytelling projects foster teamwork, communication, and problem-solving skills, preparing students for collaborative work environments and digital communication. Tech-powered storytelling equips students with essential digital literacy skills for success in the digital age. Overall, tech-powered storytelling in education transforms teaching and learning practices in the digital age by providing engaging, interactive, and personalized learning experiences that cultivate critical thinking skills, promote collaboration, and prepare students for success in an increasingly digital world.

Conclusion

Tech-Powered Storytelling in Education is a transformative approach that enhances student engagement, learning outcomes, and prepares them for success in the digital age. It provides immersive, interactive learning experiences, promotes personalized learning, cultivates creativity, critical thinking, and problem-solving skills, and expands cultural understanding through multimedia storytelling platforms. However, there is still much work to be done to fully realize its potential, including addressing challenges like the digital divide and ethical considerations. Educators, policymakers, and technology developers must collaborate to maximize the benefits of Tech-Powered Storytelling for all students. In conclusion, Tech-Powered Storytelling has the potential to revolutionize education by providing dynamic and immersive learning experiences that inspire curiosity and empower students to succeed in the digital age.

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BALANCING AI AND EI: ENHANCING EDUCATIONAL OUTCOMES IN THE DIGITAL AGE

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ABSTRACT

This paper intends to explore the intricacies of balancing AI and EI in education, exploring their respective roles, synergies, and ethical considerations. By examining the impact of these two domains on education, it aims to provide insights into how educators can leverage AI technologies while preserving the humanistic aspects of education. Through a multidimensional approach, the researcher seeks to elucidate strategies for maximizing the potential of AI in tandem with fostering Emotional Intelligence, ultimately leading to enhanced educational outcomes in today's technology-driven world.

KEYWORDS: *Artificial Intelligence (AI), Emotional Intelligence (EI), educational outcomes.*

INTRODUCTION

In the rapidly evolving landscape of education, the integration of Artificial Intelligence (AI) and Emotional Intelligence (EI) has emerged as a pivotal paradigm for enhancing educational outcomes in the digital age. AI, with its capabilities in data analysis, personalized learning, and automation, offers immense potential to revolutionize teaching and learning experiences. Conversely, Emotional Intelligence, encompassing skills such as empathy, self-awareness, and social interaction, plays a crucial role in fostering holistic development and well-being among students. As educators navigate the opportunities and challenges presented by technological advancements, striking a balance between AI and EI becomes imperative. While AI holds promise in optimizing learning processes and addressing individual needs, the human touch provided by Emotional Intelligence is irreplaceable in cultivating meaningful relationships, nurturing creativity, and promoting resilience in learners. Therefore, understanding how to synergize AI and EI effectively is essential to harnessing their combined power for the benefit of students in the digital era.

In recent years, both Artificial Intelligence (AI) and Emotional Intelligence (EI) have garnered significant attention in the field of education due to their potential to revolutionize teaching and learning practices.

AI in Education

Artificial Intelligence (AI) is a blend of three academic disciplines: psychology (cognitive modelling), philosophy (philosophy of mind), and computer science- with further strands from linguistics, mathematics, and logic. It encompasses a broad range of technologies and techniques aimed at enabling machines to perform tasks that traditionally require human intelligence. In the context of education, AI holds significant promise for transforming teaching and learning practices by offering innovative solutions to various challenges and opportunities. AI technologies offer a wide range of capabilities that can transform traditional educational approaches. These include personalized learning experiences, adaptive assessments, intelligent tutoring systems, natural language processing, automated assessment and grading, predictive analytics and data-driven decision-making processes. By analysing vast amounts of data, AI can provide valuable insights into student performance, preferences, and learning styles, enabling educators to tailor instruction to individual needs more effectively. Moreover, AI-powered educational tools can facilitate immersive and interactive learning experiences, enhancing student engagement and motivation. One of the key elements of Artificial Intelligence is the ability to learn. Intelligent systems are designed to learn from data and experiences, identify patterns and trends, and improve their performance over time. This is achieved through the use of machine learning algorithms and artificial neural networks, which allow machines to process information, identify patterns and make predictions or decisions based on them. Reasoning is another crucial aspect of Artificial Intelligence. Intelligent systems are able to use available information to make logical decisions and solve complex problems. They can use rules and algorithms to analyse data, extract relevant information and generate desired results or solutions. Problem solving is the essential skill of artificial intelligence that uses intelligent systems to approach and solve various problems, be they mathematical, logical or related to information processing. They can use specific algorithms and methods to find optimal solutions or make decisions based on the objectives and constraints involved.

EI in Education

Emotional Intelligence, on the other hand, plays a crucial role in shaping students' social and emotional well-being, which are integral components of overall academic success and personal development. Emotional intelligence is the ability of individuals to recognize their own and others' emotions, to discern between different feelings and to label them correctly, using emotional information to guide thinking and behaviour, and to manage and adjust emotions to adapt to the environment or to achieve their own goals. EI encompasses skills such as self-awareness, self-regulation, empathy, and relationship management. Educators recognize the importance of fostering EI in students as it contributes to better interpersonal relationships, effective communication, conflict resolution, and resilience in the face of challenges. Additionally, research has shown that students with higher levels of EI tend to demonstrate improved academic performance and classroom behaviour.

Rationale for Synergizing AI and EI:

While AI and EI are often viewed as distinct domains, their integration in educational settings offers numerous benefits and synergies that can enhance learning outcomes in profound ways-

- A) **Holistic Development:** By combining AI-driven personalized learning experiences with EI-focused interventions, educators can create holistic learning environments that address both cognitive and socio-emotional needs. This integrated approach ensures that students receive individualized support tailored to their academic requirements as well as their emotional and social development.
- B) **Enhanced Learning Experiences:** Synergizing AI and EI enables educators to design learning experiences that are not only intellectually stimulating but also emotionally engaging and relevant to students' lives. AI-powered educational platforms can adapt content and activities based on students' emotional states, preferences, and feedback, fostering deeper connections and increasing overall engagement.
- C) **Support for Educators:** Integrating AI tools with EI principles can provide valuable support for educators in managing diverse classroom dynamics, addressing students' socio-emotional needs, and promoting a positive learning environment. AI-driven analytics can help educators identify students who may require additional emotional support or intervention, enabling timely and targeted interventions.
- D) **Preparation for the Future:** In an increasingly digital and interconnected world, students need to develop not only academic competencies but also essential skills such as empathy, collaboration, and adaptability. By synergizing AI and EI in education, schools can better prepare students for success in the 21st-century workforce, where the ability to navigate complex social and technological landscapes is paramount.

SYNERGY BETWEEN AI AND EI

AI, with its multifaceted capabilities, stands at the forefront of educational innovation. By leveraging AI technologies, educators can revolutionize pedagogical practices through personalized learning experiences, adaptive assessments, intelligent tutoring systems, and data-driven decision-making processes. The ability of AI to analyze vast datasets empowers educators to gain valuable insights into student performance, preferences, and learning styles, thereby facilitating more targeted and effective instructional strategies. Furthermore, AI-powered educational tools have the capacity to create immersive and interactive learning environments, enhancing student engagement and motivation. Concurrently, Emotional Intelligence (EI) has emerged as a critical component of student development and academic success. EI encompasses a spectrum of skills—including self-awareness, self-regulation, empathy, and relationship management—that are fundamental to fostering social and emotional well-being. Educators recognize that nurturing EI in students contributes not only to improved interpersonal

relationships and effective communication but also to enhanced academic performance and classroom behaviour. The convergence of AI and EI in educational settings offers a wealth of synergistic opportunities to optimize learning outcomes. By integrating AI-driven personalized learning experiences with EI-focused interventions, educators can create holistic learning environments that address both cognitive and socio-emotional needs. This integrated approach ensures that students receive tailored support that caters to their academic requirements as well as their emotional and social development.

Moreover, synergizing AI and EI enables educators to design learning experiences that are not only intellectually stimulating but also emotionally engaging and relevant to students' lives. AI-powered educational platforms have the capacity to adapt content and activities based on students' emotional states, preferences, and feedback, fostering deeper connections and increasing overall engagement. Furthermore, integrating AI tools with EI principles provides valuable support for educators in managing diverse classroom dynamics, addressing students' socio-emotional needs, and cultivating a positive learning environment. AI-driven analytics can help educators identify students who may require additional emotional support or intervention, enabling timely and targeted interventions to promote student well-being and academic success. Ultimately, the synergy between AI and EI in education is essential for preparing students for success in the 21st-century workforce, where the ability to navigate complex social and technological landscapes is paramount. By equipping students with both academic competencies and essential skills such as empathy, collaboration, and adaptability, educators can empower them to thrive in an increasingly digital and interconnected world.

Implications for Future Research and Practice in AI-EI Integration in Education:

It is important for educators to understand the importance of using AI to enhance personalized learning, and on other hand it is quintessential to accept that no digital tool can imitate human emotions, so emotional intelligence comprehension will always hold its place in teaching – learning environment. Future research should delve into identifying optimal models for integrating AI and EI in educational settings. This includes investigating the most effective strategies for balancing AI-driven personalized learning with EI-focused pedagogy to maximize learning outcomes and student well-being. There is also a need for further exploration of ethical considerations surrounding AI-EI integration, particularly regarding issues of privacy, bias, transparency, and equity. Research should examine ways to mitigate potential ethical risks and ensure that AI technologies promote fairness, inclusivity, and social justice in education. In the field of research, educators should focus on developing effective teacher preparation programs and professional development initiatives that equip educators with the knowledge, skills, and resources to integrate AI and EI in their instructional practices. This includes training teachers in AI literacy, EI competencies, and pedagogical approaches that foster a balanced approach to technology integration.

CONCLUSION

In summary, understanding Artificial Intelligence in education involves recognizing its diverse applications, potential benefits, and associated challenges. By leveraging AI technologies thoughtfully and ethically, educators can harness their transformative power to create more personalized, efficient, and inclusive learning environments that empower students to succeed in the digital age. Fostering a balanced approach to the integration of Artificial Intelligence (AI) and Emotional Intelligence (EI) in education is essential to ensure that students receive personalized, effective, and holistic learning experiences. Here are several strategies for achieving this balance:

- 1) **Align AI and EI Goals:** Begin by aligning the goals of AI integration with those of EI development. Recognize that both AI and EI aim to enhance learning outcomes, albeit through different means. Ensure that AI technologies are leveraged to support and complement EI goals, such as promoting empathy, self-awareness, and social skills, rather than overshadowing or replacing them.
- 2) **Integrate AI with EI-focused Pedagogy:** Design instructional strategies that integrate AI-driven technologies with EI-focused pedagogy. Incorporate opportunities for students to engage in activities that promote self-reflection, empathy-building, collaborative problem-solving, and social-emotional learning. Use AI tools to facilitate these activities, such as personalized feedback on social interactions or adaptive learning experiences that foster emotional regulation.
- 3) **Humanize AI Interactions:** Humanize AI interactions by incorporating elements of empathy, warmth, and personalization into AI-driven educational tools and interfaces. Design AI agents and virtual tutors to exhibit empathetic responses, active listening skills, and sensitivity to students' emotional states. Ensure that AI technologies complement human teachers' efforts to build rapport, trust, and meaningful connections with students.
- 4) **Promote Digital Citizenship and Well-being:** Educate students about digital citizenship, ethics, and responsible use of AI technologies. Foster critical thinking skills to help students evaluate the reliability, bias, and ethical implications of AI-generated content and recommendations. Provide guidance on maintaining a healthy balance between screen time and offline activities to support students' overall well-being.
- 5) **Provide Professional Development for Educators:** Offer professional development opportunities for educators to build their competencies in both AI integration and EI support. Provide training on effective pedagogical strategies for integrating AI technologies into the classroom while fostering students' social-emotional skills. Empower educators to leverage AI tools as enablers of personalized, inclusive, and equitable learning experiences.
- 6) **Encourage Student Agency and Ownership:** Empower students to take ownership of their learning and emotional development by involving them in decision-making processes related to AI integration and EI support. Encourage student voice and choice in selecting AI-driven learning activities, setting learning goals, and providing feedback on their experiences. Foster a culture of autonomy, self-regulation, and mutual respect in the classroom.

- 7) **Evaluate and Iterate:** Continuously evaluate the effectiveness of AI and EI integration efforts through formative assessments, student feedback, and data analysis. Identify areas of strength and areas for improvement in promoting a balanced approach. Iterate on instructional strategies, technology usage, and support mechanisms based on feedback and evidence of impact.

By adopting these strategies, educators can foster a balanced approach to AI and EI integration in education, ensuring that students benefit from the strengths of both AI-driven technologies and social-emotional learning principles. This approach enables educators to leverage the transformative potential of AI while preserving the humanistic aspects of education and supporting students' holistic development.

In conclusion, the synergistic integration of Artificial Intelligence (AI) and Emotional Intelligence (EI) holds tremendous promise for transforming educational outcomes and experiences in profound ways. By combining the capabilities of AI-driven technologies with the humanistic principles of EI, educators can create learning environments that are personalized, inclusive, and supportive of students' holistic development.

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Role of Education in Development of Addiction Free Society

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Abstract:

According to the World Drug Report (2022), there is a noticeable increase in the number of individuals getting involved in the consumption and trade of addictive substances, leading to a growing concern. This includes people of all ages, from youth to the elderly, encompassing both men and women. The personal impact of substance use poses challenges to health, safety, and legal consequences due to addiction-related behaviors. Additionally, individuals with no direct or indirect connection to substance use also become victims of various adverse effects on a societal level. From a social perspective, the trend of increasing substance use is giving rise to new cultures, contributing to the detriment of society over time. In the creation and shaping of the present and future of any society, education plays a crucial role. Therefore, it is essential in the current era to define the specific role of education in addressing the complexities arising from the consumption and trade of addictive substances, both at the individual and societal levels. Education should prioritize imparting knowledge that empowers individuals to understand and address the multifaceted personal and societal challenges arising from substance use. By prioritizing knowledge that enables individuals to become self-reliant and play optimal roles in various dimensions of self and society, education can contribute to overcoming these challenges. The comprehensive role of education, in its various forms and levels, is to generate knowledge timely and nurture future generations to cope with these challenges effectively, establishing their role with resilience and breadth. By doing so, education can contribute to realizing the vision of a future society free from the shackles of addiction.

Key Words: Addiction, Global Addiction Problems, Addiction Free Society, Addiction and Education

Introduction:

The network of drugs is continuously spreading in different dimensions of the society and at present it is not just a problem of any specific area, state and country but has become an international problem. Considering the extent of damage caused by it, it has also been called narco terrorism (D. Boyce, 1987). June 26 was declared by the United Nations (UN RESOLUTION 42/112, 1987) as World

Drug Day to prevent drug abuse. Whose 2022 theme addresses “drug challenges in health and humanitarian crisis” (UNODC, 2022). According to the World Drug Report (2022), 28.4 crore people in the age group of 15-64 years are trapped in this trap in 2020, which is 26% more than in the last decade. To solve the problems arising from drug use, WHO, UNICEF, UNODC, various global, national and state governments and international organizations are making continuous efforts against them and the complications arising from them are also facing. According to Saif Ali (2011), drug abuse is harming the social structure from the basic level to the top level, for example, health, safety, degradation of moral values and promotion of illegal trade etc. Due to which the trend of using these toxic substances is continuously strengthening its roots like a new culture, from small people to children to senior citizens and in both happy and sad situations.

According to Brian E (2022), the role of drugs has always been a hindrance in the path of progress of the society. Drugs have been setting a negative example for health, safety, socio-economic conditions and business etc. These always play a negative role for an ideal society because social values and social interests have always been hurt due to them. These are causing continuous damage to the social structure through degradation of moral values, crime, violence, corruption, abuse etc.

A addiction free society envisages a society where individuals protect themselves and social interests by boycotting the consumption and trade of intoxicants. Because the effects caused by drugs directly and indirectly adversely affect the user and the innocent people living around him. In the present times, where the use and spread of intoxicants is easily seen in every class and every socio-economic level, a trend of their use is being established even in various sad and happy situations. The way these related substances are being promoted through advertisements and films, it is further increasing their acceptance in the society and helping in their wide spread. Due to which more and more people are getting attracted towards the trap of drugs and getting trapped in it.

Role of Education:

According to Aristotle, “Education is the formation of a healthy mind in a healthy body.” (Lal R.B. 2010)

Education is the basic process of human development, through which man becomes capable of being called a human being from a creature. At present, this process is also continuously evolving through various stages of development. Due to which informal, non-formal and formal types of education have developed. In which a person keeps acquiring some kind of knowledge and skills from

birth till death. In the present modern society, the most importance among these forms is given to the formal education of the individual. Because in this, education of both the other types of forms is scientifically refined and adjusted. Knowledge, attitudes, values etc. are developed in a person through education. Through which in future the person will be able to solve various problems and take decisions regarding them. The form of formal education was developed to provide learning with more specificity than informal and non-formal education. Through which individuals and society can be easily developed and taken on the path of development in less time. But if seen from the point of view of time, a person is surrounded by resources of informal and non-formal education and spends more time than formal education. While formal education emphasizes on the development of scientific knowledge and skills, informal and non-formal education emphasizes on practical knowledge and skills.

The aim of education has always been to bring about social progress and development by all round development of the individual and to face and solve various challenges. Coordinated and balanced efforts of formal, informal and formal types of education can help in solving various problems arising out of drug abuse. Can play a wide role, but due to lack of awareness, new misconceptions have arisen regarding these in the education provided at different levels, which are continuously increasing their acceptance.

According to Heimovich V. (2011) and Ganapathy K. (2019), considering the seriousness of the problems created by drug use and trade, it does not seem possible to solve this problem without a coordinated and balanced effort of formal, informal and non-formal forms of education. There appears to be an urgent need to adjust curriculum and curricular activities for the control of drug abuse in elementary, secondary and higher levels of education, primarily to make formal education more practical. Because the effects arising from these substances not only affect the users but also indirectly affect the people who live around the people who use these substances. Due to which they have to suffer serious and widespread consequences in the short and long term. Therefore, it is the need of the hour that for the control and prevention of the consumption of these substances, education should be provided in various forms such as in formal form, it can act as an expert guide, informally as a lifelong enabler and informally as a developer of qualities like leadership and self-responsibility etc. to discharge those roles.

Development has always been a process relative to time and education has also evolved with time in various forms. Therefore, it would not be an exaggeration to say that development is also achieved through education. Education always guides throughout life in various forms. By employing

himself in the process of education, a person moves on the path of progress and along with his own development, it also leads to the welfare of the society. Education can play the following roles in eradicating the problems related to drug abuse and trade in various forms:

Formal Education- As an Expert and Trained Guide:

By including knowledge related to drugs and drug de-addiction in the curriculum of formal education, it can be propagated and disseminated to the future generations. So that the students get inspiration for development of life skills and they can protect themselves from drug abuse and also make people around them aware of the dangers arising due to the use of such substances. Students can inspire people around them to stop drug abuse and trade and can present solutions for the same. By making individuals aware through formal education, they can be saved from repeating the mistakes made by previous generations because future of society depends on these students. Because of which, the more practical and developed education is provided to them, the greater will be their chances of a bright future. Since the beginning, formal education has been a meaningful effort to develop the future generation more in less time through the possible efforts of science and experts. Through this knowledge transfer, such experts can be created in the future who will be able to solve the problems arising from drug addiction in more advanced ways and can present solutions to solve these problems in a more advanced manner.

Informal education- Lifelong Guide:

Propagation of education through family and community etc. comes under the informal form of education. These are those places in a person's life where service is connected from birth till death and which have the greatest impact on the person's life. While formal knowledge specifically develops expertise in subjects in a person, informal education plays a greater role than formal education through family, community etc. in teaching practicality to a person. But in the present scenario where someone or the other from home to society consumes drugs. Due to which, side effects are seen on the physical and mental development of other members also. There are many homes and communities where people take care that such substances are not consumed in front of children and children can be protected from the ill effects caused by them. Institutions like family, society etc. develop children through real experience and it gives acceptance among people to those works which are in their and society's interest. But if there is a continuous increase in the number of people in a society who have the tendency to consume drugs, then the physical and mental health and development of tendencies of every person living in that society will be directly and indirectly affected. Affects form. There is a need for such

efforts through informal education, in which the family and society set an example for the coming generation by boycotting and preventing the use of such drugs in their environment and by setting an example against their unacceptability and providing education to boycott them. .

Non-Formal Education- Self-Responsibility and Leadership Qualities Developer:

Non-formal education is a guide to develop self-responsibility and leadership qualities. The form of non-formal education has always been education received from organizations in which a person voluntarily participates, for example cinema, television, newspaper, various clubs and organizations etc. Instead of organizing programs to promote and propagate narcotics in television programs, efforts should be made to boycott and control them. So that more and more population can be saved from their effects and it can be ensured that such substances get minimum space in the environment so that their acceptance and spread can be negatively affected in the future and people develop self-initiative towards society and themselves. The desire and ability to do so can be developed.

Special Role of Formal Education-

Formal education is mainly divided into three forms, it is divided into three levels, primary education, secondary education and higher education. Education at these three levels plays a huge role in the development of a person. The education provided at these levels can be used in the following roles to prevent the consumption of drugs and also to protect the society from their ill effects:

Primary Education – In the Role of Protector-

In present time, where along with the basic needs of life, keeping in mind the importance of formal education, it is also considered as the basic need of a good life of an inexhaustible life. That is why the role of formal education can be very broad and important in building a drug-free society and can provide support to various efforts being made for drug eradication. The age for starting primary education has been fixed at 6 to 14 years as per the Indian Standards. Elementary education serves as the foundation for individual development through which good habits, basic skills and moral behavior necessary for understanding the subject matter and knowledge are developed in the student. So that a person can refine the basic skills in his behavior to develop himself in the future this will help him in acquiring higher skills. In this level of education, the specific knowledge provided to the student plays a greater role than the student's own thinking. Whose target is development of attitudes, values, qualities, habits, the student tries to learn only by following as per his capacity without thinking much. But these

learned skills serve as the basis for the skills he will learn in the future. The following efforts can be made for the eradication of drug abuse in this level of education-

1. By developing good habits
2. By developing selective behaviors in different situations
3. By developing value based behaviors
4. By teaching how to request
5. By teaching civil disobedience
6. By speaking out your problems and telling them to your parents and teachers.
7. What substances to bring for others and what substances not to bring
8. By teaching to identify good substances and bad substances.
9. By teaching how to complain – by speaking, writing, through transmitted media, through electronic technology.
10. By telling stories that build the character and character of good people.
11. By teaching you to keep your environment clean
12. By identifying the substances polluting the environment
13. By teaching to recognize harmful and beneficial activities.

Secondary Education- In the Role of Protector-

Secondary education can be start after 14 years as per the secondary level education standards. At the time of this level of education, the student is going through his adolescence, which has some special characteristics of its own. Like every stage, the main qualities of this stage are the tendency to take risky behaviour, curiosity, tendency to do new experiments, tendency to learn by experiencing, tendency to satisfy curiosity by experiencing etc. At present, the abundance and availability of intoxicants in the environment is continuously increasing. This is also confirmed by the decision of the United Nations to make various such laws in which it has become necessary to make laws to protect people from the direct and indirect effects of drugs and have also been implemented, for example -

COTPA Act 2003 (Pradhan A., 2020). To include such knowledge regarding drugs in the curriculum at the secondary level so that the students can achieve the following objectives:

1. Adjustment of subject matter and co-curricular activities based on short-term and long-term side effects arising from drug abuse.
2. Knowledge of laws related to narcotics
3. Content and activities related to the development of essential life skills in challenging situations.
4. Development of consciousness related to mental and physical health
5. Development of jiggery to tolerate and control the pressures arising due to various reasons.
6. Development of skills necessary to cope with various situations and human death.
7. Practice behaviors related to high values
8. Development of the tendency to set an example in front of one's elders and younger ones.
9. Development of positive and scientific attitude
10. Development of a tendency to be careful in selecting the ideal hero and heroine.
11. Development of critical attitude
12. Development of moral values
13. Development of the tendency to think before taking immediate decisions.
14. Attempt to develop understanding among students by mentioning old and new events.
15. Knowledge of legal and illegal substances
16. Effort to develop the ability to discriminate between moral and immoral actions for earning a living.
17. Development of tendency to make moral choices

Higher education- In the Role of Attacker:

The higher education provided is called thinking level education. In which the person himself becomes capable of presenting new ideas and solutions to various problems through self-reflection. At this level, students can be introduced to such educational courses regarding narcotics, through the study of which they can come up with new solutions to these challenges, make new plans and do comprehensive analysis through new research and inform the society about their serious consequences. We can raise awareness and present such solutions in which simple solutions to these serious problems can be found using less time, energy and resources and the society can be saved from widespread harm to maintain the path of progress and remove the obstacles coming in its path. Education imparted at higher levels can play the role of a catalyst through which efforts can be made to create positive effects

in contrast to the negative effects of drug abuse at present, which will help in reducing the negative effects related to drug addiction. The effect may be harmed. Their propagation can be stopped and they can be destroyed.

Higher education can play the role of attacking the problems created by drugs and their sources, whereas in the past primary education and secondary education can mainly try to create the role of rescuer and protector, whereas higher education can play the role of attacking the problems caused by drugs and their sources. Can play the role of direct attack in eradicating this problem. Direct efforts can be made in eradicating this problem by the following efforts in higher education.

1. Inclusion of subjects related to drug related problems in the curriculum
2. Dissemination of comprehensive knowledge related to the problem
3. Dissemination of knowledge through activities related to direct, indirect and future problems.
4. Research - Identifying different psycho-active substances and creating new knowledge about their effects, direct and indirect problems, new drugs, cultural assimilation, acceptance, cultural changes, possible side effects in the future, energy, time and resources. Innovative plans and solutions at low and high levels with little need
5. Leader development
6. Development of critics
7. Development of social workers
8. To prepare specialized experts (to prepare experts for doctors, counselors and other departments)
9. Develop a support person

Conclusion:

On the basis of the above role, it can be concluded that education can prove to be a powerful medium. Through which the society can be provided the basis for drug abuse and their eradication at various forms and levels, in which a person can save him/ her from getting trapped in the trap of drugs by acquiring specific knowledge and the society can also be provided with such solutions. And can present examples so that more and more people of the society can understand the difficulties and situations of life.

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PRICING STRATEGIES OF BISCUITS INDUSTRY - A COMPARATIVE STUDY OF TOP BRANDS IN INDIA

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Abstract

"To eat is a necessity, but to eat intelligently is an art." A biscuit is a small baked product. Biscuits were assumed to be a sick man's diet in earlier days, now, it has become one of the most-loved fast food products for every age group. Biscuits are easy to carry, tasty to eat, cholesterol free and reasonably priced.

Brief profile of players in the industry

Britannia Industries Limited

It is an Indian company based in Kolkata, which is famous for its Britannia and Tiger brands of biscuits, which are highly recognized throughout the country. Britannia is one of India's leading biscuit firms, with an estimated 38 per cent market share. The main products produced by Britannia Industries are Good Day, Tiger, Marie Gold, 50-50, Choco-chips, Choco-nuts, Little Hearts, NutriChoice, Bourbon, NiceTime, Pure Magic, Milk Bikis, Jim-Jam, Cream Treats, Time Pass, Digestive, etc.

Parle Company - In 1929, a small company by the name of Parle Products emerged in British India. The intent was to spread joy and cheer to children and adults alike all over the country with its sweets and candies. Parle Products has been India's largest manufacturer of biscuits and confectionery, for almost 80 years. Amongst the world's largest selling biscuit, Parle-G, and a host of other very popular brands; the Parle name symbolizes quality, nutrition and great taste.

The major products produced by Parle are Parle-G, Hide and Seek, Krackjack, Milano, Magix, Digestive, Marie Monaco Parle Marie, Creams, Milk Shakti, Parle 20-20 Cookies, Nimkin, etc.

ITC Limited - Its foray into the foods business is an outstanding example of successfully blending multiple internal competencies to create a new driver of business growth. It began in August 2001 with the introduction of Kitchens of India ready-to-eat Indian gourmet dishes. In 2003, Sunfeast was introduced, marking the company's foray into the biscuit segment.

The major products by ITC are Milky Magic, Marie, Golden Bakery, Dark Fantasy, Glucose, Dream Cream, Snack, Sweet n Salt, Nice, Vita, Special,

Anmol Biscuits - It was formed in 1994 and has ever since been gleefully busy in manufacturing biscuits. It is an established brand and a prominent player in Biscuits and Bakery market in India. Its product range covers an assortment of biscuits in sweet, semi-sweet, health segment, premium cookies and a variety of bar, cup and Tiffin cakes produced at world class state-of-the-art manufacturing facilities.

Cremica Biscuits - Established in 1978, Cremica Food Industries Limited is a Leading Indian FMCG Company. Cremica offers high quality products in exciting and innovative format

Priya Gold Biscuits - Priya Gold produces scrumptious premium biscuits and has done so for the past 23 years. The popularity of brands like Butter Bite, CNC, Snacks Zig Zag & Marie Lite have enabled us to command a sizeable market share in the biscuit industry, despite the fierce competition from the established players in the industry Patanjali Biscuits - Patanjali, is an Indian

multinational consumer packaged goods company Patanjali Ayurved Limited, the fastest growing FMCG Company in the country is a mineral and herbal products company established in 2006 “Prakrati ka Aashirwaad” which means Boon to Nature is an apt tagline for Patanjali biscuits. Patanjali biscuits have come to the market, not long before but have redesigned the Indian heart with its products and taste.

Increasing consumption of packaged and convenience foods, the availability of a variety of biscuits and an increase in disposable incomes have provided a major boost to the industry. The major brands of biscuits are Britannia, Parle, Biskaman, PriyaGold, Elite, Cremica, Dukes, Anupam, Horlicks, Craze and Nezone, besides various regional and state brands

Keywords: Indian biscuits market, pricing strategies, cost factors, profit margin, Demand and Supply, types of pricing, Brand Awareness

INTRODUCTION

In terms of volume, biscuit production by the organized segment is estimated to be 1.30 million tonnes. In the organized sector, the industry is dominated by Britannia and Parle, which account for 70 per cent of the industry's volumes. Britannia's market share stands at Rs 27 billion. Parle derives a large portion of its revenues from low-priced biscuits. Parle-G and Britannia derive a fairly large share of their revenues from the medium- and premium varieties. In fact, Britannia's market share in the medium and premium varieties is significantly higher than

other organized players include domestic players like Biskaman's Biskaman, PriyaGold, Elite, Cremica, Dukes, Anupam, Horlicks, Craze and Nezone. The unorganized sector consists of small bakery units, cottage and household type manufacturing their goods without much packaging and distributing their goods in the surrounding areas.

Biscuits are common product of consumption for rich and poor alike. As per Indian biscuit manufacturers association (IBMA) data, India produces 5000 tons of biscuits everyday which gets well absorbed in the market. This industry is a huge contributor of Indian government supported 'Make in India' initiative since biscuit is made of agricultural products such as wheat, vegetable oil, sugar and milk which are produced indigenously on large scale supporting many SMEs. The higher production of biscuits in India helps SMEs and large number of farmers. Moreover, biscuit industry employs about 7.5 lakh workforce directly and more than 30 lakh persons indirectly in marketing, retail network, transportation etc

Pricing

Price is the value which is paid by the buyer to the manufacturer against the products and services. Pricing decision is one of the crucial factors that shapes by cost factors, profit margin, and possibility of sales at different price levels and the competitor's pricing policy as well as with the number of existing competitors in the market.

Manufacturer must investigate the credentials of price mix and these elements are as follows

- Pricing Policies
- Discounts Offered
- Terms for Credit Sale
- Terms for Delivery
- Adopted Pricing Strategy

Objectives of Pricing In order to determine optimal pricing, firm should identify the prime objectives. Common objectives may include the following

Profit Maximization - By taking into the account revenue and costs, firms used to maximize the current profits. But the current profit maximization may not be the best strategy for the long run.

Revenue Maximization - Current revenue maximization is to maximize the current revenue and have no relation to profit margins.⁷ This strategy helps to gain more profits in the long run by

increasing the market share and lowering the costs.

Maximize Quantity - for decreasing the cost in the long run, firms seek to maximize the number of units sold to the customers.

Quality Leadership - In order to attempt the position of quality leader in the market, firms use price as a quality signal of the product.

Status Quo - In order to avoid price war and to maintain the stable level of profit, the firm sets the moderate level of price.

Prices of goods and services are decided by the market participants that is buyer and seller. In the scarcity of resources, market participants decide, how resources will be used on the basis of production and consumption. **Demand and supply**

Demand is created by consumers, while supply is decided by producers. It is very critical to understand the relation of these terms, because both the groups are not driven by the same forces

Origin of the problem – The Indian biscuit industry is not able to attract any investments despite the huge market size. There is a crunch of innovation and fear of steep price escalation in near future. There are some key factors like Cost Escalation, Retail Challenges, The tax structure: Earlier and now, Volatility in Raw Material Prices, Low acceptance of Mid & Premium segment biscuits in Rural Areas of the country which constitutes around 65% of the population, the growing maturity of product category and shift in consumer preferences could be the obstacles factors for pricing a product. Key target audience for biscuit supplier as Pocket-friendly packs, availability and across channels, aggressive promotion strategies, maintaining efficient supply-chain are few of the prominent focus areas for players. However, biscuits manufacturers are poised to witness some major challenges and problems while selecting brand by consumers. So this study is very vital for selection of brand preference of biscuit and types of pricing method that company used.

Societal importance - Premiumization and healthier product options are the mega trends observed in the market among working population so Quality of the biscuit must be maintained in each and every stock. Customers are the kings of the market. They have so many substitutes for each and every product so In order to satisfy always ensure the quality and taste of the product in reasonably priced. Introduce super family packs to attract families in best Prices that should be kept steady as far as possible and it should be same in all shops and in all places. Coupons and gifts offered along with the packet should be given without any delay. Customer schemes should be more to attract those customers who are hesitant to try it in first time. The Biscuit packs should be designed in an attractive manner and reasonable price. It is seen that purchase is more influenced by advertisement than any other factor so advertisement focusing specified qualities will help market improvement. It is also clear that TV advertisement influence the consumers much more so Necessary steps must be taken in this regard. In order to attract the children, cartoon stickers (or) tattoos should be offered freely.

Significance of study is to identify the role of the management of companies in the process of deciding the prices. In order to sustain a short-term implication, a viable long-term solution should be adopted. A long-term strategy formulation requires an extensive demand & supply forecasting. It is important for biscuit manufacturers to understand the historic and current grounds realities while deciding product price and get holistic forecasting studies done which will help them to stay ahead of the market and dodge these road blocks in an efficient manner. More schemes should be introduced to survive in the competitive situation. In the growth of the biscuit market, introduction of new product every day and attractive packaging have big influence while demand for nutrition is increasing worldwide, biscuit consumption is rising accordingly.

LITERATURE REVIEW

Review of international and national studies

Scenario of biscuit industry in India

India is currently the world's largest biscuit consuming nation. The industry is expected to grow at a CAGR of 14 per cent in financial year (FY) 2019 to reach \$7.25 billion by 2022. The global biscuits market is expected to reach USD 135 billion by 2023, at a CAGR of 5% reaching 110\$bn by 2025. The biscuit market is currently dominated by Europe, followed by North America. Asia-Pacific represents the fastest growing market for biscuits, led by China and India".

Demand for natural and GMO free products are high, which is a great opportunity for the market players. Glucose biscuits (which account for about 25 per cent) have the highest share in the industry. Compared to other fast-moving consumer goods (FMCG) products, the penetration of biscuits and cookies, in both the urban and rural areas, is quite high (94 per cent and 83 per cent, respectively). During the first five-and-a-half decades of post-Independent India, the biscuit industry in the country has achieved a position of pre-eminence as the third-largest producer of biscuits in the world, after the United States and China.

Export/ Import - Just like tax rates, export and imports affect the prices in international trade. The international tariff rates and custom duty are Pricing Strategies of Indian biscuit Industry

The global fortified biscuit industry is projected to undergo substantial growth during the forecast period owing

to growing consumer demand for optimum nutrition and high fiber biscuits. Additionally, rising demand for sugar free and low-calorie content, growing obesity around the world, and increasing focus toward health and wellness are some key factors which are expected to propel the global fortified biscuit industry in the coming years. Also, increasing concern about ingredients and changing lifestyle are other some important factors that are anticipated to fuel the demand for fortified biscuits globally.

Australia biscuit industry is projected to surpass \$ 4 billion by 2025 on account of growing preference for convenience food or on the go light snacks, rising consumer preference for healthy products, expanding urban population and increasing product variants in the country's biscuit industry. Moreover, rising disposable income and increasing demand for biscuit among young consumers are other major factors boosting biscuit consumption in Australia.

Changing lifestyle of consumer coupled with increasing awareness about ingredients and health benefits are some other noteworthy drivers of biscuit industry in Australia.

According to recently published report "*India Biscuit Market Overview, 2017-2023*", the organized biscuit industry accounts for more than 70% of value share in the overall Indian biscuit market. The sector is expected to surpass the revenue figure of INR 400 billion by 2023.

Objectives

Following are the primary and secondary objectives associated with the research work:

- To study the pricing strategies of selected companies.
- To identify the factors which are having a significant impact on pricing.
- To study the role of top 10 companies and control Order for better understanding of pricing.
- To study the open market forces which are having a significant impact on consumers.
- To identify effective media of advertisement.
- To examine competitive developments such as expansions, new product launches, mergers & acquisitions, etc., in Australia biscuit industry.
- To identify and analyze the profile of leading players involved in Indian market.

RESEARCH METHODOLOGY

The study revolves around the pricing strategies of biscuits companies. Research talks about factors which play the vital role while framing the strategies of various biscuits. Research focuses on the critical factors which affect the pricing of biscuits from the point of view of company professionals (Managerial level) as well as considers the point of consumers, demand and supply with Questionnaire Designed.

This chapter inculcates the methodology of research used in the study and the related framework like Research Design Sample Selection and Data Collection Result Analysis & Interpretation Methodology with why-why technique. The aim of this study is to find out the factors which contribute a vital role while taking the decision of manufacturing biscuits which itself linked with several domains like role of top management of companies, partial role of government and demand & supply. The sphere of study moves around the decision making process taken by top management of the companies and tries to find out the effectiveness of government regulating authorities in controlling the pricing. Research inculcates secondary data also to know forces influence the price of biscuits.

Data will be collected from two different segments, one from the top management employees of the companies who are actually indulged in the pricing policies of their respective companies and another data set is from consumers, dealers to know their opinion what they feel about the pricing. The second is to identify what practices are adopted by the biscuits manufacturers to trap the consumers and to increase the revenue/income. Data collections for above mentioned companies are primary as well as secondary study. The graph is used to identify the how many factors should be retained.

The Study has come up with the results of some factors which affect the pricing strategies of Indian biscuit Industry. These factors include various domains like: fundamental factors, macro-economic factors, investment factors, and promotional factors and so on this component includes all those factors which are related to the international standards like quality control initiatives, investment in international standards, and investment in intellectual property rights.

Expected outcomes could be quantitative or qualitative or both and these outcomes may be in 2-4 in numbers. There may be structure and processes of the expected benefits of the research on this title to be carried out under the guidance of expertise to understanding working of the schemes and policies on the company's performance may be analysis on best other attributes

CONCLUSION

This research paper is design for the topic (*Pricing strategies of biscuits industry - A comparative study of top brands in India*) concluded that companies are giving lesser price along with good quality. The results of secondary data prove the same fact that companies are investing amount in the sales promotion against their sales and this additional cost is imposed on consumers. These facts show that the companies are investing more amounts in sales promotion rather than investing in Research and Development, after the steps of problem identification, research, data collection & analysis, study finally reached at this stage of expressing the facts and findings. This domain comes up with new fact that demand and supply affect the price. There should be New Policies for Investment in R&D. The study can be further extended with large number of samples as well as with various categories of biscuits. The research can be refined by taking a large number of companies as well as increasing the time period for research. Further comparative research can be conducted with other country's pricing strategies. Types of pricing should be follows

1. Cost-Based Pricing - Cost-plus ("mark-up") Pricing
2. Customer-Based Pricing - Penetration Pricing/ Price Skimming/ Loss leaders
3. Competitor-Based Pricing - Predatory Pricing / Economic Pricing

Overall strategic technique we can use SWOT analysis, price analysis, cost benefit analysis

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विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता पर प्रभाव का अध्ययन

डॉ. अक्षय कुमार आचार्य

प्राचार्य

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प्रस्तावना

विद्या भारती, भारत में शिक्षा के क्षेत्र में सबसे बड़ी अशासकीय संस्था है। इसका पूरा नाम "विद्या भारती अखिल भारतीय शिक्षा संस्थान" है। इसकी स्थापना सन् 1977 में हुई थी। विद्या भारती भारत में सबसे बड़ा गैर सरकारी शिक्षा संगठन है। वर्तमान में लक्षद्वीप और मिजोरम को छोड़कर सम्पूर्ण भारत में 86 प्रांतीय एवं क्षेत्रीय समितियाँ विद्या भारती से संलग्न हैं। इनके अंतर्गत कुल मिलाकर 23320 शिक्षण संस्थाओं में 1,47,634 शिक्षकों के मार्गदर्शन में 34 लाख छात्र-छात्राएँ शिक्षा एवं संस्कार ग्रहण कर रहे हैं। इनमें से 49 शिक्षक प्रशिक्षक संस्थान एवं महाविद्यालय, 2353 माध्यमिक एवं 923 उच्चतर माध्यमिक विद्यालय, 633 पूर्व प्राथमिक एवं 5312 प्राथमिक, 4164 उच्च प्राथमिक एवं 6127 एकल शिक्षक विद्यालय तथा 3679 संस्कार केंद्र हैं। आज नगरों और ग्रामों में, वनवासी और पर्वतीय क्षेत्रों में झुग्गी-झोंपड़ियों में, शिशु वाटिकाएँ, शिशु मंदिर, विद्या मंदिर, सरस्वती विद्यालय, उच्चतर शिक्षा संस्थान, शिक्षक प्रशिक्षण केंद्र और शोध संस्थान हैं। इन सरस्वती मंदिरों की संख्या निरंतर बढ़ रही है। इसके फलस्वरूप अभिभावकों के साथ तथा हिन्दू समाज में निरंतर संपर्क बढ़ रहा है। हिन्दू समाज के हर क्षेत्र में प्रभाव बढ़ा है। विद्या भारती का मानना है कि सभी बच्चों के समग्र विकास के लिए, केवल पुस्तकों का अध्ययन ही पर्याप्त नहीं है। एक बच्चा एक निष्क्रिय बीज के समान होता है। यदि बीज को अनुकूल परिस्थितियाँ मिलेंगी तभी वह विकसित होगा और एक बड़ा पेड़ बनेगा। विद्या भारती द्वारा संचालित विद्यालय छात्र - छात्राओं सर्वांगीण विकास के लिए उनके लिए अनुकूल परिस्थितियों प्रदान करते हैं। विद्यालय हर बच्चे एक मंच की तरह है जहाँ वह शिक्षकों से दिशा निर्देश प्राप्त करते हैं।

विद्यार्थियों के लिए नियमित गतिविधि

1. वंदना सत्र-समाचार वाचन, पंचांग, मासिक गीत, ध्यान, प्रातः स्मरण, एकात्मता स्तोत्र, एकता मंत्र, हमारा लक्ष्य, प्रबोधन, अष्टादशश्लोकीगीता, बोधकथा, राष्ट्रगान, वन्दे मातरम् (इसमें शैक्षिक पक्ष/ सामान्य ज्ञान/योग/ जन्मदिन जोड़े) चैपाई/श्लोक/दोहा/भावार्थ (वंदना/एकात्मता स्तोत्र) आदि का उचित संयोजन दिन अनुसार करें।
2. बालसभा- प्रत्येक ईकाई की कक्षाशः सभा हो (कक्षाशः) (बहिनों की बालसभा पृथक हो)
 - पूर्व नियोजित विषय चयनित हों।
 - हमारी प्रतियोगिताओं का समय हो(बौद्धिक)
 - रंगमंचीय कार्यक्रम गायन/वादन
 - बाल सभा में आर.टी.ई. की अधिकांश गतिविधियों को समाविष्ट किया जा सकता है।
3. बाल भारती- छात्रों की संसद व नियमित बैठक / कार्यक्रम, भैया-बहिन, सामूहिक दायित्व बोध, / दायित्वों का निर्वहन।
4. कक्षाशः प्रतियोगिता- गीत, भोजन मंत्र, बस्ता सज्जा, कक्षा सज्जा, गणवेश, निबन्ध लेखन, सुलेख, गीता पाठ, दीप मंत्र- वंदना, प्रार्थना, शान्तिपाठ आदि।
5. यात्रा- व्यक्ति विकास शिविर (आवासीय शिविर), ग्राम दर्शन, वन दर्शन, शैक्षिक भ्रमण, देश दर्शन,
6. खेल गतिविधि- (आउट डोर/इण्डोर) अपनी क्षमतानुसार, प्रशिक्षक आदि
7. साधना- संगीत साधना, योग साधना, श्रम साधना,
8. नैतिक शिक्षा- हवन, पक्षियों को दाना-पानी, जलसंरक्षण, संवर्द्धन, स्वच्छता
9. शारीरिक- 10 मिनट की व्यायाम श्रृंखला, एन.सी.सी., स्काउट गाइड की गतिविधि, घोष प्रशिक्षण।
10. अन्य- बागवानी में सहयोग, वृक्षारोपण, मैदान की सफाई/पशु पक्षी सेवा/स्वच्छता, बोध पट लेखन, रांगोली व अन्य साज सज्जा कराना आदि
15. संस्कार केन्द्र दर्शन (सहभागिता)
17. स्वदेशी/ऊर्जा संरक्षण
18. विभिन्न जयन्ती/दिवसों/पुण्य तिथियों पर मार्गदर्शन /भैया-बहिनों के कार्यक्रम।
22. वाचनालय में जाना (पत्रिका, पत्र),
24. प्रतिदिन उपस्थिति, गणवेश, समय पालन, स्वच्छता परीक्षण।
25. आदर्श बालक की दिनचर्या पालन इन सभी की कार्ययोजना बने।
27. नगर की विभिन्न संस्थाओं की प्रतियोगिताओं में सहभागिता/ अपने परिसर में विभिन्न प्रतियोगिताओं का आयोजन

अखिल भारतीय खेल-कूद प्रतियोगिताएँ - सह पाठ्यक्रम गतिविधियाँ मन की विभिन्न विकास के लिए आवश्यक हैं। विद्यालय शिक्षाविदों के साथ सह पाठ्यक्रम को एकीकृत कर हमारे विद्यार्थियों के लिए सबसे सुखद के शिक्षण गतिविधियाँ बनाने के लिए निरंतर प्रयासरत है। सह पाठ्यक्रम गतिविधियाँ नियमित रूप से हमारे विद्यालय द्वारा आयोजित की जाती हैं। जिसमें संगीत (मुखर और वाद्य), नाटक, वाद - विवाद, तात्कालिक वाद - विवाद, कला एवं शिल्प, नृत्य, ड्राइंग, पेंटिंग, फोटोग्राफी, बागवानी, प्रिंटिंग,

अंग्रेजी, व्यक्तित्व विकास एवं सुलेख इत्यादि सम्मिलित हैं। हम यह सुनिश्चित करते हैं की प्रत्येक बच्चे को अवसर मिले ताकि शिक्षकों सक्षम एवं उनकी देखरेख छात्र - छात्राओं का समग्र विकास हो।

खेल में छात्र - छात्राओं भागीदारी से न केवल उनकी शारीरिक विकास के लिए उत्तम है बल्कि टीम भावना को बढ़ावा देने के लिए आवश्यक है। इसलिए विद्यालय विभिन्न आयु समूहों के लिए विभिन्न खेलों को बढ़ावा देकर प्रत्येक बच्चे के स्वस्थ विकास को सुनिश्चित करता है। खेल के लिए विद्यालय क्रिकेट, हॉकी, फुटबॉल, वॉलीबॉल, बास्केट बॉल, खो-खो, कबड्डी इत्यादि के लिए सुविधाएं उपलब्ध करा रहे हैं। साथ ही साथ इन्डोर गेम्स के लिए टेबल टेनिस, बैडमिंटन, शतरंज, कैरम इत्यादि सुविधाएं उपलब्ध करा हैं।

राष्ट्रीय ज्ञान-विज्ञान मेला - छात्रों में विज्ञान, वैदिक गणित तथा संस्कृति के प्रति रूचि संवर्धन हो, इस हेतु से विद्याभारती शरीरमाधं खलु धर्म साधनम्' इस ध्येय वाक्य का स्मरण करते हुए अपने लक्ष्य की पूर्ति हेतु शरीर की महत्ता को केंद्र में रखकर विद्या भारती बालकों के सर्वांगीण विकास हेतु खेलकूद प्रतियोगिताओं का आयोजन करती है। विद्यालय, संकुल, प्रांत तथा क्षेत्र में उत्कृष्ट प्रदर्शन कर छात्र राष्ट्रीय खेल-कूद प्रतियोगिता में प्रतिभागिता करता है।

संस्कृति ज्ञान परीक्षा - हमारी भारतीय संस्कृति सबसे प्राचीन संस्कृति है। संस्कृति ही जीवन का आधार होती है। वर्तमान शिक्षा पद्धति से संस्कृति का यह भाव समाप्त होता जा रहा है। उसी मूल भाव को पुनर्जागृत करने हेतु छात्रों को अपनी संस्कृति का बोध कराना परम आवश्यक है। इसी निमित्त विद्या भारती कक्षा चौथी से बारहवीं के छात्रों एवं आचार्यों के लिए इस परीक्षा का आयोजन करती है।

आचार्य विकास एवं प्रशिक्षण वर्ग - शिक्षा एक निरन्तर चलने वाली प्रक्रिया है, कोई भी व्यक्ति पूर्ण नहीं हो सकता, आजीवन सीखने की संभावनाएं उनमें बनी ही रहती हैं। इसी बात को ध्यान में रखकर विद्या भारती महाकोशल प्रान्त द्वारा प्रतिवर्ष "आचार्य विकास वर्ग" एवं विभिन्न प्रकार के प्रशिक्षण वर्गों का आयोजन किया जाता है।

संस्कार केंद्र - शिक्षा एवं संस्कार के अभाव में बालक के पथ-भ्रष्ट होने की संभावनाएं बनी रहती हैं, अतः विद्या भारती की योजना अनुसार समाज में जो वंचित एवं उपेक्षित क्षेत्र है उन तक अच्छी शिक्षा तथा अच्छे संस्कार पहुँचे, इस निमित्त विद्यालयों के माध्यम से बाल संस्कार केन्द्रों का संचालन यह समिति अनेक वर्षों से करती आ रही है। इस तरह की गतिविधियाँ विद्यार्थियों में सृजनात्मकता के विकास में सहायक होती हैं।

सृजनात्मकता शब्द अंग्रेजी के Creativity का हिन्दी रूपान्तरण है। सृजनात्मकता का अर्थ होता है— 'उत्पन्न या रचना सम्बन्धी योग्यता'। नवीन क्रियाओं एवं नवीन विचारों को उत्पन्न करने की शक्ति या नवीन खोज करने की शक्ति अर्थात् किसी के पीछे-पीछे न चलकर अपनी एक नई राह बनाने की सोच को ही सृजनात्मकता कहा जाता है। सृजनात्मकता अर्थात् नवीन ज्ञान की खोज करना या किसी भी क्षेत्र में जब कोई व्यक्ति नवीन खोज करता है या नये विचारों का निर्माण करता है तो उसे सृजनशील माना जाता है। एक तरह से "सृजनात्मकता वह योग्यता है जो व्यक्ति को किसी समस्या का समाधान खोजने के लिए नवीन ढंग से सोचने व विचार करने के लिए समर्थ बनाती है।" अर्थात् प्रचलित ढंग से चिन्तन करने, विचार करने तथा कार्य करने की अमूर्त योग्यता को ही सृजनात्मकता कहते हैं। सृजनात्मकता अपसारी चिन्तन की प्रक्रिया है। अपसारी चिन्तन अर्थात् सामान्य से अलग हटकर सोचना। इसलिए यह एक बहुआयामी प्रक्रिया है। सृजनात्मकता को मौलिकता, प्रवाह, लचीलापन, नवीनता, खोजपरकता आदि के संदर्भ में समझा जा सकता है।

सृजनात्मकता के सर्वमान्य चार महत्वपूर्ण आयाम इस प्रकार हैं-

1. **प्रवाह (Fluency)** : प्रवाह से तात्पर्य किसी उद्दीपक के प्रति अधिकाधिक विचारों या प्रत्युत्तरों को प्रस्तुत करने से है। जितनी अधिक प्रत्युत्तरों की संख्या होती है व्यक्ति उतना ही अधिक सृजनशील माना जाता है। उदाहरण के लिए किसी कहानी के अनेकानेक शीर्षक बताना, किसी वस्तु के अनेकानेक उपयोग बताना, शब्दों से वाक्य बनाना, दिए गए अपूर्ण वाक्य को पूरा करना आदि।
2. **लचीलापन या विविधता (Flexibility)** : विविधता से तात्पर्य किसी समस्या/ उद्दीपक पर दिए गए विकल्पों अथवा प्रत्युत्तरों के एक-दूसरे से विविध/अलग होने से है। अर्थात् कई विकल्पों पर सोच सकने की क्षमता या बातचीत के संदर्भ बदलने की योग्यता जैसे यदि आप किसी व्यवसाय को चुनते हैं तो उस समय आप किन-किन पहलुओं पर ध्यान देंगे, उन्हें सूचीबद्ध कीजिए। विविधता की तीन विभाएँ होती हैं। आकृति स्वतः स्फूर्त विविधता से तात्पर्य किसी वस्तु या आकृति से सुधार करने के उपायों में विविधता से है आकृति अनुकूल विविधता से तात्पर्य किसी वस्तु या आकृति के रूप में परिवर्तित करने की विधियों में विविधता से है। शाब्दिक स्वतः स्फूर्त विविधता में वस्तुओं या शब्दों के प्रयोग में विविधता को देखा जाता है।
3. **नवीनता या मौलिकता (Originality)** : मौलिकता से तात्पर्य व्यक्ति के द्वारा प्रस्तुत किए गए विकल्पों या प्रत्युत्तरों का असामान्य, असाधारण उपयोगी, प्रासंगिक तथा अन्य व्यक्तियों के उत्तरों से भिन्न होने से है। मौलिकता, नवीनता से सम्बन्धित होती है। जो व्यक्ति विकल्प प्रस्तुत करने (अन्यों से) में भिन्नता प्रदर्शित करता है, वह मौलिक कहा जाता है। जैसे दिए गए शब्दों पर कविता लिखना, कहानी, कविता या लेख के शीर्षक अन्यों से) में भिन्नता प्रदर्शित करता है, वह मौलिक कहा जाता है। जैसे दिए गए शब्दों पर कविता लिखना, कहानी, कविता या लेख के शीर्षक बताना।
प्रस्तुत अध्ययन में विद्याभारती एवं अन्य विद्यालयों में अध्ययनरत विद्यार्थियों की सृजनात्मकता एवं उसके आयाम प्रवाहता, लचीलापन एवं नवीनता का मापन किया जा रहा है।

उद्देश्य

1. विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता एवं उसके आयाम पर प्रभाव का अध्ययन करना।

परिकल्पना

1. विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता एवं उसके आयाम पर सार्थक प्रभाव नहीं है।

प्रविधि

प्रस्तुत अध्ययन सर्वेक्षण विधि पर आधारित है। इस संदर्भ में उज्जैन शहर

के विद्याभारती संगठन के अंतर्गत संचालित सरस्वती विद्या मंदिर एवं अन्य विद्यालयों के बारहवीं कक्षा के विद्यार्थियों पर रोमा पॉल (1991) द्वारा निर्मित **A NEW TEST OF CREATIVITY** का प्रशासन किया गया। इस परीक्षण के तीन आयाम हैं – प्रवाहता, लचीलापन, नवीनता। फ्लॉकन कुंजी की सहायता से फ्लॉकन करने के पश्चात प्रदत्तों को एकत्रित कर लिया गया। एकत्रित प्रदत्तों पर प्रसारण के विश्लेषण द्वारा विश्लेषण किया गया एवं प्राप्त परिणाम कुल समायोजन एवं उसके आयाम के अनुसार निम्नांकित तालिकाओं में दिये जा रहे हैं।

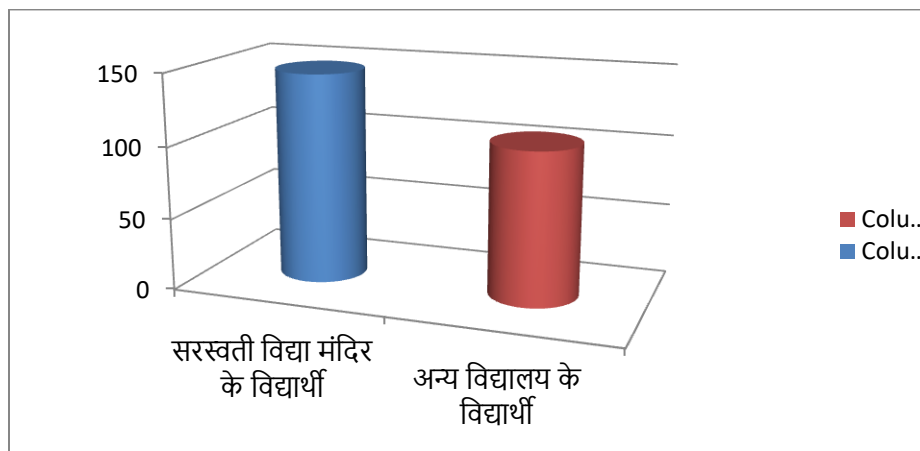
तालिका क्र. 1.1: विद्या भारती की गतिविधियों का 50 विद्यार्थियों के कुल सृजनात्मकता पर प्रभाव के अध्ययन के लिए प्रसारण के विश्लेषण का सारांश

| प्रसारण के स्रोत | df | SS | MSS | F का मान |
|------------------|----|-----------|-----------|----------|
| विद्यालय | 1 | 19784.933 | 19784.933 | 458.85** |
| लिंग | 1 | 5178.92 | 5178.92 | 120.11** |
| विद्यालय *लिंग | 1 | 7112.26 | 7112.26 | 164.95** |
| त्रुटि | 46 | 1983.45 | 43.12 | |
| कुल योग | 49 | | | |

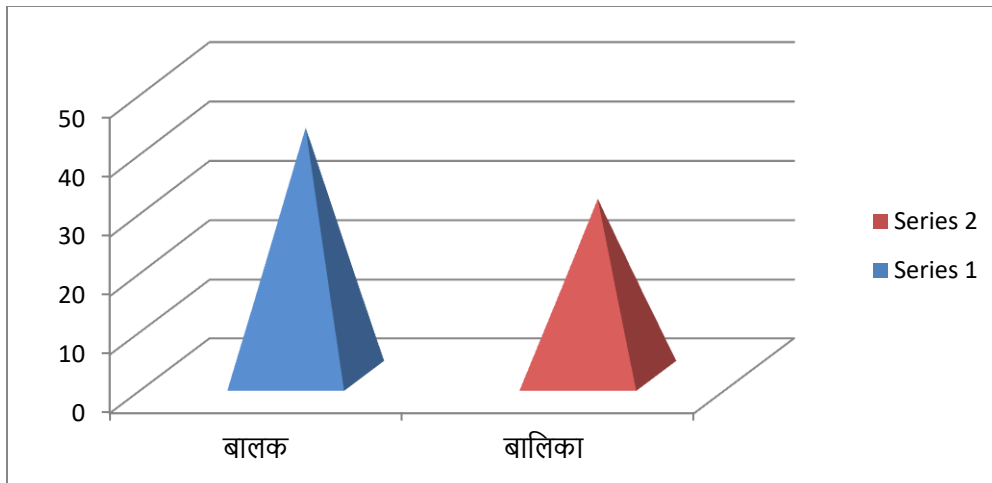
* 0.05 स्तर पर सार्थक **0.01 स्तर पर सार्थक

तालिका क्र.1.1 का अध्ययन करने से स्पष्ट होता है कि विद्यालय एवं लिंग के संदर्भ में F के मान 1/49 df के लिए 0.01 स्तर पर सार्थक पाये गए अर्थात् विद्याभारती की गतिविधियों का विद्यार्थियों की कुल सृजनात्मकता पर सार्थक प्रभाव पाया गया। वहीं बालिकाओं का कुल सृजनात्मकता बालकों की तुलना में सार्थक उच्च स्तरीय पायी गयी। इसके साथ ही विद्यालय एवं लिंग की अंतःक्रिया के संदर्भ में विद्याभारती के बालकों का कुल सृजनात्मकता बालिकाओं की तुलना में सार्थक उच्च स्तरीय पायी गयी, वहीं अन्य विद्यालयों की बालिकाओं की कुल सृजनात्मकता बालकों की तुलना में सार्थक उच्च स्तरीय पायी गयी। परिणामों को दंड आरेख के रूप में क्रमानुसार ग्राफ में दिए जा रहे हैं -

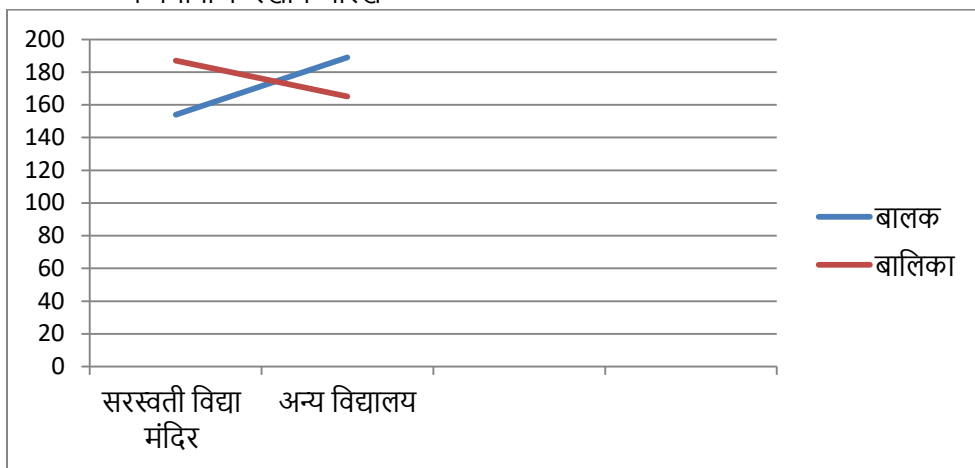
ग्राफ क्र.1.1: विद्याभारती की गतिविधियों का विद्यार्थियों के कुल सृजनात्मकता के अन्य विद्यालय के विद्यार्थियों के कुल सृजनात्मकता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.2: बालको एवं बालिकाओं के कुल सृजनात्मकता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.3: विद्यार्थियों के कुल सृजनात्मकता पर विद्यालय एवं लिंग की अंतःक्रिया के लिए मध्यमानों के रेखीय आरेख



(A) प्रवाहता

तालिका क्र. 1.2 : विद्याभारती की गतिविधियों का 50 विद्यार्थियों के सृजनात्मकता के आयाम प्रवाहता पर प्रभाव के अध्ययन के लिए प्रसारण के विश्लेषण का सारांश

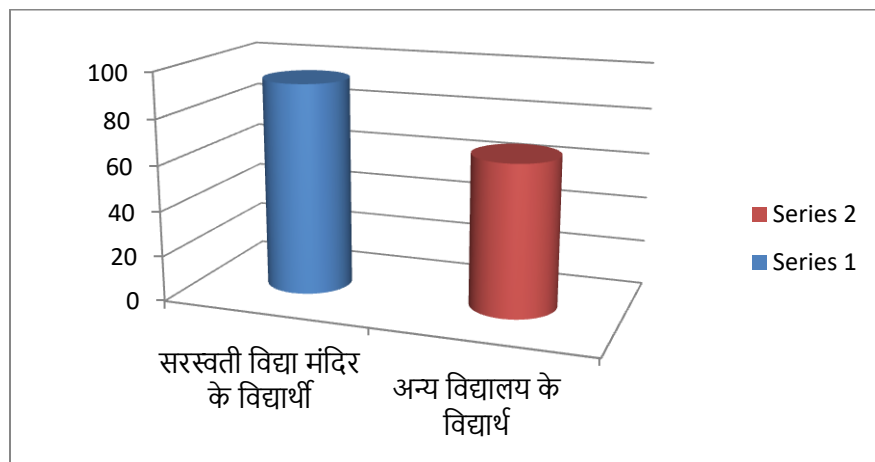
| प्रसारण के स्रोत | df | SS | MSS | F का मान |
|------------------|----|---------|---------|----------|
| विद्यालय | 1 | 8595.40 | 8595.40 | 218.49** |
| लिंग | 1 | 1571.78 | 1571.78 | 39.95** |
| विद्यालय *लिंग | 1 | 3051.39 | 3051.39 | 77.56** |
| त्रुटि | 46 | 1809.63 | 39.34 | |
| कुल योग | 49 | | | |

* 0.05 स्तर पर सार्थक **0.01 स्तर पर सार्थक

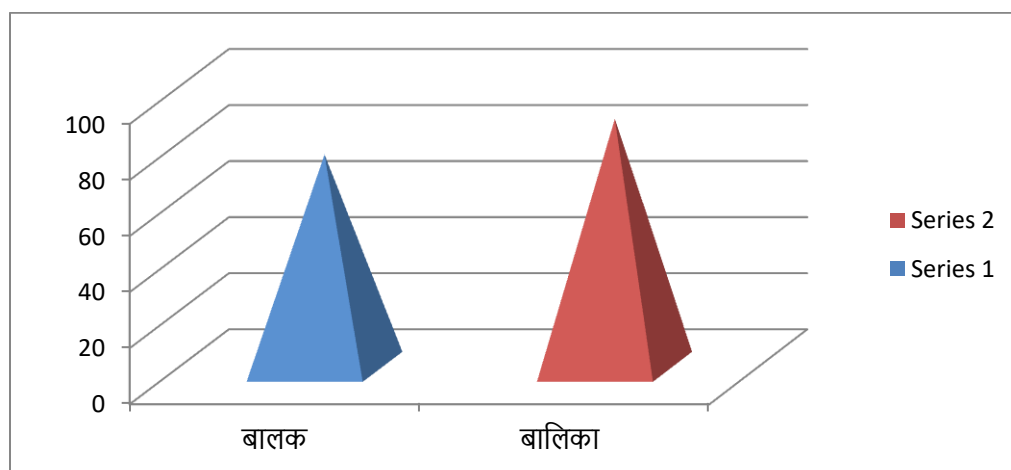
तालिका क्र.1.2 का अध्ययन करने से स्पष्ट होता है कि विद्याभारती के विद्यार्थियों का सृजनात्मकता के आयाम प्रवाहता के मध्यमान सार्थक उच्च स्तरीय पाये गए एवं विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता के आयाम प्रवाहता पर सार्थक प्रभाव पाया गया। वहीं बालिकाओं के सृजनात्मकता के आयाम प्रवाहता सार्थक उच्च स्तरीय पायी गयी। इसी प्रकार विद्यालय एवं लिंग की अंतःक्रिया के सन्दर्भ में विद्याभारती के बालकों का सृजनात्मकता के आयाम प्रवाहता बालिकाओं की

तुलना में सार्थक उच्च स्तरीय पाया गया वहीं अन्य विद्यालयों की बालिकाओं का सृजनात्मकता के आयाम प्रवाहता बालकों की तुलना में सार्थक उच्च स्तरीय पायी गयी। परिणामों को दंड आरेख के रूप में क्रमानुसार ग्राफ में दिए जा रहे हैं -

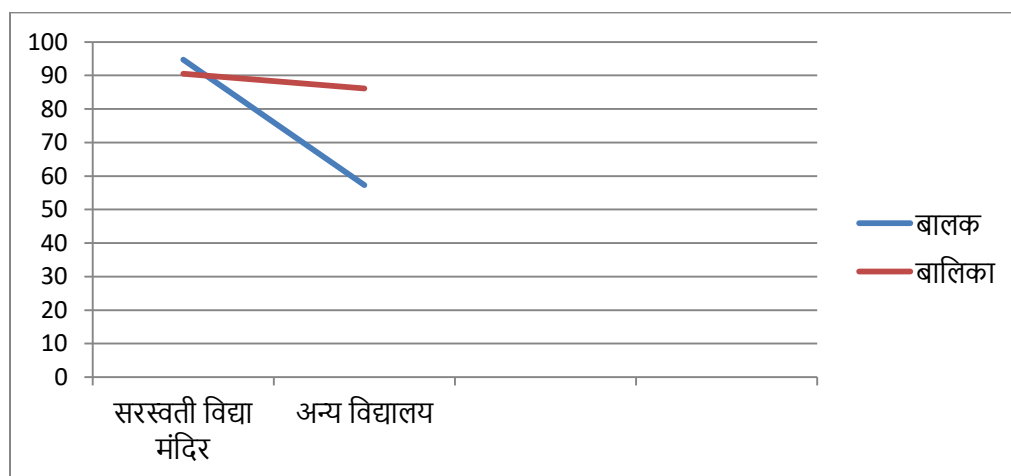
ग्राफ क्र.1.4: विद्याभारती की गतिविधियों का विद्यार्थियों के एवं अन्य विद्यालय के विद्यार्थियों के सृजनात्मकता के आयाम प्रवाहता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.5: बालको एवं बालिकाओं के सृजनात्मकता के आयाम प्रवाहता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.6 : विद्यार्थियों के सृजनात्मकता के आयाम प्रवाहता पर विद्यालय एवं लिंग की अंतःक्रिया के लिए मध्यमानों का रेखीय आरेख



(B) लचीलापन

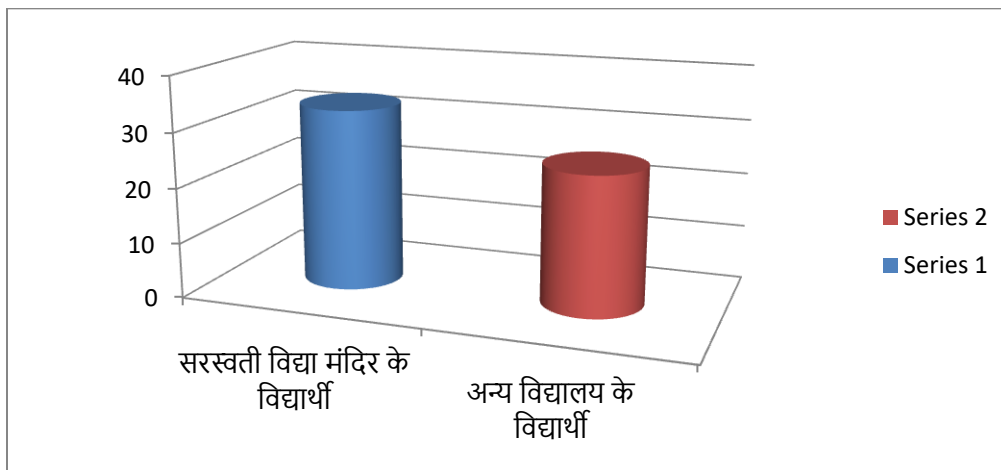
तालिका क्र.1.3 : विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता के आयाम लचीलापन पर प्रभाव के अध्ययन के लिए प्रसारण के विश्लेषण का सारांश

| प्रसारण के स्रोत | df | SS | MSS | F का मान |
|------------------|----|--------|--------|----------|
| विद्यालय | 1 | 721.03 | 721.03 | 117.93** |
| लिंग | 1 | 397.46 | 397.46 | 65.00 ** |
| विद्यालय *लिंग | 1 | 266.65 | 266.65 | 43.61** |
| त्रुटि | 46 | 281.25 | 6.11 | |
| कुल योग | 49 | | | |

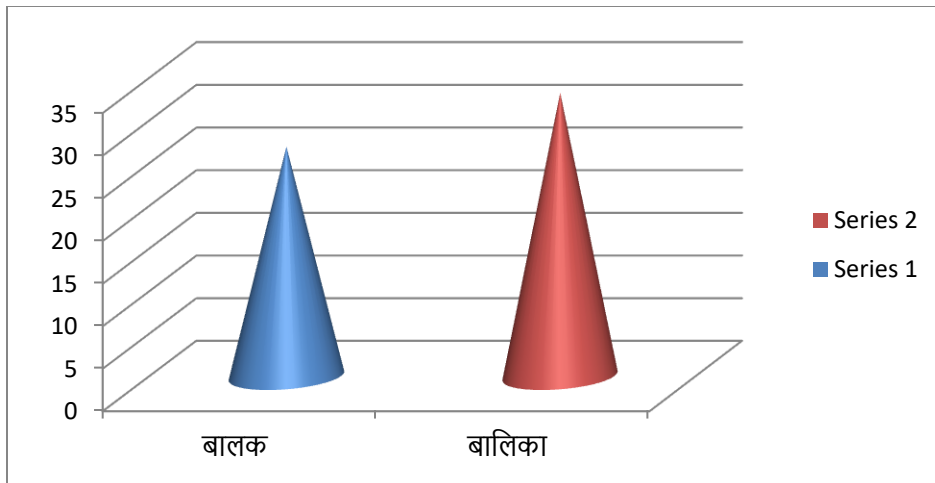
* 0.05 स्तर पर सार्थक **0.01 स्तर पर सार्थक

तालिका क्र.1.3 का अध्ययन करने से स्पष्ट होता है कि विद्यालय एवं लिंग के संदर्भ में F का मान सार्थक पाए गए अर्थात् विद्याभारती के विद्यार्थियों का सृजनात्मकता के आयाम लचीलापन सार्थक उच्च स्तरीय पाये गए। वहीं बालिकाओं के सृजनात्मकता के आयाम लचीलापन सार्थक उच्च स्तरीय पाये गए। इसी प्रकार विद्यालय एवं लिंग की अंतःक्रिया के संदर्भ में विद्याभारती के बालकों के सृजनात्मकता के आयाम लचीलापन बालिकाओं की तुलना में सार्थक उच्च स्तरीय पाये गए वहीं अन्य विद्यालयों के बालकों सृजनात्मकता के आयाम लचीलापन बालिकाओं की तुलना में सार्थक उच्च स्तरीय पाये गए। परिणामों को दंड आरेख के रूप में क्रमानुसार ग्राफ में दिए जा रहे हैं -

ग्राफ क्र.1.7 : विद्याभारती की गतिविधियों का विद्यार्थियों के एवं अन्य विद्यालय के विद्यार्थियों के सृजनात्मकता के आयाम लचीलापन की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.8: बालको एवं बालिकाओं के सृजनात्मकता के आयाम लचीलापन की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1.9: विद्यार्थियों के सृजनात्मकता के आयाम लचीलापन पर विद्यालय एवं लिंग की अंतःक्रिया के लिए मध्यमानों का रेखीय आरेख

(C) नवीनता

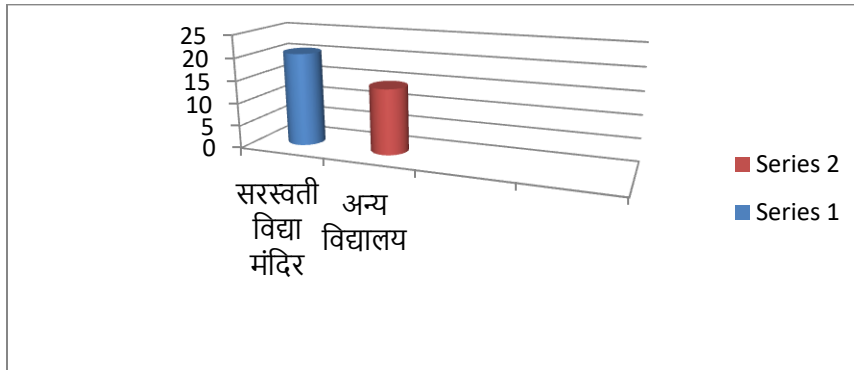
तालिका क्र.1.4 : विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता के आयाम नवीनता पर प्रभाव के अध्ययन के लिए प्रसारण के विश्लेषण का सारांश

| प्रसारण के स्त्रोत | df | SS | MSS | F का मान |
|--------------------|----|--------|--------|----------|
| विद्यालय | 1 | 445.01 | 445.01 | 340.98** |
| लिंग | 1 | 153.32 | 153.32 | 117.48** |
| विद्यालय *लिंग | 1 | 162.96 | 162.96 | 124.86** |
| त्रुटि | 46 | 60.03 | 1.30 | |
| कुल योग | 49 | | | |

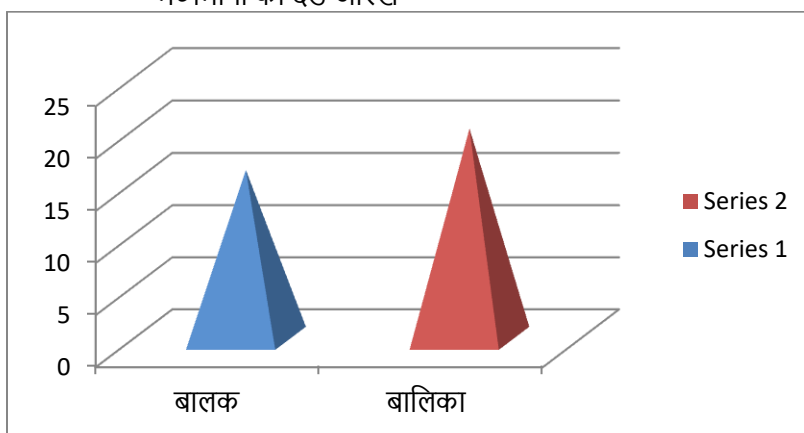
* 0.05 स्तर पर सार्थक **0.01 स्तर पर सार्थक

तालिका क्र.1.4 का अध्ययन करने से स्पष्ट होता है कि विद्यालय के संदर्भ में F 1/49 df के लिए 0.01 पर सार्थक प्रभाव पाया गया, अर्थात् विद्याभारती के विद्यार्थियों की सृजनात्मकता के आयाम नवीनता सार्थक उच्च स्तरीय पायी गयी एवं विद्याभारती की गतिविधियों का विद्यार्थियों के सृजनात्मकता के आयाम नवीनता पर सार्थक प्रभाव पाया गया। वहीं बालिकाओं का सृजनात्मकता के आयाम नवीनता सार्थक उच्च स्तरीय पाये गए। इसी प्रकार विद्याभारती के बालिकाओं के सृजनात्मकता के आयाम नवीनता बालकों की तुलना में सार्थक उच्च स्तरीय पाये गए। वहीं अन्य विद्यालयों के बालिकाओं के सृजनात्मकता के आयाम लचीलापन बालकों की तुलना में सार्थक उच्च स्तरीय पाये गए। परिणामों को दंड आरेख के रूप में क्रमानुसार ग्राफ में दिए जा रहे हैं -

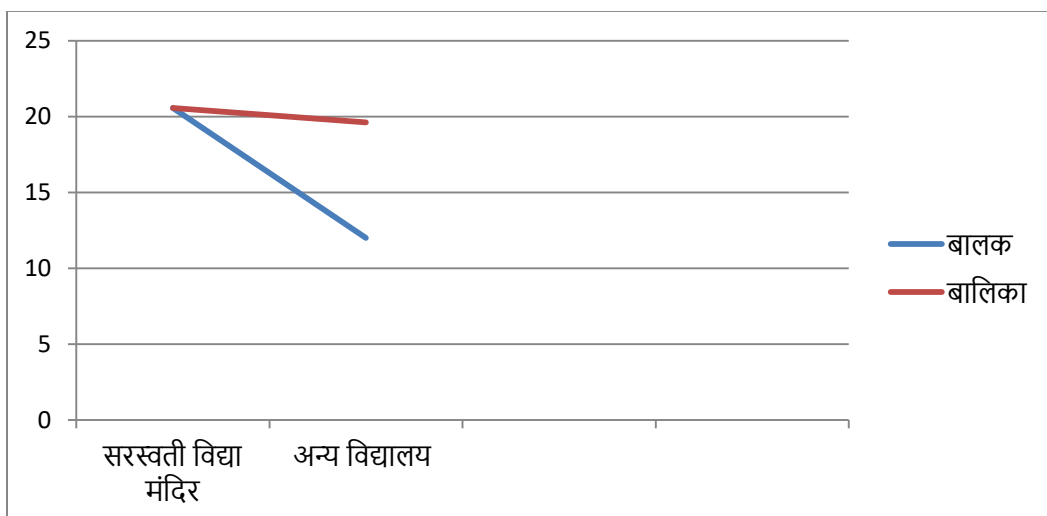
ग्राफ क्र.1.10: विद्याभारती की गतिविधियों का विद्या मंदिर के विद्यार्थियों के एवं अन्य विद्यालय के विद्यार्थियों की सृजनात्मकता के आयाम नवीनता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1 .11: बालको एवं बालिकाओं के सृजनात्मकता के आयाम नवीनता की तुलना के लिए मध्यमानों का दंड आरेख



ग्राफ क्र.1 .12: विद्यार्थियों के सृजनात्मकता के आयाम नवीनता पर विद्यालय एवं लिंग की अंतःक्रिया के लिए मध्यमानों का रेखीय आरेख



नई शिक्षा नीति 2020 का लक्ष्य है, शिक्षार्थी का संपूर्ण विकास जिसे साक्षरता, संख्याज्ञान, तार्किकता, सृजनात्मकता, समस्या समाधान, नैतिक, सामाजिक, भावनात्मक मूल्यों के विकास के द्वारा सम्भव किया जा सके। मनुष्य का जीवन

गुणों और प्रतिभाओं का भंडार है और यदि किसी भी मनुष्य के आधारभूत गुणों या ईश्वर प्रदत्त प्रतिभाओं का पूर्ण सदुपयोग उसके जीवन में नहीं किया जाता तो उसके वो गुण और प्रतिभाएं व्यर्थ ही हो जाती हैं। अतः बाल्यकाल से एक ऐसी शिक्षा पद्धति की छत्र-छाया में पले-बढ़े जिससे भारत का युवा देश की विभिन्न सामाजिक, सांस्कृतिक और तकनीकी आवश्यकताओं, देश की कला, भाषा और ज्ञान परंपराओं के बारे में ठोस ज्ञान प्राप्त करे। आजीविका और वैश्विक पारिस्थितिकी में तीव्र गति से आ रहे परिवर्तनों के कारण ये आवश्यक है कि देश का युवा इतना सक्षम हो कि विश्व पटल पर उसके आत्मविश्वास के सधे पांव कभी लड़खड़ाए नहीं। विद्याभारती ज्ञान, प्रज्ञा, सत्य की खोज भारत के प्राचीनतम शिक्षा पद्धतियों के आधार हैं जिनकी लौ के प्रकाश में विद्याभारती द्वारा उनकी शिक्षण पद्धति द्वारा भविष्य का ढांचा बहुत संयम और धैर्य से बिल्कुल वैसे ही गढ़ा जा रहा है जैसे कि एक मूर्तिकार अपनी छेनी की हल्की-हल्की चोट पहुँचा कर एक सुंदर मूर्ति का निर्माण करता है।

सन्दर्भ ग्रन्थ सूची

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<https://vidyabhartimk.org/ActivityReport.aspx?activityname=%E0%A4%B6%E0%A4%BF%E0%A4%95%E0%A5%8D%E0%A4%B7%E0%A4%BE%E0%A4%A6%E0%A4%B0%E0%A5%8D%E0%A4%B6%E0%A4%A8>

भारतीय ज्ञान परम्परा सदियों से अनुपम रही है। जिसमें नैतिकता, मानवता, प्रेम, सद्भाव आदि गुणों का समावेश रहा है। ईश्वर ने जब भी इस भारत भूमि पर अवतार लिया है उन्होंने भारतीय ज्ञान परम्परा को उज्ज्वल बनाया है। ज्ञान : जिसमें प्राणी अपनी सुविधा के अनुसार उपयोगी मानते हैं उसी को अपने आचरण में अर्थात् व्यवहार में लाते हैं। ज्ञान के स्रोत वेद, उपनिषद् एवम् पुराण माने गए हैं। चूंकि ज्ञान अध्यात्म का दूसरा नाम है, ज्ञान के अमृत पुंज के रूप में हमारे पास श्रीमद्भगवत गीता है जिसमें इस संसार के सभी प्राणियों का समावेश है, जो हमें कर्मपथ की ओर अग्रसर रखती है। वसुधैव कुटुंबकम् की परम्परा प्राचीन भारतीय संस्कृति की पहचान है। प्राचीन समय में ऋषि-मुनि एकांत स्थान पर अनेक वर्षों तक तपस्या करते थे तपश्चात उन्हें ज्ञान की प्राप्ति होती थी, उस ज्ञान से इस भौतिक संसार में रहकर सभी कर्तव्यों का निर्वहन करते हुए भगवद प्राप्ति का मार्ग प्रशस्त करते थे। उदाहरण के संदर्भ में ऋषि श्रेष्ठ विश्वामित्र, वशिष्ठ जी, क्रोधी स्वभाव के लिए प्रसिद्ध दुर्वासा ऋषि, परशुराम श्री कृष्ण के गुरु संदीपनी ऋषि, अष्टावक्र ऋषि आदि अनेकों प्रमाण मौजूद हैं, जिनसे भारतवर्ष की ज्ञान परम्परा निरंतर कार्यरत है।

निरपेक्ष सत्य की स्वानुभूति ही ज्ञान है। यह प्रिय-अप्रिय, सुख-दुःख इत्यादि भावों से निरपेक्ष होता है। इसका विभाजन विषयों के आधार पर होता है। विषय पाँच होते हैं – रूप, रस, गंध, शब्द और स्पर्श। [1]

ज्ञान की शास्त्रीय परिभाषा

ज्ञान लोगों के भौतिक तथा बौद्धिक सामाजिक क्रियाकलाप की उपज, संकेतों के रूप में जगत के वस्तुनिष्ठ गुणों और संबंधों, प्राकृतिक और मानवीय तत्त्वों के बारे में विचारों की अभिव्यक्ति है। ज्ञान दैनंदिन तथा वैज्ञानिक हो सकता है। वैज्ञानिक ज्ञान आनुभविक और सैद्धांतिक वर्गों में विभक्त होता है। इसके अलावा समाज में ज्ञान की मिथकीय, कलात्मक, धार्मिक तथा अन्य कई अनुभूतियाँ होती हैं। सिद्धांततः सामाजिक-ऐतिहासिक अवस्थाओं पर मनुष्य के क्रियाकलाप की निर्भरता को प्रकट किये बिना ज्ञान के सार को नहीं समझा जा सकता है। ज्ञान में मनुष्य की सामाजिक शक्ति संचित होती है, निश्चित रूप धारण करती है तथा विषयीकृत होती है। यह तथ्य मनुष्य के बौद्धिक कार्यकलाप की प्रमुखता और आत्मनिर्भर स्वरूप के बारे में आत्मगत-प्रत्ययवादी सिद्धांतों का आधार है। [2] स्वाभाविक और सहज शब्दों में हम ज्ञान को इस प्रकार परिभाषित कर सकते हैं “अनुभव की अनुभूति ही ज्ञान कहलाता है”।

भारतीय ज्ञान परंपरा अदभुत ज्ञान और प्रज्ञा का प्रतीक है। जिसमें ज्ञान और विज्ञान, लौकिक और पारलौकिक, कर्म और धर्म तथा भोग और त्याग का अदभुत समन्वय है। ऋग्वेद के समय से ही शिक्षा प्रणाली जीवन के नैतिक, भौतिक, आध्यात्मिक और बौद्धिक मूल्यों पर केंद्रित होकर विनम्रता, सत्यता, अनुशासन, आत्मनिर्भरता और सभी के लिए सम्मान जैसे मूल्यों पर जोर देती थी। वेदों में विद्या को मनुष्यता की श्रेष्ठता का आधार स्वीकार किया गया था (ऋग्वेद, 10/71/7)। ज्ञान प्रदान करने की दिशा में छात्रों को मानव, प्राणियों एवं प्रकृति के मध्य संतुलन को बनाए रखना सिखाया जाता था। शिक्षण और अधिगम के लिए वेद और उपनिषद् के सिद्धांतों का अनुपालन करना, जिससे व्यक्ति स्वयं, परिवार और समाज के प्रति कर्तव्यों को पूरा कर सके, इस प्रकार जीवन के सभी पक्ष प्राचीन भारतीय ज्ञान परम्परा में सम्मिलित थे।

शिक्षा प्रणाली ने सीखने और शारीरिक विकास दोनों पर ध्यान केंद्रित किया। कर्म वही है जो बंधनों से मुक्त करे और विद्या वही है जो मुक्ति का मार्ग दिखाए। इसके अतिरिक्त जो भी कर्म हैं वह सब निपुणता देने वाले मात्र हैं (विष्णु पुराण, 1/9/41)। शिक्षा के इस संकल्प को भारतीय परंपरा में अंगीकृत कर तदनुरूप ही विश्वविद्यालयों और गुरुकुलों में शिक्षा दी जाती थी। घर, मंदिर, पाठशाला तथा गुरुकुल में संस्कार युक्त स्वदेशी शिक्षा दी जाती थी। उच्च ज्ञान के लिए छात्र विहार और विश्वविद्यालयों में जाते थे तथा शिक्षण अधिकतर मौखिक था, छात्रों को कक्षा में जो विषय पढ़ाया जाता था उसको वो याद कर मनन करते थे।

प्राचीन काल की शिक्षा प्रणाली ज्ञान, परंपराएं और प्रथाएं मानवता को प्रोत्साहित करती थीं। पुराण में ज्ञान को अप्रतिम माना गया है (ब्रह्माण्ड पुराण, 1/4/15)। भारत के तक्षशिला, नालंदा, विक्रमशिला, बल्लभी, उज्जयिनी, काशी आदि विश्व प्रसिद्ध शिक्षा एवं शोध के प्रमुख केन्द्र थे तथा यहां कई देशों के शिक्षार्थी ज्ञानार्जन के लिए आते थे। वैदिक काल में महिलाओं की शिक्षा के क्षेत्र में उल्लेखनीय प्रसिद्धि थी जिसमें मैत्रेयी, ऋतम्भरा, अपाला, गार्गी और लोपामुद्रा आदि जैसे नाम प्रमुख थे। बोधायन, कात्यायन, आर्यभट्ट, चरक, कणाद, वाराहमिहिर, नागार्जुन, अगस्त्य, भर्तृहरि, शंकराचार्य, स्वामी विवेकानंद जैसे अनेकानेक महापुरुषों ने भारत भूमि पर जन्म लेकर अपनी मेधा से विश्व में भारतीय ज्ञान परंपरा के समिद्ध हेतु अतुल्य योगदान दिया है।

गुरुकुल शिक्षा के प्रमुख आधार स्तम्भ थे। शिक्षार्थी अठारह विद्याओं – छः वेदांग, चार वेद (ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद), चार उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्व वेद, शिल्पवेद), मीमांसा, न्याय, पुराण तथा धर्मशास्त्र का अर्जन गुरु के निर्देशन में ब्रह्मचर्य का पालन करते हुए अनुष्ठानपूर्वक अभ्यास कर सम्पादन करते थे जिससे आजीविका निर्वहन में कोई परेशानी नहीं होती थी तथा प्रौढ़ावस्था तक आते-आते अपने विषय के निपुण ज्ञाता बन जाते थे। त्याग, वृत्तिसम्पन्न तथा धन की तृष्णा से परे आचार्य ही भारतीय शिक्षा पद्धति में शिक्षक माना गया है। शिक्षा को व्यवसाय और धनार्जन का साधन नहीं माना जाता था। वायु पुराण (77/128) में उल्लेख है कि गुरु रूपी तीर्थ से सिद्धि प्राप्त होती है तथा वह सभी तीर्थों से श्रेष्ठ है। प्राचीन भारतीय सनातन ज्ञान परंपरा अति समृद्धि थी तथा इसका उद्देश्य धर्म, अर्थ, काम, मोक्ष को समाहित करते हुए व्यक्ति के संपूर्ण व्यक्तित्व को विकसित करना था। जब सारा विश्व अज्ञान रूपी अंधकार में भटकता था तब सम्पूर्ण भारत के मनीषी उच्चतम ज्ञान का प्रसार करके मानव को पशुता से मुक्त कर, श्रेष्ठ संस्कारों से युक्त कर संपूर्ण मानव बनाते थे।

प्राचीन और सनातन भारतीय ज्ञान और विचार की समृद्ध परंपरा के आलोक में राष्ट्रीय शिक्षा नीति 2020 तैयार की गई है। ज्ञान, प्रज्ञा और सत्य की खोज को भारतीय विचार परंपरा और दर्शन में सदा सर्वोच्च लक्ष्य माना जाता था। प्राचीन भारत में शिक्षा का लक्ष्य सांसारिक जीवन अथवा स्कूल के बाद के जीवन की तैयारी के रूप में ज्ञान अर्जन नहीं बल्कि पूर्ण आत्म ज्ञान और मुक्ति के रूप में माना गया था। भारत द्वारा 2015 में अपनाए गए सतत् विकास एजेंडा 2030 के लक्ष्य चार में परिलक्षित वैश्विक शिक्षा विकास योजना के अनुसार विश्व में 2030 तक सभी के लिए समावेशी और समान गुणवत्तायुक्त शिक्षा सुनिश्चित करने और जीवन पर्यंत शिक्षा के अवसरों को बढ़ावा दिए जाने का लक्ष्य है। इस हेतु संपूर्ण शिक्षा प्रणाली को समर्थन और अधिगम को बढ़ावा देने के लिए पुनर्गठित करने की आवश्यकता होगी ताकि सतत् विकास के लिए 2030 एजेंडा के सभी महत्वपूर्ण लक्ष्य प्राप्त किया जा सके।

राष्ट्रीय शिक्षा नीति 2020 के अनुसार 2040 तक भारत के लिए

में आकार देती हैं। इस नीति द्वारा शिक्षकों को सक्षम बनाने के लिए हर संभव कदम उठाए जाने की योजना है जिससे कि वे अपने कार्य को प्रभावी रूप से कर सकें। हर स्तर पर शिक्षण के पेशे में सबसे होनहार लोगों का चयन करने की योजना है। जिसके लिए उनकी आजीविका, सम्मान, मान मर्यादा और स्वायत्तता सुनिश्चित हो सकेगी। साथ ही तंत्र में गुणवत्ता है। इस नीति का उद्देश्य ऐसे अच्छे इंसानों का विकास करना है जिनमें करुणा और सहानुभूति, साहस और लचीलापन, वैज्ञानिक चिंतन और रचनात्मकता, कल्पना शक्ति, नैतिक मूल्य का समावेश हो तथा संविधान द्वारा परिकल्पित समावेशी और बहुलतावादी समाज के निर्माण में बेहतर तरीके से योगदान कर सकें।

भारतीय भाषाओं को महत्व देते हुए अभियांत्रिकी, चिकित्सा और व्यवसायिक पाठ्यक्रमों सहित लगभग सभी पाठ्यक्रमों में भारतीय भाषा का विकल्प रखा गया है। शिक्षकों और अभिभावकों को हर बच्चे की विशिष्ट क्षमताओं की स्वीकृति, पहचान और उनके विकास हेतु संवेदनशील बनाने की योजना इस शिक्षा नीति के माध्यम से करने का प्रयास किया गया है। अकादमिक और अन्य क्षमताओं में सर्वांगीण विकास पर पूरा ध्यान देने का उल्लेख है। बुनियादी साक्षरता और संख्या ज्ञान को सर्वाधिक प्राथमिकता दी गई है जिससे कि सभी बच्चे कक्षा तीन तक साक्षरता और संख्या ज्ञान विषयों को सीखने के मूलभूत कौशलों को प्राप्त कर सकेंगे। रटकर परीक्षा पास करने वाली पद्धति को इस शिक्षा नीति में नकारा गया है और अवधारणात्मक समझ पर जोर देने वाली शिक्षा को विकसित करने की योजना बनाने का प्रयास किया गया है जिससे तार्किक निर्णय लेने और नवाचार को प्रोत्साहित करने के लिए रचनात्मक और तार्किक सोच वाली शिक्षा विकसित किया जा सके।

सहानुभूति, दूसरों के लिए सम्मान, शिष्टाचार, लोकतांत्रिक भावना, सेवा की भावना, सार्वजनिक संपत्ति के लिए सम्मान, वैज्ञानिक चिंतन, स्वतंत्रता, जिम्मेदारी, बहुलतावाद, समानता और न्याय को विद्यार्थियों में बनाये रखने के लिए नैतिकता, मानवीय और संवैधानिक मूल्य अत्यन्त आवश्यक

विज्ञान, लौकिक और पारलौकिक, कर्म और धर्म तथा भोग और त्याग का अद्भुत समन्वय है। ऋग्वेद के समय से ही शिक्षा प्रणाली जीवन के नैतिक, भौतिक, आध्यात्मिक और बौद्धिक मूल्यों पर केंद्रित होकर विनम्रता, सत्यता, अनुशासन, आत्मनिर्भरता और सभी के लिए सम्मान जैसे मूल्यों पर जोर देती थी। वेदों में विद्या को मनुष्यता की श्रेष्ठता का आधार स्वीकार किया गया था (ऋग्वेद, 10/71/7)। छात्रों को मानव, प्राणियों एवं प्रकृति के मध्य संतुलन को बनाए रखना सिखाया जाता था। शिक्षण और सीखने के लिए वेद और उपनिषद् के सिद्धांतों का अनुपालन जिससे व्यक्ति स्वयं, परिवार और समाज के प्रति कर्तव्यों को पूरा कर सके, इस प्रकार जीवन के सभी पक्ष इस प्रणाली में सम्मिलित थे।

शिक्षा प्रणाली ने सीखने और शारीरिक विकास दोनों पर ध्यान केंद्रित किया। कर्म वही है जो बंधनों से मुक्त करे और विद्या वही है जो मुक्ति का मार्ग दिखाए। इसके अतिरिक्त जो भी कर्म हैं वह सब निपुणता देने वाले मात्र हैं (विष्णु पुराण, 1/9/41)। शिक्षा के इस संकल्प को भारतीय परंपरा में अंगीकृत कर तदनुरूप ही विश्वविद्यालयों और गुरुकुलों में शिक्षा दी जाती थी। घर, मंदिर, पाठशाला तथा गुरुकुल में संस्कार युक्त स्वदेशी शिक्षा दी जाती थी। उच्च ज्ञान के लिए छात्र विहार और विश्वविद्यालयों में जाते थे तथा शिक्षण अधिकतर मौखिक था, छात्रों को कक्षा में जो विषय पढ़ाया जाता था उसको वो याद कर मनन करते थे।

प्राचीन काल की शिक्षा प्रणाली ज्ञान, परंपराएं और प्रथाएं मानवता को प्रोत्साहित करती थीं। पुराण में ज्ञान को अप्रतिम माना गया है (ब्रह्माण्ड पुराण, 1/4/15)। भारत के तक्षशिला, नालंदा, विक्रमशिला, बल्लभी, उज्जयिनी, काशी आदि विश्व प्रसिद्ध शिक्षा एवं शोध के प्रमुख केन्द्र थे तथा यहां कई देशों के शिक्षार्थी ज्ञानार्जन के लिए आते थे। वैदिक काल में महिलाओं की शिक्षा के क्षेत्र में उल्लेखनीय प्रसिद्धि थी जिसमें मैत्रेयी, ऋतम्भरा, अपाला, गार्गी और लोपामुद्रा आदि जैसे नाम प्रमुख थे। बोधायन, कात्यायन, आर्यभट्ट, चरक, कणाद, वाराहमिहिर, नागार्जुन, अगस्त्य, भर्तृहरि, शंकराचार्य, स्वामी विवेकानंद जैसे अनेकानेक महापुरुषों ने भारत भूमि पर जन्म लेकर अपनी मेधा से विश्व में भारतीय ज्ञान परंपरा के समिद्ध हेतु अतुल्य योगदान दिया है।

गुरुकुल शिक्षा के प्रमुख आधार स्तम्भ थे। शिक्षार्थी अठारह विद्याओं – छः वेदांग, चार वेद (ऋग्वेद, यजुर्वेद, सामवेद, अथर्ववेद), चार उपवेद (आयुर्वेद, धनुर्वेद, गन्धर्व वेद, शिल्पवेद), मीमांसा, न्याय, पुराण तथा धर्मशास्त्र का अर्जन गुरु के निर्देशन में ब्रह्मचर्य का पालन करते हुए अनुष्ठानपूर्वक अभ्यास कर सम्पादन करते थे जिससे आजीविका निर्वहन में कोई परेशानी नहीं होती थी तथा प्रौढ़ावस्था तक आते-आते अपने विषय के निपुण ज्ञाता बन जाते थे। त्याग, वृत्तिसम्पन्न तथा धन की तृष्णा से परे आचार्य ही भारतीय शिक्षा पद्धति में शिक्षक माना गया है। शिक्षा को व्यवसाय और धनार्जन का साधन नहीं माना जाता था। वायु पुराण (77/128) में उल्लेख है कि गुरु रूपी तीर्थ से सिद्धि प्राप्त होती है तथा वह सभी तीर्थों से श्रेष्ठ है। प्राचीन भारतीय सनातन ज्ञान परंपरा अति समृद्धि थी तथा इसका उद्देश्य धर्म, अर्थ, काम, मोक्ष को समाहित करते हुए व्यक्ति के संपूर्ण व्यक्तित्व को विकसित करना था। जब सारा विश्व अज्ञान रूपी अंधकार में भटकता था तब सम्पूर्ण भारत के मनीषी उच्चतम ज्ञान का प्रसार करके मानव को पशुता से मुक्त कर, श्रेष्ठ संस्कारों से युक्त कर संपूर्ण मानव बनाते थे।

{ Cited web|url=<https://www.aryanprime.com/2017/08/what-is-knowledge-who-is-enemy-of-wisdom.html%7Ctitle=ज्ञान क्या है ?, ज्ञान>

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वर्तमान परिदृश्य में पारिवारिक एवं सामाजिक जीवन में मूल्य चेतना की आवश्यकता

डॉ अर्चना श्रीवास्तव

प्राध्यापक

बी सी जी शिक्षा महाविद्यालय

देवास (मध्य प्रदेश)

“जड़ चेतन गुण दोषमय विश्व कीन्ह करतार” अर्थात् ईश्वर ने यह संसार जड़ चेतन दो रूपों में बनाया है। जड़ वे पदार्थ हैं जिनमें विवेक, भाव गति नहीं है वही चेतना वह हैं जिनमें विवेक, भाव और गति के साथ-साथ आभास भी है। यद्यपि ईश्वर जो चेतना का स्रोत है वह सर्वत्र व्यापक होने से जड़ कुछ नहीं बचता, सब चेतन ही है “न जड़ क्वाचिद”। सृष्टि के प्रत्येक घटक के कण-कण में जो स्पंदन, परिवर्तन, गतिशीलता, दृष्टिगोचर हो रही है इसके मूल में सक्रिय शक्ति चेतना ही है। सुप्रसिद्ध लेखिका एवं स्वतंत्र विचारक विदुषी एनीबेसेंट ने चेतना को जीवन का पर्याय मानते हुए अपनी पुस्तक ‘ए स्टडी आफ कोन्शियसनेस (1904) लिखा की “चेतना और जीवन एक ही तथ्य को दो पहलू है चेतना के अभाव में जीवन संभव नहीं है और जीवन के बिना चेतना संभव नहीं।” अतः जीवन की सक्रियता एवं चेतन्यता के मूल में विद्यमान शक्ति ही चेतना है। इसकी अभिव्यक्ति सृष्टि में दृश्य मान जीवन के विविध स्तरों में होती है।

पाश्चात्य दर्शन में चेतना को दो रूपों में परिभाषित किया गया है, प्रथम जब तक एक मनुष्य की मानसिक क्रियाएं चलती रहती हैं, उसे सचेतन माना जाता है और जब ये विचार, भाव इच्छाएं आदि विलुप्त हो जाती हैं, तब उसे अचेतन कहा जाता है, इस संदर्भ में चेतना का अर्थ अनुभव और बोध से है। दूसरा, चेतना मनुष्य की अपनी मानसिक क्रियाओं के प्रति सजगता का भी प्रतिनिधित्व करती है। अंतर्निरीक्षण द्वारा मनुष्य अपने विचारों, भावनाओं एवं अनुभवों से बहुत कुछ जान सकते हैं।

इस तरह चेतना का सर्वमान्य अर्थ सचेतनता या बोध (Awareness) से है। यही पश्चिमी चिंतन में मान्य चेतना की परिभाषा है। यह विचार, संवेदना या भाव तथा संकल्प द्वारा व्यक्त अस्तित्व की स्थिति है। चेतना का उच्चतम स्तर प्रसन्नता है जो मनुष्य में मूल्य अर्जन की ओर अग्रसर होता है। किसी भी कार्य के उपरांत मनुष्य की प्रसन्नता की अनुभूति उसकी संतुष्टि का परिचायक है यही जीवन मूल्य है। मूल्य सही व गलत का बोध कराते हैं, समाज में व्यवहार के मानक निर्धारित करते हैं, जीवन की दिशा को निर्देशित कर आत्मविकास तथा आत्म साक्षात्कार की ओर अग्रसर करते हैं।

यही मूल्य मनुष्य की आत्म चेतना के आयाम मूल्य चेतना का निर्माण करते हैं। इस आधार पर मनुष्य को सही या गलत का बोध के साथ समाज के मानक के अनुरूप व्यवहार करने में सहायक तथा मनुष्य को अस्तित्व की पहचान कराते हुए जीवन की दिशा को निर्देशित कर आत्म विकास की ओर अग्रसर करने वाली चेतना 'मूल्य चेतना' है।

मनुष्य जब भी सचेतन रहता है उसकी चेतना में 3 तरह के व्यवहार परिलक्षित होते हैं – ज्ञानात्मक, भावनात्मक तथा क्रियात्मक। चेतना के सभी आयामों में तीनों पक्ष विद्यमान रहते हैं। चेतना का महत्वपूर्ण आयाम मूल्य चेतना के ज्ञानात्मक पक्ष में मूल्यों का ज्ञान सम्मिलित रहता है। इन्हीं मूल्यों के आलोक में या आधार पर कर्ता अपने उन कार्यों को करता है जो सही और वांछनीय होते हैं। यह मूल्य ही उसे सही कार्य करने के लिए दिशा निर्देशित करते हैं। इन मूल्यों का ज्ञान मनुष्य को उसके पारिवारिक एवं सामाजिक स्त्रोतों से होता है। इस तरह के कार्यों को नैतिक कार्य कहा जाता है। इसी ज्ञान के अनुरूप मनुष्य अनुकूल या प्रतिकूल कार्य करता है। मूल्य चेतना का भावनात्मक पक्ष प्रवृत्ति एवं निवृत्ति से संबंधित है। बहुत महत्वपूर्ण होता है। इसके अभाव में ज्ञान के रहने पर भी कार्य संपादन नहीं हो सकता। कहा भी गया है – “जानामी धर्म न चे मे प्रवर्ती: जानाम्य धर्म न च मे निवृत्ति:” अर्थात् मैं धर्म को जानता हूँ, किंतु मुझे उसकी उसके लिए प्रवृत्ति नहीं है। अधर्म को जानता हूँ, किंतु उसमें मुझे निवृत्ति नहीं है। यह प्रवृत्ति या निवृत्ति न तो ज्ञान है और ना क्रिया। प्रवृत्ति यदि किसी कार्य को संपन्न करने का मानसिक झुकाव है, तो निवृत्ति कार्य संपन्न नहीं करने की मानसिक उदासीनता। प्रवृत्ति या निवृत्ति के गतिशील होने पर कार्य संपादन क्रमशः होता है या नहीं होता है। प्रवृत्ति की दो तरह की अवस्थाएं होती हैं सक्रिय या क्रियामाण अवस्था या काइनेटिक (Kinetic) तथा निष्क्रिय अवस्था या डॉर्मेंट (Dorment)। प्रवृत्ति के सक्रिय होने पर भावनाएं एवं क्रियाएं दोनों होती हैं अर्थात् मूल्य आधारित कर्म के संपादन के बाद कर्ता के मन में उस कर्म के नैतिक मूल्य के अनुरूप भावना संतोष या आनंद का अनुभव होता है। इस तरह के अनुभव प्राप्त करके वह अपने आप को प्रशंसित करता है। किंतु यदि कर्म अनैतिक होता है तो कर्ता को ग्लानि, पश्चाताप और क्लेश का अनुभव होता है और इस तरह वह अपनी भर्त्सना कर लेता है। कर्ता द्वारा आत्म संतोष या आत्मग्लानि की भावना की अनुभूति कार्य करने के लिए निर्णय लेने बाद तथा निर्णय अनुसार कर्म करने के बाद भी उत्पन्न होती है। मानव व्यक्तित्व की संरचना ही कुछ ऐसी होती है कि वह कर्म की नैतिकता के अनुरूप भावना को भी उत्पन्न कर सकती है। इस आधार पर अपने व दूसरों के द्वारा किए गए कार्य का मूल्यांकन कर उसकी प्रशंसा भर्त्सना अथवा निंदा करता

है। इस प्रकार स्पष्ट होता है कि मूल्य चेतना में भावनाएं महत्वपूर्ण भूमिका अदा करती हैं। मूल्य चेतना के ज्ञानात्मक एवं भावात्मक पक्षों के साथ उसका एक क्रियात्मक पक्ष भी होता है। मूल्य चेतना का क्रियात्मक रूप कार्य करने के निमित्त संकल्प से भी जुड़ा होता है। आवश्यक ज्ञान हो और प्रवृत्ति भी हो पर यदि संकल्प का अभाव रहे, तो कार्य संपादन नहीं हो सकता। नैतिक कार्य संपादन के लिए नैतिकता विरोधी प्रवृत्तियों का दमन करना नैतिक नियमों के अनुकूल कार्य का चयन करना तथा उस चयनित कार्य को करने के लिए संकल्प लेना आवश्यक होते हैं। केवल संकल्प जनित कर्म ही नैतिक परिधि में आ सकते हैं। अतः मूल्य चेतना के क्रियात्मक पक्ष में संकल्प का अधिक महत्व है। मनुष्यों में मूल्य चेतना की अभिव्यक्ति में व्यवहार के तीनों पक्ष परिलक्षित होते हैं, किंतु सभी मनुष्यों, परिवारों तथा समाजों में मूल्य चेतना एक समान नहीं होती। इसका कारण यह है कि मूल्य चेतना का क्रमिक विकास होता रहता है।

मूल्य चेतना का विकास बाह्य निर्देशन से आंतरिक निर्देशन की ओर होता है। परिवार और समाज द्वारा परंपराओं का ज्ञान यह पूर्णतया बाह्य निर्देशित होता है। विकास क्रम के साथ निर्देश का स्वरूप धीरे-धीरे आंतरिक हो जाता है। उस स्थिति में निर्देशन मनुष्य का विवेक करता है। बाह्य निर्देशन द्वारा निर्देशित चेतना ही आंतरिक निर्देशन के दौरान सक्रिय रहती है। वर्तमान परिदृश्य में मनुष्य की मूल्य चेतना का ज्ञानात्मक पक्ष सक्रिय है, उसे सही या गलत का बोध है लेकिन प्रवृत्ति और संकल्प के अभाव में कारण इसकी कोई सार्थकता नहीं है। कई बार किन्हीं परिस्थितियों में मनुष्य निवृत्ति भी प्रदर्शित करता है। ज्ञानवान मनुष्यों की इसी उदासीनता के कारण अब बौद्धिक नेतृत्व वैज्ञानिकों एवं तकनीकीविदों द्वारा किया जा रहा है। इस वैज्ञानिक क्रांति के फलस्वरूप मनुष्य की मूल्य चेतना भौतिक एवं वैज्ञानिक शक्तियों के नियंत्रण में है। इस कारण प्राचीन समय के धार्मिक, नैतिक, सामाजिक मूल्य जो एकीकृत समन्वित व्यक्तित्व के मूल में कार्यशील होकर एवं आंतरिक निर्देशन में भी सहायक थे, अब समाप्त प्रायः हो गए हैं। इन मूल्यों का स्थान तार्किक बौद्धिकता ने ग्रहण कर लिया है। इस परिवर्तित स्थिति ने मानव चेतना के मनोवैज्ञानिक वातावरण को अत्यधिक जटिल बना दिया है। जो मूल्य चेतना के चिंतन, विश्वासों और क्रिया को प्रभावित कर रहा है। प्राचीन शास्त्रीय ज्ञान के प्रकाश में मूल्य चेतना की स्थिति का मूल कारण अहम के रूप में पहचाना है। विश्व संघ पांडिचेरी के सचिव जय स्मिथ ने द आइंडियल ऑफ ह्यूमन यूनिटी पर आयोजित विश्व सेमिनार (1960) में अहंता, बौद्धिकता और शक्ति को तीन प्रमुखतम समस्याओं के रूप में विश्व के समक्ष प्रस्तुत किया। इन तीनों में अहं सबसे प्रमुख है एक और अहं निम्न 'स्व' को उच्च 'स्व' से

पृथक करता है तो दूसरी ओर एक मनुष्य से दूसरे मनुष्य के मध्य दीवार बनकर खड़ा हो जाता है। अहम केवल मूल्य चेतना के संकट ही नहीं वरन सामाजिक व वैश्विक समस्याओं यथा अपराध, हिंसा, आतंक, युद्ध के मूल में भी कार्यरत है। मानवीय मस्तिष्क 'मैं' मेरा' तथा 'मुझे' की संकीर्ण परिधियों में संकुचित होकर रह गया है। इस तरह वैयक्तिक और सामूहिक अहम मूल्य चेतना के समक्ष उपस्थित द्वंद्वों का मूल कारण है। मनुष्य इन द्वंद्वों का सही प्रकार से समाधान नहीं कर पाने की स्थिति में अपने जीवन से निराश होकर आत्महत्या का मार्ग तक अपना लेते हैं जो मनुष्य का स्थिति से पलायन प्रदर्शित करता है, वहीं कई बार गलत मार्ग का चुनाव कर अपने मन की संतुष्टि के लिए स्वार्थी होकर भौतिक संपन्नता एवं व्यवसाय प्रगति के लिए चूहा दौड़ में शामिल हो जाता है। दूसरों का सुनने और उनका सम्मान करने की आवश्यकता महसूस नहीं करता। यह स्थितियां पारिवारिक विघटन से प्रारंभ हो सामाजिक व राष्ट्रीय विघटन के लिए जिम्मेदार होती है। मनुष्य की मानसिकता पर बौद्धिक तार्किकता का प्रभुत्व होने के कारण मूल्य चेतना विलुप्त हो गई है। ऐसी स्थिति में वर्तमान परिदृश्य में मनुष्य में मूल्य चेतना की आवश्यकता महसूस की जा रही है। जिससे जो मनुष्य के सही व गलत का बोध में सहायक हो और वह अपने अस्तित्व को पहचान कर सामाजिक मानक के अनुरूप समाज में भूमिका निर्वाह करते हुए अपने जीवन की दिशा को निर्देशित कर आत्मिक विकास कर सके। मूल्यों और नैतिकता केवल निर्देशित ही नहीं करते वरन लक्ष्य तक पहुंचने के लिए प्रोत्साहित एवं अभी प्रेरित कर ऊर्जा प्रदान करते हैं। असफलता से उत्पन्न हताशा व निराशा को दूर करती है।

मूल्य चेतना के विकास के लिए मानवीय चेतना का समग्र अध्ययन एवं आध्यात्मिक पृष्ठभूमि का निर्माण ही सहायक है। इस संदर्भ में प्रभावी ऋषियों द्वारा प्रवर्तित समग्र चिंतन एवं उपचार की प्रणाली ही प्रभावी भूमिका का निर्वाह कर सकती है, क्योंकि केवल इसी प्रणाली में ऐसी विद्या निहित है जो अहम की मूल समस्या का समाधान इसके अतिक्रमण द्वारा इसका उच्चतर ध्येय में विलय कर सकती है। यह उच्चतर ध्येय वस्तुतः और कुछ नहीं, मनः संस्थान की सबसे गहन अंतिम परत है जिसे 'सुपर चेतन' कहा गया है। सुपर इसलिए कि उसकी मूल प्रवृत्ति मात्र उत्कृष्टता से परिपूर्ण है। इसे ईश्वर के समतुल्य माना जा सकता है। वेदांत दर्शन में अयमात्मा ब्रह्म, प्रज्ञानं ब्रह्म चिदानंदोऽहम तत्त्वमसी जैसे सूत्रों में जिस सत्ता को परम तत्व परमात्मा माना गया है, वह परिष्कृत अंतःकरण ही है। उसी को विज्ञान की भाषा में 'सुपर चेतन' कहते हैं। यही आत्मा या परमात्मा की विराट सत्ता का

प्रतीक प्रतिनिधि एवं द्योतक है। यही 'सुपर चेतन' मनुष्य के ज्ञानात्मक, भावनात्मक एवं क्रियात्मक पक्ष को नियंत्रित करेगा।

आपने अहं एवं स्वार्थ की शुद्ध सत्ता का इसमें समर्पण, विसर्जन एवं विलय की आध्यात्मिक प्रक्रिया द्वारा ही अहं के क्षय या विस्तार का मार्ग प्रशस्त होता है और आध्यात्मिक स्तर पर सामंजस्य एवं समायोजन का द्वार खुलता है। अहं के विलय के साथ इसकी सत्ता नष्ट नहीं होती, अपितु वह आत्म स्तर की प्रक्रिया द्वारा अपेक्षाकृत अधिक गंभीर एवं प्रभावी स्वरूप ग्रहण करता है। इस तरह गठित व्यक्तित्व का व्यवहार स्वाभाविक रूप से ही सामंजस्य एवं सौहार्दपूर्ण होता है। इस तरह आध्यात्मिक लक्ष्य के अनुरूप उच्चतर जीवन पद्धति ही वर्तमान परिप्रेक्ष्य में मनुष्य में मूल्य चेतना का विकास कर पारिवारिक एवं सामाजिक जीवन में मूल्य चेतना का विकास कर सकती है। अंत में ज्ञान के अभाव में अच्छाई कमजोर है, अच्छाई के अभाव में ज्ञान खतरनाक है। बेहतर समाज के निर्माण से पहले श्रेष्ठ इंसान का निर्माण करना होगा। हमारा उद्देश्य जीवन काटना नहीं है वरन जीवन जीना है.. एक बहुमूल्य, संगठित और उपयोगी जीवन। मूल्य चेतना एक विषय नहीं है यह वह जीवन है जो प्रतिक्षण का हिसाब रखता है।”

सन्दर्भ ग्रन्थ सूची

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