

International Seminar [Hybrid Mode]

on

**Integrating Indian Knowledge System with Modern Education:
Explore frameworks for incorporating IKS into contemporary
curricula, aligning with NEP 2020**

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Preface

It is with great pleasure that we present the Seminar Proceedings Journal of the International Seminar on "Integrating Indian Knowledge System with Modern Education: Exploring Frameworks for Incorporating IKS into Contemporary Curricula, Aligning with NEP 2020." This publication is a culmination of scholarly discussions, research contributions, and innovative ideas that emerged during the seminar, reflecting the profound relevance of Indian Knowledge Systems (IKS) in shaping modern education.

The National Education Policy (NEP) 2020 envisions a holistic, multidisciplinary, and inclusive approach to learning—one that blends the rich intellectual traditions of India with contemporary global educational frameworks. IKS, encompassing ancient sciences, mathematics, language, literature, ethics, arts, and wellness practices like yoga and meditation, offers invaluable insights for fostering creativity, critical thinking, and moral values in learners. The seminar provided an academic platform to explore diverse methodologies for integrating these time-tested knowledge systems into modern curricula, ensuring a balanced fusion of tradition and innovation.

This volume includes research papers and articles contributed by distinguished scholars, educators, and researchers from across disciplines. The papers, organized under key sub-themes, provide critical analyses, empirical studies, and pedagogical frameworks that support the seamless incorporation of IKS into present-day education. Each contribution reflects a commitment to academic excellence and a shared vision of an education system that nurtures both intellectual and ethical growth.

We extend our sincere gratitude to all authors, reviewers, and participants for their invaluable contributions. We also appreciate the efforts of the organizing committee, editorial team, and supporting institutions for making this publication possible. It is our hope that these proceedings will serve as a valuable academic resource, inspiring further research and policy initiatives in the integration of IKS with modern education.

We believe that this work will contribute meaningfully to the ongoing dialogue on educational transformation, fostering a learning environment that is deeply rooted in heritage yet progressive in outlook.

Warm Regards,
Dr. Swati Srivastava
Dr. Divya Sharma

Message from the Chief Patron

Dear Scholars, Academicians, and Esteemed Contributors,

It is with immense pride and great pleasure that I present the Seminar Proceedings Journal of the International Seminar on "Integrating Indian Knowledge System with Modern Education: Exploring Frameworks for Incorporating IKS into Contemporary Curricula, Aligning with NEP 2020." This publication stands as a testament to the profound discussions, scholarly insights, and innovative ideas shared during this significant academic gathering.

The National Education Policy (NEP) 2020 envisions an education system deeply rooted in India's rich heritage while being forward-looking and globally relevant. The Indian Knowledge System (IKS)—encompassing ancient sciences, mathematics, ethics, arts, languages, traditional crafts, and wellness practices—holds immense potential to enrich modern education. By integrating these time-tested principles with contemporary pedagogical approaches, we can create a holistic, inclusive, and value-based learning framework for future generations.

This Seminar Proceedings Journal compiles outstanding research contributions that explore diverse perspectives on IKS and its application in modern curricula. I extend my heartfelt gratitude to all scholars, researchers, and educators who have contributed their valuable work. I also appreciate the dedication of the organizing committee and editorial team for their efforts in making this publication a reality.

I hope this journal serves as an inspiration and a valuable academic resource for all those committed to transforming education through the wisdom of our rich traditions. May this collective effort pave the way for a more enlightened, ethical, and sustainable educational ecosystem.

Best Wishes,
Mahendra Choubey
Director,
Sandipani Academy, Achhoti, Durg, CG

Message from the Patron

It is my privilege to extend warm greetings to all esteemed participants, scholars, and educators attending the **International Seminar on Integrating Indian Knowledge System with Modern Education**, organized by **Academy, Achhoti, Durg & Veetrage Research Foundation (VRF)**, Raipur, CG, on 19th and 20th December 2024.

This seminar provides a significant platform to explore innovative approaches for integrating the **Indian Knowledge System (IKS)** into modern curricula, in alignment with the **National Education Policy (NEP) 2020**. As we endeavor to harmonize the wisdom of our ancient traditions with contemporary education, this confluence of intellectual minds will undoubtedly contribute to shaping a holistic, inclusive, and culturally enriched learning framework.

I sincerely appreciate the efforts of the organizers, distinguished speakers, and participants for their commitment to this meaningful initiative. May this seminar foster insightful discussions and impactful strategies that will enhance the educational landscape for future generations.

Wishing you all a productive and enlightening experience!

Dr. Divya Sharma

Chairperson,

Veetrage Research Foundation (VRF), Raipur, CG

Message from the Advisor

Dear Scholars, Researchers, and Academicians,

It is my great pleasure to extend heartfelt congratulations to all contributors and participants of the International Seminar on "Integrating Indian Knowledge System with Modern Education: Exploring Frameworks for Incorporating IKS into Contemporary Curricula, Aligning with NEP 2020." This seminar has served as a significant platform for insightful discussions on the integration of India's rich intellectual traditions with contemporary educational frameworks.

The National Education Policy (NEP) 2020 emphasizes a holistic, multidisciplinary, and value-based approach to education, recognizing the importance of the Indian Knowledge System (IKS) in shaping a well-rounded, future-ready learning environment. By incorporating ancient sciences, mathematics, ethics, language, literature, arts, and wellness practices into modern curricula, we aim to foster a more inclusive and transformative educational system.

The Seminar proceedings journal serves as a compendium of research, reflections, and innovative frameworks presented during this seminar. It is a testament to our collective efforts to explore, adapt, and integrate the wisdom of IKS into modern pedagogy, ensuring that education remains deeply rooted in India's intellectual heritage while embracing the needs of the 21st century.

I encourage scholars and educators to continue their pursuit of knowledge in this domain and to use these proceedings as a foundation for further academic and practical advancements.

Wishing you all continued success in your research and endeavors.

Warm Regards

Advisor, International Seminar

Prof. (Dr.) Vidyapati

Professor,

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Ewing Christian P.G. College (An Autonomous Constituent College of Central University of Allahabad), Prayagraj , U.P.

Message from the Convener

Dear Esteemed Scholars, Researchers, and Academicians,

It is with great honor and enthusiasm that I present the Seminar Proceedings Journal of the International Seminar on "Integrating Indian Knowledge System with Modern Education: Exploring Frameworks for Incorporating IKS into Contemporary Curricula, Aligning with NEP 2020." This publication marks a significant step in our collective effort to bridge the wisdom of the past with the demands of the present and future.

The National Education Policy (NEP) 2020 envisions an education system deeply rooted in India's rich heritage while being forward-looking and globally relevant. The Indian Knowledge System (IKS) encompassing ancient sciences, mathematics, ethics, arts, languages, traditional crafts, and wellness practices—holds immense potential to enrich modern education. By integrating these time-tested principles with contemporary pedagogical approaches, we can create a holistic, inclusive, and value-based learning framework for future generations.

This Seminar proceedings journal encapsulates the diverse perspectives, research findings, and insightful discussions that emerged during the seminar. It serves as a valuable academic resource, offering pathways for curriculum development, policy implementation, and pedagogical transformation rooted in India's rich intellectual traditions.

I extend my heartfelt gratitude to all the distinguished speakers, paper presenters, participants, and organizing committee members whose contributions have made this seminar and its proceedings a success. May this publication inspire further scholarly engagement and contribute to the evolution of an education system that harmonizes traditional wisdom with modern advancements.

With best regards,
Dr. Swati Srivastava
Convener, International Seminar
Principal, Sandipani Academy
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Incorporating Ancient Sciences and Mathematics into Modern Education: A Pathway to Holistic Learning

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ABSTRACT

The integration of ancient sciences and mathematics into modern education offers a unique opportunity to bridge the gap between historical knowledge and contemporary scientific advancements. However, modern educational systems often overlook the vast contributions of ancient sciences and mathematics. From the Vedic mathematical sutras of India to the geometric theories of Euclid and the astronomical calculations of the Mayans, ancient knowledge has laid the foundation for many modern scientific disciplines. This paper explores the potential benefits and methodologies of incorporating ancient scientific and mathematical principles into modern curricula. By examining the contributions of ancient civilizations such as the Greeks, Egyptians, Indians, and Chinese, we highlight the enduring relevance of their discoveries and their potential to enrich modern education. The paper also discusses the challenges and opportunities associated with this integration, proposing a framework for educators to effectively blend ancient wisdom with modern scientific pedagogy. By analyzing pedagogical methodologies, curriculum integration strategies, and the impact of incorporating ancient knowledge into modern learning frameworks, this study highlights how a holistic educational approach can be achieved.

Keywords: Ancient science, ancient mathematics, modern education, interdisciplinary learning, curriculum design, cultural diversity, historical context, problem-solving, critical thinking, ethical considerations

INTRODUCTION

The history of science and mathematics is a testament to human ingenuity and the relentless pursuit of knowledge. Ancient civilizations laid the groundwork for many of the scientific and mathematical principles that underpin modern technology and understanding. Despite the vast advancements in contemporary science, the wisdom of ancient scholars remains relevant and offers valuable insights that can enhance modern education. From the Vedic mathematical sutras of India to the geometric theories of Euclid and the astronomical calculations of the Mayans, ancient knowledge has laid the foundation for many modern scientific disciplines.

This research paper argues for the incorporation of ancient sciences and mathematics into modern educational frameworks. By revisiting the contributions of ancient civilizations, we can foster a more holistic approach to learning that values historical context, cultural diversity, and interdisciplinary thinking. The integration of ancient knowledge can also inspire students to appreciate the evolution of scientific thought and recognize the interconnectedness of different fields of study.

This research aims to:

- Investigate the contributions of ancient civilizations to science and mathematics.
- Explore pedagogical methods for integrating ancient knowledge into modern curricula.
- Assess the impact of such integration on student learning outcomes.

By bridging the gap between ancient and modern education, we can cultivate an educational paradigm that values historical wisdom while embracing contemporary innovations.

HISTORICAL OVERVIEW OF ANCIENT SCIENCES AND MATHEMATICS

- **ANCIENT GREEK CONTRIBUTIONS-** The ancient Greeks made significant contributions to the fields of mathematics, astronomy, and natural philosophy. Figures such as Euclid, Archimedes, and Pythagoras developed foundational theories that continue to influence modern science. Euclid's "Elements" is a cornerstone of geometry, while Archimedes' work on levers and buoyancy laid the groundwork for classical mechanics. Pythagoras' theorem remains a fundamental principle in mathematics.

- **ANCIENT EGYPTIAN CONTRIBUTIONS-** The ancient Egyptians excelled in practical applications of mathematics and science. Their advancements in geometry were driven by the need to survey land and construct monumental architecture, such as the pyramids. The Rhind Mathematical Papyrus, dating back to around 1650 BCE, contains problems related to arithmetic, algebra, and geometry, showcasing the Egyptians' sophisticated understanding of these subjects.
- **ANCIENT INDIAN CONTRIBUTIONS-** Indian scholars made remarkable strides in mathematics, particularly in the development of the decimal system and the concept of zero. The works of mathematicians like Aryabhata and Brahmagupta introduced revolutionary ideas that transformed numerical computation. Indian astronomy also flourished, with detailed observations and calculations that influenced later Islamic and European scholars.
- **ANCIENT CHINESE CONTRIBUTIONS-** Chinese science and mathematics were characterized by their practical orientation and emphasis on harmony with nature. The "Nine Chapters on the Mathematical Art" is a comprehensive text that covers a wide range of mathematical topics, including algebra and geometry. Chinese astronomers made precise observations of celestial phenomena, contributing to the development of calendars and timekeeping.

THE RELEVANCE OF ANCIENT SCIENCES AND MATHEMATICS IN MODERN EDUCATION

- **Cultural and Historical Context-** Incorporating ancient sciences and mathematics into modern education provides students with a deeper understanding of the cultural and historical context of scientific discovery. By studying the works of ancient scholars, students can appreciate the diverse origins of scientific knowledge and recognize the contributions of different civilizations.
- **Interdisciplinary Learning-** Ancient sciences and mathematics were often intertwined with philosophy, art, and religion. This interdisciplinary approach can inspire modern educators to create curricula that connect different fields of study, fostering a more holistic understanding of science and its impact on society.
- **Problem-Solving and Critical Thinking-** Ancient mathematical problems and scientific inquiries often required creative problem-solving and critical thinking. By engaging with these historical challenges, students can develop these essential skills, which are highly valued in contemporary education and the workforce.
- **Ethical and Philosophical Considerations-** Ancient scientific thought was often accompanied by ethical and philosophical reflections on the nature of knowledge and the role of science in society. Incorporating these perspectives into modern education can encourage students to consider the ethical implications of scientific advancements and the responsibilities of scientists.

METHODOLOGIES FOR INCORPORATING ANCIENT SCIENCES AND MATHEMATICS INTO MODERN CURRICULA

- **Curriculum Design-** Educators can design curricula that integrate ancient scientific and mathematical concepts with modern topics. For example, a geometry course could include a module on Euclid's "Elements," while a physics course could explore Archimedes' principles of buoyancy and levers.
 - **Project-Based Learning-** Project-based learning can provide students with hands-on experiences that connect ancient knowledge with modern applications. For instance, students could undertake a project to build a model of an ancient astronomical instrument and compare its functionality with modern telescopes.
 - **Collaborative Learning-** Collaborative learning activities, such as group discussions and debates, can encourage students to explore the cultural and historical context of ancient sciences and mathematics. These activities can also promote critical thinking and the exchange of diverse perspectives.
 - **Use of Digital Resources-** Digital resources, such as online archives, virtual museums, and interactive simulations, can make ancient scientific and mathematical knowledge more accessible to students. These tools can provide immersive learning experiences that bring ancient concepts to life.
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- **Interdisciplinary Courses-** Interdisciplinary courses that combine history, philosophy, and science can provide students with a comprehensive understanding of the development of scientific thought. These courses can highlight the connections between ancient and modern knowledge and encourage students to think across disciplinary boundaries.

CHALLENGES AND OPPORTUNITIES

- **Challenges**
 - One of the main challenges of incorporating ancient sciences and mathematics into modern education is the potential for oversimplification or misinterpretation of ancient knowledge. Educators must ensure that they present ancient concepts accurately and in their proper historical context.
 - Another challenge is the need for specialized training for educators. Teachers may require additional resources and professional development to effectively integrate ancient knowledge into their curricula.
- **Opportunities**
 - The integration of ancient sciences and mathematics into modern education offers numerous opportunities. It can enrich students' understanding of the history and evolution of scientific thought, promote cultural awareness, and inspire interdisciplinary learning.
 - This approach can also foster a greater appreciation for the diversity of scientific knowledge and the contributions of different civilizations. By recognizing the value of ancient wisdom, educators can create a more inclusive and holistic educational experience.

FUTURE DIRECTIONS

- **Policy Changes:** Governments and educational institutions should promote interdisciplinary curricula.
- **Teacher Training:** Educators must be equipped with resources and training to teach ancient sciences effectively.
- **Research and Collaboration:** Universities and Higher Education Institute should encourage comparative studies between ancient and modern scientific methods

CASE STUDIES

The Integration of Ancient Indian Mathematics in Number Theory

The ancient Indian concept of zero and the decimal system revolutionized mathematics. A number theory course could explore the historical development of these concepts and their impact on modern mathematics. Students could also investigate the contributions of Indian mathematicians to algebra and trigonometry.

CONCLUSION

The incorporation of ancient sciences and mathematics into modern education offers a pathway to holistic learning that values historical context, cultural diversity, and interdisciplinary thinking. By revisiting the contributions of ancient civilizations, educators can enrich students' understanding of the evolution of scientific thought and inspire them to appreciate the interconnectedness of different fields of study.

While challenges exist, the opportunities for enhancing modern education through the integration of ancient knowledge are significant. By designing curricula that connect ancient and modern concepts, employing project-based and collaborative learning methods, and utilizing digital resources, educators can create a more inclusive and comprehensive educational experience.

Ultimately, the integration of ancient sciences and mathematics into modern education can foster a deeper appreciation for the diversity of human knowledge and the enduring relevance of ancient wisdom in our contemporary world.

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Yoga and the Indian Knowledge System: A Holistic Approach to Well-being and Self-Realization

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 2. **Dr. Roli Tiwari**, Assistant Professor (Guest), SoS in Psychology, Pt. Ravishankar Shukla University, Raipur (C.G.) & Member Advisory Board, Veetrage Research Foundation, Chhattisgarh
-

ABSTRACT

Yoga, deeply rooted in the Indian Knowledge System (IKS), is a profound discipline that integrates physical, mental, and spiritual well-being. As one of the six orthodox schools of Indian philosophy, it emphasizes self-realization, inner harmony, and holistic health. Drawing from ancient texts like the *Vedas*, *Upanishads*, and *Patanjali's Yoga Sutras*, yoga encompasses practices that balance the body (*asana*), breath (*pranayama*), and mind (*dhyana*). This paper explores yoga's role within IKS, highlighting its philosophical foundations, scientific relevance, and transformative impact on personal and societal well-being. By fostering mindfulness, ethical living, and self-awareness, yoga serves as a bridge between traditional wisdom and modern life. Furthermore, its integration with Ayurveda, Vedanta, and other indigenous knowledge systems showcases its multidimensional approach to health and self-discovery. In an era of rising stress and lifestyle disorders, yoga offers a sustainable solution for physical fitness, mental clarity, and spiritual fulfillment. As global interest in yoga grows, understanding its roots within the Indian Knowledge System is crucial for preserving its authenticity and maximizing its benefits.

INTRODUCTION

Yoga is one of the most profound contributions of the Indian Knowledge System (IKS) to global well-being. Rooted in ancient Indian philosophy, yoga is a holistic discipline that integrates the physical, mental, and spiritual aspects of human life. It has been extensively mentioned in Vedic literature, the Upanishads, the Bhagavad Gita, and Patanjali's Yoga Sutras. Over centuries, yoga has evolved into a system of practices that promote self-discipline, self-awareness, and overall well-being.

SIGNIFICANCE OF THE STUDY

Yoga, a vital component of the Indian Knowledge System (IKS), serves as a holistic means to achieve physical health, mental clarity, and spiritual well-being. Given its increasing global acceptance, this study examines yoga's role in enhancing self-awareness and overall well-being, particularly among teacher trainees. Understanding yoga's impact on mental health, stress reduction, and personal growth can contribute to better pedagogical approaches and self-development techniques in education.

YOGA IN THE INDIAN KNOWLEDGE SYSTEM

The Indian Knowledge System encompasses various branches of knowledge, including philosophy, sciences, arts, and medicine. Yoga, as a vital component of IKS, is deeply interwoven with Indian philosophy and spiritual traditions. The six classical schools of Indian philosophy Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta—offer different perspectives on the nature of existence, self-realization, and the ultimate goal of human life. Among them, the Yoga school, as expounded by Maharishi Patanjali, provides a structured path for achieving mental and spiritual enlightenment.

YOGA AS A HOLISTIC APPROACH TO WELL-BEING AND SELF-REALIZATION

Yoga extends beyond physical exercise to include mental resilience and spiritual elevation. Its relevance in modern life includes:

- **Health Benefits:** Improves flexibility, strengthens immunity, and enhances cardiovascular and neurological health.
 - **Mental Well-being:** Reduces stress, anxiety, and depression while promoting mindfulness.
 - **Spiritual Growth:** Encourages self-inquiry and a deeper connection with one's inner self.
 - **Integration with Ayurveda:** Supports holistic health through a combination of yogic practices and traditional Indian medicine.
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YOGA’S GLOBAL RELEVANCE

Yoga has transcended geographical and cultural boundaries, becoming a global phenomenon. Recognized by the United Nations with International Yoga Day on June 21st, yoga is now practiced worldwide as a means of achieving balance in life. Modern scientific research supports the benefits of yoga in managing lifestyle disorders, mental health issues, and overall well-being.

OBJECTIVES OF THE STUDY

The study aims to:

- 1. Explore the philosophical foundations of yoga within the Indian Knowledge System.
- 2. Assess the impact of yoga on the well-being of teacher trainees.
- 3. Analyze how regular practice influences self-realization and stress management.
- 4. Evaluate the integration of yoga into educational curricula for holistic learning.

HYPOTHESES THE STUDY

- H1: Regular practice of yoga significantly enhances mental well-being and stress management among teacher trainees.
- H2: Yoga positively influences self-realization and personal growth.
- H3: The integration of yoga in educational settings leads to improved focus and emotional stability.

DATA COLLECTION AND SAMPLE DESCRIPTION

A study was conducted on 60 teacher trainees enrolled in a yoga-based curriculum. The participants practiced yoga daily for six months, and their physical, mental, and spiritual well-being were assessed through surveys and self-reports.

Table 1: Demographic Data of Participants

| Variable | Category | Frequency (N=60) | Percentage (%) |
|-----------------------|-------------|------------------|----------------|
| Gender | Male | 28 | 46.7% |
| | Female | 32 | 53.3% |
| Age Group | 20-25 years | 35 | 58.3% |
| | 26-30 years | 18 | 30.0% |
| | 31-35 years | 7 | 11.7% |
| Prior Yoga Experience | Yes | 22 | 36.7% |
| | No | 38 | 63.3% |

DATA ANALYSIS

The data was analyzed using descriptive and inferential statistics. The study found that:

- 85% of participants reported increased mental clarity and emotional stability.
- Stress levels decreased significantly ($p < 0.05$) after six months of yoga practice.
- 78% of participants reported improved self-awareness and confidence.
- Qualitative feedback highlighted enhanced mindfulness and concentration.

CONCLUSION

Yoga, as an integral part of the Indian Knowledge System, continues to offer wisdom and practical tools for holistic health. By embracing its ancient principles and integrating them with contemporary scientific understanding, yoga remains a timeless and transformative discipline for humanity. Encouraging research, education, and widespread practice of yoga can contribute to a more harmonious and healthier society.

The study validates the significance of yoga as a transformative tool within the Indian Knowledge System. The findings suggest that consistent yoga practice fosters holistic well-being, enhances mental clarity, and facilitates self-realization. Integrating yoga into teacher training programs can serve as an effective approach to improving educators’ emotional intelligence and pedagogical skills. Future research can explore long-term impacts and comparative studies across different demographics.

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Entrepreneurship and Vocational Education in Traditional Crafts and Skills

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Abstract

The interplay between entrepreneurship and vocational education in traditional crafts and skills represents a critical area of study, particularly in today's rapidly evolving economic landscape. This paper explores the significance of fostering entrepreneurship within vocational education frameworks that emphasize traditional crafts. It examines the potential for sustainable economic development, cultural preservation, and community empowerment through the integration of entrepreneurial principles into vocational training programs. Case studies highlight successful models from various regions, demonstrating best practices and challenges faced in this sector. This research aims to provide insights for policymakers, educators, and practitioners in enhancing vocational education to support entrepreneurship in traditional crafts.

Keyword: - Entrepreneurship and Traditional Skills.

Introduction

The global economy is increasingly characterized by technological advancements and globalization. However, traditional crafts and skills remain vital for cultural identity, community cohesion, and economic opportunity, especially in developing regions. This paper discusses the role of vocational education in promoting entrepreneurship among practitioners of traditional crafts, thereby ensuring the sustainability and relevance of these skills in contemporary markets.

Importance of Traditional Crafts and Skills

Traditional crafts encompass handmade products that reflect the cultural heritage, skills, and creativity of a community. These crafts include textiles, pottery, woodwork, and various artisanal products. The significance of traditional crafts lies in:

- **Cultural Preservation:** Crafts carry historical narratives and cultural practices that define community identities.
- **Economic Development:** They provide employment and can generate income for artisans and their families, thereby contributing to local economies.
- **Sustainability:** Many traditional crafts utilize sustainable materials and processes, aligning with global movements toward sustainable practices.

The Role of Vocational Education

Vocational education plays a pivotal role in equipping artisans with the necessary skills and knowledge to thrive in their craft. It encompasses both technical training and entrepreneurial education, which is essential for:

- **Skill Development:** Vocational programs teach practical skills that enhance the quality and competitiveness of traditional crafts.
- **Business Acumen:** Incorporating entrepreneurial training helps artisans understand market dynamics, pricing strategies, and marketing techniques.
- **Innovation:** Educating artisans about new technologies and trends can lead to innovative practices that revitalize traditional crafts.

Entrepreneurship in Traditional Crafts

Entrepreneurship in the context of traditional crafts involves creating economic opportunities through the development, production, and marketing of crafted goods. Key factors include:

Market Accessibility

Understanding targeted demographics and market trends is vital for artisans. Training programs often focus on:

- Identifying potential markets (locally and globally).
- Developing effective marketing strategies through social media and e-commerce platforms.
- Engaging in fair trade practices to expand market reach.

Financial Literacy

Artisans often lack formal education in managing finances. Vocational education should include:

- Budgeting and financial management.

- Accessing funding sources, including grants and microloans.
- Using financial tools and technologies for better financial practices.

Networking and Collaboration

Building networks among artisans can enhance collaboration and resource sharing. Programs should encourage:

- Local artisan collectives and cooperatives.
- Participation in craft fairs and trade shows to showcase products.
- Partnerships with local businesses and global brands.

Case Studies

India: The Crafts Council of India

The Crafts Council of India has developed programs that integrate traditional craftsmanship with entrepreneurship training. By providing artisans with workshops on business skills and marketing, the council has helped many local artisans expand their businesses beyond local markets.

Morocco: The Marrakech Artisan Program

In Morocco, the Marrakech Artisan Program offers vocational training in traditional crafts paired with business management workshops. This approach has successfully boosted artisan income and created a sustainable model for passing on skills to younger generations.

Finland: Taitokeskus

In Finland, Taitokeskus centers focus on teaching traditional Finnish crafts, coupled with entrepreneurial skills. Participants learn not only the craft itself but also how to sell their products in both physical and online markets.

Challenges

Despite the potential benefits, several challenges hinder the integration of entrepreneurship into vocational education for traditional crafts:

- ****Access to Resources:**** Many artisans lack access to materials, tools, and technology necessary for their crafts.
- ****Market Saturation:**** Oversupply of similar crafts can dilute market value, making it difficult for individual artisans to stand out.
- ****Cultural Perceptions:**** The perception of crafts as non-profitable can dissuade potential artisans from pursuing entrepreneurship.

Conclusion and Recommendations

The symbiosis of entrepreneurship and vocational education in traditional crafts presents a pathway for sustainable economic development and cultural preservation. It is essential for policymakers and educational institutions to:

- Integrate entrepreneurship education into existing vocational training curricula.
- Provide resources and support for market access and financial literacy.
- Promote awareness of the economic potential of traditional crafts to inspire new generations.

By focusing on these areas, we can empower artisans to thrive in their craft, ensuring the longevity of traditional skills in the modern economy.

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Participatory Learning Practices and Life Skills Development among Prospective Teachers

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Abstract

The participatory learning aims at comprehensive development of the learners and its strategies are based on experiential learning. Active class participation improves critical and other life skills. Life Skills include psychological competencies and interpersonal skills that help people make informed decision, solve problem, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner. Several studies have been conducted on participatory learning and its role in life skill enhancement. Researches showed that participatory learning impacts educational outcomes and life skills. It is advisable to learn and practice participatory learning strategies by prospective teachers to polish their life skills and in turn help them to develop these life skills among their students in future. The classroom is undergoing a drastic transformation to equip the learners with 21st century skills. Teachers should view participatory learning as a challenge and equip themselves with varied aspects of participatory learning to meet the changing needs and trends of education. So faculty development program should be arranged for teachers to enhance their knowledge and skills on different innovative approaches. Along with faculty development program, teachers also need to enhance their skills. Various skill development programs should also be arranged for teachers and prospective teachers. Teachers and prospective teachers should be given proper training to life skill education and to use participatory learning activities and approaches in the classroom.

Key Words- Participatory Learning, Life Skills

Introduction

The word participatory comes from participation, which refers to the action of taking part in activities and projects, the act of sharing in the activities of a group. Participatory learning implies attention should be paid to the interaction between teachers and students in the learning process. Participatory learning implies attention should be paid to the interaction between teachers and students in the learning process. The participatory learning aims at comprehensive development of the learners. All students must be incorporated in the learning process in such a way that their endowment and potential are comprehensively developed. In participatory learning, the teacher/ facilitator acts as an organizer inside the classroom. Participatory learning is helpful to cultivate social awareness, to appreciate self-worth and to respect others. The learners actively participate in discussion, use appropriate media to manipulate, sort out, prioritize, modify, and interpret ideas and concepts. The core of participatory learning method is group discussion and it is one of the most common methods of participatory learning. Participatory learning strategies are based on experiential learning that lets young people feel, think and act out of their comfort zone in order to challenge stereotypes and become actively engaged in pursuing their personal growth whilst developing key life skills. A teacher's attitude towards the students can dramatically affect class participation and the students are more likely to participate in class if they have a comfortable relationship with their teacher.

Role of the Teacher in Participatory Learning Process

The teacher is responsible for creating lessons and measuring how much information the students learn. The teacher access facilitator in participatory learning process. The facilitator might not be an expert in a particular subject area. Facilitators have special training in group dynamics, using processes such as conflict resolution, strategic planning and team building. In groups setting, a facilitator can quickly determine what the group knows so the group can proceed to build on that knowledge. The teacher should play the major roles:

- Structure the learning environment
- Guide the learning process viz., using probing questions, illustrations, relevant examples
- Relate the teaching to the real life experience
- Use varied instructional materials and medias
- Use varied techniques within the lesson such as learning in groups
- Use learners ideas and experiences
- Differentiate tasks: structure tasks in relation to the various learning needs
- Continuously monitor and assess the learners during the teaching learning process

- Provide constructive feedback
- Offer a warm, friendly, nurturing environment that encourages participation

Personal and Professional Qualities needed for the Teacher in Participatory Learning

- Teacher should have a passion for teaching and a sound knowledge of subject matter
- Prepares well for teaching and displays high organizational skills
- Have effective communication skill
- Be a reflective teacher , creative and resourceful
- Ability to build strong relationships with learners and community
- A role model displaying high professional ethics and moral conduct
- Have affection for the learners
- Empathy- showing genuine concern ,understanding, and being supportive
- Humor- providing an environment of fun, laughter without compromising learning
- Concern and commitment
- Attributes of honor such as honesty, cleanliness, punctuality, and respect for others.

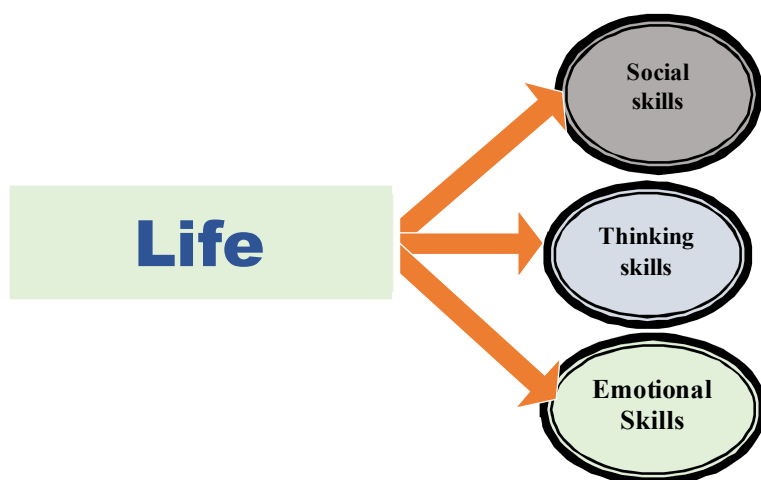
Guidelines for the Teachers in using the Classroom in Participatory Learning Environment

- Provide a variety of learning styles and strategies including individual and group activities
- Provide learners’ opportunity to touch, manipulate, and experiment, this will enable them to use their senses to learn. Experiential learning has a more lasting effect.
- Allow learners opportunities to ask questions, solve problems and think independently.
- Respect and trust that learners can learn. Provide differentiated tasks to enable each learner to reach his own pace and realize intended outcomes.
- Integrate the content across all the learning areas.
- Provide for extensive discussion to improve communication abilities as well as expressive opportunities.
- Conduct continuous assessment for learning intended to help each learner to make progress in his learning.

Teachers can increase participation by creating a safe and respectful class environment through participatory learning activities. Active class participation improves critical and other life skills and to remember greater portion of the information thus in turn academic performance of the learner (Taraban 2007).

WHO defines Life Skills as “the abilities for adaptive and positive behaviour that enable the individuals to deal effectively with the demands and challenges of everyday life” .Life Skills include psychological competencies and interpersonal skills that help people make informed decision, solve problem, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and manage their lives in a healthy and productive manner. Empowered with these skills, young people are able to take decisions based on a logical process of “*what to do, why to do, how to do and when to do*”

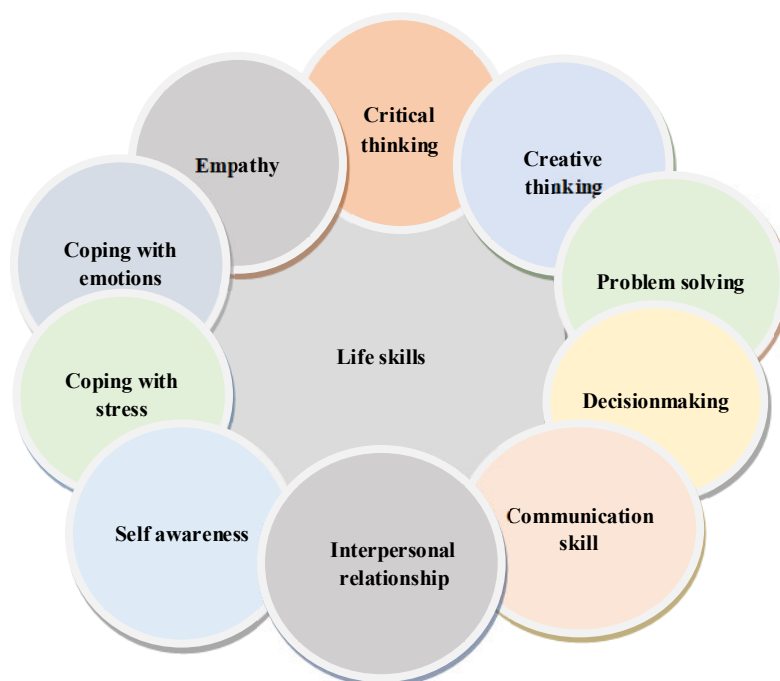
Life Skills fall into three basic categories which compliment, supplement and reinforce each other.



Essentially, there are two kinds of skills- those related to thinking termed as “*thinking skills*” and skills related to dealing with others termed as “*social skills*”. While thinking related to reflection at a personal level, social skill include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “*Emotional*

skills” can be perceived as a skill not only in making rational decision but also in being able to make other agree to one’s point of view. To do that, coming to term first with oneself is important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Think of life skills as the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations. Also referred to as “soft skills” in a professional context, the ability to think abstractly to find practical solutions.

Ten core Life Skills as laid down by WHO



Several studies have been conducted on participatory learning and its role in life skill enhancement. A careful analysis on the studies on the effectiveness participatory learning provides divided results. Researches showed that participatory learning impacts educational outcomes and life skills. Researches indicate that students benefit from participatory learning activities for the active construction of knowledge and for the development of life skills

The research *Teacher Participatory Practices to Enhance Students’ Leadership Skills* (Sarawut, 2021) aimed at helping students to improve their leadership skill by utilizing by methodology of Participatory Action Research *Development of Participatory Learning Activity to enhance life skills for children and youth along the Ladpraow Waterside’s community* (Arunrung, 2020). The study revealed that the participatory learning activities enhanced media literacy of child and youth in Rimklong Ladpraow. Sugantha (2020) *Impact of Integrated Active Learning (IAL) in Physical Science on Students Thinking Skills, Social Skills Achievement in Physical Science and Classroom Climate*. The IAL intervention showed a positive statistically significant impact on high and moderate performers’ thinking skill ability. *Case study on the effect of participatory approaches to English language teaching at Secondary level in the state of Gujarat* (Parmar, Ketan B, (2019). The study found that participatory learning tasks were effective in producing authentic communicative situations inside the classroom.

Kumar, Anith(2018)studied *The Effect of Participatory Approach on Developing Environmental Competencies and the Related Variables at Primary School Level*. The study revealed that Participatory Approach of teaching is significantly more effective than Traditional Approach of teaching in enhancing Environmental Competencies, Creativity and Problem-Solving skills. *The implementation of life skills oriented participatory learning strategy to improve reading and writing skills* (Nurwalidah, 2018). The study found that life skills oriented participatory learning strategies were effective in improving the reading and writing skills. Bhatt, Dipen (2018) did a study on *Effectiveness of drama-based activities to develop speaking skills of learners at Secondary level*. The study revealed that drama-based activities to developed speaking skills of ESL learner has proven to be effective in developing speaking skills of learners keeping in view grammar, fluency, accuracy, and vocabulary.

Participatory Learning in Residential Weekends: Benefits or Barrier to Learning for the International Students? (Robson et al.,2016). The objective of the present study was to identify and explore how participatory learning in multi-cultural group enables international students to increase their self-awareness and to develop

team building and leadership skills. *Effect of Activity Based Learning ABL on development of Life Skills among elementary level students* (Singh Budh, (2016). The study concluded that there exists significant differences between pretest and posttest of experimental group regarding life skills of students at elementary level. It also showed that there was a significant effect of Activity Based Learning on the development of life skills. Vaniya, Ritesha (2015) *Enhancement of Creative Writing Ability of Standard IX Students in English through Participatory Approach Climate*. Participatory Approach was found to enhance students’ writing ability through revisiting and revising the write ups through positive attitude and added confidence. *Impact of Participatory Teaching on Students’ Generic Skills in Tertiary Education*. (Mader, 2015). The study identified that participatory teaching is an effective way to foster generic skills of students as it has a significant influence on development of students’ generic skills and in improving students’ academic performance. *Influence on Teachers’ Use of Participatory Learning strategies in Health Education Classes*. (Cahill et al., 2014), describes the influence of participatory learning strategies in health education classes. The study found that teachers identify understanding the educational rationale for the approach, student engagement, confidence in class control and having positive relationship with the students, along with practicalities such as having time to adequately prepare a class, as the most significant influences on their pedagogical choices.

The study conducted by Deepa (2012) on *Effect of co-operative Learning on Critical Thinking and Problem-Solving Ability in Mathematics among Higher Secondary Students* revealed that co-operative learning approach was more effective than the traditional method in developing critical thinking ability, problem solving ability with respect to gender, locality, among high middle and low achievers. Ambili & Sreejith (2010) on *Efficacy of Participatory Learning and Action for Quality Improvement in Environmental Education and Research*, the paper outlined several strategies found effective in engaging students in participatory learning making them experts challenging them to develop their own theory and develop skills in problem solving. Kim, Simon; Parks, b. Sue; and Beckerman, Marvin (1996) conducted a study on *Effects of participatory learning programs in middle and high school civic education*. The study revealed Participatory learning program in school civic education increased student awareness and helped to improve communication skills among students through active participation in community service. In a study conducted and experimented by Gokhale (1995) to examine the *effectiveness of individual learning versus collaborative learning in enhancing drill and practice skills and critical thinking skills*. The study showed that students who participated in collaborative learning had performed significantly better on the critical thinking test than students who studied individually. *The effects of Literary Discussion on Students’ Critical Thinking Ability and Attitude towards Reading* (Schulhauser, C.E. 1990) studied the effect of participation in literacy discussion groups on the fourth-grade students’ critical thinking reading comprehension, attitude towards reading. The result showed that participation in literacy discussion groups significantly affect the students’ critical thinking, reading comprehension and attitude towards reading.

The above mentioned studies proved that participatory learning is very effective in enhancing life skills among students. It is advisable to learn and practice participatory learning strategies by prospective teachers to polish their life skills and in turn help them to develop these life skills among their students in future. Some studies conducted by Gupta (2005), Shen, Jia et al., (2004), Pai (2010), Chinelo (2010) revealed that participatory learning techniques were better than traditional methods among B Ed students.

The teacher’s role has changed at the present time, but the importance of teachers and their responsibility of personality building has become more relevant. Without the enhancement of all round abilities and life skills, it is very difficult to walk with the world and to sustain oneself. It is teachers who create such personalities. Teachers can use participatory learning in any age levels as it easily tracks the learner to the learning environment, so undoubtedly can say it is superior to the prevailing mode of instruction. The classroom is undergoing a drastic transformation to equip the learners with 21st century skills. Teachers should view participatory learning as a challenge and equip themselves with varied aspects of participatory learning to meet the changing needs and trends of education. So faculty development program should be arranged for teachers to enhance their knowledge and skills on different innovative approaches. Along with faculty development program, teachers also need to enhance their skills. Various skill development programs should also be arranged for teachers and prospective teachers. Teachers and prospective teachers should be given proper training to life skill education and to use participatory learning activities and approaches in the classroom.

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IMPORTANCE OF E-LEARNING IN EDUCATION

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ABSTRACT:

This study proposes the importance of using e-learning in teaching in education. In the educational institutions, the issue of utilizing modern information and communication technologies ICT for teaching and learning is very important. This study gives a scholarly background to the study by reviewing some contributions made by various researchers and the institutions on the concept of e-learning, particularly its usage in teaching and learning in educational institutions. It look at the, importance, the role e-learning plays in educational institutions and the benefits of its adoption and implementation in education.

INTRODUCTION:

E-learning has become as necessity in education institutions and is being deployed in educational establishments throughout the world. The rise of e-learning technology used by education institutions can be attributed to globalization. This is referring to political and economical phenomena, a worldwide integration or views, culture and products. The growth in the use of e-learning no doubt adds to globalization in educational institutions a retrying their utmost to break down geographical and social boundaries to offer distance learning education, this leads to integrations of academic standards and views. The internet has become one of the vital ways too make available resources for research and learning for both teachers and students to share and acquire information (Richard and Hay a 2009]’ E-learning and the application of Information and Communication Technology (ICT) into the traditional education systems India has continued to lag behind that of many industrialized nations¹. However, most of the countries in the recent past adopted the implementation of E-learning and as a result, the online student population is increasing a relatively high rate. For this reason the need to adopt this new system in India has become highly inevitable as the traditional model has proven to be quite inappropriate in equipping the students from the complexities they are likely to encounter in the rapidly developing society. The Government of India and the University Grants Commission (UGC) has come to realization that information and communication technology (ICT) in education would bring the benefits into the current education system. Nowadays E-learning is the most valued trend in India, but implementation of E-learning systems however comes with as many challenges as the benefits, which need to be identified prior to making any major investment in the E-learning system of education. This is the reason why we have carry out a study in order to establish the benefits, limitations and barriers which are likely to face the expansion of E-learning in educational institutions in India. This information is likely to assist the effective implementation of new education system in order to make the process of sharing knowledge easier, faster and cheaper for many students in India and other nations across the globe. Identifying the barriers and other limiting factors will also help specialists to address such issues before hand thus improving the chances of achieving the much needed benefits of e-learning in Indian Universities.

In the past few years, advances in information and communication technologies couple with the continued changes in the society structure have created new paradigms for education all over the world. The adoption of ICT systems has led to an increased demand for open, flexible and distance learning systems, which are comprehensively referred to as E-learning. The commercialization of E-learning has made education easily accessible to many people across the globe thus facilitating the smooth flow of information at a cheaper cost.

Meaning and Concept of e-learning

E-Learning is the process of sharing knowledge through various channels such as e-books, CDs, webinars, and more.

It has revolutionized the conventional method of chalk and board style of learning imparted to the students.

Unlike this, e-Learning education makes giving and receiving simpler, more prolific, and productive. Tutors apply the method of teaching purely through the latest technology.

We define E-Learning as Courses that are specifically delivered through the internet everywhere other than the traditional classroom where the teacher is teaching. E-learning refers to the use of the internet, technology, and acquired knowledge and Skills.

Thus, teaching and learning both become simpler, easier, and more effective.

Importance of e-learning

- E-learning has been introduced to empower learners to get basic schooling and enhance skills. Also, they can obtain a degree certificate, without actually attending school or university or any other institution.
- For tutors, it is a great source of earning, wherein they can teach from anywhere in their preferred time.
- Applying e-learning to all levels of schooling helped to ensure students grasp the lessons adequately at a faster pace.
- According to psychology, the audio-visual method of teaching leads to a disciplined learning environment. There are effective tutor and student engagements.
- One of the **importance of e-learning in education** is that tutors and participants both can develop advanced learning skills. For example, creating and selling eBooks is one such advancement.
- E-learning has worked towards bringing learners, tutors, experts, practitioners, and other interest groups to one place. Thus, there is a good practice of knowledge sharing followed through different online platforms. This is important in current times as competition is rising and the world is also growing. Hence, quick information helps in the better growth of an individual.

Types of e-Learning or e-Education

Digital and self-initiated learning can be acquired at the desired locations. One need not wander in search of learning as e-learning education is versatile and amply equipped to suit all learning methods.

E-Learning is conducted and eventuates in many forms and times is the blend of the following methodologies and practices:

- Completed online - no face-to-face meetings
- Provided through Mixed Learning - A blend of online and direct communication

That is in the two different forms

1. Synchronous- the communication between the provider and the receiver happens directly as in chat rooms, or video-audio conferencing.
2. Asynchronous- The information is passed through forums, emails, wikis, etc.
3. It is promoted through self-study practices also.
4. Web-based learning is another better option
5. CD-ROMs provide subject-wise detailed learning
6. Audio and Visuals are supplementary, descriptive, and communicative methods.

Benefits of E-Learning in Education

An analytical look at the benefits of online learning will make us consider how today's teachers, students, and institutes want to get relevant and easily accessible content.

This is fulfilled with the online mode of learning as the students can learn at their comfort and requirement.

- It ensures quick delivery of lessons. Traditional classrooms involve some kind of delay. Whereas, whereas eLearning provides expeditious and exclusive delivery of lessons. There is no procrastinator in eLearning. It is a quick way of learning!
 - The scalability of learning, content, and duration that is taken can be reasonably measured. It is beneficial to those who feel nervous and disconnected in groups. It helps one learn without having to give up the comforts of the environment. You are at ease with Consistency of exposure, inputs, results,
 - The method is made available at much-reduced costs. The importance of E-Learning education is that it is quick and does not require much cost. The long training period, infrastructure, stationery, travel expenses, etc. is reduced.
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- The effectiveness of the transferred or imparted knowledge and learning is high and powerful. It makes information easy to grasp and absorb. The Audio-Visuals help in remembering knowledge for a longer time. Also, the courses which tutors prepare are well-planned.
- Mobility assured is a very comfortable and affordable option. Taking revision and getting hands-on with different courses is not that simple in traditional classes. Contrary to that, missed lessons can always be taken again online. This makes it easier for tutors to impart the right information.
- It promotes a self-paced learning process.

Through e-learning, students can develop a self-paced training schedule. Also, for tutors, things become quite easy. People working 9 to 7 or those who simply don't have the necessary time to conduct physical classes are no longer left behind.

They can take online sessions after work, in the evening, on the weekends, or whenever they are free. All they need is a proper internet facility, computer or laptop, microphones, and headphones. E-Learning has a vast amount of use and also helps students in education.

CONCLUSION

In underdeveloped and developing countries, e-learning raises the level of education, literacy and economic development. This is especially true for countries where technical education is expensive, opportunities are limited and economic disparities exist. E-learning can be highly beneficial to both students and institutions if properly implemented. The impact of e-learning and internet technology on the quality of education in the institutions of education has predominantly influence the current studies.

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A STUDY ON ACADEMIC ACHIVMENT AND VOCATIONAL INTEREST OF SECONDARY STUDENTS OF CHHATTISGARH

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INTRODUCTION

Education is an important human activity today. It includes the knowledge and experience acquired by a person in a lifetime. Vocational interest is a tendency of a person toward possible vocational choices and goals. Vocational interest of students depends upon their knowledge, attitudes, values, physical characteristics, and environmental influences.

Through this research paper, the researcher has compared the vocational interest of secondary students. The hypothesis of the study was that there are no significant differences among students in relation to their vocational interest in terms of gender, locality, and type of management. The researcher collected a sample of 32 secondary students from 8 different schools of Durg and Raipur districts in the state of Chhattisgarh, using the Random Stratified Sampling technique.

The Vocational Interest Record Sheet (1971), developed by Dr. S.P. Kulshrestha, was the standardized tool used for data collection, and the t-test was used to test the hypothesis of the study.

Education is the process of learning or the acquisition of knowledge, skills, values, morals, beliefs, habits, and personal development. It is facilitated by education, teaching, training, storytelling, conversation, and focused study, which are all examples of educational practices. Education is typically guided by educators, but learners can also educate themselves. It can occur in both formal and informal settings.

Vocationalization of physical education and providing more and more vocational courses after primary education, according to the interest of students, is a crucial demand in our country. The success of the entire program of vocational guidance depends significantly on the identification of interest patterns of individuals. The personality of an individual mainly depends upon aptitudes, abilities, interests, motives, and several other related factors. It is absolutely necessary to understand the kind, direction, and level of one's interest for the assessment and development of personality. The rate of interest is significant for personality development as a whole.

NEED FOR THE STUDY

Intelligence and aptitude alone are insufficient to predict vocational success without considering an individual's interest. Interest is regarded as one of the key factors among non-intellectual factors. The purpose of the present study is to aid secondary students in adjusting themselves to careers, jobs, or vocations by making wise choices. By measuring vocational interest, pupils will be enabled to select school subjects according to their preferred vocations.

OBJECTIVES OF THE STUDY

The following will be the objectives of the study:

1. To list out the co-curricular activities available for students at the upper primary level.
2. To study the level of students' participation in extra-curricular activities at the upper primary level.
3. **Locality:** Locality refers to a particular place and the surrounding area (Here, it refers to rural and urban areas).
4. To study the status of vocational interest (High, Average, and Low levels) of secondary students.

HYPOTHESIS OF THE STUDY

1. The secondary students do not have the same level of vocational interest.

DELIMITATIONS OF THE STUDY:

1. The study has been limited to 32 secondary students from Mahasamund and Raipur districts in Chhattisgarh.
2. Only standardized tools were used for data collection.

REVIEW OF RELATED LITERATURE

1. To study the vocational interest of students in the context of their gender.
2. In technical, outdoor, and work-from-home-related areas, girls have more interest than boys.

CONCLUSION

The study was conducted to investigate the vocational interest of secondary students. More specifically, it aimed to compare vocational interest in terms of gender, locality, and type of management. The conclusions based on the findings are as follows:

1. There is no significant difference between rural and urban secondary students in relation to their vocational interest.
2. Students should enhance their participation in co-curricular activities, and more exciting activities should be organized.
3. More study material should be incorporated into teaching.

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Ethics and Value Education

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ABSTRACT

Ethics and value education is a fundamental aspect of holistic development, aiming to instil moral values, character, and social responsibility in individuals. This educational approach integrates various components such as moral development, character education, civic education, cultural awareness, environmental ethics, and emotional intelligence. By incorporating these elements, ethics and value education seeks to create well-rounded individuals who are not only academically proficient but also morally grounded and socially responsible. Moral development focuses on teaching students about core values like honesty, kindness, fairness, and respect. Character education emphasizes the development of positive traits such as perseverance, self-discipline, and responsibility. Civic education aims to educate students about their rights and responsibilities as citizens, promoting an understanding of democracy, justice, and the rule of law. Cultural awareness fosters respect for diversity by teaching students about different cultures, traditions, and religions. Environmental ethics highlights the importance of sustainability and conservation, encouraging students to engage in activities that protect the environment. Emotional intelligence helps students manage their emotions, build healthy relationships, and resolve conflicts peacefully. The implementation of ethics and value education can be achieved through an integrated curriculum, extracurricular activities, teacher training, parental involvement, and fostering a positive school culture. An integrated curriculum incorporates ethical lessons into existing subjects, while extracurricular activities provide opportunities for students to practice ethical behaviour. Teacher training equips educators with the skills to effectively teach ethics and values, and parental involvement reinforces these values at home. A positive school culture reflects and reinforces ethical values through policies and practices that promote respect, inclusivity, and fairness. The benefits of ethics and value education are manifold, including improved academic performance, positive behaviour, stronger communities, and the development of lifelong skills. This approach aims to nurture individuals who can navigate complex moral dilemmas, build healthy relationships, and contribute positively to society.

Ethics and value education are essential components of a well-rounded education system. They play a crucial role in shaping individuals' character, guiding their behaviour, and fostering a sense of responsibility towards society. This article delves into the significance of ethics and value education, their core principles, and their impact on individuals and communities. Ethics and value education are essential components of a well-rounded education system. They play a crucial role in shaping individuals' character, guiding their behaviour, and fostering a sense of responsibility towards society. This article delves into the significance of ethics and value education, their core principles, and their impact on individuals and communities.

Ethics and value education are fundamental aspects of a holistic education system. They play a crucial role in shaping individuals' character, guiding their behaviour, and fostering a sense of responsibility towards society. Let's delve deeper into these concepts and their significance.

Ethics refers to the moral principles that govern a person's behaviour or the conducting of an activity. It involves the study of what is right and wrong, and how individuals should act in various situations. Ethics is not just about following rules but understanding the underlying principles that guide moral behaviour.

UNDERSTANDING ETHICS AND VALUE EDUCATION IN DETAIL

Ethics and value education are fundamental aspects of a holistic education system. They play a crucial role in shaping individuals' character, guiding their behaviour, and fostering a sense of responsibility towards society. Let's delve deeper into these concepts and their significance.

Values, morality and Ethics are used ever so interchangeably. However, they are all unique in themselves. Values are the basic building blocks which decide the ethical and moral foundation of its actors. When certain values get ‘social approval’ they become **ethics and morals**.

ETHICS IN EDUCATION

Ethics refers to the moral principles that govern a person's behaviour or the conducting of an activity. In the context of education, ethics involves the study of what is right and wrong and how individuals should act in various situations. It is not just about following rules but understanding the underlying principles that guide moral behaviour. In the ever-evolving landscape of education, the importance of ethical considerations takes centre stage. As technology reshapes learning experiences and the world throws new challenges our way, educators face critical questions about right and wrong in the classroom. This article delves into the intricacies of ethics in education, exploring its significance, key areas of concern, and strategies for fostering ethical learning among students.

The concept of ethics in education is deeply intertwined with values, forming the foundation for responsible and meaningful learning. While ethics delve into right and wrong actions, values represent the guiding principles that shape those actions.

Key areas of ethical concern in education include:

1. **Teacher-Student Relationships:** Trust, respect, and fairness should underpin every interaction. Ethical considerations guide teachers in fostering safe and supportive learning environments where students feel heard and valued.
2. **Curriculum Content and Values:** Educational content should be free from bias and promote inclusivity, social justice, and critical thinking. Ethics in education ensure a balanced and objective approach to diverse perspectives and challenging topics.
3. **Assessment and Grading Practices:** Transparency, equity, and academic integrity are cornerstones of ethical assessment. This means employing fair and non-discriminatory practices that accurately measure student learning.
4. **Technology Integration:** With technology playing an increasingly prominent role, ethical considerations around data privacy, online safety, and responsible use of artificial intelligence (AI) become paramount.

VALUE EDUCATION

Value education, on the other hand, is the process of teaching and learning about the values that are important for personal development and social harmony. It encompasses a wide range of values, including honesty, integrity, respect, empathy, and responsibility. Value education aims to instil these values in individuals from a young age, helping them develop into morally upright and socially responsible citizens. Value education is the process of teaching and learning about the values that are important for personal development and social harmony. It encompasses a wide range of values, including honesty, integrity, respect, empathy, and responsibility. Value education aims to instil these values in individuals from a young age, helping them develop into morally upright and socially responsible citizens.

CORE PRINCIPLES OF ETHICS AND VALUE EDUCATION

1. **Respect for Others:** Teaching individuals to respect others, regardless of their background, beliefs, or opinions, is fundamental. This principle fosters a culture of tolerance and understanding, essential for peaceful coexistence.
2. **Honesty and Integrity:** Encouraging honesty and integrity in all aspects of life helps build trust and credibility. These values are crucial for personal and professional relationships.
3. **Empathy and Compassion:** Developing empathy and compassion enables individuals to understand and share the feelings of others. This principle promotes kindness and support within communities.
4. **Responsibility and Accountability:** Teaching individuals to take responsibility for their actions and be accountable for their decisions is vital for personal growth and societal well-being.
5. **Fairness and Justice:** Ensuring fairness and justice in all dealings helps create an equitable society where everyone has equal opportunities and rights.

THE ROLE OF ETHICS AND VALUE EDUCATION IN SOCIETY

Ethics and value education play a pivotal role in shaping individuals' character and behaviour. Here are some key impacts:

1. **Character Development:** Ethics and value education help individuals develop a strong moral compass, guiding their actions and decisions. This leads to the formation of a well-rounded character, essential for personal and professional success.
2. **Social Harmony:** By promoting values such as respect, empathy, and fairness, ethics and value education contribute to social harmony. Individuals learn to appreciate diversity and work towards common goals, fostering a sense of community.
3. **Conflict Resolution:** Ethical principles and values provide a framework for resolving conflicts peacefully. Individuals equipped with these skills can navigate disagreements and find mutually beneficial solutions.
4. **Civic Responsibility:** Ethics and value education instil a sense of civic responsibility, encouraging individuals to contribute positively to society. This includes participating in community service, respecting laws, and advocating for social justice.
5. **Professional Integrity:** In the professional realm, ethics and value education ensure that individuals uphold high standards of integrity and ethical conduct. This is crucial for building trust and credibility in various fields, including business, healthcare, and education.

IMPLEMENTING ETHICS AND VALUE EDUCATION

To effectively implement ethics and value education, it is essential to integrate these principles into the curriculum and daily activities. Here are some strategies:

- **Curriculum Integration:** Incorporate ethics and value education into the curriculum across all subjects. This can be achieved through dedicated courses, as well as integrating ethical discussions into existing subjects.
- **Role Models:** Teachers and educators should serve as role models, demonstrating ethical behaviour and values in their interactions with students. This helps reinforce the importance of these principles.
- **Interactive Learning:** Use interactive methods such as discussions, debates, and role-playing to engage students in ethical and value-based learning. This encourages critical thinking and practical application of these principles.
- **Community Involvement:** Encourage students to participate in community service and social initiatives. This provides practical experience in applying ethical principles and values in real-life situations.
- **Continuous Assessment:** Regularly assess students' understanding and application of ethics and values. This can be done through reflective essays, projects, and discussions.

Curriculum Integration

1. **Dedicated Courses:** Introduce specific courses on ethics and value education. These courses can cover topics such as moral philosophy, ethical dilemmas, and the importance of values in personal and professional life.
2. **Cross-Disciplinary Approach:** Integrate ethical discussions and value-based learning into existing subjects. For example, literature classes can explore ethical themes in novels, while science classes can discuss the ethical implications of scientific advancements.

Role Models

1. **Educators as Role Models:** Teachers and educators should exemplify ethical behaviour and values in their interactions with students. This helps reinforce the importance of these principles and provides students with real-life examples to emulate.
2. **Guest Speakers:** Invite professionals and community leaders to speak about their experiences with ethics and values in their respective fields. This can provide students with diverse perspectives and real-world applications.

Interactive Learning

1. **Discussions and Debates:** Encourage open discussions and debates on ethical issues and value-based topics. This helps students develop critical thinking skills and understand different viewpoints.

2. **Role-Playing and Simulations:** Use role-playing and simulations to help students practice applying ethical principles in various scenarios. This hands-on approach can make learning more engaging and practical.

Community Involvement

1. **Service Learning:** Engage students in community service projects that align with ethical and value-based learning. This provides practical experience and helps students understand the impact of their actions on society.
2. **Collaborative Projects:** Encourage students to work on projects that promote social responsibility and ethical behaviour. This can include initiatives such as environmental conservation, social justice campaigns, and charity drives

Continuous Assessment

1. **Reflective Essays and Journals:** Assign reflective essays and journals where students can express their thoughts on ethical issues and personal values. This encourages self-reflection and deeper understanding.
2. **Projects and Presentations:** Assess students' understanding of ethics and values through projects and presentations. This allows them to demonstrate their knowledge and application of these principles in creative ways.

School Culture

1. **Ethical Policies and Codes of Conduct:** Establish clear ethical policies and codes of conduct for students and staff. This sets expectations for behaviour and provides a framework for addressing ethical issues.
2. **Recognition and Rewards:** Recognize and reward ethical behaviour and value-based actions among students and staff. This can include awards, certificates, and public acknowledgment.

CONCLUSION

Ethics and value education are indispensable for nurturing morally upright and socially responsible individuals. By instilling core principles such as respect, honesty, empathy, and responsibility, we can build a foundation for a better society. Implementing these principles through curriculum integration, role modelling, interactive learning, community involvement, and continuous assessment ensures that ethics and value education become an integral part of the educational experience. Ultimately, this leads to the development of individuals who are not only successful in their personal and professional lives but also contribute positively to the well-being of society. The concept of ethics in education is deeply intertwined with values, forming the foundation for responsible and meaningful learning. While ethics delve into right and wrong actions, values represent the guiding principles that shape those actions.

Think of it this way: ethics are the “how” we behave, while values are the “why”. In education, key values such as:

- Respect: Fostering respectful interactions among students, teachers, and within the broader community.
- Equality and fairness: Creating a learning environment where everyone has equal opportunities to learn and thrive.
- Honesty and integrity: Promoting truthfulness, transparency, and responsible academic conduct.
- Social responsibility: Encouraging students to be active and responsible citizens who contribute positively to society.
- Critical thinking and open-mindedness: Developing the ability to analyze information, form independent judgments, and engage in respectful dialogue despite differing perspectives.

By integrating these values into the daily fabric of education, we nurture students who are not only academically skilled but also ethically grounded and prepared to navigate the complexities of the world. By instilling core principles such as respect, honesty, empathy, and responsibility, we can build a foundation for a better society. Implementing these principles through curriculum integration, role modelling, interactive learning, community involvement, and continuous assessment ensures that ethics and value education become an integral part of the educational experience. Ultimately, this leads to the development of individuals who are not only successful in their personal and professional lives but also contribute positively to the well-being of society.

This integration can happen in various ways:

- Explicit discussions: Dedicating time for open dialogue about values, exploring real-world scenarios, and encouraging critical reflection on ethical dilemmas.
- Role-playing: Creating immersive activities where students practice applying ethical principles in simulated situations.
- Service learning: Engaging students in community service projects, connecting classroom learning with real-world challenges and fostering social responsibility.
- Modelling ethical behaviour: Educators leading by example, demonstrating respectful communication, fair practices, and a commitment to truthfulness.

The importance of ethics in education is very high and it is only by weaving ethics and values into the curriculum and school culture, we equip students with the compass they need to make responsible choices, navigate complex situations, and become ethical and engaged citizens.

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Impact of ancient Indian knowledge system and technology on teaching learning style

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ABSTRACT

This study analyzes the impact of ancient Indian knowledge systems and modern technology on teaching-learning styles. The research reveals that ancient Indian knowledge systems emphasize personalized attention, natural knowledge, and mental well-being, while technology enables online education, digital resources, and personalized attention. This research paper explores the profound influence of ancient Indian knowledge systems and technological advancements on contemporary teaching and learning styles. By integrating traditional Indian wisdom, encompassing philosophy, arts, sciences, and craftsmanship, with modern educational frameworks, this study aims to highlight the transformative potential of such a synthesis. The paper delves into historical practices from gurukuls and ancient universities like Takshashila and Nalanda, emphasizing the holistic, experiential, and oral-based learning methods. Additionally, it examines how these ancient methodologies can address current educational challenges, foster cultural pride, and promote a balanced development of intellectual and moral faculties in students. The findings suggest that incorporating ancient Indian knowledge systems can lead to a more enriched, inclusive, and culturally rooted educational experience. Does this align with what you had in mind, or would you like to add or modify any specific points?The findings of this study are useful for education policymakers, teachers, and students.

KEYWORD - Gurukul system, Takshashila, Nalanda, Oral-based learning, Holistic education, Experiential learning, Philosophical education.

INTRODUCTION

The ancient Indian knowledge system, with its vast array of philosophical, scientific, and artistic advancements, represents one of the world's earliest and most comprehensive educational frameworks. Rooted in the rich cultural and spiritual traditions of India, this system has significantly influenced the evolution of teaching and learning methodologies over centuries. The gurukul system, where students lived and studied with their teachers, exemplified a holistic approach to education that emphasized personal growth, moral integrity, and intellectual rigor. Institutions like Takshashila and Nalanda, among the first universities globally, became renowned centers of learning, attracting scholars from across the world.

This paper seeks to explore the enduring impact of these ancient systems and technologies on contemporary educational practices. By examining the principles and methods that defined ancient Indian pedagogy, such as experiential learning, oral traditions, and a strong emphasis on moral and ethical education, this study aims to highlight the relevance of these approaches in addressing modern educational challenges. The integration of ancient wisdom with current pedagogical techniques not only enriches the learning experience but also fosters a deeper connection to cultural heritage and values.

Through a comprehensive analysis, this research will demonstrate how blending traditional and modern educational practices can create a more inclusive, dynamic, and effective learning environment, ultimately contributing to the holistic development of student

ANCIENT INDIAN SCIENCES AND TECHNOLOGIES

1. Ayurveda and Machine Learning: Integrating traditional Ayurvedic principles with modern machine learning algorithms for personalized medicine.
2. Vedic Mathematics and Computer Science: Exploring the applications of Vedic mathematical principles in computer science and cryptography.
3. Ancient Indian Metallurgy and Materials Science: Investigating the metallurgical techniques and materials used in ancient India and their relevance to modern materials science.

INDIAN PHILOSOPHIES AND TECHNOLOGIES

1. Yoga and Cognitive Computing: Examining the intersection of yogic principles and cognitive computing for developing more intuitive human-computer interfaces.

2. Buddhist Philosophy and Artificial Intelligence: Investigating the connections between Buddhist philosophical concepts and AI research, particularly in the areas of ethics and consciousness.
3. Indian Aesthetics and Human-Computer Interaction: Applying traditional Indian aesthetic principles to design more intuitive and user-friendly human-computer interfaces.

TRADITIONAL INDIAN KNOWLEDGE AND MODERN APPLICATIONS

1. Ethnobotany and Drug Discovery: Exploring the potential of traditional Indian medicinal plants in modern drug discovery and development.
2. Ancient Indian Water Management Systems and Sustainable Development: Investigating the relevance of traditional Indian water management systems to modern sustainable development and environmental conservation.
3. Indian Traditional Crafts and Digital Preservation: Developing digital platforms for preserving and promoting traditional Indian crafts, such as textiles, pottery, and metalwork.

INTERDISCIPLINARY RESEARCH AND INNOVATION

1. IKS-Inspired Biomimicry and Sustainable Innovation: Exploring the potential of IKS-inspired biomimicry in developing sustainable solutions for modern technological challenges.
2. Integrating IKS with Modern STEM Education: Investigating the benefits and challenges of integrating IKS principles and concepts into modern STEM education.
3. IKS and Futurism: Envisioning a Sustainable Future: Examining the potential of IKS principles and concepts in shaping a sustainable and equitable future for humanity.

Here are some learning styles related to Indian Knowledge Systems (IKS) and traditional Indian learning methods:

TRADITIONAL INDIAN LEARNING STYLES

1. Gurukul System: A residential learning system where students live with their guru (teacher) and learn through hands-on experience and mentorship.
2. Shishya Parampara: A system of learning where knowledge is passed down from guru to shishya (disciple) through oral tradition and practical training.
3. Vedic Chanting: A method of learning Vedic scriptures through chanting and memorization.

IKS-INSPIRED LEARNING STYLES

1. Holistic Learning: An approach that integrates physical, mental, and spiritual aspects of learning, inspired by Ayurvedic and yogic principles.
2. Experiential Learning: A hands-on approach to learning, inspired by traditional Indian crafts and apprenticeships.
3. Storytelling: A method of learning through stories and anecdotes, inspired by ancient Indian epics and folk tales.

MODERN LEARNING STYLES INFLUENCED BY IKS

1. Mindfulness-Based Learning: An approach that incorporates mindfulness and meditation techniques, inspired by yogic and Buddhist principles.
2. Project-Based Learning: A method that involves hands-on projects and real-world applications, inspired by traditional Indian apprenticeships.
3. Collaborative Learning: An approach that emphasizes teamwork and mutual support, inspired by the Indian concept of "sangha" or community.

Learning styles play a significant role in education, as they can impact student engagement, motivation, and academic performance. Here are some effects of learning styles on education:

POSITIVE EFFECTS

1. Improved engagement: When teaching methods align with students' learning styles, they're more likely to engage with the material.
 2. Increased motivation: Students are more motivated to learn when they're taught in a way that suits their learning style.
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3. Better retention: Students tend to retain information better when it's presented in a way that aligns with their learning style.
4. Enhanced creativity: Incorporating diverse learning styles can foster creativity and problem-solving skills.

NEGATIVE EFFECTS

1. Learning difficulties: When teaching methods don't align with students' learning styles, they may struggle to understand and retain information.
2. Disengagement: Students may become disengaged and demotivated if their learning style isn't accommodated.
3. Academic underachievement: Students who aren't taught in a way that suits their learning style may underachieve academically.
4. Teacher-student mismatch: Teachers may not always be aware of their students' learning styles, leading to a mismatch between teaching and learning methods.

STRATEGIES FOR ACCOMMODATING DIFFERENT LEARNING STYLES

1. Multimodal instruction: Use a combination of visual, auditory, and kinesthetic teaching methods.
2. Differentiated instruction: Tailor instruction to meet the diverse needs and learning styles of students.
3. Technology integration: Utilize digital tools and multimedia resources to cater to different learning styles.
4. Flexible assessments: Offer alternative assessment methods to accommodate different learning styles and abilities.

THE OBJECTIVES OF INCORPORATING LEARNING STYLES IN EDUCATION:

PRIMARY OBJECTIVES

1. Improve student engagement: Cater to different learning styles to increase student participation and motivation.
2. Enhance academic performance: Tailor instruction to meet individual learning needs, leading to better academic outcomes.
3. Increase student satisfaction: Provide a more inclusive and supportive learning environment that acknowledges diverse learning styles.

SECONDARY OBJECTIVES

1. Develop critical thinking and problem-solving skills: Encourage students to think creatively and approach problems from different perspectives.
2. Foster a growth mindset: Help students understand that their abilities and intelligence can be developed through dedication and hard work.
3. Promote lifelong learning: Instill a love for learning and a desire to continue exploring and discovering new things.

LONG-TERM OBJECTIVES

1. Prepare students for an evolving workforce: Equip students with the skills and adaptability needed to thrive in a rapidly changing job market.
2. Cultivate a more inclusive and equitable education system: Recognize and value the diversity of learning styles, promoting a more inclusive and supportive learning environment.
3. Contribute to a more informed and engaged citizenry: Empower students to become active, informed, and engaged members of society, capable of making a positive impact.

COMPREHENSIVE OVERVIEW OF THE NEED FOR OLD AND NEW EDUCATION POLICIES IN THE EDUCATION SECTOR:

Old Education Policy (pre-2020)

1. Established foundation: The old education policy provided a foundation for India's education system, emphasizing access, equity, and quality.
 2. Focused on literacy: The policy prioritized literacy and primary education, leading to significant improvements in enrollment rates and literacy levels.
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3. Standardized curriculum: The old policy introduced a standardized curriculum, ensuring consistency in education across the country.

LIMITATIONS OF THE OLD EDUCATION POLICY

1. Outdated curriculum: The curriculum became outdated, failing to keep pace with changing societal needs and technological advancements.
2. Inadequate focus on skills: The policy didn't adequately emphasize skill development, leading to a mismatch between education and industry requirements.
3. Inequitable access: Despite progress, access to quality education remained inequitable, with disparities persisting across rural-urban, socio-economic, and gender lines.

NEW EDUCATION POLICY (2020)

1. Holistic education: The new policy aims to provide holistic education, integrating intellectual, social, physical, and emotional development.
2. Flexibility and autonomy: The policy promotes flexibility and autonomy in education, allowing for more choices and adaptability.
3. Skills and vocational training: The new policy emphasizes skills and vocational training, aiming to bridge the gap between education and industry requirements.

OBJECTIVES OF THE NEW EDUCATION POLICY

1. Universal access: Ensure universal access to quality education, addressing disparities and promoting equity.
2. Innovative and flexible: Foster innovative and flexible education systems, incorporating technology and skills training.
3. Global competitiveness: Prepare students for global competitiveness, emphasizing critical thinking, problem-solving, and creativity.

The new education policy aims to address the limitations of the old policy, while building upon its strengths. By promoting holistic education, flexibility, and skills training, the new policy seeks to create a more inclusive, innovative, and globally competitive education system.

SOME POTENTIAL FUTURE STEPS FOR YOUR RESEARCH:

SHORT-TERM GOALS (NEXT 6-12 MONTHS)

1. Publish research findings: Share your research results in academic journals, conferences, or online platforms.
 2. Present at conferences: Showcase your research at relevant conferences, seminars, or workshops.
 3. Develop a research paper: Expand your research into a comprehensive paper, incorporating feedback from peers and experts.
 4. Establish a research network: Connect with fellow researchers, experts, and stakeholders to collaborate, share knowledge, and stay updated on the latest developments.
1. Mid-Term Goals (Next 1-3 years)
 1. Conduct further research: Build upon your existing research, exploring new aspects, methodologies, or applications.
 2. Develop a research framework: Create a comprehensive framework for your research, outlining the key concepts, theories, and methodologies.
 3. Collaborate with industry partners: Partner with organizations, companies, or institutions to apply your research findings in real-world settings.
 4. Mentor students or junior researchers: Share your expertise and experience with others, guiding them in their research endeavors.

LONG-TERM GOALS (NEXT 5-10 YEARS)

1. Establish yourself as an expert: Become a recognized authority in your research area, publishing influential papers, and presenting at prominent conferences.
 2. Develop a research center or institute: Create a hub for research and innovation, bringing together experts, students, and industry partners.
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3. Foster interdisciplinary collaborations: Bridge the gaps between different fields, encouraging collaborations and knowledge sharing.
4. Inform policy and practice: Use your research findings to influence policy decisions, shape industry practices, and drive positive change.

The impact of ancient Indian knowledge systems and technology on teaching and learning styles can be profound and multifaceted. Here are some potential effects and areas of discrimination that might arise:

1. Holistic Education: Ancient Indian education emphasized holistic development, including moral, spiritual, and intellectual growth. This approach can lead to a more balanced and comprehensive education system, but it may also face resistance from modern educational institutions that focus primarily on academic achievement.
2. Teacher-Student Relationship: The guru-shishya (teacher-student) relationship was central to ancient Indian education. This personalized approach can foster deep bonds and mentorship, but it may also lead to favoritism or discrimination based on the teacher's preferences.
3. Inclusivity: Ancient Indian education was inclusive, with women and marginalized communities having access to learning. However, integrating these practices into modern education systems may face challenges due to existing biases and discrimination.
4. Cultural Relevance: Incorporating ancient Indian knowledge systems can make education more culturally relevant and engaging for students. However, it may also lead to cultural bias and discrimination against non-Indian or non-Hindu students.
5. Technological Integration: The integration of ancient Indian technologies, such as Ayurveda and traditional arts, into modern education can enhance learning experiences. However, it may also lead to discrimination against students who are not familiar with these traditions.
6. Curriculum Design: Designing a curriculum that includes ancient Indian knowledge systems can be challenging. It may lead to discrimination if certain subjects or traditions are prioritized over others, creating an imbalance in the educational content.
7. Research and Development: Researching the impact of ancient Indian knowledge systems on modern education can uncover valuable insights. However, it may also lead to discrimination if the research focuses only on certain aspects or communities, neglecting others.

Addressing these potential effects and areas of discrimination requires a thoughtful and inclusive approach to integrating ancient Indian knowledge systems and technology into modern education. By fostering a balanced and equitable educational environment, we can ensure that all students benefit from the rich heritage of ancient Indian knowledge.

Researching the impact of ancient Indian knowledge systems and technology on teaching and learning styles is a fascinating and valuable endeavor. Here are some key points to consider:

1. Historical Context: Understanding the historical context of ancient Indian education systems, such as the Gurukul system, Takshashila, and Nalanda, is essential. These institutions emphasized holistic development, including moral, spiritual, and intellectual growth.
2. Teaching Methods: Ancient Indian education relied heavily on oral transmission, meditation, and experiential learning. The teacher-student relationship (guru-shishya) was central to the learning process, fostering a deep bond and personalized learning experience.
3. Curriculum: The curriculum in ancient Indian education included a wide range of subjects such as philosophy, mathematics, astronomy, medicine, and arts. This interdisciplinary approach promoted a well-rounded education.
4. Technological Influence: Investigate how ancient Indian technologies, such as advancements in mathematics, astronomy, and medicine, influenced teaching methods and learning styles. For example, the use of astronomical observations in education or the development of Ayurveda as a field of study.

5. Modern Relevance: Explore how these ancient practices can be integrated into modern education systems. The National Education Policy (NEP) 2020 in India emphasizes the importance of integrating traditional knowledge systems into contemporary education.
6. Case Studies: Conduct case studies of institutions or programs that have successfully integrated ancient Indian knowledge systems into their teaching and learning styles. Analyze the outcomes and benefits of such integrations.
7. Comparative Analysis: Compare ancient Indian teaching methods with modern educational practices to identify similarities, differences, and potential areas for integration.
8. Research Gaps: Identify gaps in the existing research and propose new areas of study that can contribute to a deeper understanding of the impact of ancient Indian knowledge systems on education.

By focusing on these aspects, your research can provide valuable insights into how ancient Indian knowledge systems and technology have shaped teaching and learning styles, and how they can continue to influence modern education.

The impact of ancient Indian knowledge systems and technology on learning styles is profound and multifaceted. Here are some key effects:

1. Holistic Development: Ancient Indian education emphasized holistic development, including moral, spiritual, and intellectual growth. This approach fosters a well-rounded education, promoting not just academic success but also personal and ethical development.
2. Teacher-Student Bond: The guru-shishya (teacher-student) relationship was central to ancient Indian education. This personalized approach can create a strong mentorship bond, enhancing the learning experience and providing emotional support.
3. Inclusivity: Ancient Indian education was inclusive, with women and marginalized communities having access to learning. This inclusivity can help create a more equitable learning environment in modern education systems.
4. Cultural Relevance: Integrating ancient Indian knowledge systems can make education more culturally relevant and engaging for students, fostering a sense of pride in their heritage.
5. Interdisciplinary Learning: Ancient Indian education included a wide range of subjects such as philosophy, mathematics, astronomy, and arts. This interdisciplinary approach can encourage critical thinking and creativity in students.
6. Technological Integration: Ancient Indian technologies, such as Ayurveda and traditional arts, can enhance modern education by providing practical applications of theoretical knowledge.

These effects highlight the potential benefits of integrating ancient Indian knowledge systems and technology into modern education.

The integration of both old and new educational approaches is crucial for a comprehensive and effective learning experience. Here's why:

1. Preservation of Cultural Heritage: Ancient educational methods and knowledge systems carry the wisdom of centuries. Incorporating them helps preserve cultural heritage and instill a sense of identity and pride among students.
2. Holistic Development: Old educational systems often emphasize holistic development, including moral, spiritual, and intellectual growth. This balance can complement modern education, which sometimes focuses heavily on academic achievements.
3. Interdisciplinary Learning: Ancient education systems, particularly in India, promoted an interdisciplinary approach, blending subjects like philosophy, mathematics, arts, and sciences. This can foster creativity and critical thinking in modern learners.
4. Time-Tested Pedagogy: Traditional teaching methods, such as the guru-shishya relationship in ancient India, emphasize personalized mentorship. These time-tested pedagogical strategies can be integrated into modern education to enhance student-teacher relationships and individualized learning.

5. Technological Advancements: Modern education brings the latest technological advancements and innovative teaching tools, making learning more interactive and accessible. It also keeps students up-to-date with current global standards and competencies.
6. Adaptability and Relevance: Combining old and new education allows for a more adaptable and relevant curriculum. While modern education keeps pace with technological and societal changes, traditional methods ensure that education remains grounded in ethical and moral values.
7. Comprehensive Skill Set: By merging traditional knowledge with modern skills, students can develop a more comprehensive skill set. This includes not only technical and professional skills but also critical thinking, empathy, and cultural awareness.
8. Addressing Modern Challenges: Ancient wisdom can provide solutions to modern educational challenges, such as stress, lack of moral education, and environmental awareness. For instance, incorporating yoga and meditation from ancient practices can help students manage stress and improve focus.

By blending the strengths of both old and new educational systems, we can create a more balanced, inclusive, and effective learning environment that prepares students for the complexities of the modern world while respecting and preserving valuable traditions.

CONCLUSION

The exploration of the ancient Indian knowledge system and technology reveals their profound and enduring impact on contemporary teaching and learning styles. Ancient India, with its rich traditions and educational practices, emphasized holistic development, including moral, spiritual, and intellectual growth. The gurukul system, characterized by the close bond between teacher and student, fostered personalized mentorship and experiential learning, which remain relevant and beneficial in today's educational landscape.

Institutions like Takshashila and Nalanda exemplified the breadth and depth of ancient Indian education, offering a wide range of subjects from philosophy and mathematics to arts and sciences. These interdisciplinary approaches encouraged critical thinking, creativity, and a well-rounded education. The integration of ancient Indian methodologies can address modern educational challenges, such as the need for holistic development, inclusivity, and cultural relevance.

Incorporating ancient Indian knowledge and technological advancements into modern education systems can enhance the learning experience by making it more engaging, culturally rooted, and comprehensive. By blending traditional wisdom with contemporary pedagogical techniques, educators can create a more balanced, dynamic, and effective learning environment. This synthesis not only preserves valuable cultural heritage but also prepares students for the complexities of the modern world, fostering a sense of identity, pride, and ethical grounding.

In conclusion, the ancient Indian knowledge system and technology offer invaluable insights and practices that can significantly enrich and transform modern education. Their integration into contemporary teaching and learning styles can lead to a more inclusive, holistic, and culturally informed educational experience, ultimately contributing to the overall development and well-being of students.

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Indian Education System and Technology

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ABSTRACT

Due to the enhancement of knowledge and technological expertise in society, our country needs learning skills that can help in keeping pace with the development of science and technology.

The educational system of a country, and as a result, education itself, can never be separated from social institutions, national and international interactions at a global level. Education, in the present scenario, is the soul of all changes and developments. The use of information technology in education must be well-planned, systematic, and under thorough supervision. Only knowing 'how' to use information technology is not enough. The knowledge of 'why' information technology is required, as well as the extent and limit of its usage, must be properly understood by all. People need to be educated about all aspects of information technology; otherwise, the infrastructure built for it would be a complete waste.

Educationists must keep in mind that the use of information technology in education should make the teaching-learning process more effective and fruitful, rather than making it too easy for students. Technology should assist in acquiring new skills but should not compromise essential qualities like hard work, patience, and perseverance. In the last few decades, especially since the COVID-19 lockdown period, the education system has undergone drastic transformations. Many changes have occurred in teaching methods, delivering lectures, explaining lessons, and discussing study materials. On the other hand, these changes have significantly impacted the mindset and personalities of students.

This paper discusses the role of information technology in education through e-learning and presents a discussion on students' attitudes toward e-learning.

KEYWORDS: Information Technology, Education, E-Learning, Attitude toward E-learning

INTRODUCTION

Knowledge and information are the main requirements for achieving success and satisfaction in life. Therefore, all countries worldwide focus on increasing the availability of good-quality education. To develop human resources with proper skills, it is mandatory to examine schools and colleges to determine whether our education system is adequately preparing students—who will become responsible citizens—to compete in a rapidly changing and developing world.

One prominent concern regarding this issue is that while significant changes have occurred in science, medicine, and industry throughout history, the field of education has not experienced such a major transformation. Surprisingly, in many schools, there is little difference between modern classrooms and those from a century ago—students still sit in rows, holding pens and paper, competing to note down the words spoken and written by the teacher without fully understanding their meaning or application. The sole intention often becomes memorization rather than comprehension.

Educational methods—both in terms of how students learn and how teachers instruct—have largely remained unchanged. The International Society for Technology in Education (ISTE) emphasizes the urgent need for modern teachers to prepare students with technology-based learning opportunities. The ability to apply technology to enhance learning should be a fundamental skill for teachers.

Since the 1990s, applying information technology (IT) in higher education has been one of the most effective advancements in many parts of the world.

WHAT IS IT?

Information technology (IT) is the knowledge of processes and their application methods in processing, transferring, and utilizing information. IT includes collecting, organizing, storing, publishing, displaying, and using information in various forms such as sound, pictures, graphics, text, and numbers, using computers and telecommunication tools.

Significant changes brought by IT have led to fundamental transformations in society. One of the most important changes is that technology enables students to access information outside the classroom, increasing their motivation for learning.

The major role of information systems in education is to ensure that necessary information is available when needed. Predicting information requirements and ensuring timely access is crucial.

Some predictions suggest that IT will lead to a unified global village, fostering mutual understanding, peace, and cooperation between countries. Others view IT as a tool for strengthening independence and establishing equality

in society. Many believe that technology has the potential to liberate people in developing nations by providing greater access to information.

However, developing countries face challenges such as limited access to technology and structural and behavioral barriers related to IT. Political, cultural, economic, and technical factors—along with the availability and quality of software—determine a country's efficiency in utilizing IT.

IMPORTANCE AND ROLE OF IT IN EDUCATION

Considering that education has been using technology for spreading and developing various processes for over a century, it is not surprising that the advent of new technology has increased interest in acquiring knowledge through different methods. Today, technology-based education is easily accessible in universities of developed countries. Smart schools offer virtual learning, and online education is in high demand.

With the emergence of new learning environments in the 21st century, individuals and societies place significant responsibility on educational institutions to meet the increasing demand for technology education. Various information and communication technologies facilitate the teaching and learning process. Studies indicate that IT provides effective methods for professional teacher development.

Research by Beauchamp & Parkinson concluded that while high school students were frustrated by limited access to IT, they still enjoyed their studies due to teachers' efforts. Some key features of the education system in the digital age include:

1. The focus is on understanding and applying knowledge rather than rote memorization.
2. Teachers guide students in acquiring, selecting, evaluating, and storing information from diverse sources.
3. Traditional print materials are being replaced by digital books and online resources.

ADVANTAGES OF USING IT IN EDUCATION

- Students learn lessons using technical tools in less time.
- Modern IT tools, such as virtual tutorial programs, accelerate information dissemination.
- IT provides flexible structures for learning, information search, and metacognitive understanding.
- Students and teachers can perform their duties with high flexibility regarding time and location.
- IT contributes to an information-based society where education plays a crucial role in economic and social development.

ADVANTAGES OF THE INFORMATION SOCIETY

1. Enriching leisure time
2. Enabling remote work opportunities
3. Enhancing national productivity and competitiveness
4. Increasing employment opportunities
5. Facilitating lifelong education

IT In The Education System Of India

In India, IT education is seen as both a savior and a challenge. While IT is not neutral and is influenced by social, political, and technological factors, it is crucial to integrate it effectively into the education system. Schools serve as essential platforms for IT awareness. Expanding IT education at various levels has far-reaching benefits, including shaping a generation proficient in IT.

Teachers must understand the existing facilities and actively incorporate IT into education. This requires specialized training programs for both teachers and adults to enhance job opportunities resulting from IT integration.

THE NECESSITY OF CHANGING EDUCATION WITH IT

The advent of personal computers and widespread internet access has compelled global education systems to undergo major structural changes. Educational institutions must adapt by focusing on human resource development and preparing individuals to cope with rapid advancements. Instead of relying solely on past educational models, schools must embrace forward-thinking strategies that equip students for the future.

In the 21st century, education will be central to societal transformations. IT will no longer be seen merely as an economic or political tool but as a means to revolutionize education. The role of IT in education will center on knowledge application, practical techniques, and societal impact.

CONCLUSION

Modern education requires advanced, flexible, and user-friendly technologies to meet its demands effectively. Educational policies should focus on:

1. Expanding human resources through IT education programs.
 2. Enhancing institutional efficiency using IT.
 3. Supporting IT research and development in education.
 4. Encouraging cooperation among different sectors in IT adoption.
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5. Promoting IT culture at all educational levels.

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ETHICS AND VALUES- BASED EDUCATION

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ABSTRACT-

Value- based education are the building blocks of any society. Without value-based education good and effective education is not possible. It is the basis of education. “The basis of true education” says Charles W. Heathcote, is full of ethics and an effort to make education independent of religion, narrow its scope, aim and goal.” But Value education is something more vital and is taught unconditionally by a teacher who believes in nurturing students with values that will help in overall well – being of his/her students. It means bringing up of the child so that the personality may be shaped and the child may become an efficient member of the society. Ethical education is an approach to emphasize the development of the child in relation to society. But as the world changed, values also changed, they go beyond imparting academic knowledge and skills, emphasizing the development of moral values, principles, and character development in individual has become an integral part in our lives. The social environment is composed of human environment where the role of ethics and value- based education becomes even more critical in shaping responsible, empathetic and conscientious citizens. It promotes tolerance and acceptance, teaching students to appreciate diversity and work together with others. The dominant forces at work in a society determine the nature of education in that society. It is clearly visible that due to many reasons, Value degradation has become the reality of modern world. Therefore, it has become extremely important to inculcate these values through formal education system. Through this paper, we have tried to throw some light about how Teaching and learning of values has become the necessity of human era and we should continuously strive to increase the standard of ethical education in educational institution as ‘**School is the miniature of Society**’.

Keyword: Value Education, Role of Teacher, Human development, Culture, Ethical foundation.

INTRODUCTION-

Friedrich Nietzsche (1844-1900), a German philosopher, used the word ‘VALUES’ in 1880 in the plural to denote moral attitudes and beliefs that were personal and subjective. According to **Kothari Commission** “the social, economic and political change has to be achieved without any violent revolution or any kind of obstacle, there is single instrument and only one instrument, that can be used is IMPARTING EDUCATION”. But in modern democratic societies, values include all important aspects such as religion, internalisation of countries as value-based education is dynamic in nature.

Before the discussion of value-oriented education, it is important to explain the concept of values. Value in real terms means something that has a weightage, something precious, dear, essential and worthwhile; therefore, something one is ready to suffer and sacrifice for. Values influence our emotions, feelings, behaviour and activities and give meaning to our life. Education is the mirror in which the entire development process finds its reflection. The greater stress in democratic countries is laid on the speed and development of education. The fate of democracy depends upon good citizens and education can produce good citizens. But how far our education system is doing its best. These are conducive to our physical and mental health as well as social welfare and adjustment. Educational institutes today are engulfed by materialistic values. Teachers have become salesmen indulge in indiscipline, drugs and smoking, thus a great need for value education is felt. This form of education is related with social study and is branch of social sciences. The main focus is on the educational aims, methods, religious, social and cultural forces of any society. Since ancient times, the existence of mankind has been determined by the values of that particular era and society. “Education is not like a banking process where you have to just deposit the money in the same way you cannot deposit just the knowledge in the minds of children, in fact they have to understand by doing and experimenting in this manner the intellect is expanded by which one can independently inculcate values and become morally active too.” the prominent Indian spiritual leader and educational thinker Swami Vivekananda observed. But now a day in Education, importance is given only on mental development whereas the physical and spiritual qualities are neglected. Nowadays the erosion of moral, social, spiritual and ethical values has created a serious threat to the society. In Daily newspapers, magazines, any news channel of T.V. and other mass media are full with the reports of crime and all sorts of heinous act such as murder, agitation, violence, immorality, rape, corruption, bribery, drugs, youth unrest; eve-teaching etc. Education must take out the best out of ‘mind, body and spirit’. These values help individuals navigate life’s challenges, maintain relationships, and contribute positively to society, especially youth of any nation. So, it is very important that in a country where ‘Bapu’ – FATHER OF OUR NATION fought from the Britisher keeping

the values upright. So, it is important to teach the importance of honesty encourages students to be truthful in their academic and personal pursuits while lessons on empathy foster understanding and collaboration in diverse environments. Values can be explained as personal preference of ideas which form the foundation on which the personality of an individual rests. Life with values is all meaningful, whereas life in absence of values is of no use and is not good at all. These include loyalty, discipline, spirituality, courage, and sacrifice. Value education should be introduced or endorsed in both children and grown-ups for the welfare and betterment of humanity. The common value practices unite human beings due to their inclination towards the traditional values.

MEANING OF VALUE EDUCATION-

Value based education is an educational philosophy, an approach to teaching and learning that underpins away a school organiser itself develops relationships and promotes positive human values. This form of education is related to those activities, which are good, useful and valuable from the educational point of view and considered as educational values or values in education. The purpose of this form is to help the community, think about and reflect upon positive universal values. Learning values for the pleasure of the individual and the welfare of the society is called value education. Education creates a sense of understanding what is good and what is evil. This discrimination is based on values. The search for what is right and what is wrong is value education. In other words, education is a broader aspect where teaching has to be dynamic in nature. Value education is a comprehensive process.

Ethical – based education is related to the good of every learner and of whole learner to as an instrument of social and national reconstruction. The process of value development is influenced by a of environmental factors home, school, and the general ethics of the society. In educational institutes, teachers pass their value feedback to their students either consciously or unconsciously. It is a part of hidden curriculum where everything is not mentioned on papers but is expected to introduced in the classroom. The conduct of teachers in the classrooms profoundly affect the students, and that is why it is crucial to adopt a formal type of value education. Value education makes people a flexible thinker and helps them make choices in a complicated decision-making situation. Value education generates curiosity, helps to develop interests, attitudes, and capacity to make decisions. Value education promotes social integration as people with similar values come together. The value of education is significant. It should be tried that these values are incorporated in educational institutes as well as at homes. Hence a very famous philosopher said-

VALUE BASED EDUCATION = QUALITY EDUCATION



NATURE OF VALUE EDUCATION-

- Values are set standards which helps an individual to spend his/her life ethically.
- Values are the just like terms and condition according to which the nation is expected to work.
- Values can be both learned and taught in different manner that is by formal, informal and non- formal way.
- Because of values an individual's experiences, desires and specific situations gets effected or an individual get influenced.
- Values steer our life's journey.
- Values are dynamic that is ever changing as per time.
- Values are socially shared and is omnipresent in the society and is duly accepted by everyone.
- Values energise the individual to action.

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- Values can be developed or re-developed through the processes of divergent thinking.
 - Values are influenced by emotions.
 - Value of a thing or person has the power to satisfy its/his desires
 - Values are derived from several sources (church, school, family etc.)
 - Anything which has utility is a value.
 - Values are hierarchical in nature.
 - Values are helpful for survival.
 - Values frequently represent alternatives.
 - Values contains both cognitive and affective dimensions.
 - Values also supports schools in promoting an inclusive school ethos.

IMPACT OF VALUE EDUCATION-

In the present materialistic world inculcation of values among students should get top most priority in any scheme of Education. Inculcation of values cannot be done by introducing a separate subject in the curriculum. Because the concept of value is related to every aspect of social and personal life. So, in this process the whole society should be involved. All the activities of school right from curriculum design to evaluation process and co-curricular activities, emphasis should be given for the spontaneous development of value. Also, a teacher with personal integrity, higher standard of spiritual and moral values and ideal life style can contribute in inculcation of values among students. After independence various commissions were came in to force to give more emphasis in inculcation of values among the people e.g. University Education Commission 1948, Sri Prakash Committee and the Indian Education Commission etc. The Holistic approach of Education is to envision a new world of value and ethics of learning to learn and live together. Holistic education demands a teacher to be dynamic in an overall manner, he/she has to be guide, friend, mentor, counsellor, family. In schools, where Holistic Education is provided, the students and teachers work together for attaining a mutual goal. Here cooperation among the members is encouraged in place of competition. It is expected that all the students grow together, rather than giving them grade or award. On the whole, Holistic Education strives to make Education learner-centric and meaningful, based on the explicit assumption of connectedness, wholeness and humanism. These are mostly the same attributes called for by the UNESCO in its famous report- “Learning: The Treasure Within”. It is believed that this alternative system, i.e., Holistic Education would definitely combat social problems, viz., depression, substance abuse and suicide by young people and at the same time contributes in making our world a peaceful one. It helps to inculcate ethics in our life.

VALUE BASED EDUCATION-“The Need of The Hour”

“A very famous educationist, said that values are indeed precious and priceless, while valuables are priced and come with a price tag.” The branches of value-based education is love for everyone, compassion, sympathy, honesty, empathy, tolerance, etc. that lay the basis for values like honesty, discipline, punctuality, courageous and loyalty in a society.

In this fast-moving competitive world, it has led humans to compromise on values where, integrity and character of a man is at stake. As a result, we see aggression, selfishness, rampant corruption, unlawful activities and inhuman behaviour all around, people are in a mad rat race where they are only concerned for its survival.

It is so essential to introduce value-based education which deals exclusively with human values, to redesign the setup and the mindset of the society who is nowadays is only concerned for his own living. Childhood is the only right period and age to inculcate value education, they are the building blocks of the society, so that it gives the right impression and a clear picture on the child's mind guide him in his whole journey of life. School provides is the interactive and learning environment where only human values can be easily introduced a child by making him/her "experience" and "live" the values.

This can be attained with the help of workshops, seminars, camps, events and open forums since values are "caught" and not just 'taught'. So, the ones lie on the elders to ensure that the preserve and promote values.

The need of the hour is to prioritize value-based education into our curriculum, just like formal education, this form should also get due importance. The intellectual and social activists should join heads and hands to ensure that practising values become as second.

In the heavily competitive world of today, the emphasis or the weightage is on academic excellence often overshadows the essential aspect of value-based education. While technical and intellectual growth is critical, nurturing moral, ethical, and social values is equally important to create responsible and compassionate individuals. Here's why value-based education is indispensable:

1. Developing Moral Compass

Value-based education helps instil ethical principles and a sense of right and wrong in students. It fosters honesty, integrity, and respect for others, shaping morally sound individuals who contribute positively to society.

2. Building Emotional Intelligence

Empathy, kindness, and cooperation are crucial traits that value-based education emphasizes. These qualities enable individuals to build healthy relationships and navigate social challenges effectively.

3. Promoting Inclusivity and Respect

In a world rife with divisions, value-based education encourages respect for diversity in terms of religion, culture, and opinions. It cultivates tolerance and harmony among individuals and communities.

4. Creating Responsible Citizens

This approach nurtures a sense of civic responsibility and environmental awareness. It motivates students to engage in community service and contribute to societal well-being.

5. Holistic Development

Beyond academics, value-based education focuses on personal development, preparing students to handle life's challenges with resilience and a positive outlook.

6. Reducing Social Problems

With increasing incidents of violence, corruption, and selfishness, value-based education can act as a preventive measure, reducing these societal issues by fostering ethical behaviour.

In the race for material success, the essence of humanity should not be lost. Value-based education is the foundation of a compassionate, ethical, and harmonious society. It is indeed the need of the hour to prepare individuals who not only excel professionally but also live fulfilling and meaningful lives.

CLASSIFICATION OF ETHICAL & VALUE EDUCATION-

Values are influenced by social, religious, political, technological, psychological and factors. As a result, values mean different things to different people. Therefore, are classified differently by different scholars.

Mahatma Gandhi's Classification of Values-

- Ahimsa (Non-violence)
- Satya (Truth)
- Astayans (non-thriving)
- Brahmacharya (Purity)
- Aparigraha (non-acquisitiveness)
- Sharirshram (Physical work)
- Aswada (Control of palate)
- Sarvatra Bhavjavarjana (Fearlessness)
- Swadeshi (Patriotism)
- Sparsha Bhavana (Abolition of untouchability)

Swami Vivekananda's Classification of Values-

- Cultivation of heart
- Fearlessness
- Non-injury
- Personal purity and social purity
- Self-sacrifice
- Service to others

VIEWS ABOUT EDUCATIONAL VALUES-

The educators have distinguished two kinds of educational values. They are as follows-

(a) Internal and subjective

(b) External and objective

Internal values: Some educationists claim that values depend on personal ideas and experiences. According to some educationist, value is innate and mind's power of imagination.

They hold the view that whatever is useful to human beings is good and valuable, and whatever good is useful. In other words, a thing which is useless, becomes valueless also. They determine their values according to their utility.

External values: The educationists who support external values hold that values are inherent in objects and activities. As per educationist, the social environment affects the quality or the value of a certain thing. In other words, all educational activities are not connected with the individual but with the social environment.

KINDS OF EDUCATIONAL VALUES-

Brubacher has divided educational values into immediate values (related to likes) and remote values (related to intelligent likes). Further these values are divided into instrumental and intrinsic values, aesthetic and absolute values.

Immediate values: The values cover both biological and psychological needs of children. For instance, a child having an interest and liking for fine arts, shall be able to satisfy his artistic taste by practising artistic activities only. This type is related to immediate needs which covers value in biological and psychological manner.

Remote values: The values are closely interrelated to each other that is intelligent and rational needs. It is a matter of common experience that each programme of the school satisfies the diverse needs of the teachers and the children. Therefore, each individual has to make an intelligent selection out of all these needs and try to achieve maximum advantage from all the activities of the school. Hence, these values are related to intelligently selected likes and needs.

Instrumental values: Brubacher says that instrument values are values that are good for something. These values are subjective in nature and are based on the principle of utility. They change according to change in circumstances. Pragmatists like John Dewey advocate these values. For instance, if a child wants to become a musician, knowledge of 'taal' and 'swar' will be useful for him to realise his chief objective. This knowledge of 'swar' and 'taal' is an instrumental value for some higher values. These instrumental values are subjective and change according to circumstances. But these values are of no use in other vocations and professions.

Intrinsic values: According to Brubacher, "Values, which are judged for good and not for something else, but in themselves that is which is from internal." The values are inherent, self-restored and complete within themselves. They do not depend on anything external. For e.g., 'honesty' is a unique quality maybe someone likes it or not. There are three important components of values, i.e., truth, beauty and goodness are inherent form of value. They do not depend on anything else the idealistic philosophy emphasises intrinsic values.

Aesthetic values: Aesthetic values like truth, beauty and goodness give us pleasure and happiness. Some educationists delimit these values up to the domain of fine arts only. But other educationists hold that pleasure and happiness maybe derived from other subjects besides fine arts. Hence, various curricular as well as co-curricular activities should be organised in schools in order to develop the aesthetic values more and more. They are common to the human race.

They do not differ from nation-to-nation and time-to-time. The values are absolute values, which are essential for the overall development of the individual and for the society. Love, truth, beauty, honesty, courage, generosity, kindness, politeness, industry, perseverance, justice, freedom, tolerance, self-respect, independence, duty, consciousness, sense of cooperation, sense of gratitude, discipline and sense of justice are examples of these values.

ROLE OF ETHICAL & VALUE EDUCATION

Ethical and value-based education plays a crucial role in teacher education by fostering the moral and character development of future educators. There are some important points which highlight the role of value education and how ethical education plays an important part in the curriculum:

1. Character Development: It helps teachers internalize essential values such as honesty, integrity, respect, and empathy, which are vital for their professional conduct.

2. Decision-Making: Ethical education equips future teachers with the skills to make sound moral decisions in complex situations, ensuring they can navigate ethical dilemmas in the classroom.

3. Role Modelling: Teachers serve as role models for students. Ethical training ensures that they exhibit behaviours that reflect positive values, influencing students' moral development.

4. Creating a Positive Learning Environment: By promoting values like inclusivity and respect, teachers can create a supportive atmosphere that encourages student engagement and promotes diversity.

5. Civic Responsibility: Ethical education encourages teachers to instil a sense of social responsibility and civic duty in their students, preparing them to be active, responsible citizens.

6. Professional Standards: It underscores the importance of adhering to professional ethics, which helps in building trust with students, parents, and the community.

7. Critical Thinking: Value-based education promotes critical thinking, enabling future teachers to analyse moral issues objectively and engage in thoughtful discourse.

8. Balancing Curriculum Demands: It prepares educators to balance curriculum-focused teachings with the personal and social development of learners, ensuring holistic education.

In summary, ethical and value-based education in teacher education not only shapes competent educators but also fosters a generation of students who are well-equipped to contribute positively to society.

UNESCO (1980) LISTS THE FOLLOWING OBJECTS OF VALUE EDUCATION –

- Full development of the child's in its physical, internal, emotional and spiritual aspects.
- Inculcation of vital values and creation of responsible and responsible citizenship.
- Developing respect for the dignity of the individual in a holistic manner.

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- Spirit of national integration and patriotism is an important aspect which is inculcated with the help of value-based education.
 - Developing ethical competence and tolerance towards different religious faiths.
 - Developing a sense of brotherhood at the social, national and international level.
 - Helping children to have faith in some supernatural power and order that is supposed to control this universe and human life.
 - Enabling children to make decisions on the basis of sound moral principles

CURRICULUM FOR VALUE ORIENTATION OF PROSPECTIVE TEACHERS –

According to NCTE, teacher training institutions should strive to produce teachers who should:

1. Develop Gandhian values
2. Understanding the role as an agent in the society by a teacher is really essential because after parents it is the teachers who are moulding the lives of children.
3. Perceive his role not as a leader of children but also that of a guide to the community. Possess warm and positive attitude towards growing children and their academic, emotional and personal problems, with skills to guide and counsel them.
4. Act as a liaison between the school and community and employ suitable ways and means for integrating community.
5. Not only use but help in the preservation of environmental resources and preservation of historical monuments and other cultural heritage.
6. Develop understanding of the objectives of education in the Indian context and awareness of his role of school in achieving the goals of building democratic, secular and socialistic society.
7. Understand action research and investigatory projects.
8. Keep abreast of the latest knowledge of the subject matter she is teaching.
9. Develop understanding, interest and attitude which would enable him to foster all round growth and development of children under his guidance.

METHODS OF IMPARTING VALUE EDUCATION-

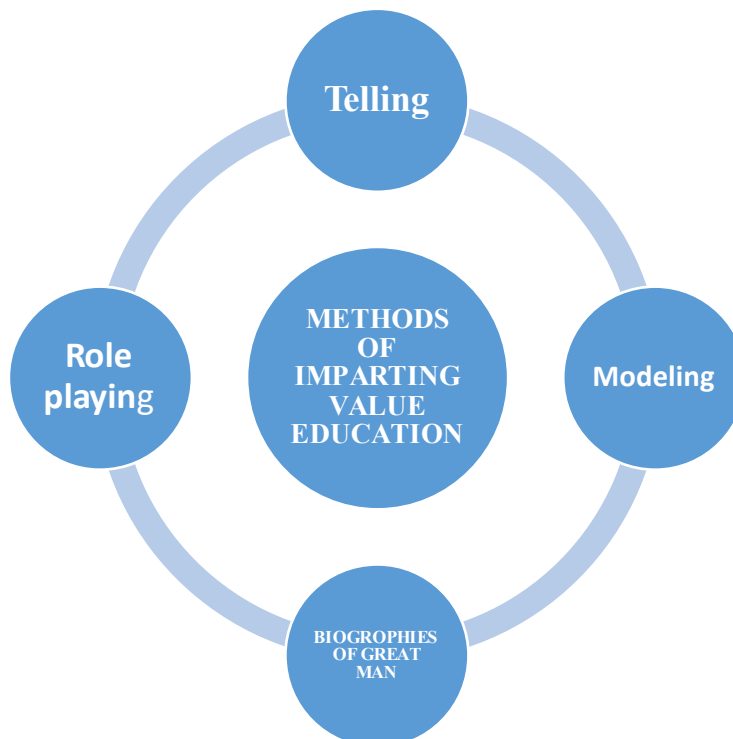
Value education is critical in shaping individuals' character and helping them develop ethical and moral principles. Here are some effective methods for imparting value education:

1. **Storytelling:** Use stories, fables, and parables to teach moral lessons. Engaging narratives can illustrate values more memorably.
2. **Discussions and Debates:** Encourage open discussions on values and ethics. Debates can help students articulate their views and understand different perspectives.
3. **Role-Playing:** Use role-playing scenarios to allow students to experience situations where they must make value-based decisions, promoting empathy and understanding.
4. **Community Service:** Involve students in community service projects. Engaging in altruistic activities helps reinforce values like compassion, teamwork, and responsibility.
5. **Mentorship Programs:** Pair students with mentors who exemplify strong values. Mentors can guide students in real-life applications of values.
6. **Integrative Curriculum:** Incorporate values across subjects, demonstrating how ethics and morals relate to various fields like science, literature, and social studies.
7. **Value Workshops:** Conduct workshops that focus on specific values, such as honesty, respect, or kindness, utilizing interactive activities to build understanding.
8. **Reflection Activities:** Encourage students to reflect on their experiences and the values that guided their decisions. Brainstorming or group discussions, journal can add on to their effective learning.
9. **Parental Involvement:** Engage parents in the process of value education through workshops or information sessions to reinforce values at home and school.
10. **Celebrating Diversity:** Promote inclusive environments that respect different cultures and values, teaching students about tolerance and acceptance.

By utilizing these methods, educators can effectively impart value education and help students cultivate ethical behaviour and a strong moral compass.

- Examples should be taken from day-to-day life situation.
 - Extracts from the sayings of great men should be explained.
 - Biographies of great should form an important source of value education.
 - The natural response is feeling of relationship.
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- Discourses on the lives of national and spiritual leaders can bring out values like self-sacrifice, collective happiness, love for truth and ultimate values of life for which the great leaders lived.
- Prayer, meditation and ‘shramadan’ should form an integral part of the content of value education.
- Celebrating the birthdays of great national and spiritual leaders.
- There are number of writings in the form of manuscript, biographies, proverbs, hymns and sayings of great person from their life can be used in imparting values in educating society.
- A spirit of work and mutual help should be organised in the entire functioning of the school.
- Arrange picnics and excursions to give opportunities to the students for moving among different and seeing the monumental achievements in the country for broadening their outlook and understanding humanitarian values.



CONCLUSION-

Ethics and value-based education are indispensable for nurturing well-round individuals capable of contributing meaningfully to society. By instilling moral principles and values, education systems can prepare students not just for careers but for life itself. Overcome the challenges in implementation requires collective efforts from educators, parents, policymakers, a society. A commitment to ethics and values ensures a future marked by empathy, fairness and sustainable development. Thus, we understand that, at present when social, moral, cultural and spiritual values are disintegrating, when religion is losing its hold, when knowledge and power are being terribly missed for their own personal interest, which in turn has given birth to so many evil qualities like corruption, jealousy, hatred for others and the list is endless. Teacher education is a value-oriented enterprise. The teaching of values is unavoidable affair as teachers gave second birth to the children and make the future of the nation bright by providing education. Moreover, education has always been looked upon with a hope of aware mankind in facing the present that is difficult and preparing for future which is uncertain and challenging. Imparting value-based education is the only key to success.

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Incorporating Ancient Sciences And Mathematics

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Abstract

The mathematics of classical Indian civilization is an intriguing blend of the familiar and the strange. For the modern individual, Indian decimal place-value numerals may seem familiar and, in fact, they are the ancestors of the modern decimal number system. Some historians of mathematics have deplored these aspects of the Indian tradition, seeing in them merely a habit of rote memorization and an inability to distinguish between true and false results. In fact, explanations and demonstrations were frequently added by later commentators not so much as solid foundations for a student’s understanding but as pedagogical crutches for a student’s potential lack of understanding. The Indian concept of *ganita* (Sanskrit: “computation”) was a form of knowledge whose mastery implied varied talents: a good memory, swift and accurate mental arithmetic, enough logical power to understand rules without requiring minute explanations, and a sort of numerical intuition that aided in the construction of new methods and approximations.

Keywords - Mathematics, Indian civilization, decimal number system, decimal place value, pedagogy.

Introduction

Mathematics on the Indian subcontinent has a rich and long history going back over 5,000 years and thrived for centuries before advances were made in Europe. Its influence spread to China, Southeast Asia, the Middle East, and Europe. Apart from introducing the concept of zero, Indian mathematicians made seminal contributions to the study of geometry, arithmetic, binary mathematics, the notion of negative numbers, algebra, trigonometry, and calculus among other areas. The decimal place value system that is employed worldwide today was first developed in India. Classical period (400–1600) This period is often known as the golden age of Indian Mathematics. This period saw mathematicians such as Aryabhata, Varahamihira, Brahmagupta, Bhaskara I, Mahavira, Bhaskara II, Madhava of Sangamagrama and Nilakantha Somayaji give broader and clearer shape to many branches of mathematics.

Planetary knowledge

The Vedic planetary model is given in Figure 1. The sun was taken to be midway in the skies. A considerable amount of Vedic mythology regarding the struggle between the demons and the gods is a metaphorical retelling of the motions of Venus and Mars (Frawley 1994). The famous myth of Vishnu’s three strides measuring the universe becomes intelligible when we note that early texts equate Vishnu and Mercury. The myth appears to celebrate the first measurement of the period of Mercury (Kak 1996a) since three periods equals the number assigned in altar ritual to the heavens. Other arguments suggest that the Vedic people knew the periods of the five classical planets.

Concept of Zero: ‘Zero’ was discovered by an anonymous Indian. The concept of zero in India holds significant historical and mathematical importance. The numeral zero, as we understand it today, is an integral part of the decimal numeral system, and it was developed in ancient India.

Concept of Pi: The concept of π (pi), which represents the mathematical constant approximately equal to 3.14159, has a long history in India, as well as in other ancient civilizations. In India, pi was known and calculated by mathematicians and astronomers in various ways over the centuries.

1. Ancient Texts: Indian mathematicians and astronomers in ancient times made references to pi in their texts. For example, the "Shulba Sutras," which are a collection of ancient Indian texts dealing with geometry and construction, include approximations of the value of pi

2. Madhava: The mathematician Madhava of Sangamagrama, a prominent figure of this school, developed series expansions for trigonometric functions, including pi. The approximate value of π is 22/7 or 3.14159265359.

Number System: India has a rich history of number systems, with significant contributions to the development of various numeral systems. One of the most influential contributions is the decimal numeral system, which is now the most widely used number system globally.

Vedic Mathematics: Vedic Mathematics is a system of mathematics that claims to be based on the ancient Indian scriptures known as the Vedas. It is often attributed to a scholar named Swami Bharati Krishna Tirtha, who published a book titled "Vedic Mathematics" in 1965, where he introduced and popularized this system.

1. **Sutras:** Vedic Mathematics is said to be based on a set of 16 Sutras (aphorisms) and 13 Upa-sutras (sub-sutras) extracted from the Vedas. These Sutras are claimed to provide efficient and unconventional methods for performing various mathematical operations, such as addition, subtraction, multiplication, division, square roots, and cube roots.

2. **Mental Calculation:** Vedic Mathematics emphasizes mental calculation and claims to offer techniques that allow individuals to perform complex mathematical computations in their heads quickly. Proponents of Vedic Mathematics argue that these techniques can lead to faster and more efficient calculations compared to traditional methods.

Mahaviracharya: Mahavira, also known as Mahaviracharya or Mahavira II, was a renowned mathematician and Jain philosopher who lived in India in the 9th century CE. He made significant contributions to the field of mathematics, particularly in the area of number theory. Key contributions:

2. **Number Theory:** Much of Mahavira's work focused on number theory, including the study of prime numbers, factors, divisibility, and algebraic equations. He made important contributions to understanding the properties of numbers.

3. **Prime Factorization:** Mahavira developed a novel method for prime factorization, which involved a systematic procedure for finding the prime factors

Contributions:

1. **Mathematics:** Bhaskaracharya made important contributions to mathematics, particularly in the areas of algebra, arithmetic, and calculus. His work "Lilavati" is one of his most famous mathematical treatises.

2. **Astronomy:** Bhaskaracharya was also an accomplished astronomer. He wrote the astronomical treatise known as the "SiddhantaShiromani." This work is divided into four sections: Lilavati (arithmetic and geometry), Bijaganita (algebra), Grahaganita (mathematics of the planets), and Goladhyaya (spherical trigonometry). In the Grahaganita section, he made significant contributions to understanding planetary motion and eclipses.

3. **Bijaganita:** Bhaskaracharya's "Bijaganita" is a comprehensive work on algebra. It covers topics like solving equations, indeterminate equations, and algebraic methods for finding square roots.

4. **Calendar Reform:** Bhaskaracharya proposed calendar reforms and made adjustments to the Indian calendar system. His insights into the calculation of leap years and the adjustment of months contributed to the accuracy of Indian calendars. Bhaskaracharya's works, especially "Lilavati" and "SiddhantaShiromani," remain important sources for understanding the mathematical and astronomical knowledge of his era.

Contribution of Ancient India to Modern Science

India has been contributing to the fields of science and technology since ancient times. Even today, what we term as ‘traditional knowledge’ is actually based on scientific reasoning. Technology is today defined as applied science, but early humans **developed technologies such as** stone-working, agriculture, animal husbandry, pottery, metallurgy, textile manufacturing, woodcarving, boat-making, and sailing.

- The first stone tools in the Indian subcontinent go back more than two million years.
- The **Neolithic revolution** saw the development of agriculture in parts of the Indus and the Ganges valleys, which in turn triggered the need for pots, water management, metal tools, transport, etc.
- **Metallurgy** brought about significant changes in human society as it gave rise to an entirely new range of weapons, tools, and implements.

Metallurgy

Metallurgy may be defined as the extraction, purification, alloying, and application of metals. **Mehrgarh** in Baluchistan provides the first evidence of metal in the Indian subcontinent.

- **Wootz steel:** Wootz steel, first produced in South India around 300 BCE, was created by carburising iron under controlled conditions.
- The products made of this Indian steel came to be known as **Damascus swords**.
- Wootz steel is primarily iron containing a high proportion of carbon (1.0-1.9%).
- It also spurred developments in **modern metallographic studies** and also qualifies as an advanced material in modern terminology since such steel are shown to exhibit super-plastic properties.
- **Iron Pillar of Delhi:** It consists of about six tons of wrought iron. The **rust-resistant quality** is chiefly due to the presence of **phosphorus** in the iron and this element, together with iron and oxygen from the air, contributes to the formation of a thin protective passive coating on the surface, which gets reconstituted if damaged by scratching.

Chemistry

- **RasaratnaSamuchaya:** Vagbhaṭa in his RasaratnaSamuccaya gives a systematic exposition of the principal metals in a well-known text of alchemy.
- Each metal's properties and medicinal uses are clearly brought out within the alchemical framework of the times.
- **Rasashastra :** It literally means the “**Science of Mercury**”.
- It is a specialized **branch of Ayurveda** dealing mainly with materials which are known as ‘**Rasa dravyaas**’.
- Its evolution is traced to the **Sage Nagarjuna**.
- Naagaarjuna proclaimed that the objective of the science of mercury is not limited to **Alchemy (Dhaatuvaada)** but also to maintain health and strengthen the body for achieving **Mukti i.e. ultimate salvation**.
- **The Ramayan and the Mahabharata** mention weapons with arrowheads coated with a variety of chemicals, indicating their knowledge of Alchemy.
- **Kanad's atomic theory** was the very first atomic theory ever proposed.

Medicine

- **Ayurveda:** Ayurveda is a science of life that emphasizes a holistic approach to **health and personalized medicine**.
- The ancient schools of **Hindu Philosophical teachings** known as **Vaisheshika** and the school of logic known as **Nyaya** laid the groundwork for Ayurveda.
- According to Ayurveda all objects in the universe including the human body are composed of five basic elements (Panchamahabhutas) namely, Akash, Vayu, Agni, Jala and Prithvi.
- **Siddha:** The **Siddha system of Medicine**, provides preventive, promotive, curative, rejuvenating and rehabilitative health care by adopting a scientific and holistic approach.
- **Yoga:** It was developed as an allied science of Ayurveda for **healing without medicine** at the physical and mental levels.
- The credit for systematically presenting this goes to **Patanjali**.
- **Veterinary Science:** There is evidence of the existence of **veterinary hospitals and dis- pensaries** under the **Mauryan Empire**.
- Veterinarians were called **salihotriya**, after the famous horse medicine authority **Salihotra**, in ancient times.

Astronomy and Space

- **VedangaJyotisa:** It is the earliest astronomical text attributed to **Maharishi Lagadha** dating back to the **6th century BCE**.
- It is part of the **Vedangas**, and it covers a wide range of topics, including the phases of the Moon, the solar and lunar calendars, and the positions of the planets.
- **Maharajah Sawai Jai Singh II** of Jaipur constructed five astronomical observatories in northern India (New Delhi, Jaipur, Ujjain, Mathura and Varanasi).

- The observatories, or "**JantarMantars**" incorporate multiple buildings of unique form, each with a specialized function for **astronomical measurement**.

Aeronautics

- **Mysorean Rocket:** Rockets or ‘fire-arrows’ are noted to have been in use in Europe way back in the 15th century itself. However, rockets developed during Tipu Sultan's reign, known as **Mysorean rockets**, were far more advanced, "primarily due to the **use of iron** tubes for holding the propellant."
- These rockets used a special type of gunpowder, which produced a fierce bursting, odour, and smoke, as well as a terrifying noise.

Mathematics

- **Shulba Sutras:** Baudhyana is credited with the writing of the earliest Sulba sutras which are appendices to the Vedas performing the role of manuals enunciating rules for the construction of **Vedic altars** (site preparation for Vedic sacrifices).
- **Arithmetic:** Most of the standard results in basic arithmetic were of Indian origin like the decimal system, place-value, zero, square, and cubic-roots.
- **Trigonometry:** It evolved as an essential component of astronomy. Most astronomical texts include reasonably accurate sine tables to facilitate quick calculations of astronomical elements.

Ancient Indian Scientists

In ancient India great luminaries cultivated sciences with their personal curiosity under active royal patronization. Following are some notable Indian scholars:

Baudhayana (800 BCE- 740 BCE)

- Baudhayana was the **mathematician**, is also known as the ‘**Father of Geometry**’.
- He was a great scholar of philosophy, religion, mathematics, and language.
- **Books:** Shulba Sutra and Shrauta Sutra.
- He is considered one of the first to discover the **value of ‘pi’**.
- **Baudhayana Theorem:** This is considered an earlier statement of the Pythagorean theorem.

Sushruta

Sushruta is recognized as the ‘**Father of Plastic Surgery**’.

- He was a surgeon and philosopher who compiled a monumental treatise on surgery, ‘**Susrutasamhita**’.
- India was the first place where **rhinoplasty** (developed by Sushruta) was invented and used.
- He took surgery in ancient India to admirable heights and that era was later regarded as the **Golden Age of Surgery**.

- Contribution:

- His **Samdamsayantras** were the first forms of the modern surgeon's spring forceps and dissection and dressing forceps.
- Classified bones and their reaction to injuries.
- Recognized diabetes and defined it as **Medhumeha**.
- First person to do an **autopsy**.

Kanada

- Kanada was the first proponent of the '**atomic theory**' and stated that the atom is indivisible and the world is made up of atoms.
- He also added that there are varieties of atoms that are as different as the different classes of substances.
- In 200 BCE, he wrote about **gravity**, and in **Vaishesika Sutras** he describes the **Laws of Motion**.
- He founded the **Vaisheshika school of Indian philosophy**, which embodied the oldest forms of Indian science.

Charaka-

Charaka is known as the “**Father of Ayurveda**”.

- He appears to have been a pioneer in the "**prevention is better than cure**" philosophy.
- He wrote **CharakSamhita** (treatise on ayurveda) the description of a large number of diseases, causes and their treatment.

- He described the **Fundamentals of Genetics** and was the first physician who stated the concepts of **digestion, metabolism, and immunity**.

Aryabhata (476-550 CE)

- Aryabhata was **mathematician-astronomers**

- **Books:**

- **Aryabhatiya** (mathematics and astronomy)
- **Arya-siddhanta** (astronomical computations).

- **Contribution in Mathematics:**

- The mathematical part of the Aryabhatiya covers arithmetic, algebra, plane trigonometry, and spherical trigonometry.
- **Zero**, according to Aryabhata, was not only a numeral but also a **symbol and a concept**.

- **Contribution to Astronomy:**

- He believed that the earth was rotating and also gave a scientific explanation for the **occurrence of eclipses** as opposed to the prevailing ideas that **Rahu and Ketu** caused eclipses.
- The discovery of zero enabled Aryabhata to calculate the **exact distance between the Earth and the moon**.

Aryabhata II

Aryabhata II was a mathematician and astronomer.

- **Books:** The Mahasiddhanta or Aryasiddhanta, is an astronomical compendium based on the orthodox tradition of *Smritis*.

- Detailed derivations cover planetary longitudes, solar and lunar eclipses, eclipse projections, lunar crescents, and more etc.

- He played a vital role in constructing a **sine table**, which was accurate up to **five decimal places**.

Brahmagupta (598-668 CE)

- Brahmagupta, a most accomplished mathematician, was responsible for creating good mathematics in the form of **geometrical theorems** and **number theory**.

- He was the **first to introduce zero as a digit**.

- He was believed to be a court astronomer to emperor **Vyaghramukha (Chavda Dynasty)**.

- **Notable work:** Bahmasphutasiddhanta (theory of “the opening of the universe”), Khandakhadyaka (astronomical calculations).

Bhaskara I

- Bhaskara I, was a mathematician and astronomer (7th century CE)

- **Contribution to Mathematics:**

- His greatest contributions lie in the realms of **calculus and trigonometry**.
- He developed innovative methods and algorithms that simplified the process of finding solutions.

- **Books:**

- “**AryabhatiyaBhashya**” covers a wide range of topics, including arithmetic, algebra, geometry, and trigonometry.
- **Laghubhaskariya** and the **Mahabhaskariya** which follow Aryabhata’s system of astronomy.

Varahamihiri (505–587 CE)

- Varahamihira was a renowned astronomer, mathematician, and astrologer.

- **Notable works:**

- **BrihatSamhita** (comprehensive work on astronomy, astrology, architecture, gemology, agriculture, mathematics, and gemology).
- He wrote about **chief aspects of Jyotisha** (astrology) like horoscopy.
- He was the first to state **Panchasiddhantika** (book on mathematical astronomy) that the **ayanamsa** (precession of the equinoxes) lasted for **50.32** seconds.

- He first described **gravity** as an attractive “Force”, which binds various things together.

Bhaskara II/ Bhaskaracharya

- Bhaskara II was an Indian astronomer and mathematician (12th CE century)

- **Notable works:**

- **SiddhantaShiromani** (It contains the essence of ancient Indian astronomy and mathematics).
- He was aware of the **precession of equinoxes**.
 - He accurately calculated the apparent orbital periods of the **Sun** and orbital periods of Mercury, Venus, and Mars.

Nagarjuna

- He was a chemist and an **alchemist**.

- **Notable works:**

- **Rasaratnakara** {It deals with preparing rasa (liquids, mainly mercury)}. It is a literary piece on alchemy composed around 7th-8th century CE.
- Alchemy is an old study of changing basic substances (such as metals) to other substances.
- Rashrudaya, Rasendramangal, Arogyamanjari, Kakshaputatantra, Yogasara, Yogasataka, and Uttaratantra (preparation of medicinal drugs).

- He for the first time, not only enunciated **cementation processes** but also propounded zinc production by a **distillation technique**. His efforts were focused on transforming base metals into gold.

Conclusion-

In conclusion, **ancient Indian wisdom offers a rich repository of knowledge** that can be integrated with contemporary science and technology to drive breakthroughs across multiple domains. This **integration could lead to sustainable, holistic solutions that address modern challenges**. Man is distinctly separated from the animal by his power of “thinking” or “reasoning”. Not many countries of the world have contributed their share to the evolution of modern mathematics. The Indian contribution is among the most important, particularly during the ancient India. I present this thesis as a Mathematical models from the rules of Mathematics which have been given in the form of various Sanskrit verses by the Ancient Indian Mathematicians.

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REVITALIZING EDUCATION THROUGH INDIAN KNOWLEDGE SYSTEMS: IMPLICATIONS FOR TEACHER EDUCATION

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Abstract

The integration of the Indian Knowledge System (IKS) into teacher education, as envisioned by the National Education Policy (NEP) 2020 guidelines, aims to transform India’s educational landscape. NEP 2020 emphasizes a holistic and multidisciplinary approach, promoting cultural heritage, inclusion of local contexts, and the use of the mother tongue in instruction. It also highlights the importance of research and teacher training.

This paper explores the revitalization of education through the integration of Indian Knowledge Systems (IKS) in teacher education. IKS, encompassing traditional wisdom from disciplines such as Ayurveda, Yoga, Vedanta, and classical sciences, provides a holistic and interconnected approach to knowledge. In alignment with the National Education Policy (NEP) 2020, this integration offers a balanced framework for addressing contemporary global challenges such as sustainability, mental well-being, and social equity.

The paper highlights the relevance of IKS in teacher education by promoting interdisciplinary learning, ethical living, critical thinking, and creativity, thereby fostering culturally diverse, inclusive, and sustainable educational practices. By incorporating IKS into modern curricula, educators can prepare students to navigate a rapidly changing and interconnected world while preserving India’s cultural heritage.

Keywords: Indian Knowledge Systems (IKS), Teacher Education, NEP 2020

INTRODUCTION

India's rich tapestry of indigenous knowledge, encompassing philosophy, science, arts, and ethics, has significantly influenced its cultural and intellectual heritage. The NEP 2020 recognizes the importance of preserving and promoting this knowledge within the modern educational framework. Indian Knowledge Systems (IKS) encompass a vast body of indigenous knowledge developed over millennia, rooted in India's diverse philosophical, spiritual, scientific, and artistic traditions. These systems emphasize a holistic and interconnected view of life, where knowledge is not fragmented into discrete disciplines but seen as an integrated whole. Core areas include Ayurveda (medicine), Yoga (spiritual and physical discipline), Vedanta (philosophy), Nyaya (logic), and classical sciences like astronomy and mathematics.

The pedagogical approaches of IKS were traditionally experiential and dialogical, focusing on self-realization, ethical living, and harmony with nature. IKS represents not only a repository of ancient wisdom but also offers insights relevant to addressing contemporary global challenges, including sustainability, mental well-being, and interdisciplinary education. The resurgence of interest in IKS highlights its potential to enrich modern education by offering alternative perspectives on knowledge and learning.

The relevance of IKS in modern teacher education offers a holistic and interdisciplinary approach to teaching, emphasizing the interconnectedness of all fields of knowledge, which can address some of the fragmentation seen in modern higher education. With its roots in ancient Indian traditions like the Gurukula system, which promoted experiential learning, ethical living, and the pursuit of self-realization, IKS aligns with current global demands for sustainable and ethical education. Its focus on a balance between scientific inquiry and philosophical understanding helps cultivate critical thinking, creativity, and a broader worldview.

By incorporating IKS into modern academia, educators can provide students with the tools to address complex global challenges such as environmental sustainability and social equity. Moreover, integrating these systems fosters cultural diversity and inclusion, contributing to the decolonization of curricula. As teacher education increasingly values interdisciplinary and culturally enriched learning, IKS serves as a valuable framework for nurturing well-rounded, ethically conscious individuals.

By integrating IKS into teacher education and curriculum design, we can ensure a balanced approach that preserves India's heritage while meeting the needs of the 21st century. This paper explores the relevance of IKS in contemporary teacher education, examining how these ancient systems can contribute to creating a more

balanced, integrated approach to learning that prepares individuals to meet the obstacles of an interconnected and rapidly changing world.

Indian Knowledge Systems (IKS)

Indian Knowledge Systems (IKS) encompass a vast body of ancient wisdom rooted in India’s cultural, philosophical, and scientific traditions. These systems, which have evolved over millennia, provide a holistic approach to understanding the world and human existence. Unlike modern education, which often prioritizes specialized knowledge and technical skills, IKS emphasizes the integration of intellectual, emotional, spiritual, and ethical dimensions of learning. Concepts like Yoga, Ayurveda, Vedic mathematics, and Indian philosophy offer a comprehensive framework for personal growth and societal well-being.

THE VALUES OF INDIAN KNOWLEDGE SYSTEMS

Indian knowledge systems, such as Ayurveda, Yoga, Vedic mathematics, and ancient Indian philosophy, offer unique perspectives on various fields of study, including health, wellness, science, and ethics. These systems often emphasize holistic approaches, experiential learning, and the interconnectedness of all things. By incorporating these ancient wisdom traditions into modern curricula, we can:

1. **Cultural Preservation and Revitalization:** Incorporating IKS helps preserve and revitalize traditional knowledge that might otherwise be lost in globalization.
2. **Cognitive Diversity:** IKS offers alternative ways of thinking and problem-solving, enhancing cognitive diversity among students.
3. **Holistic Development:** Traditional Indian pedagogical approaches often emphasize holistic development, addressing cognitive, emotional, and spiritual aspects of learning.
4. **Global Competitiveness:** Understanding and integrating diverse knowledge systems can give students a competitive edge in an increasingly interconnected world.
5. **Sustainable Development:** Many aspects of IKS, particularly agriculture and environmental management, align well with modern sustainability goals.

INTEGRATING IKS IN MODERN TEACHER EDUCATION

The integration of IKS into modern education requires a thoughtful and systematic approach. Critical areas of integration include:

1. **Curriculum Design and Development:** Incorporating IKS concepts and methodologies across various subjects, from sciences to humanities. Modern curricula should reflect indigenous knowledge alongside scientific and technical information. This includes incorporating local histories, languages, and ecological practices relevant to indigenous communities.
2. **Learning Objectives:** Aligning traditional knowledge with modern learning outcomes to ensure relevance and applicability.
3. **Content Development:** Creating teaching materials that blend traditional wisdom with contemporary knowledge.
4. **Community Collaboration:** Engaging with indigenous communities in curriculum design ensures that IKS is authentically represented. Partnerships can lead to co-creating educational materials that reflect indigenous worldviews and values.
5. **Interdisciplinary Approaches:** Combining IKS with various subjects—such as science, social studies, and art—enriches the learning experience. For instance, incorporating traditional ecological knowledge in environmental science classes promotes a deeper understanding of sustainable practices.
 - **Interdisciplinary Learning:** IKS can be integrated across different subjects to provide a more holistic understanding of concepts. For example, traditional ecological knowledge can be incorporated into science lessons, while indigenous storytelling can be used in language arts.
 - **Experiential Learning:** IKS-based activities can provide hands-on learning experiences. This might involve visiting indigenous communities, participating in traditional crafts, or engaging in outdoor activities that connect students to nature.

- **Culturally Relevant Pedagogy:** Culturally relevant pedagogy recognizes the importance of incorporating students' cultural backgrounds into learning. IKS can be used to create a more inclusive and engaging learning environment.

1. **Assessment Methods:** Developing evaluation techniques that reflect the holistic nature of IKS-inspired learning.

To effectively integrate IKS into modern education, educators must recognize the epistemological values inherent in Indigenous knowledge. This includes a shift from conventional education that prioritizes Western knowledge systems towards a more pluralistic approach that values multiple ways of knowing. Developing curricula incorporating local contexts, cultures, and histories is crucial, ensuring learners represent themselves in their education. Programs have been implemented in various regions, showcasing how localized Indigenous knowledge can enhance understanding of subjects like science and environmental studies. Establishing partnerships with Indigenous communities allows educators to gain insights into culturally relevant content and practices that resonate with students.

NEP 2020 ON INDIAN KNOWLEDGE SYSTEMS

1. **Holistic and Multidisciplinary Education:** NEP 2020 advocates for a holistic and multidisciplinary approach to education, which includes the integration of IKS. This approach aims to provide students with a broad-based education that incorporates traditional knowledge and contemporary subjects. By combining modern and traditional knowledge systems, educators can create a comprehensive learning environment that is both culturally rich and intellectually stimulating.
2. **Promoting Cultural Heritage:** One of the primary goals of NEP 2020 is to promote and preserve India's rich cultural heritage. The policy encourages the inclusion of IKS in the curriculum to help students appreciate and understand the cultural and historical context of their education. This not only fosters a sense of pride and identity among students but also ensures that traditional knowledge is preserved and passed on to future generations.
3. **Inclusion of Local Contexts:** NEP 2020 emphasizes the importance of including local and regional knowledge systems in the curriculum. This includes the diverse traditions, languages, and practices from different parts of India, thus promoting a more inclusive and context-specific education. By doing so, the policy aims to make education more relevant and relatable to students from various backgrounds, enhancing their engagement and learning outcomes.
4. **Research and Development:** The policy encourages research and development in IKS. Institutions are urged to establish dedicated centers for the study and research of traditional knowledge systems, which can contribute to the global body of knowledge. This focus on research not only validates and strengthens IKS but also provides new insights and methodologies that can enhance modern educational practices.
5. **Use of Mother Tongue:** NEP 2020 advocates for the use of the mother tongue or local language as the medium of instruction, especially in the early years of education. This approach is seen as essential for effectively transmitting IKS to students. Learning in their native language helps students grasp complex concepts more easily and fosters a deeper connection with their cultural heritage.
6. **Teacher Training and Development:** The policy highlights the need for robust teacher training programs that include components on IKS. Teachers need to be well-versed in traditional knowledge systems to effectively integrate them into their teaching practices. By equipping teachers with the necessary knowledge and skills, the policy ensures that they can deliver a culturally enriched education that resonates with students.

IMPLICATIONS FOR TEACHER EDUCATION

The integration of IKS into teacher education has significant implications for the development of a holistic and culturally responsive educational system. Here are the key areas where IKS can impact teacher education:

1. **Curriculum Design:** Teacher education programs need to incorporate IKS into their curriculum. This includes designing courses that cover the history, philosophy, and applications of traditional knowledge systems. By understanding IKS, future teachers can appreciate the value of integrating traditional

knowledge into their teaching practices. This holistic approach to curriculum design ensures that educators are well-versed in both modern and traditional knowledge systems.

2. **Pedagogical Practices:** The integration of IKS into teacher education can lead to the adoption of pedagogical practices that emphasize experiential learning, critical thinking, and holistic development. Traditional knowledge systems often involve hands-on learning and practical applications, which can be incorporated into modern pedagogical methods. By adopting these practices, educators can create a more engaging and effective learning environment.
3. **Cultural Competence:** Training in IKS can enhance teachers’ cultural competence. Educators who understand and appreciate traditional knowledge systems can create a more inclusive classroom environment that respects and values cultural diversity. This cultural competence is essential for fostering a sense of identity and belonging among students. By promoting cultural competence, teacher education programs can ensure that educators are well-prepared to meet the diverse needs of their students.
1. **Interdisciplinary Teaching:** IKS encourages an interdisciplinary approach to education. Teacher education programs can train educators to integrate knowledge from various disciplines, promoting a more comprehensive and interconnected understanding of subjects. This approach aligns with the holistic vision of NEP 2020 and ensures that educators are well-prepared to teach in a way that reflects the interconnectedness of knowledge systems.
2. **Research and Innovation:** Teacher education programs should encourage research and innovation in IKS. By engaging in research projects that explore traditional knowledge systems, future teachers can contribute to the validation and revitalization of IKS. This research can also provide new insights and methodologies for modern education. By promoting research and innovation, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.
3. **Professional Development:** Ongoing professional development programs are crucial for teachers to stay updated on IKS and its applications. These programs can provide teachers with the latest research, tools, and techniques for integrating IKS into their teaching practices. Continuous learning ensures that teachers remain effective and relevant in their roles. By investing in professional development, institutions can ensure that their educators are well-prepared to integrate IKS into their teaching practices.
4. **Use of Local Languages:** Training teachers to use local languages for instruction can enhance the transmission of IKS. Educators who are proficient in the mother tongue can more effectively communicate traditional knowledge to students, making the learning experience more relatable and impactful. By promoting the use of local languages, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.
5. **Engagement with Communities:** Teacher education programs should encourage future educators to engage with local communities and traditional knowledge practitioners. This engagement can provide valuable insights and practical experience, enriching the educational process. Teachers can learn directly from those who possess traditional knowledge, ensuring its accurate and respectful transmission. By promoting community engagement, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.
6. **Assessment Methods:** The integration of IKS requires the development of new assessment methods that capture the holistic and experiential nature of traditional learning. Teacher education programs should train educators to use diverse assessment tools that go beyond standard testing, incorporating observations, practical applications, and student reflections. By developing new assessment methods, teacher education programs can ensure that educators are well-prepared to integrate IKS into their teaching practices.

THE INTEGRATION OF THE INDIAN KNOWLEDGE SYSTEM INTO TEACHER EDUCATION

The integration of the Indian Knowledge System into teacher education, as envisioned by NEP 2020 and guided by UGC recommendations, holds the potential to transform the educational landscape of India. By embedding traditional wisdom and cultural heritage into modern educational practices, teachers can provide a more holistic, inclusive, and engaging learning experience for students.

Teacher education programs must adapt to include IKS in their curriculum, pedagogical practices, and professional development initiatives. This integration will not only enrich the educational content but also foster a deeper appreciation of India’s rich cultural heritage among educators and students alike. By preparing teachers to effectively incorporate IKS into their teaching, we can ensure that the next generation of learners benefits from a comprehensive education that honors the past while preparing them for the future.

This approach aligns with the broader goals of NEP 2020, promoting a more inclusive, equitable, and culturally responsive education system in India. The relationship between IKS and teacher education is complex and deeply rooted in India’s cultural and philosophical traditions. By understanding this interconnection, educators can appreciate how ancient wisdom and modern pedagogical practices can coalesce to enhance teaching methodologies. The Indian Knowledge System, with its emphasis on holistic learning, experiential practices, and moral education, offers a rich framework that can be integrated into contemporary teaching strategies.

Integrating IKS into teacher education involves understanding how traditional knowledge systems can inform and enhance modern pedagogical practices. This understanding can lead to the development of teaching methodologies that are not only innovative but also culturally relevant and resonant with students’ backgrounds. One of the pivotal goals of integrating IKS into teacher education is to enhance teachers’ awareness of this system and its significance. Educators equipped with a deeper understanding of IKS can convey its importance to students, fostering a culturally enriched learning environment.

Strategies to enhance this awareness include professional development programs, workshops, and the inclusion of IKS-related content in teacher training curricula. Awareness can be fostered through comprehensive training programs that highlight the significance of IKS and its applications in modern education. Educators can be trained to incorporate traditional knowledge into their teaching practices, creating a more engaging and culturally responsive learning environment. B.Ed. students need to be proficient in integrating IKS principles into their lesson plans to foster a holistic and culturally rooted educational approach.

Effective lesson planning that incorporates IKS can provide students with a well-rounded education that respects and acknowledges their cultural heritage. Incorporating IKS into lesson plans involves identifying relevant aspects of traditional knowledge that align with modern educational objectives. For example, ancient Indian texts on mathematics and astronomy can be used to teach contemporary STEM subjects. This not only makes the lessons more interesting but also highlights the historical contributions of Indian scholars to global knowledge.

Practical methods for integrating IKS into lesson plans include using traditional stories and examples to illustrate scientific concepts, incorporating traditional arts and crafts into creative projects, and using historical texts to teach critical thinking and analytical skills. By doing so, educators can create lessons that are both informative and culturally resonant, providing a richer educational experience for their students. Continuous professional development is essential for educators to stay abreast of evolving perspectives on IKS and its relevance to contemporary education. Professional development programs can provide educators with the knowledge and tools needed to integrate IKS into their teaching practices effectively.

Implications of Indian Knowledge Systems (IKS) for Teacher Training and Curriculum Design

Indian knowledge systems offer several unique approaches that can enhance teacher educational practices. The following approaches are:

1. **Guru-Shishya Parampara:** This mentor-disciple tradition emphasizes personalized learning and character development alongside academic knowledge.
 2. **Experiential Learning:** IKS promotes hands-on, practical learning experiences, aligning with modern theories of experiential education.
 3. **Interconnected Knowledge:** IKS views different disciplines as interconnected, promoting a holistic understanding of subjects.
 4. **Dialogue and Debate:** The tradition of 'Shastrartha' (scholarly debate) encourages critical thinking and articulation skills.
 5. **Mindfulness and Concentration:** Techniques like yoga and meditation are integral to IKS, supporting cognitive development and emotional well-being.
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6. **Storytelling:** Indigenous cultures often use storytelling to pass down knowledge. This approach can enhance engagement and retention, allowing students to connect personally with the material.
7. **Land-Based Learning:** Education in natural settings fosters a deep connection to the environment. This method is particularly effective in teaching ecological stewardship and respect for nature.
8. **Collaborative Learning:** Emphasizing collaboration and community involvement aligns with indigenous values and promotes social skills. Group projects and community-based initiatives can strengthen students' sense of belonging and responsibility.
9. **Community-Based Learning:** IKS often emphasizes the importance of community. Community-based learning projects can involve students addressing local issues and working with community members.
10. **Nature-Based Learning:** IKS is often deeply connected to nature. Nature-based learning activities can help students develop a sense of place and environmental stewardship.

Conclusion

Pedagogical approaches inspired by IKS emphasize interactive, experiential, and collaborative learning methods that honor Indigenous teaching practices. These include storytelling, community-based projects, and hands-on experiences that promote deeper connections between learners and their cultural heritage. Approaches such as place-based education are crucial, as they use the local environment and community as the basis for learning, which helps students relate their education to their surroundings.

Additionally, recognizing the value of oral traditions and narrative forms of knowledge transmission is essential in developing curriculum frameworks that respect Indigenous epistemologies. By utilizing diverse instructional strategies, educators can cater to different learning styles and foster a more holistic understanding of the subject matter.

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A comparative study of dimensions of Emotional Intelligence of higher secondary school students with respect to Gender and Locality

Subtheme- Yoga, Meditation and Mental Wellness in Modern Education

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ABSTRACT

Higher Emotional Intelligence (EI) is associated with better mental health and greater life satisfaction. The present study examines the four dimensions of emotional intelligence: Intrapersonal Awareness (understanding one's own emotions), Interpersonal Awareness (understanding others' emotions), Intrapersonal Management (managing one's own emotions), and Interpersonal Management (managing others' emotions). These dimensions are explored concerning the mental well-being of individuals, with a focus on gender and locality. Higher emotional intelligence is linked to inner strength, self-confidence, self-assuredness, and self-awareness, all of which are critical for mental well-being.

Data for the study were collected using the Dr. S.K. Mangal and ShubhraMangal Emotional Intelligence Inventory, which comprises 100 questions. The sample consisted of 160 students (80 males and 80 females) from Class XI and XII, randomly selected from two urban and two rural higher secondary schools in Mandsaur District, Madhya Pradesh. The statistical analysis included frequency distribution of scores obtained on the Emotional Intelligence Inventory across the four dimensions and t-test for investigating significance difference, with respect to gender and locality.

The findings reveal that males scored higher in Intrapersonal Awareness and Interpersonal Management, while females scored higher in Interpersonal Awareness and Intrapersonal Management. There was no significant difference between males and females in Interpersonal Awareness and Intrapersonal Management, suggesting similar levels of emotional intelligence and mental well-being in these dimensions. However, based on the total mean score, females scored higher than males, indicating higher emotional intelligence and better mental well-being among females.

In terms of locality, urban students scored higher than rural students in three dimensions—Intrapersonal Awareness, Interpersonal Awareness, and Interpersonal Management. On the other hand, rural students scored higher in Intrapersonal Management. Despite this, no significant difference was observed between urban and rural students in any of the dimensions of emotional intelligence. Nevertheless, the total mean score shows that urban students scored higher than rural students, indicating greater emotional intelligence and better mental well-being among urban students.

KEY WORDS- Emotional Intelligence, Intrapersonal awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management, Mental Wellbeing

INTRODUCTION

As stated by Stein (2011) “Emotional intelligence is associated with general feeling of security, inner strength, self-assuredness, self-confidence and self-adequacy. Because individuals with a healthy safe-regards know their strengths and weaknesses and feel good about themselves, they have no trouble openly and appropriately acknowledge when they have made mistakes, are wrong, don't know all the answers. He further states that, feeling sure of oneself is dependent upon self-respect and self-esteem, which are based on fairly well developed sense of identity.”(pg68)

“Emotional Intelligence is strongly associated with self-reported well-being, more frequent positive effect, life satisfaction and self-esteem. (Gohm&Clore 2002a, b as cited by Zeidner, Mathews, et al.2012, pg 183)

High Emotional Intelligence persons experience better mental health and greater life satisfaction. (Martinez-Pons 1997, 1998 as cited by Zeidner, Mathews, et al.2012, pg 183)

According to WHO – “Mental health is a state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stress of life , can work productively and fruitfully, and is able to make contribution to his or her community.” (WHO 2001 a, p.1 as cited by WHO 2004, p.10)

In today’s challenging and competitive world, the emotional development of an individual is crucial as it enhances mental health, inner strength, self-confidence, and self-assuredness. This positive effect is evident regardless of whether one is in a satisfactory or dissatisfactory situation. Educational policies as Evident from NEP 2020 emphasize the holistic development of individuals. Holistic development refers to the overall growth of a person, encompassing physical, moral, mental, spiritual, emotional, and social aspects.

Therefore, it becomes the responsibility of schools to introduce teaching strategies that enhance students’ emotional well-being thereby enhancing holistic development of an individual and contributing to the educational policies in accomplishing their desired goal. This, in turn, will result in producing capabilities who will be emotionally and mentally strong and enriched with 21st century skill set.

REVIEW OF LITERATURE

Aritpal Kaur (2019) studied the Role of Emotional Intelligence in career decision making of senior secondary school students using descriptive survey method and Emotional Intelligence Scale By Anukul Hyde, SanjotPethe and UpinderDhar and Career Decision Making Inventory by Kiran Deep Singh as a tool among 100 boys and 100 Girls (50 Govt. and 50 Private each) of Bhatinda District, Punjab. The findings revealed that there is a significant difference in the emotional intelligence and career decision making of boys and girls of government and private schools.

Dev, Kapil, Kuldeep (2022) studied ‘Gender Differences in Academic Achievement and Emotional Intelligence of Senior Secondary School Students. Examining how men and women differ in terms of intelligence and emotional maturity is the focus of this research. Two-hundred kids in their final year of high school made up the study's sample (age group 15-17 years). The data was gathered using the Emotional Intelligence Inventory created by Dr. S.K. Mangal and Mrs. ShubhraMangal, and academic success was defined as the student's final matriculation exam grade. Based on the findings, it appears that boys fare better than girls when it comes to academic achievement and emotional intelligence.

Hendra, R., Setiyadi, B., Pratama, Y. H., Denmar, D., Wijaya, H. A., & Contreras, J. A. M. (2024). studied ‘The Influence of Self-Efficacy, Emotional Intelligence and Learning Motivation on Learning Achievement of Students at University of Jambi.’ and concluded that self-efficacy, emotional intelligence, and learning motivation have a positive and significant impact on students' academic performance. The study utilized a quantitative approach and the data collection technique involved distributing and collecting questionnaires (surveys) through Google Forms. The respondents selected for this study were students from FKIP at the University of Jambi, with a sample size of 218 respondent from total population of 8,968.

Maghsood, F, Masoud, A, et al (2011) studied the relationship between emotional intelligence and mental health. The purpose of this study was to investigated the relationship between Emotional Intelligence and Mental Health among 503 high school students in the city if Iran. The findings revealed that the components of Emotional Intelligence Self-regulation and self-control have a significant role in predicting mental health. It concluded that people with high Emotional Intelligence have better mental health.

Raino (2017) studied ‘the academic achievement in relation to study-habits, self-concepts and emotional intelligence of senior secondary school students as an objective using descriptive survey method of 300 students of private schools (CBSE) of New Delhi using study-habits, self-concepts and emotional intelligence scales. The findings revealed that there is significant relationship between study habits, self-concept and emotional intelligence but there is no significant relationship found between study habits, self-concept and emotional intelligence with respect to gender and locality.

VARIABLES

Dependent Variable- Emotional Intelligence

Independent variable- Gender (Male and Female) and Locality(Urban and Rural)

OBJECTIVES

1. To study the difference between the areas of Emotional Intelligence with respect to gender
2. To study the difference between the areas of Emotional Intelligence with respect to Locality.

HYPOTHESIS

1. There is no significance difference in the areas of Emotional Intelligence with respect to gender.
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2. There is no significance difference in the areas of Emotional Intelligence with respect to locality

METHODOLOGY

The research methodology used in this research study is Quantitative Descriptive Survey Method.

POPULATION AND SAMPLE

For the present study, the population comprised students studying in Classes XI and XII in rural and urban higher secondary schools of Mandsaur district, Madhya Pradesh. A total of **160** samples were collected from two rural and two urban schools. The sample included **80** students (**40 male and 40 female**) from **urban** schools and **80** students (**40 male and 40 female**) from **rural** schools.

TOOLS USED IN THE STUDY

In the present study the investigator has used Emotional intelligence Inventory by Dr S K Mangal and Dr Shubhra Mangal which is based on the following 4 dimensions- intra personal awareness (knowing your own emotions), inter personal awareness (knowing others emotions), inter personal management (managing your own emotions) and intra personal management (managing others emotions). It of consists of 100 statements designed in Hindi and English for the students of age group 16 + years of school, college and university. **Analysis and Interpretation of Result**

Descriptive Analysis

Table 1. Frequency Distribution Table of Levels of Intrapersonal Awareness of EI for Gender and Locality

| Levels of Intrapersonal Awareness | Gender | | Locality | |
|-----------------------------------|--------|--------|----------|-------|
| | Male | Female | Urban | Rural |
| Very Low | 1 | 1 | 1 | 1 |
| Low | 10 | 17 | 11 | 16 |
| Average | 27 | 31 | 28 | 30 |
| High | 31 | 25 | 31 | 25 |
| Very High | 11 | 6 | 9 | 8 |

Interpretation

The above frequency table indicates that the level of **Intrapersonal Awareness**, a dimension of Emotional Intelligence, is higher in **males (N=40)** compared to **females (N=40)**, with the majority of males exhibiting a high level, while most females exhibit an average level. Similarly, among **urban (N=40)** students, the majority demonstrate a high level of **Intrapersonal Awareness** compared to their **rural (N=40)** counterparts, where the majority exhibit an average level.

Table 2. Frequency Distribution Table of Levels of Interpersonal Awareness of EI for Gender and Locality

| Levels of Interpersonal Awareness | Gender | | Locality | |
|-----------------------------------|--------|--------|----------|-------|
| | Male | Female | Urban | Rural |
| Very Low | 2 | 0 | 2 | 0 |
| Low | 6 | 5 | 2 | 9 |
| Average | 25 | 29 | 24 | 30 |
| High | 33 | 38 | 42 | 29 |
| Very High | 14 | 8 | 10 | 12 |

Interpretation

The above frequency table indicates that the level of **Interpersonal Awareness**, a dimension of Emotional Intelligence, is higher in females compared to males, with the majority of females exhibiting a high level, although most males exhibit a higher level. Similarly, among urban students, the majority demonstrate a high level of **Interpersonal Awareness** compared to their rural counterparts, where the majority exhibits an average level.

Table 3- Frequency Distribution Table of Levels of Intrapersonal Management of EI for Gender and Locality

| Levels of Intrapersonal Management | Gender | | Locality | |
|------------------------------------|--------|--------|----------|-------|
| | Male | Female | Urban | Rural |
| Very Low | 3 | 3 | 4 | 2 |
| Low | 13 | 10 | 10 | 13 |
| Average | 32 | 22 | 29 | 25 |
| High | 32 | 41 | 36 | 37 |
| Very High | 0 | 4 | 1 | 3 |

Interpretation

The above frequency table indicates that the level of **Intrapersonal Management**, a dimension of Emotional Intelligence, is higher in females compared to males, with the majority of females exhibiting a high level, while most males exhibit an equal number of high and average level. Similarly, among rural students, the majority demonstrate a high level of **Intrapersonal Management** compared to their urban counterparts, although the majority exhibit a higher level.

Table 4 - Frequency Distribution Table of Levels of Interpersonal Management of EI for Gender and Locality

| Levels of Interpersonal Management | Gender | | Locality | |
|------------------------------------|--------|--------|----------|-------|
| | Male | Female | Urban | Rural |
| Very Low | 7 | 1 | 6 | 2 |
| Low | 8 | 9 | 8 | 9 |
| Average | 41 | 34 | 29 | 46 |
| High | 20 | 23 | 26 | 17 |
| Very High | 4 | 13 | 11 | 6 |

Interpretation

The above frequency table indicates that the level of **Interpersonal Management**, a dimension of Emotional Intelligence, is higher in males compared to females, with the majority of males exhibiting an average level, although females also exhibit an average level only less in number. Similarly, among rural students, the majority demonstrate an average level of **Interpersonal Management** compared to their urban counterparts, although the majority urban students also exhibit an average level.

INFERENTIAL ANALYSIS

1. Analysis of significant difference in Areas of EI with respect to Gender

Objective 1. To study the difference between the areas of Emotional Intelligence with respect to gender.

Null Hypothesis 1. There is no significance difference in the areas of Emotional Intelligence with respect to gender.

Table 5 - t-test for Significant difference in Areas of EI with respect to Gender

| Areas of EI | GENDER | | | | t-value | p-value |
|--------------------------|--------|-------|--------|-------|---------|----------|
| | MALE | | FEMALE | | | |
| | M | SD | M | SD | | |
| Intrapersonal Awareness | 32.65 | 5.04 | 30.82 | 5.15 | 1.97 | 0.024* |
| Interpersonal Awareness | 30.7 | 6.71 | 30.65 | 5.29 | 1.97 | 0.958 |
| Intrapersonal Management | 31.4 | 5.17 | 32.63 | 5.37 | 1.97 | 0.140 |
| Interpersonal Management | 29.78 | 5.11 | 32.58 | 5.15 | 1.97 | < .0001* |
| Total Score | 124.53 | 22.03 | 126.68 | 20.09 | | |

* Significant at 0.05 level of significance.

Interpretation

The above table indicates that there is a significant difference in the intrapersonal awareness and interpersonal management, dimensions of EI, of male and female since the p value is lower than 0.05, which is significant at the level of 0.05. The intrapersonal awareness is higher in males and the interpersonal management is higher in

females with no significant difference in Interpersonal Awareness and Intrapersonal Management as the p value for the two is more than 0.05. The total mean score on the Emotional Intelligence scale indicates that females have scored higher than males.

Hence the stated hypothesis, there is no significance difference in the areas of Emotional Intelligence with respect to gender is partially accepted.

2. Analysis of significant difference in Areas of EI with respect to Locality

Objective 2. To study the difference between the areas of Emotional Intelligence with respect to locality.

Null Hypothesis 2. There is no significance difference in the areas of Emotional Intelligence with respect to locality.

Table 6 t-test for Significant difference in Areas of EI with respect to Locality

| Areas of EI | LOCALITY | | | | t-value | p-value |
|--------------------------|----------|-------|-------|-------|---------|---------|
| | URBAN | | RURAL | | | |
| | M | SD | M | SD | | |
| Intrapersonal emotions | 32.18 | 5.1 | 31.28 | 5.1 | 1.97 | 0.271 |
| Interpersonal emotions | 31.15 | 5.95 | 30.2 | 6.08 | 1.97 | 0.32 |
| Intrapersonal management | 31.75 | 5.20 | 32.28 | 5.41 | 1.97 | 0.52 |
| Interpersonal Management | 31.61 | 5.79 | 30.76 | 4.76 | 1.97 | 0.31 |
| Total Score | 126.69 | 22.04 | 124.5 | 21.35 | | |

Interpretation

There is no significant difference in the 4 dimensions of Emotional Intelligence with respect to locality as the p-value is more than 0.05 for all the four dimensions. The total mean score on the Emotional Intelligence scale indicates that urban students have scored higher than rural higher secondary students.

Hence the stated hypothesis, There is no significance difference in the areas of Emotional Intelligence with respect to locality is accepted.

DISCUSSION AND FINDINGS

1. The higher level of **Intrapersonal Awareness** observed in males suggests that they possess greater self-awareness, self-regulation, and self-motivation, which contribute to better mental health. This disparity may be attributed to the special encouragement given to boys and the provision of better and more opportunities compared to girls.
3. Similarly, urban students demonstrate higher levels of **Intrapersonal Awareness** due to greater exposure and access to superior teaching and learning facilities. In contrast, rural students, with limited resources and opportunities, exhibit lower levels of Intrapersonal Awareness.
2. The higher level of **Interpersonal Awareness** observed in females suggests that they possess a healthy mind, as they are better equipped to accept and manage the emotions and thoughts of others. This can be attributed to the fact that females are often entrusted with more responsibilities compared to males, who are primarily encouraged to focus on self-development.
4. Females are also encouraged to build relationships, albeit with a limited number of people, but with a strong sense of responsibility, which enhances their interpersonal skills and emotional intelligence.
5. Similarly, urban students exhibit a higher level of **Interpersonal Awareness**, as they are exposed to a diverse set of people and have more opportunities to interact and participate in various social and cultural gatherings. These experiences help reduce stress and contribute to a healthier mind.
3. The higher level of **Intrapersonal Management** in females indicates that they are better able to manage their emotions compared to males. Females are highly resilient and thus better equipped to cope with new challenges. This is because they are raised with the mindset that, in the future, they will face a completely new world with unfamiliar people, challenges, and values. **Intrapersonal Management** is also higher in rural students, as they often face more dissatisfactory conditions than their urban counterparts in terms of home and school environment, economic circumstances, and the availability and accessibility of

resources. These challenges make them mentally and emotionally stronger, as they develop higher levels of resilience and motivation toward goal achievement.

4. Males exhibit higher **Interpersonal Management** skills, as they are often exposed to a larger group of people compared to females, who tend to be confined to a specific set of individuals. This broader exposure helps males develop important social management qualities such as behavioral awareness, conflict resolution, stress management, and overall mental well-being. Both urban and rural students demonstrate average **Interpersonal Management**, which may be attributed to the significant academic pressure and limited time available in the current scenario. As a result, they may not be getting enough opportunities to participate in social gatherings and interact with others. This lack of interaction can lead to lower levels of interpersonal management, resulting in conflicts, increased stress, and negatively impacting their mental health.
5. There is no significant difference in the areas of Emotional Intelligence of rural and urban students but there is a difference in the Intrapersonal Awareness and Interpersonal Management with respect to gender where the mean indicates that male have scored better in Intrapersonal Awareness and females have scored better in Interpersonal Management.

IMPLICATIONS FOR MENTAL WELLNESS OF SCHOOL STUDENTS

1. Team building activities should be introduced while teaching various subjects which can enhance interpersonal awareness and interpersonal management resulting in which develop high emotional intelligence resulting in mental wellbeing of an individual.
2. Frequent educational or recreational trips should be planned this reduces mental stress, increase mental wellbeing by enhancing students intrapersonal awareness.
3. Programmes which are part of SEL – Social and Emotional Learning should be integrated in the curriculum, this will create social awareness, reduce conflict and will make emotionally and mentally strong.
4. An interactive session of higher class students should be organized with lower grade students through any means like reading or sharing to build interpersonal awareness and interpersonal management and provide a healthy environment.
5. The students of the rural areas should be provided with more equipped classes , so that they can get more exposure to the outer world with less effort this will build up there intrapersonal awareness and mental wellbeing.

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NEP 2020 Vision: Embedding Indian Knowledge System in Contemporary Teacher Training and Curriculum Development

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ABSTRACT

The National Education Policy (NEP) 2020 marks a significant paradigm shift in the educational landscape of India by proposing a comprehensive integration of the Indian Knowledge System (IKS) into contemporary teacher training and curriculum development. This transformative approach seeks to bridge the historical divide between traditional indigenous knowledge and modern educational methodologies, creating a holistic and culturally rooted learning ecosystem. The policy recognizes the profound intellectual heritage of India and aims to restore and validate indigenous epistemological approaches that have been historically marginalized in educational frameworks. By embedding IKS into teacher training programmes and curriculum design, NEP 2020 envisions a more contextually relevant, interdisciplinary, and culturally responsive educational model that goes beyond conventional academic boundaries. This strategic integration not only preserves and promotes traditional wisdom but also empowers educators and students to develop a more nuanced, interconnected understanding of knowledge. The approach challenges Eurocentric educational paradigms, fostering intellectual confidence, cultural pride, and a dynamic learning environment that reflects the rich and diverse knowledge traditions of the country. Through this innovative framework, the policy seeks to transform educational practices, promote interdisciplinary thinking, and position the Indian educational system as a global leader in holistic and culturally grounded learning methodologies.

KEYWORDS: National Education Policy (NEP) 2020, Indian Knowledge System (IKS), Teacher Training, Curriculum Development, Pedagogical Integration

INTRODUCTION

The National Education Policy (NEP) 2020 represents a transformative blueprint for the Indian educational landscape, signalling a profound reimagining of the nation's learning ecosystem (Ministry of Education, 2020). This visionary policy emerges at a critical juncture, addressing long-standing structural challenges while simultaneously positioning the Indian educational framework within a globally competitive yet culturally rooted paradigm. The fundamental premise challenges the colonial-era educational model that has dominated Indian academia for decades, proposing instead a holistic approach that celebrates indigenous knowledge systems and promotes multilingual, multidisciplinary learning.

The significance of Indian Knowledge Systems (IKS) in contemporary education cannot be overstated. These systems represent a sophisticated epistemological framework that integrates philosophical, scientific, and cultural wisdom accumulated over millennia. Unlike fragmented Western educational models, IKS emphasizes interconnectedness, holistic understanding, and the intrinsic relationship between knowledge, individual development, and societal transformation. The NEP 2020 strategically recognizes this potential, advocating for an educational approach that bridges traditional wisdom with modern scientific understanding.

The paradigm shift proposed by NEP 2020 fundamentally challenges existing educational governance and pedagogical practices. It moves beyond the previous policy's mechanistic approach, embracing a more organic, learner-centric model that recognizes multiple intelligences and diverse learning pathways. This transformation is not merely structural but philosophical, reimagining education as a process of holistic human development rather than a standardized knowledge transmission mechanism. By embedding Indian Knowledge Systems into curriculum and teacher training, the policy seeks to nurture critical thinking, cultural pride, and innovative capacity among learners (KSHEC, 2024).

Central to this educational revolution is the recognition that knowledge is not a static, imported commodity but a dynamic, contextually embedded construct. The NEP 2020 explicitly acknowledges the rich epistemological

traditions of India from ancient universities to sophisticated mathematical, astronomical, and philosophical traditions legitimate sources of contemporary learning. This approach represents a decolonial strategy, reclaiming educational narratives that have been marginalized or overlooked in previous educational frameworks.

The integration of Indian Knowledge Systems into contemporary educational practices requires a comprehensive reimagining of teacher training programs. Educators must be equipped not just with pedagogical skills but with a nuanced understanding of indigenous knowledge frameworks, interdisciplinary thinking, and culturally responsive teaching methodologies. The policy envisions teachers as facilitators of holistic learning, capable of navigating complex knowledge landscapes and inspiring students to appreciate both traditional wisdom and contemporary scientific understanding.

KEY PRINCIPLES OF NEP 2020 REGARDING INDIAN KNOWLEDGE SYSTEMS

The National Education Policy 2020 introduces a revolutionary framework that fundamentally reimagines the approach to education in India, with a particular emphasis on holistic learning and the integration of Indigenous knowledge systems. At its core, the policy recognizes education as a comprehensive process of human development that extends far beyond traditional academic boundaries (Ministry of Education, 2020). The holistic approach to education advocated by NEP 2020 challenges the fragmented, compartmentalized learning models that have dominated Indian education for decades, proposing instead a more integrated, interconnected understanding of knowledge and personal growth.

The holistic educational model proposed by the policy emphasizes the development of multidimensional human capacities. This approach recognizes that learning is not merely an intellectual pursuit but a comprehensive process involving cognitive, emotional, physical, and spiritual dimensions. By drawing from ancient Indian philosophical traditions, the NEP 2020 advocates for an educational approach that nurtures critical thinking, creativity, scientific temper, and ethical reasoning simultaneously. The policy explicitly acknowledges the importance of developing students as complete individuals, capable of navigating complex personal and professional landscapes with wisdom, empathy, and innovative thinking (UGC, 2023).

Multidisciplinary learning emerges as a critical principle in the NEP 2020, reflecting the inherent interconnectedness of knowledge systems recognized in traditional Indian epistemologies. The policy breaks down rigid disciplinary boundaries, encouraging students and educators to explore knowledge across different domains, drawing connections and insights from diverse fields of study. This approach is deeply rooted in the Indian philosophical tradition of holistic understanding, which views knowledge as an interconnected network rather than a set of discrete, unrelated domains. Undergraduate education is reimagined as a flexible, multidisciplinary experience that allows students to explore various disciplines, develop multiple competencies, and create innovative intersectional approaches to problem-solving.

The integration of traditional and modern knowledge frameworks represents a sophisticated approach to educational transformation. NEP 2020 does not simply advocate for preserving indigenous knowledge but proposes an active dialogue between traditional wisdom and contemporary scientific understanding. This principle recognizes the value of indigenous knowledge systems as legitimate sources of scientific, philosophical, and practical insights. For instance, traditional Indian approaches to mathematics, astronomy, medicine, and environmental understanding are positioned as valuable resources that can complement and enrich modern scientific methodologies.

CONCEPTUAL FRAMEWORK OF INDIAN KNOWLEDGE SYSTEMS

Indian Knowledge Systems (IKS) represent a complex and sophisticated understanding of knowledge that transcends conventional disciplinary boundaries, offering a holistic approach to comprehending the world and human experience. Unlike fragmented Western epistemological frameworks, IKS emerges from a profound philosophical tradition that views knowledge as an interconnected, dynamic process of understanding rather than a static collection of facts. This comprehensive approach encompasses multiple domains of human understanding, including scientific observation, philosophical inquiry, spiritual insight, and practical wisdom, creating a nuanced and integrated view of knowledge production and transmission.

Defining Indian Knowledge Systems requires a multifaceted understanding that goes beyond traditional academic categorizations. At its core, IKS represents an epistemological framework deeply rooted in indigenous philosophical traditions, encompassing knowledge derived from ancient texts, oral traditions, practical experiences, and sophisticated systems of observation and analysis. These knowledge systems are characterized by their holistic nature, emphasizing the interconnectedness of natural, social, and spiritual phenomena. Unlike compartmentalized modern academic disciplines, IKS views knowledge as a dynamic, living entity that is continuously evolving through collective wisdom, individual experiences, and intergenerational learning.

The epistemological foundations of Indian Knowledge Systems are deeply embedded in philosophical traditions that offer profound insights into the nature of knowledge, consciousness, and reality. Classical Indian philosophical schools such as Nyaya, Vaisheshika, Samkhya, and Vedanta developed sophisticated systems of logic, metaphysics, and empirical observation that anticipated many contemporary scientific methodologies. These philosophical traditions emphasized critical inquiry, systematic reasoning, and the intrinsic relationship between individual consciousness and universal principles. The interdisciplinary nature of indigenous knowledge stands as a hallmark of Indian Knowledge Systems, presenting a radical alternative to fragmented modern academic approaches. Traditional Indian learning recognized the fundamental interconnectedness of different domains of knowledge, viewing disciplines not as isolated domains but as interconnected aspects of a comprehensive understanding of reality. This approach is evident in classical texts and traditions that seamlessly integrate mathematics, astronomy, medicine, philosophy, and spiritual practices.

CURRICULUM TRANSFORMATION STRATEGIES

The National Education Policy 2020 presents a comprehensive approach to curriculum transformation that fundamentally reimagines educational content and delivery mechanisms. Redesigning educational content emerges as a critical strategy for integrating Indian Knowledge Systems into contemporary learning frameworks. The policy advocates for a curriculum that is flexible, interdisciplinary, and deeply rooted in Indian cultural and intellectual traditions, moving away from rigid, standardized content delivery to a more dynamic and contextually relevant educational approach (Ministry of Education, 2020).

Redesigning educational content involves a multifaceted approach that prioritizes holistic learning and indigenous knowledge integration. The NEP 2020 recommends a significant restructuring of curriculum frameworks, emphasizing the need to incorporate indigenous scientific knowledge, traditional problem-solving methodologies, and culturally contextualized learning experiences. This strategy involves critically examining existing educational content, identifying gaps in current curricula, and developing learning materials that reflect the rich intellectual heritage of India.

The integration of indigenous knowledge across disciplines represents a revolutionary approach to curriculum development. NEP 2020 advocates for a break from rigid disciplinary boundaries, proposing instead a model of knowledge integration that reflects the holistic understanding inherent in Indian philosophical traditions. This approach involves creating curriculum frameworks that demonstrate the interconnectedness of different knowledge domains. Developing culturally relevant pedagogical approaches emerges as a crucial strategy for meaningful curriculum transformation. The policy recognizes that effective learning goes beyond content delivery, emphasizing the importance of contextually appropriate teaching methodologies that resonate with students’ cultural backgrounds and lived experiences. Culturally relevant pedagogy seeks to create learning environments that validate students’ cultural identities, foster critical thinking, and develop a sense of cultural pride and intellectual confidence.

The transformative curriculum strategies proposed by NEP 2020 extend beyond academic considerations, addressing broader societal and educational challenges. By developing curricula that integrate indigenous knowledge systems, the policy aims to create more relevant, contextually grounded educational experiences that prepare students to address complex contemporary challenges. This approach recognizes Indigenous knowledge not as a static historical artefact but as a dynamic, evolving system of understanding that can contribute meaningfully to contemporary problem-solving, innovation, and social development.

TEACHER TRAINING PARADIGMS

The National Education Policy 2020 presents a transformative vision for teacher education, recognizing educators as critical change agents in embedding Indian Knowledge Systems into contemporary educational practices. Reorienting teacher education programs represents a fundamental reimagining of professional preparation, moving beyond traditional pedagogical training to develop educators who are deeply rooted in indigenous epistemological traditions. This approach challenges existing teacher training models that have predominantly followed colonial-era educational frameworks, proposing instead a holistic approach that integrates cultural wisdom, critical thinking, and innovative pedagogical methodologies (Ministry of Education, 2020).

The reorientation of teacher education programmes involves a comprehensive restructuring of curriculum, pedagogical approaches, and professional competencies. NEP 2020 advocates for a multi-dimensional approach to teacher preparation that goes beyond conventional academic training. This includes developing programs that emphasize cultural sensitivity, indigenous knowledge integration, and a nuanced understanding of diverse learning approaches. Teacher education institutions are being encouraged to redesign their curricula to incorporate traditional learning philosophies, interdisciplinary approaches, and contextually relevant pedagogical strategies that reflect the rich intellectual heritage of India (Chakraborty, 2019).

Developing competencies for indigenous knowledge integration emerges as a critical focus of the new teacher training paradigm. The policy recognizes that effectively embedding Indian Knowledge Systems requires educators to develop sophisticated skills that go beyond traditional academic training. This involves creating comprehensive training modules that equip teachers with the ability to:

- Critically analyze and integrate indigenous knowledge across different disciplines
- Understand the epistemological foundations of traditional Indian knowledge systems
- Develop culturally responsive teaching methodologies
- Create interdisciplinary learning experiences that highlight the interconnectedness of knowledge
- Recognize and validate diverse ways of knowing and learning

Professional development modules on Indian Knowledge Systems represent a systematic approach to ongoing teacher education. The NEP 2020 proposes a continuous learning model that ensures teachers remain updated on innovative approaches to integrating indigenous knowledge. These modules are designed to be comprehensive, offering in-depth exploration of:

- Historical and philosophical foundations of Indian knowledge traditions
- Interdisciplinary approaches to knowledge integration
- Practical strategies for incorporating indigenous wisdom into contemporary curriculum
- Critical analysis of traditional and modern knowledge systems
- Innovative pedagogical approaches that draw from Indian educational philosophies

The transformative approach to teacher training extends beyond academic preparation, addressing broader philosophical and cultural dimensions of education. By developing educators who are deeply connected to indigenous knowledge systems, the policy aims to create a new generation of teachers who can serve as cultural bridges, connecting traditional wisdom with contemporary educational practices. This approach recognizes teachers as crucial agents of cultural preservation, innovation, and holistic human development.

PRACTICAL IMPLEMENTATION CHALLENGES

The ambitious vision of integrating Indian Knowledge Systems into contemporary educational frameworks encounters a complex landscape of implementation challenges that require nuanced and strategic approaches. Potential barriers to integration emerge from deeply entrenched colonial-era educational structures, epistemological resistances, and systemic inertia that have historically marginalized indigenous knowledge. These challenges are multifaceted, involving institutional, pedagogical, and cultural dimensions that demand comprehensive and sensitive interventions (Ministry of Education, 2020).

Bridging traditional and contemporary educational methods presents a complex challenge that requires sophisticated pedagogical and philosophical negotiations. The integration is not about creating a simplistic binary between traditional and modern approaches but developing a nuanced, dialogical framework that recognizes the strengths of both knowledge systems. This involves:

- Developing robust epistemological frameworks that can authentically represent indigenous knowledge
- Creating assessment mechanisms that can evaluate knowledge beyond standardized Western scientific paradigms
- Developing interdisciplinary approaches that can meaningfully integrate diverse knowledge traditions
- Building institutional capacities that can support complex knowledge integration processes
- Creating safe intellectual spaces for dialogue between different knowledge systems

Overcoming resistance to curricular changes requires a multi-stakeholder approach that addresses institutional, psychological, and cultural barriers. Educational administrators, teachers, policymakers, and academic communities must be sensitized to the value of indigenous knowledge systems through comprehensive capacity-building programs. This involves:

- Developing comprehensive professional development modules
- Creating platforms for dialogue and knowledge exchange
- Addressing deep-seated colonial educational mindsets
- Providing institutional support for innovative pedagogical approaches
- Developing research frameworks that can validate indigenous knowledge systems

The implementation challenges extend beyond institutional mechanisms, touching upon deeper psychological and cultural resistances. Many educators and administrators have been socialized within educational frameworks that inherently devalue indigenous knowledge, making the paradigm shift proposed by NEP 2020 particularly challenging. Overcoming these challenges requires not just policy interventions but a profound cultural and intellectual transformation that recognizes the intrinsic value of indigenous knowledge systems.

CONCLUSION

The National Education Policy (NEP) 2020 envisions a transformative approach to education in India, emphasizing the integration of the Indian Knowledge System (IKS) into teacher training and curriculum development. This integration aims to foster a holistic understanding of India's rich cultural heritage, promote critical thinking, and address contemporary challenges through the lens of traditional wisdom. By equipping teachers with the knowledge and skills to incorporate IKS into their teaching practices, NEP 2020 seeks to create a more inclusive, culturally relevant, and future-oriented education system that empowers students to become responsible global citizens.

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Yoga, Meditation and Mental Wellness in Modern Education: A Comprehensive Review

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ABSTRACT :

In recent years, there has been a growing recognition of the importance of mental wellness in educational settings. Yoga and meditation, traditional practices rooted in mindfulness and physical wellness, are increasingly being integrated into modern educational curricula as tools to enhance students' mental health, emotional well-being, and academic performance. This research paper explores the role of yoga and meditation in modern education, examining their benefits, challenges, and the ways they are being incorporated into various educational systems globally. By reviewing existing literature, empirical studies, and case examples, this paper aims to highlight the positive impact of these practices on students' cognitive, emotional, and social development, and advocate for their continued inclusion in contemporary education.

Keywords : Yoga, Meditation , Mental Wellness, Modern Education

INTRODUCTION :

The pace of modern life, coupled with increasing academic pressure, has contributed to a rise in mental health challenges among students worldwide. Conditions such as stress, anxiety, depression, and burnout have become significant concerns for educators, parents, and policymakers alike. As a result, mental wellness programs are gaining prominence in schools, universities, and other educational institutions. Yoga and meditation, which emphasize relaxation, mindfulness, and stress reduction, have emerged as valuable tools in supporting students' mental health.

This paper explores the integration of yoga and meditation in education, focusing on their potential to improve students' mental well-being, enhance their learning experiences, and foster a balanced life. The study will also examine how these practices are being implemented and their impact on both academic and social outcomes.

THEORETICAL FRAMEWORK :

Yoga and meditation are deeply rooted in ancient philosophical and spiritual traditions, particularly in India. Both practices aim to foster self-awareness, balance, and inner peace. In modern educational contexts, these traditions are adapted to suit the needs of students.

1. **Yoga:** Yoga involves physical postures (asanas), controlled breathing (pranayama), and meditation. The physical aspect of yoga helps improve flexibility, strength, and overall physical health, while the mental aspect supports emotional regulation, stress relief, and mindfulness.
2. **Meditation:** Meditation is a practice of focusing the mind to achieve mental clarity, emotional stability, and deep relaxation. It can include mindfulness meditation, transcendental meditation, or guided imagery. These practices help reduce the symptoms of stress and anxiety while enhancing focus, concentration, and emotional resilience.

Both practices promote the concept of *mind-body integration*, emphasizing the importance of a balanced approach to mental and physical well-being, which is crucial for students in academic environments.

BENEFITS OF YOGA AND MEDITATION IN EDUCATION

1. Improved Mental Health and Emotional Well-Being

Research shows that regular practice of yoga and meditation can significantly reduce stress, anxiety, and depression in students. Mindfulness meditation has been shown to increase the capacity for emotional regulation, helping students cope with challenges in a healthier way.

- **Stress Reduction:** Studies have consistently demonstrated that yoga and meditation practices lower cortisol levels (the stress hormone) in the body, reducing overall stress.
- **Emotional Regulation:** Meditation techniques like mindfulness help students become more aware of their emotions and reactions, promoting emotional resilience and better coping strategies during challenging situations.
- **Improved Focus and Attention:** Yoga and meditation help increase attention span and concentration, which is critical for academic performance.

2. Enhanced Cognitive Functioning

Yoga and meditation have also been found to improve cognitive abilities, such as memory, problem-solving, and executive function. Research suggests that these practices enhance brain function by promoting neuroplasticity, which enables students to adapt to new information more effectively.

- **Memory and Learning:** Meditation increases grey matter in the brain, which is associated with memory and learning. The calming effects of yoga and meditation help create an optimal state of mind for better information retention.
- **Cognitive Flexibility:** Regular meditation improves the brain's ability to switch between tasks and think creatively, skills that are essential for students navigating complex academic environments.

3. Social and Behavioral Benefits

Yoga and meditation foster a sense of mindfulness, empathy, and compassion, all of which contribute to improved social interactions and behavior in students.

- **Interpersonal Skills:** By teaching mindfulness, students are better equipped to empathize with others and engage in positive social interactions.
- **Reduced Aggression and Behavioral Problems:** Studies have shown that students who practice yoga and meditation experience fewer behavioral problems, such as aggression, impulsivity, and conflicts with peers or teachers.
- **Sense of Belonging:** Programs that include yoga and meditation often create a sense of community and support among students, contributing to a positive school environment.

4. Physical Health Benefits

Yoga is also beneficial for students' physical health. Regular yoga practice improves flexibility, strength, posture, and overall fitness, which is essential for overall well-being. Additionally, it can help reduce the incidence of physical ailments associated with sedentary behavior, such as back pain and poor posture from prolonged sitting.

CHALLENGES AND LIMITATIONS :

While yoga and meditation offer numerous benefits, there are challenges in integrating them effectively into modern educational systems.

1. **Cultural and Practical Barriers:** Yoga and meditation are often perceived as spiritual practices, which may not align with the cultural or religious beliefs of all students or their families. This can create resistance to their implementation.

2. **Lack of Trained Educators:** Effective yoga and meditation practices require trained instructors who can guide students safely and properly. The shortage of qualified teachers in schools can be a barrier to widespread adoption.
3. **Time Constraints:** School curricula are already packed with academic subjects, and allocating time for yoga or meditation can be seen as an additional burden. It may be difficult to convince schools to prioritize these activities without clear evidence of their effectiveness.
4. **Skepticism Among Stakeholders:** Some educators and parents may question the efficacy of yoga and meditation practices in improving academic performance and mental health, requiring more evidence-based research to validate their impact.

SOLUTIONS TO OVERCOME CHALLENGES :

To overcome the challenges of implementing yoga and meditation in modern education, several practical solutions can be considered:

1. Secularize Yoga and Meditation Practices

To address cultural and religious concerns, yoga and meditation programs can be framed as secular activities that focus solely on physical fitness, mental relaxation, and stress management. This approach removes spiritual elements and emphasizes the health benefits of these practices.

2. Train and Certify Educators

To ensure effective implementation, schools should invest in training programs for educators and instructors in yoga and meditation. Partnerships with certified yoga institutions and mindfulness organizations can provide specialized training for educators to lead these practices in the classroom.

3. Incorporate Short Mindfulness Sessions

Given the time constraints in schools, yoga and meditation do not have to take up large blocks of time. Short, 10-15 minute mindfulness or yoga sessions can be incorporated into the school day, such as at the beginning of the day, before exams, or during transitions between classes. This allows students to reap the benefits without disrupting the academic schedule.

4. Provide Evidence-Based Research

To gain the support of parents, educators, and administrators, more evidence-based research is needed to demonstrate the efficacy of yoga and meditation in improving students' mental health, behavior, and academic performance. Schools can conduct pilot programs and track outcomes such as reduced stress levels, improved academic results, and better behavior to provide tangible evidence of the practices' benefits.

5. Integrate Yoga and Meditation into Well-Being Programs

Rather than making yoga and meditation standalone programs, these practices can be integrated into broader school well-being initiatives that include physical education, social-emotional learning, and mental health support. This approach ensures that students receive a holistic education that addresses both their academic and emotional needs.

CONCLUSION

Yoga and meditation have proven to be valuable tools for enhancing mental wellness in modern education. They offer numerous benefits, including improved emotional regulation, cognitive function, social behavior, and overall well-being. As the demands of modern education increase, the integration of these practices can provide students with the tools they need to succeed both academically and personally. However, to overcome barriers to implementation, further research, teacher training, and curriculum development are needed to ensure that yoga and meditation are accessible and effective in diverse educational settings. As mental health challenges continue to rise

among students, the adoption of these practices may prove to be an essential part of a holistic educational experience.

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भाषा और साहित्य का एकीकरण

डॉ संध्या पुजारी, सांदीपनी एकेडमी, अछोटी, दुर्ग, छत्तीसगढ़

प्रस्तावना

भाषा और साहित्य की अवधारणा – भाषा और साहित्य का एकीकरण का अर्थ है – भाषा और साहित्य का परस्पर जुड़ाव, जिसमें भाषा साहित्य की अभिव्यक्ति का माध्यम बनती है और साहित्य भाषा को समृद्ध करता है। यह एक ऐसा संबंध है जहाँ भाषा केवल संवाद का साधन नहीं रहती, बल्कि साहित्य के माध्यम से सांस्कृतिक, सामाजिक और बौद्धिक अभिव्यक्ति का साधन बन जाती है। भाषा और साहित्य एकीकरण के प्रमुख पहलू–

- **भाषा–** साहित्य की आधारशिला – साहित्य को अभिव्यक्त करने के लिए भाषा आवश्यक है।
- **साहित्यरूप भाषा का संवर्धन–** साहित्य भाषा को अधिक संवेदनशील, कलात्मक और प्रभावी बनाता है।
- **सांस्कृतिक और सामाजिक प्रभाव–** भाषा और साहित्य मिलकर समाज की संस्कृति, परंपराएँ और मूल्य संरक्षित करते हैं।
- **शिक्षा में भूमिका–** भाषा और साहित्य का एकीकरण शिक्षा में भाषा कौशल, रचनात्मकता और आलोचनात्मक सोच को बढ़ावा देता है। भाषा और साहित्य का एकीकरण केवल संचार का माध्यम नहीं, बल्कि यह समाज, शिक्षा और संस्कृति को समृद्ध करने का महत्वपूर्ण साधन है।

भाषा की परिभाषा

भाषा वह माध्यम है जिसके द्वारा मनुष्य अपने विचारों, भावनाओं और ज्ञान को संप्रेषित करता है। यह ध्वनि, संकेत, लिपि या शब्दों के माध्यम से व्यक्त की जाती है।

परिभाषाएँ–

पाणिनि– "भाषा वह साधन है जिससे मनुष्य अपने विचारों को व्यक्त करता है।"

फर्डिनेंड डी सॉस्यूर– "भाषा एक सामाजिक संस्था है, जो संकेतों की एक प्रणाली पर आधारित होती है।"

साहित्य की परिभाषा

साहित्य वह लेखन या मौखिक अभिव्यक्ति है जिसमें समाज, संस्कृति, जीवन, भावनाओं और विचारों को कलात्मक रूप में प्रस्तुत किया जाता है। यह कविता, गद्य, नाटक, कहानी आदि के रूप में हो सकता है।

परिभाषाएँ–

आचार्य हजारी प्रसाद द्विवेदी– "साहित्य मनुष्य की आत्मा की श्रेष्ठतम अनुभूति का संचित रूप है।"

महादेवी वर्मा– "साहित्य वह साधन है जो समाज की संवेदनशीलता को अभिव्यक्त करता है।"

भाषा और साहित्य का संबंध

भाषा साहित्य की आधारशिला है, और साहित्य भाषा का संवाहक है। भाषा के बिना साहित्य संभव नहीं, और साहित्य के बिना भाषा की सांस्कृतिक गहराई नहीं बनती। दोनों एक-दूसरे के पूरक हैं और मिलकर समाज, संस्कृति और शिक्षा को समृद्ध करते हैं।

भाषा और साहित्य का ऐतिहासिक परिप्रेक्ष्य

भाषा और साहित्य का विकास मानव सभ्यता के आरंभ से ही जुड़ा हुआ है। दोनों ने समाज, संस्कृति और ज्ञान के प्रसार में महत्वपूर्ण भूमिका निभाई है। ऐतिहासिक रूप से, भाषा के विकास ने साहित्य को जन्म दिया और साहित्य ने भाषा को समृद्ध किया।

भाषा और साहित्य का विकास सामाजिक, सांस्कृतिक और राजनीतिक परिस्थितियों के अनुरूप हुआ है। प्राचीन काल में संस्कृत और तमिल साहित्य से प्रारंभ होकर मध्यकाल में क्षेत्रीय भाषाओं में समृद्ध साहित्य सृजित हुआ। आधुनिक काल में यह नवजागरण, स्वतंत्रता संग्राम और डिजिटल माध्यमों से नई दिशाओं में विकसित हो रहा है। भाषा और साहित्य का यह ऐतिहासिक सफर समाज को दिशा देने और सांस्कृतिक पहचान बनाए रखने में अहम भूमिका निभाता है।

भाषा और साहित्य का आपसी संबंध

भाषा और साहित्य का संबंध अटूट और पूरक है। भाषा, संचार का साधन है, जबकि साहित्य, भाषा के माध्यम से समाज, संस्कृति, विचार और भावनाओं की अभिव्यक्ति करता है। दोनों एक-दूसरे पर निर्भर हैं और मिलकर समाज को दिशा प्रदान भाषा और साहित्य एक-दूसरे के बिना अधूरे हैं। भाषा साहित्य को जीवन देती है, जबकि साहित्य भाषा को समृद्ध और परिष्कृत करता है। दोनों मिलकर समाज, संस्कृति और शिक्षा के विकास में महत्वपूर्ण भूमिका निभाते हैं।

भाषा: साहित्य की आधारशिला

भाषा और साहित्य का संबंध अत्यंत घनिष्ठ है। भाषा साहित्य की आधारशिला इसलिए है क्योंकि साहित्य को व्यक्त करने और समझने के लिए भाषा आवश्यक होती है। यदि भाषा संचार का माध्यम है, तो साहित्य उस भाषा में व्यक्त होने वाला रचनात्मक और सांस्कृतिक दस्तावेज है।

भाषा साहित्य की आधारशिला है क्योंकि इसके बिना साहित्य की कल्पना संभव नहीं। साहित्य भाषा को समृद्ध और परिष्कृत करता है, जबकि भाषा साहित्य को अभिव्यक्ति का माध्यम प्रदान करती है।

भाषा और साहित्य के माध्यम से समाज और सांस्कृतिक अभिव्यक्ति पर प्रभाव

भाषा और साहित्य समाज के दर्पण होते हैं। भाषा संवाद और संचार का माध्यम है, जबकि साहित्य उस भाषा के माध्यम से समाज की संवेदनाओं, परंपराओं, मूल्यों और विचारधाराओं को अभिव्यक्त करता है। समाज के विकास, परिवर्तन और सांस्कृतिक पहचान को बनाए रखने में भाषा और साहित्य की महत्वपूर्ण भूमिका होती है। भाषा और साहित्य समाज को दिशा देने वाले सशक्त माध्यम हैं। ये सामाजिक जागरूकता, राष्ट्रीय एकता, सांस्कृतिक अभिव्यक्ति और परंपराओं के संरक्षण में महत्वपूर्ण भूमिका निभाते हैं।

शिक्षा में भाषा और साहित्य का समावेश

भाषा और साहित्य शिक्षा प्रणाली के मूल स्तंभ हैं। भाषा संचार, विचार और ज्ञान को व्यक्त करने का माध्यम है, जबकि साहित्य भाषा के माध्यम से सांस्कृतिक, नैतिक और बौद्धिक मूल्यों का संवर्धन करता है। शिक्षा में भाषा और साहित्य का समावेश विद्यार्थियों के बौद्धिक, भावनात्मक और भाषा और साहित्य शिक्षा का अभिन्न अंग हैं। ये विद्यार्थियों के संज्ञानात्मक, नैतिक और रचनात्मक विकास में योगदान देते हैं। आधुनिक शिक्षा प्रणाली में भाषा और साहित्य का समावेश डिजिटल साधनों, बहुभाषिक शिक्षा और साहित्यिक गतिविधियों के माध्यम से हो रहा है, जिससे शिक्षा अधिक प्रभावी और ज्ञानवर्धक बन रही है।

पाठ्यक्रम में साहित्य का महत्व

शिक्षा प्रणाली में साहित्य का विशेष स्थान है। यह न केवल भाषा शिक्षण का एक महत्वपूर्ण माध्यम है, बल्कि विद्यार्थियों के भावनात्मक, बौद्धिक और नैतिक विकास में भी सहायक होता है। पाठ्यक्रम में साहित्य के समावेश से विद्यार्थी समाज, संस्कृति, इतिहास और मानवीय मूल्यों से परिचित होते हैं।

आधुनिक संदर्भ में भाषा और साहित्य का योगदान

भाषा और साहित्य न केवल सांस्कृतिक अभिव्यक्ति के माध्यम हैं, बल्कि वे समाज के परिवर्तन, वैज्ञानिक प्रगति, डिजिटल युग की चुनौतियों और वैश्विक परिदृश्य में संवाद स्थापित करने में भी महत्वपूर्ण भूमिका निभाते हैं। आधुनिक संदर्भ में, भाषा और साहित्य का योगदान विभिन्न क्षेत्रों में देखा जा सकता है, जैसे कि शिक्षा, मीडिया, संचार, सामाजिक जागरूकता और राष्ट्रीय एकता। सहायक होता है। समृद्ध कर रहा आधुनिक युग में भाषा और साहित्य केवल संचार और अभिव्यक्ति का माध्यम नहीं रहे, बल्कि वे वैश्वीकरण, सामाजिक जागरूकता, शिक्षा, राष्ट्रीय एकता और मनोरंजन में भी महत्वपूर्ण भूमिका निभा रहे हैं। डिजिटल युग में भाषा और साहित्य की प्रासंगिकता और बढ़ गई है, जिससे यह सुनिश्चित किया जा सके कि हमारी सांस्कृतिक विरासत संरक्षित रहे और समाज प्रगतिशील बने हैं।

भारतीय भाषाओं और साहित्य की स्थितिरू चुनौतियाँ और संभावनाएँ

भारत विविध भाषाओं और समृद्ध साहित्यिक परंपराओं वाला देश है। यहाँ 22 अनुसूचित भाषाएँ और सैकड़ों क्षेत्रीय भाषाएँ बोली जाती हैं। भारतीय साहित्य संस्कृत, पाली, प्राकृत, हिंदी, तमिल, बांग्ला, मराठी, उर्दू, तेलुगु जैसी भाषाओं में लिखा गया है और इसकी जड़ें वेदों, महाकाव्यों, भक्ति काव्य और आधुनिक साहित्य तक फैली हुई हैं।

हालाँकि, वैश्वीकरण, डिजिटल युग और अंग्रेजी के बढ़ते प्रभाव के कारण भारतीय भाषाओं और साहित्य को कई चुनौतियों का सामना करना पड़ रहा है। साथ ही, तकनीकी विकास और सरकारी नीतियों के कारण इनके संरक्षण और विकास की संभावनाएँ भी बढ़ रही हैं।

भारतीय भाषाएँ और साहित्य आधुनिक समय में चुनौतियों का सामना कर रहे हैं, लेकिन तकनीकी प्रगति, शिक्षा नीतियों और सरकारी प्रयासों से इनकी स्थिति सुधरने की संभावना भी बनी हुई है। अगर मातृभाषा में शिक्षा, डिजिटल क्रांति में भाषाई समावेश, साहित्य के अनुवाद और साहित्यिक जागरूकता को बढ़ावा दिया जाए, तो भारतीय भाषाएँ और साहित्य वैश्विक स्तर पर मजबूत हो सकते हैं।

इसलिए, भारतीय भाषाओं और साहित्य को संरक्षित करने और आगे बढ़ाने के लिए समाज, सरकार और तकनीकी कंपनियों को मिलकर प्रयास करना होगा।

निष्कर्ष

भाषा और साहित्य का संबंध अटूट और परस्पर पूरक है। भाषा अभिव्यक्ति का साधन है, जबकि साहित्य उसी भाषा में रचित मानवीय संवेदनाओं, विचारों और अनुभवों का संकलन है। दोनों एक-दूसरे के बिना अधूरे हैं— भाषा साहित्य को आकार देती है।

संदर्भग्रन्थ सूची

- भारतीय साहित्य का इतिहास— दृ. डॉ. नामवर
- भाषा और साहित्य— डॉ. लक्ष्मीकांत पांडेय
- साहित्य का समाजशास्त्र— डॉ. रामचंद्र शुक्ल
- आधुनिक भारतीय साहित्य— डॉ. हुसैन मियाँ

उच्चतर माध्यमिक विद्यालयों के छात्र-छात्राओं के नैतिक मूल्यों का तुलनात्मक अध्ययन (छ.ग. के बिलासपुर जिले के संदर्भ में)

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सारांश

प्रस्तुत शोध पत्र में ग्रामीण और शहरी क्षेत्र में स्थित उच्चतर माध्यमिक विद्यालयों के छात्र-छात्राओं के नैतिक मूल्यों का तुलनात्मक अध्ययन किया गया है। इसके लिये ग्रामीण क्षेत्र के 60 और शहरी क्षेत्र के 60 छात्र-छात्राओं को लिया गया। यह परिकल्पना की गई कि उच्चतर माध्यमिक विद्यालयों के छात्र-छात्राओं के नैतिक मूल्यों में कोई सार्थक अंतर नहीं होता है। विष्कर्ष यह प्राप्त हुआ कि ग्रामीण और शहरी क्षेत्र के उच्चतर माध्यमिक विद्यालयों के छात्र-छात्राओं के नैतिक मूल्यों में सार्थक अंतर पाया गया।

प्रस्तावना

आज समाज में चारों ओर नैतिक, सामाजिक, सांस्कृतिक तथा आध्यात्मिक मूल्यों में गिरावट देखने को मिल रही है, आज की भीड़ भरी दुनिया में, भौतिक की आंधी में, साम्प्रदायिक संकीर्णता की बाढ़ में, प्रतिस्पर्धा ही होड में, स्वार्थ परता के तूफान में हमारे सभी नैतिक, सामाजिक, आध्यात्मिक तथा धार्मिक मूल्य बहते चले जा रहे हैं। इस हास के फलस्वरूप शिक्षा के क्षेत्र में भी निरंतर गिरावट देखने को मिल रही है। आज समाज में सामान्य व्यक्ति की यह धारणा है कि मेहनत मजदूरी एवं ईमानदारी से जीने वाले व्यक्ति पिस रहे हैं और झूठ एवं बेइमानी का रोजगार अग्रसर हो रहा है। ईमानदार व्यक्ति को मूर्ख माना जाता है। इस धारणा ने शिक्षा के क्षेत्र में अनुशासनहीनता, सत्य के प्रति अनास्था, स्वकर्तव्य के प्रति उदासीनता और अनुत्तरदायित्व आदि को जन्म दिया है।

अतः आज की विसंगतियों में समाज तथा उसके प्रत्येक सदस्य का यह दायित्व हो जाता है कि वह मूल्यों के विकास पर बल दें, क्योंकि मूल्यविहीन राजनीति एवं शिक्षा विनाश की ओर ले जायेंगे, न कि विकास की ओर। इसलिये अति आवश्यक हो गया है कि उच्च स्तर पर भी मूल्यों पर आधारित शिक्षा व्यवस्था होना चाहिए।

समस्या कथन

उच्चतर माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं के नैतिक मूल्यों का तुलनात्मक अध्ययन (छत्तीसगढ़ के बिलासपुर जिले के संदर्भ में)

अध्ययन के उद्देश्य

1. छात्र – छात्राओं के मूल्यों का अध्ययन करना।
2. छात्र-छात्राओं के मूल्यों में निहित समानता का अध्ययन करना।
3. छात्र-छात्राओं के मूल्यों का तुलनात्मक दृष्टि से अध्ययन करना।
4. छात्र – छात्राओं के मूल्यों को बढ़ाने हेतु सुझाव प्रस्तुत करना।

अध्ययन की परिकल्पनाएं

1. छात्र-छात्राओं में झूठ बोलने की प्रवृत्ति में सार्थक संबंध नहीं होगा।
2. छात्र-छात्राओं में चोरी करने संबंधी प्रवृत्ति का सार्थक संबंध नहीं होगा।
3. छात्र-छात्राओं में ईमानदारी संबंधी प्रवृत्ति में सार्थक संबंध नहीं होगा।
4. छात्र-छात्राओं में धोखा देने संबंधी प्रवृत्ति में सार्थक संबंध नहीं होगा।

अध्ययन की परिसीमा

प्रस्तुत अध्ययन के लिए छत्तीसगढ़ के बिलासपुर जिले के उच्चतर माध्यमिक विद्यालयों में अध्ययनरत छात्र-छात्राओं तक सीमित है।

प्रतिदर्श

प्रतिदर्श का चयन छत्तीसगढ़ के बिलासपुर जिले के 4 उच्चतर माध्यमिक विद्यालयों को लिया गया जिसमें 50 छात्र और 50 छात्रायें अर्थात् कुल 100 छात्र-छात्राओं का चयन किया गया।

उपकरण

प्रस्तुत अध्ययन में अनुसंधानकर्ता में समस्या की प्रकृति के अनुसार छात्र-छात्राओं के मूल्यों का तुलनात्मक अध्ययन के लिए डॉ. अल्पना सेन गुप्ता एवं प्रो. अरुण कुमार सिंह की नैतिक मूल्य मापनी का उपयोग किया।

सांख्यिकीय विधि

परीक्षण से प्राप्त प्राप्तांकों के आधार पर सार्थकता का मान ज्ञात करने के लिए मध्यमान, मानक विचलन, सहसंबंध गुणांक का उपयोग किया गया।

प्रदत्तों की सारिणीयन विधि

प्रस्तुत अध्ययन से संबंधित प्रदत्तों को एकत्रित किया गया एवं सारिणीयन उच्चतर माध्यमिक विद्यालयों में छात्र-छात्राओं के नैतिक मूल्यों का परीक्षण मध्यमान, मानक विचलन एवं सहसंबंध गुणांक ज्ञात किया गया।

प्रदत्तों का विश्लेषण एवं निष्कर्ष

सारिणी क्रमांक – 01

छात्र-छात्राओं के झूठ बोलने संबंधी नैतिक मूल्य का मापन

| विद्यार्थी | प्रदत्तों की संख्या | मध्यमान | मानक विचलन | सहसंबंध गुणांक |
|------------|---------------------|---------|------------|----------------|
| छात्र | 50 | 6.64 | 1.38 | 0.07 |
| छात्रायें | 50 | 7.14 | 1.31 | |
| df | 98 | | | |

उपरोक्त सारिणी से ज्ञात होता है कि छात्रों के झूठ बोलने संबंधी प्रवृत्ति का मध्यमान 6.64 और मानक विचलन 1.38 है, जबकि छात्राओं में झूठ बोलने संबंधी मध्यमान 7.14 है और मानक विचलन 1.31 है इन दोनों समूहों के मध्य सार्थक संबंध देखने पर सहसंबंध गुणांक r का मूल्य 0.07 प्राप्त हुआ, जो 0.05 स्तर पर विश्वास का मूल्य 0.19 से कम है, जबकि $df = 98$ है।

अतः परिकल्पना विश्वास की पुष्टि करती है कि छात्र-छात्राओं में झूठ बोलने की प्रवृत्ति का सार्थक संबंध नहीं होगा। सह संबंध गुणांक का मूल्य 0.7 प्राप्त हुआ वह 0.00 से 0.20 तक के मध्य है अर्थात् दोनों के मध्य नगण्य धनात्मक संबंध है। अतः परिकल्पना स्वीकृत की जाती है।

सारिणी क्रमांक –02

छात्र-छात्राओं के चोरी करने संबंधी नैतिक मूल्य का मापन

| विद्यार्थी | प्रदत्तों की संख्या | मध्यमान | मानक विचलन | सहसंबंध गुणांक |
|------------|---------------------|---------|------------|----------------|
| छात्र | 50 | 6.78 | 1.12 | 0.17 |
| छात्रायें | 50 | 6.98 | 1.00 | |
| df | 98 | | | |

उपरोक्त सारिणी से ज्ञात होता है कि छात्र-छात्राओं में चोरी करने संबंधी प्रवृत्ति में प्राप्त प्राप्तांकों से छात्रों का मध्यमान 6.78 एवं मानक विचलन 1.12 है, जबकि छात्राओं का मध्यमान 6.98 एवं मानक विचलन 1.00 है। दोनों के मध्य सार्थक संबंध देखने पर सहसंबंध गुणांक का मूल्य 0.17 प्राप्त हुआ, जो 0.05 पर विश्वास का मूल्य 0.19 से कम है। जबकि $df = 98$ है।

अतः परिकल्पना विश्वास की पुष्टि करती है कि छात्र-छात्राओं में धोखा देने संबंधी प्रवृत्ति का सार्थक संबंध नहीं होगा। सह संबंध गुणांक का मूल्य 0.15 प्राप्त हुआ वह 0.00 से 0.20 तक के मध्य है अर्थात् दोनों के मध्य नगण्य धनात्मक संबंध है। अतः परिकल्पना स्वीकृत की जाती है।

सारिणी क्रमांक –03

छात्र-छात्राओं में ईमानदारी प्रवृत्ति संबंधी नैतिक मूल्य का मापन

| विद्यार्थी | प्रदत्तों की संख्या | मध्यमान | मानक विचलन | सहसंबंध गुणांक |
|------------|---------------------|---------|------------|----------------|
| छात्र | 50 | 7.30 | 1.40 | 0.09 |

| | | | | |
|-----------|----|------|------|--|
| छात्रायेँ | 50 | 7.72 | 1.06 | |
| df | 98 | | | |

उपरोक्त सारिणी से ज्ञात होता है कि छात्र-छात्राओं में ईमानदारी प्रवृत्ति संबंधी विश्लेषण में छात्रों का मध्यमान 7.30 एवं मानक विचलन 1.40 है जबकि छात्राओं का मध्यमान 7.72 एवं मानक विचलन 1.06 है। दोनों के मध्य सार्थक संबंध देखने पर सहसंबंध गुणांक r का मूल्य 0.09 प्राप्त हुआ जो 0.05 पर विश्वास का मूल्य 0.19 से कम है जबकि $df = 98$ है।

अतः परिकल्पना विश्वास की पुष्टि करती है, कि छात्र-छात्राओं में चोरी करने संबंधी प्रवृत्ति का सार्थक संबंध नहीं होगा। सहसंबंध गुणांक r का मूल्य 0.09 प्राप्त हुआ वह 0.00 से 0.20 तक के मध्य है, अर्थात् दोनों के मध्य नगण्य धनात्मक संबंध है। अतः परिकल्पना स्वीकृत की जाती है।

सारिणी क्रमांक-04

छात्र-छात्राओं में धोखा देने की प्रवृत्ति संबंधी नैतिक मूल्य का मापन

| विद्यार्थी | प्रदत्तों की संख्या | मध्यमान | मानक विचलन | सहसंबंध गुणांक |
|------------|---------------------|---------|------------|----------------|
| छात्र | 50 | 6.78 | 1.57 | - 0.15 |
| छात्रायेँ | 50 | 7.46 | 1.12 | |
| df | 98 | | | |

उपरोक्त सारिणी से ज्ञात होता है कि छात्र-छात्राओं में धोखा देने संबंधी प्रवृत्ति के प्राप्त प्राप्तांकों में छात्रों का मध्यमान 6.78 एवं मानक विचलन 1.57 है, जबकि छात्राओं का मध्यमान 7.46 एवं मानक विचलन 1.12 है। दोनों के मध्य सार्थक संबंध देखने पर सहसंबंध गुणांक r का मूल्य 0.15 प्राप्त हुआ जो 0.05 पर विश्वास का मूल्य 0.19 से कम है, जबकि $df = 98$ है।

अतः परिकल्पना विश्वास की पुष्टि करती है कि छात्र - छात्राओं में धोखा देने संबंधी प्रवृत्ति का सार्थक संबंध नहीं होगा। सहसंबंध गुणांक r का मूल्य 0.15 प्राप्त हुआ वह 0.00 से 0.20 तक के मध्य है, अर्थात् दोनों के मध्य नगण्य धनात्मक संबंध है। अतः परिकल्पना स्वीकृत की जाती है।

सुझाव

1. घर में माता-पिता द्वारा छात्र-छात्राओं को मानसिक रूप से तैयार करना चाहिए।
2. माता-पिता को अपने बच्चों के दैनिक कार्यक्रमों पर ध्यान रखकर उनकी प्रवृत्तियों को जानना चाहिए।
3. विद्यालय में मूल्यों से संबंधी कार्यक्रम हों जैसे व्याख्यान और फिल्म प्रदर्शन का आयोजन करना चाहिए।
4. नैतिक मूल्यों की कमी वाले बालकों का सूक्ष्म एवं तार्किक निरीक्षण किया जाना चाहिए तभी उनमें मूल्यों का विकास किया जा सकता है।
5. विद्यार्थियों को श्रेष्ठ, नैतिक और धार्मिक सिद्धांतों को व्यक्त करने वाली कहानियां पढ़ाई जानी चाहिए।
6. शिक्षा की प्रत्येक योजना में जीवन के नैतिक और आध्यात्मिक मूल्यों को स्थान दिया जाये।
7. छात्र-छात्राओं को महापुरुषों की जीवनियां पढ़ाई जानी चाहिए।
8. छुट्टियों और विद्यालय की पढ़ाई के बाद अतिरिक्त पाठ्यक्रम क्रियाओं के रूप में समाजसेवा दलों द्वारा छात्रों में समाजसेवा की भावना का विकास हो, ऐसे प्रयास करना चाहिये।
9. पाठ्यक्रम तथा शिक्षण प्रविधियों आदि को इस प्रकार आयोजित किया जाये जिसमें विद्यार्थियों में वांछित मूल्यों का विकास सहज ढंग से हो सके।
10. मूल्यों की शिक्षा के अंतर्गत-नैतिक, सामाजिक, सांस्कृतिक तथा आध्यात्मिक मूल्यों . आदि की शिक्षा इतिहास, भूगोल, गणित, रसायन और भौतिक शास्त्र आदि विषयों की शिक्षा की भांति एक स्वतंत्र विषय के रूप में देना चाहिये।

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उच्च शिक्षा में व्यावसायिक नैतिकता और मूल्य शिक्षा

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District Bilaspur Chhattisgarh

सारांश

जीतने की इच्छा, सफल होने की चाह, अपनी पूरी क्षमता तक पहुँचने की ललक— ये वो कुंजियाँ हैं जो व्यक्तिगत उत्कृष्टता के द्वार खोलेंगी। उच्च शिक्षा में विकास की प्रक्रिया में प्रतिमान परिवर्तन ने बदलते परिवेश के साथ प्रभावी रूप से अनुकूलन करने की आवश्यकता पैदा की। परिणामस्वरूप, शिक्षकों ने यह महसूस करना शुरू कर दिया है कि दीर्घकालिक सतत विकास के लिए संस्कृति की आवश्यकता होती है। उत्कृष्टता की खोज में शिक्षकों को मानवता की ओर उन्मुख होना चाहिए। इसके लिए उद्देश्य और दिशा की गहरी समझ की ओर दृष्टिकोण को पुनः उन्मुख करने की आवश्यकता हो सकती है, जिसका अर्थ है औसत से आगे बढ़कर सर्वश्रेष्ठ बनना। इसका यह भी अर्थ है कि व्यक्ति या संस्थान में उत्कृष्टता के लिए जुनून होना चाहिए। हमारे समाज की नींव ही मांग करती है कि शिक्षक और शिक्षार्थी के बीच मुख्य अंतर दो ईमानदार इच्छाएँ होनी चाहिए। शिक्षार्थी की बेहतर बनने की इच्छा और शिक्षक की शिक्षार्थी को पहले से बेहतर देखने की इच्छा। उत्कृष्टता की खोज में, उच्च शिक्षा संस्थानों को अपने हितधारकों का ध्यान रखना चाहिए। यानी शिक्षार्थी, शिक्षक, माता-पिता, समुदाय और इसी तरह। उच्च शिक्षा में उत्कृष्टता के लिए जुनून के इर्द-गिर्द घूमने वाले मूल तत्व हैं। **कीवर्ड— व्यावसायिक नैतिकता, मूल्य शिक्षा, उच्च शिक्षा।**

हम सूचना, संचार और मनोरंजन के प्लग्स युग में रह रहे हैं। विशाल तकनीकी परिवर्तनों ने सामाजिक और सांस्कृतिक स्थिति में व्यापक परिवर्तन किया है। हम समृद्ध पारंपरिक मूल्यों और नैतिकता को छोड़कर पश्चिमी शिक्षा की ओर अधिकाधिक आकर्षित हो रहे हैं।

व्यावसायिक नैतिकता

'नैतिकता' शब्द लोकाचार या जीवन जीने के तरीके से लिया गया है जो मनुष्य के लिए दार्शनिक अनुशासन है। नैतिकता इस बारे में है कि हम कैसे समझते हैं और सबसे अच्छा चरित्र बनाते हैं और उस समझ के आधार पर हम एक दूसरे के साथ मनुष्य के रूप में कैसे व्यवहार करते हैं। मूल्यशास्त्र के तीन आयामों का उपयोग करते हुए, नैतिकता कानूनी, सामाजिक और नैतिक रूप से सही और गलत को संबोधित करती है। मूल्यशास्त्रीय आदर्श तीनों के बीच एकीकरण है।

इतिहास में नैतिकता को समझने के कई तरीके तैयार किए गए हैं, इन तरीकों से मूल्य मीमांसा के तीन आयामों को लागू करते हुए इन्हें भी तीन समूहों में विभाजित किया जा सकता है।

1. व्यवस्थित कोड (कानूनी, राजनीतिक और वित्तीय आदेश प्रणालियाँ)
2. परिस्थितिजन्य साधन अंतः दृष्टिकोण (सामाजिक, सांस्कृतिक मानदंड और परंपराएँ)
3. आध्यात्मिक मार्गदर्शक और शिक्षाएँ (धर्म)

सभी समाज किसी न किसी रूप में इनमें से एक या अधिक को अपनाते हैं। सामाजिक व्यवस्था और स्थिरता की नींव स्थापित करने के लिए। मूल्यशास्त्र मूल्य के तार्किक क्रम के अनुसार सभी तीन समूहों को एकीकृत कर सकता है। मूल्य की तार्किक संरचना के अनुसार नैतिकता का क्रम नैतिक समस्याओं और संबंधित मुद्दों के लिए एक बहुत ही नया दृष्टिकोण है। यह दृष्टिकोण सकारात्मक और रचनात्मक है। व्यक्तियों और संगठन दोनों के लिए मूल्यों के निर्माण और मूल्य संवर्धन पर जोर देता है। यह फोकस नकारात्मक प्रतिक्रियाशील दृष्टिकोणों की जगह लेता है।

आज मूल्यों और नैतिकता में लोगों की रुचि इतिहास में पहले से कहीं ज्यादा है। मूल्यशास्त्र के अनुसार मूल्यों के विभिन्न सेटों से निपटने के अभ्यास मूल्यों के बारे में बढ़ती जागरूकता और नैतिकता प्रशिक्षण (नैतिकता अच्छे चरित्र) में एक प्रभावी पहला कदम प्रदान कर सकते हैं, मूल्यों/नैतिकता को विकसित करने की प्रक्रिया सांस्कृतिक मूल में निहित है। नैतिकता में इतिहास के सबसे बड़े सबक में से एक— "सभी जीवित चीजें एक उद्देश्य की ओर लक्ष्य बनाती हैं या इस तरह से विकसित होती हैं कि अंतर्निहित क्षमता विकसित हो।" अच्छे चरित्र को विकसित करने के लिए नैतिकता में दिए गए निर्देश का कार्यक्रम स्पष्ट और पालन करने में आसान है।

1. यह पहचानें कि प्रत्येक व्यक्ति में ऐसी क्षमता होती है जिसे विकसित किया जा सकता है और यह विकास ही सबसे अच्छा चरित्र है। दूसरों को देखने से यह स्पष्ट होता है कि कुछ लोग अपनी क्षमता का विकास करते हैं और कुछ नहीं करते। इस अंतर को नोट करना शिक्षाप्रद है।
2. उन उत्कृष्टताओं का अनुकरण करें जो दूसरों ने पहले ही विकसित कर ली हैं और उन लोगों का अनुकरण करने से बचें जिन्होंने अपनी क्षमता विकसित नहीं की है।
3. उत्कृष्टता के इस अनुकरण का हर समय और हर संभव तरीके से अभ्यास करें। यह निरंतर अभ्यास अच्छी आदतें और व्यवहार स्थापित करता है।
4. इन आदतों पर चिंतन करें और पुष्टि करें कि आप अपने अंदर की अंतर्निहित क्षमता को विकसित कर रहे हैं, जिससे आप एक बेहतरीन व्यक्ति बन सकते हैं।

मूल्य शिक्षा क्या है?

"मूल्य ही नियम हैं"

"मूल्य उँगलियों के निशान की तरह होते हैं, किसी के भी मूल्य एक जैसे नहीं होते, लेकिन आप जो कुछ भी करते हैं, उसमें वे मूल्य अवश्य ही अंकित होते हैं।" —एल्विस प्रेस्ली, 20वीं सदी के अमेरिकी सेलिब्रिटी मनोरंजनकर्ता

"हर व्यक्ति अपने हृदय की गहराइयों से सही काम करना चाहता है, लेकिन सही काम केवल वही कर सकता है जो सही जानता है सही वही जानता है जो सही सोचता है सही विचार केवल वही करता है जो सही पर विश्वास करता है।"

"मैंने 50 वर्षों में लोगों को वह नहीं सिखाया जो मेरे पिता ने एक सप्ताह में उदाहरण देकर सिखाया।" —मारियो

कूओमो इन टाइम

मूल्य आधारित शिक्षा पर संसदीय स्थायी समिति (1999) की 81वीं रिपोर्ट में छात्रों में विकसित किये जाने वाले मूल्यों को इस प्रकार वर्गीकृत किया गया है।

मूल सार्वभौमिक मूल्य

1. सत्य
2. धर्म—पालन
3. शांति
4. प्रेम
5. अहिंसा
6. सौंदर्य मूल्य

विशिष्ट मान

1. व्यक्तिगत मूल्य
2. सामाजिक मूल्य
3. राष्ट्रीय मूल्य
4. धार्मिक मूल्य
5. मानवीय मूल्य

बहुलवादी समाज के लिए मूल्य आधारित शिक्षा एक प्रमुख चिंता का विषय है। हर समाज में केवल वही चीज शिक्षा के माध्यम से प्रचारित की जाती है जिसका महत्व होता है। फिर भी मूल्य की अवधारणा बनाने का कोई भी प्रयास एक बहुत ही जटिल निर्माण है, शायद मात्रात्मक उपायों की तुलना में गुणात्मक दृष्टिकोण अधिक उपयुक्त है। मूल्य मानव अनुभव के परिणाम हैं, मूल्यों के व्यक्तिगत और सामूहिक समावेशन का प्रयास इस आधार पर किया जा सकता है कि सुविचारित चयनित "अनुभवों" को फिर से डिजाइन और प्रदान किया जा सकता है। मूल्य किसी के जीवन में एक मार्गदर्शक सिद्धांत हैं। मनोविज्ञान के क्षेत्र में मूल्य एक लक्ष्य की प्राप्ति की दिशा में एक सेट का रखरखाव है। समाजशास्त्र में यह किसी भी व्यक्ति का किसी भी समाज के सामाजिक शोक, रीति-रिवाजों और शिष्टाचार पर आधारित वांछनीय व्यवहार है।

शिक्षा एक विशाल क्षेत्र है और मूल्य शिक्षा इसके आयामों में से एक है। कुछ विद्वानों के अनुसार मूल्य और शिक्षा दोनों आंतरिक रूप से जुड़े हुए हैं और इसलिए यह कहा जा सकता है कि मूल्य। जिसका अर्थ है कि मूल्य शिक्षा सभी

शैक्षिक प्रयासों में सहायक और साथ ही अंतिम है। मूल्य बहुत अधिक जटिल हैं जो मूल्य का निर्माण करते हैं जो व्यक्तिगत, परिवार, समूह, समुदाय, जिला, राज्य, राष्ट्रीय और अंतर्राष्ट्रीय विभिन्न स्तरों पर हमारे व्यवहार को दिशा देते हैं।

उच्च शिक्षा

स्वामी विवेकानंद ने कहा था कि शिक्षा एक "मनुष्य निर्माण प्रक्रिया" है। मनुष्य निर्माता शिक्षक हैं जो नैतिक मूल्यों के साथ शिक्षा प्रदान करने में महत्वपूर्ण भूमिका निभाते हैं। शिक्षा प्रणाली गुरुकुल शिक्षा से साइबर स्पेस शिक्षा में बदल गई है। पिछले दो दशकों में शिक्षा प्रदान करने और सीखने की प्रक्रिया में एक आदर्श बदलाव देखा गया है।

उच्च शिक्षा बच्चे के सर्वांगीण विकास के लिए आवश्यक है। उच्च शिक्षा का पहला और सबसे बड़ा उद्देश्य बच्चे के चरित्र का निर्माण करना है। उच्च शिक्षा हमेशा समाज से जुड़ी रही है, इसलिए शिक्षा की अवधारणा को समाज के उत्थान का मार्ग प्रशस्त करना चाहिए।

अध्ययन के उद्देश्य

1. मूल्य मौलिक विश्वासों से जुड़े होते हैं।
2. जब हम पढ़ाते हैं तो हम मूल्यों का संचार करते हैं।
3. मूल्य शैक्षिक गतिविधि में व्याप्त हैं।
4. मूल्यों को हमेशा सचेत रूप से नहीं अपनाया जाता।
5. मूल्यों पर आम सहमति की संभावना नहीं है।
6. पहचाने जाने वाले मूल्यों का एक समूह।

अनुसंधान प्रश्न

1. मूल्य शिक्षा सिखाने की रणनीतियाँ क्या हैं?
1. सकारात्मक और नकारात्मक मॉडलिंग विकल्पों में हेरफेर खेल और सिमुलेशन और भूमिका निभाना।
2. नैतिक दुविधा प्रकरण, जिसमें छोटे समूह में चर्चा होती है तथा अपेक्षाकृत संरचित और तर्कपूर्ण होती है, तथा जरूरी नहीं कि सही उत्तर पर पहुंचा जाए।
3. संरचित तर्कसंगत चर्चा जिसमें तर्कों के साथ-साथ साक्ष्य परीक्षण सिद्धांतों के अनुप्रयोग की आवश्यकता होती है समान तरीकों का विश्लेषण तथा अनुसंधान और बहस।
4. रोल प्लेइंग गेम्स सिमुलेशन, बनावटी या वास्तविक। मूल्यों से भरी परिस्थितियाँ। अभ्यास। गहन आत्म-विश्लेषण संवेदनशीलता गतिविधियाँ। छोटे समूह चर्चाएँ।
5. स्कूल और सामुदायिक अभ्यास के भीतर विश्लेषण और मूल्य स्पष्टीकरण परियोजनाओं के लिए सूचीबद्ध तरीके।
6. समूह आयोजन और पारस्परिक संबंध विकसित करने में कौशल अभ्यास।

मूल्य शिक्षा सिखाने की रणनीतियाँ

1. छात्र के ज्ञान, व्यवहार और भावना पर ध्यान केंद्रित करके संपूर्ण व्यक्ति को शिक्षित करना
2. ऐसी विषय-वस्तु का चयन करना जो आदर्शों में सद्गुणों को सम्मान और पुरस्कृत करे तथा मूल्य विषय-वस्तु पर चिंतन को प्रोत्साहित करे।
3. उद्घरण, प्रतिज्ञा, कोड और दिशानिर्देश का उपयोग करना।
4. सभी छात्रों के लिए उच्च उम्मीदों के साथ स्पष्ट, सुसंगत, ईमानदारी से संवाद करना
5. साथियों के दबाव का विरोध करने, आत्म-सम्मान बनाए रखने और अहिंसक तरीकों से विवादों को सुलझाने में छात्रों के कौशल का विकास करना,
6. सकारात्मक व्यक्तिगत उदाहरण के माध्यम से एक अच्छा रोल मॉडल बनना।
7. सम्मानजनक भाषा का प्रयोग करना और उसकी अपेक्षा करना।
8. मूल मूल्यों (करुणा, साहस, शिष्टाचार, निष्पक्षता, ईमानदारी, दयालुता, वफादारी) को पढ़ाने के लिए कक्षा के नियमों के वातन और निष्पक्ष प्रवर्तन का उपयोग करना।
9. दृढ़ता, सम्मान और जिम्मेदारी, प्रशंसा और सराहना के साथ छात्रों के परिश्रमी कार्य और अच्छे व्यवहार को सुदृढ़ करना, अनैतिक, अनैतिक और अपमानजनक व्यवहार को सुधारना या सक्षम बनाना
10. छात्रों को सहपाठियों के साथ विषम समूहों में सहयोगात्मक रूप से एक साथ काम करने के लिए प्रेरित करना,
11. माता-पिता और समुदाय द्वारा छात्रों को सामुदायिक सेवा में शामिल होने के लिए प्रोत्साहित करना तथा उपदेश न देकर शिक्षा देना

चिंतन के लिए बिंदु

1. स्कूल में मूल्य शिक्षा के क्षेत्र में वर्तमान में जो कुछ भी हो रहा है, उसे सामान्य रूप से लिया जाना चाहिए और इस पर स्पष्ट रूप से चर्चा नहीं की जानी चाहिए। समाज में होने वाले परिवर्तनों और संवाद करने की बढ़ती क्षमता के संदर्भ में यह अब पर्याप्त नहीं हो सकता है।
2. विद्यार्थियों तक संदेश पहुंचाना इसके अलावा, इस बात पर बहस उठाना महत्वपूर्ण है कि मूल्यों और मूल्यों की समझ को व्यक्तियों द्वारा कैसे विकसित किया जाता है।
3. दृष्टिकोण की व्यापकता स्कूल का प्राथमिक उद्देश्य बच्चों को सीखने में सक्षम बनाना है। इसलिए स्टाफ उन मूल्यों पर जोर देता है जो कक्षा या स्कूल के सदस्य के रूप में सफलतापूर्वक संचालन करने के लिए आवश्यक हैं, स्कूल के बाहर जीवन के लिए प्रासंगिक मूल्यों तक पहुंचें?
4. विद्यार्थी जो सीखते हैं वह हमेशा शिक्षक द्वारा सिखाई गई बातों के अनुरूप नहीं होता है। विद्यार्थी छिपे हुए पाठ्यक्रम के माध्यम से मूल्य सीखते हैं और स्टाफ को किसी भी छिपे हुए संदेश के लिए अपने अभ्यास की पुनः जांच करनी चाहिए।
5. स्कूल और समुदाय जबकि स्कूल की बच्चों की शिक्षा के सभी पहलुओं में महत्वपूर्ण भूमिका होती है सभी इस बात पर सहमत थे कि छोटे बच्चों के मूल्यों का विकास माता-पिता और स्कूलों के बीच साझेदारी पर निर्भर करता है। इससे यह महत्वपूर्ण सवाल उठता है कि माता-पिता, माता-पिता और शिक्षक समूह और स्कूल मूल्यों की शिक्षा के लिए स्कूल की नीति और प्रथाओं को विकसित करने में कैसे सहयोग कर सकते हैं।

मूल्य शिक्षा के लिए दृष्टिकोण

1. **मूल्यों की शिक्षा**— मूल्य शिक्षा मूल्यों और मूल्यों महत्व देने के बारे में सिखाने का एक स्पष्ट प्रयास है। मूल्य शिक्षा के पाँच बुनियादी दृष्टिकोण हैं संस्कार, नैतिक विकास, विश्लेषण, मूल्य स्पष्टीकरण और क्रियात्मक शिक्षा।
2. **संस्कार**— मूल्यों की शिक्षा को आत्मसात करने के दृष्टिकोण से देखने वाले अधिकांश शिक्षक मूल्यों को सामाजिक या सांस्कृतिक रूप से स्वीकृत मानकों या व्यवहार के नियमों के रूप में देखते हैं। इसलिए मूल्यांकन को छात्र द्वारा समाज के भीतर महत्वपूर्ण व्यक्तियों और संस्थानों के मानकों या मानदंडों को पहचानने और स्वीकार करने की प्रक्रिया माना जाता है। छात्र इन मूल्यों को अपने मूल्य प्रणाली में शामिल करता है। शिक्षक मानव स्वभाव का एक दृष्टिकोण लेते हैं जिसमें व्यक्ति को, आत्मसात करने की प्रक्रिया के दौरान, एक आरंभकर्ता के बजाय एक प्रतिक्रियाकर्ता के रूप में माना जाता है। चरम और यहां तक कि व्यक्तियों की जरूरतों और लक्ष्यों को परिभाषित करते हैं। हालांकि, जो लोग किसी व्यक्ति को समाज में एक स्वतंत्र, आत्मनिर्भर भागीदार मानते हैं, वे मूल्यों को विशेष रूप से सीखने की स्वतंत्रता, मानवीय गरिमा, न्याय और आत्म-अन्वेषण जैसे मूल्यों को विकसित करने की कोशिश करते हैं। सामाजिक और व्यक्तिवादी दोनों ही इस धारणा पर बहस करेंगे कि कुछ मूल्य सार्वभौमिक और निरपेक्ष हैं। इन मूल्यों का स्रोत कोई नहीं है। इस पर बहस हो सकती है। एक ओर कुछ अधिवक्ताओं का तर्क है कि वे ब्रह्मांड की प्राकृतिक व्यवस्था से मूल्य प्राप्त करते हैं जबकि अन्य का मानना है कि मूल्यों की उत्पत्ति एक सर्वशक्तिमान निर्माता से होती है।
3. **नैतिक विकास**— नैतिक विकास के दृष्टिकोण को अपनाने वाले शिक्षकों का मानना है कि नैतिक सोच एक विशिष्ट अनुक्रम के माध्यम से चरणों में होती है। यह दृष्टिकोण मुख्य रूप से लॉरेंस कोहलबर्ग के 6 चरणों और 25 "बुनियादी नैतिक अवधारणाओं के दृष्टिकोण पर आधारित है, जो मुख्य रूप से नैतिक मूल्यों, जैसे निष्पक्षता, न्याय, समानता और मानवीय गरिमा पर केंद्रित हैं अन्य प्रकार के मूल्यों (सामाजिक, व्यक्तिगत और सौंदर्य) पर आमतौर पर विचार नहीं किया जाता है। यह माना जाता है कि छात्र नैतिक मुद्दों के बारे में अपनी सोच में हमेशा विकासात्मक रूप से प्रगति करते हैं। वे अपने वर्तमान प्राथमिक चरण से एक चरण ऊपर समझ सकते हैं और नैतिक विकास को बढ़ाने के लिए अगले उच्च स्तर के संपर्क में आना आवश्यक है। शिक्षक छात्रों को अनुक्रमिक चरणों के माध्यम से अधिक जटिल नैतिक तर्क पैटर्न विकसित करने के लिए प्रेरित करने का प्रयास करते हैं।

कोहलबर्ग का मानव स्वभाव के बारे में दृष्टिकोण पियागेट, एरिकसन और लोविंगर एट अल जैसे अन्य विकासात्मक मनोवैज्ञानिकों के विचारों में प्रस्तुत किए गए दृष्टिकोण के समान है। यह दृष्टिकोण व्यक्ति को पर्यावरण के भीतर एक सक्रिय आरंभकर्ता और एक प्रतिक्रियाकर्ता के रूप में देखता है, लेकिन पर्यावरण व्यक्ति को पूरी तरह से ढाल नहीं सकता है। किसी व्यक्ति के कार्य उसकी भावनाओं, विचारों, व्यवहार और अनुभवों का परिणाम होते हैं, यह उसके स्वरूप को निर्धारित नहीं कर सकता है। व्यक्ति के अंदर पहले से मौजूद आनुवंशिक संरचनाएं मुख्य रूप से उस तरीके के लिए जिम्मेदार होती हैं जिसमें व्यक्ति सामग्री को आंतरिक रूप से ग्रहण करता है, और इसे व्यक्तिगत रूप से सार्थक डेटा में व्यवस्थित और रूपांतरित करता है। नैतिक विकास तकनीक का सबसे अधिक उपयोग किया जाता है, एक काल्पनिक

या तथ्यात्मक मूल्य दुविधा कहानी प्रस्तुत करना, जिस पर फिर छोटे समूहों में चर्चा की जाती है। छात्रों को इन चर्चाओं के भीतर वैकल्पिक दृष्टिकोण प्रस्तुत किए जाते हैं, जिसके बारे में परिकल्पना की जाती है कि यह उच्चतर, अधिक विकसित नैतिक सोच की ओर ले जाता है। कक्षा में नैतिक चर्चा आयोजित करने का एक उदाहरण नीचे दिया गया है।

निष्कर्ष

निष्कर्ष में, मूल्य शिक्षा के प्रत्येक दृष्टिकोण में मानव प्रकृति के साथ-साथ उद्देश्य, प्रक्रियाओं और दृष्टिकोण में उपयोग की जाने वाली विधियों का एक दृष्टिकोण है। उदाहरण के लिए, अंतर्ग्रहण दृष्टिकोण में मानव प्रकृति के बारे में एक बुनियादी दृष्टिकोण है, जो एक प्रतिक्रियाशील दृष्टिकोण है, दूसरी ओर, मानव प्रकृति को सक्रिय और प्रतिक्रियाशील के बीच आगे-पीछे जाता हुआ देखता है, जबकि क्रिया सीखने के दृष्टिकोण मानव प्रकृति को अंतःक्रियात्मक रूप में देखते हैं। निम्न तालिका प्रत्येक दृष्टिकोण के लिए सबसे महत्वपूर्ण विशेषताओं की रूपरेखा प्रदान करती है।

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परंपरागत शिल्प और कौशल में उद्यमिता और व्यावसायिक शिक्षा

श्रीमति उमा चौधरी

सहायक प्राध्यापक

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सारांश

भारत की सांस्कृतिक धरोहर में परंपरागत शिल्प और कौशल का अत्यधिक महत्व है। ये शिल्प न केवल भारतीय समाज के रोजमर्रा के जीवन का हिस्सा रहे हैं, बल्कि ये कला, संस्कृति और आर्थिक जीवनशैली के महत्वपूर्ण घटक भी हैं। हालांकि, बदलते समय के साथ इन शिल्पों की प्रासंगिकता को बनाए रखना चुनौतीपूर्ण हो गया है। इस समस्या से निपटने और इन शिल्पों को पुनर्जीवित करने के लिए उद्यमिता और व्यावसायिक शिक्षा को बढ़ावा देना अत्यंत आवश्यक है। इस परिप्रेक्ष्य में, शिल्पों में न केवल नए डिजाइनों और तकनीकों का समावेश किया जा सकता है, बल्कि इन शिल्पों को आर्थिक दृष्टिकोण से भी सशक्त किया जा सकता है।

उद्यमिता का अर्थ होता है व्यवसाय शुरू करना और नए अवसरों की पहचान करना। जब उद्यमिता परंपरागत शिल्पों में समाहित होती है, तो यह शिल्पकारों को अपने उत्पादों को नए बाजारों में प्रस्तुत करने, इनकी गुणवत्ता को सुधारने और शिल्प के प्रचलन को बढ़ाने के लिए प्रेरित करती है। उद्यमिता से जुड़े जोखिमों को अपनाकर शिल्पकार अपने कौशल का अधिकतम उपयोग कर सकते हैं। उद्यमिता को अपनाकर परंपरागत शिल्प नए रूप में प्रदर्शित हो सकते हैं और इन्हें वैश्विक बाजार में पहचान मिल सकती है।

व्यावसायिक शिक्षा का उद्देश्य युवाओं को रोजगार के लिए व्यावहारिक ज्ञान और कौशल प्रदान करना है। जब परंपरागत शिल्पों में यह शिक्षा समाहित की जाती है, तो शिल्पकारों को नए तकनीकी दृष्टिकोण, आधुनिक उत्पादन विधियों और विपणन के नये तरीके सीखने को मिलते हैं। यह उन्हें न केवल अपने उत्पादों की गुणवत्ता में सुधार करने में मदद करता है, बल्कि बाजार की मांग के अनुसार शिल्प उत्पादों को तैयार करने की क्षमता भी प्रदान करता है। इसके अतिरिक्त, शिल्पकारों को वित्तीय योजना और प्रबंधन के बारे में भी जानकारी दी जाती है, जिससे वे अपने व्यवसाय को सशक्त बना सकते हैं।

परंपरागत शिल्पों में व्यावसायिक शिक्षा का समावेश न केवल शिल्पकारों को नए डिजाइनों के प्रति संवेदनशील बनाता है, बल्कि उन्हें उच्च गुणवत्ता के उत्पाद बनाने के लिए भी प्रेरित करता है। इसके माध्यम से शिल्पों को आधुनिक रूप में ढाला जा सकता है, जो युवा पीढ़ी को आकर्षित कर सके और वैश्विक बाजार में प्रतिस्पर्धा कर सके। शिल्प उद्योग में आधुनिक उत्पादन तकनीकों का समावेश पारंपरिक शिल्पों को नवीनतम वैश्विक मानकों के अनुसार ढालने में मदद करता है। उदाहरण स्वरूप, 3D प्रिंटिंग, ऑटोमेशन और स्मार्ट निर्माण तकनीकों का उपयोग शिल्पकारों को गुणवत्तापूर्ण उत्पाद तैयार करने के लिए प्रेरित करता है।

परिचय:

परंपरागत शिल्प और कौशल भारतीय समाज की सांस्कृतिक धरोहर का अहम हिस्सा हैं। इन शिल्पों और कौशलों ने न केवल समाज की आर्थिक गतिशीलता में योगदान किया है, बल्कि भारतीय कला और संस्कृति को भी समृद्ध किया है। आज के वैश्विक और तकनीकी युग में इन शिल्पों और कौशलों को सशक्त बनाने के लिए उद्यमिता और व्यावसायिक शिक्षा का समावेश आवश्यक हो गया है। यह न केवल ग्रामीण और शहरी क्षेत्रों में रोजगार उत्पन्न करने का एक माध्यम है, बल्कि आर्थिक विकास और सांस्कृतिक संरक्षण का भी एक महत्वपूर्ण तरीका है।

परंपरागत शिल्प और कौशल भारतीय समाज का अभिन्न हिस्सा रहे हैं और इन्हें सांस्कृतिक धरोहर के रूप में सहेजा गया है। भारतीय शिल्पकला, हस्तशिल्प, बुनाई, मूर्तिकला और अन्य पारंपरिक कौशल प्राचीन समय से लेकर आज तक लगातार विकसित होते रहे हैं। यह शिल्प न केवल सांस्कृतिक और ऐतिहासिक दृष्टि से महत्वपूर्ण हैं, बल्कि इनका आर्थिक और सामाजिक संदर्भ भी अत्यंत महत्वपूर्ण है। इन पारंपरिक शिल्पों की मदद से लाखों लोगों की आजीविका जुड़ी हुई है, और यह रोजगार सृजन में भी महत्वपूर्ण योगदान करते हैं।

आज के वैश्विक युग में, जहां तकनीकी और व्यावसायिक शिक्षा का महत्व बढ़ा है, वहीं परंपरागत शिल्प और कौशल को एक नई दिशा में ले जाने की आवश्यकता महसूस हो रही है। परंपरागत शिल्प और कौशल में उद्यमिता और व्यावसायिक शिक्षा का संयोजन उन कौशलों को समकालीन बाजार की आवश्यकताओं के अनुरूप ढालने में मदद कर सकता है। यह न केवल पारंपरिक शिल्पकला के संरक्षण में सहायक है, बल्कि इससे नए रोजगार अवसरों का सृजन भी होता है और युवा पीढ़ी को इन शिल्पों में अपने भविष्य को संवारने का अवसर प्राप्त होता है।

उद्यमिता और व्यावसायिक शिक्षा का समावेश पारंपरिक शिल्पों में करने से इनकी उत्पादकता और गुणवत्ता में सुधार हो सकता है, जिससे इन शिल्पों का वैश्विक बाजार में प्रतिस्पर्धात्मक लाभ बढ़ सकता है। इस प्रकार, परंपरागत शिल्प और कौशल में उद्यमिता और व्यावसायिक शिक्षा का मिश्रण न केवल इन शिल्पों को पुनर्जीवित करने का कार्य करेगा, बल्कि यह ग्रामीण और शहरी क्षेत्रों में आर्थिक समृद्धि के नए रास्ते भी खोलेगा।

इस प्रस्तावना का उद्देश्य परंपरागत शिल्प और कौशल के महत्व को समझना और यह दिखाना है कि कैसे उद्यमिता और व्यावसायिक शिक्षा इन शिल्पों को न केवल संरक्षित कर सकती है, बल्कि उन्हें एक नए आर्थिक दृष्टिकोण से भी जोड़ सकती है।

परंपरागत शिल्प और कौशल की भूमिका:

भारत में कई प्रकार के परंपरागत शिल्प और कौशल पाये जाते हैं, जैसे कारीगरी, कढ़ाई, हाथ से बुनाई, मूर्तिकला, धातु और मिट्टी का काम, रंगाई, और कई अन्य हस्तकला कार्य। ये शिल्प भारतीय समाज की सांस्कृतिक धरोहर का हिस्सा हैं और देश की आर्थिक जीवनशैली से जुड़ी हुई हैं। इन शिल्पों का व्यावसायिक महत्व भी है, जैसे हथकरघा उद्योग, टेराकोटा शिल्प, कालीन बुनाई, चांदी और पीतल का काम आदि।

उद्यमिता का महत्व:

उद्यमिता का अर्थ है नवाचार, रचनात्मकता और जोखिम के साथ एक नया व्यापारिक उपक्रम शुरू करना। जब हम परंपरागत शिल्प और कौशल की बात करते हैं, तो यह शिल्प उद्योग भी उद्यमिता के माध्यम से प्रगति कर सकते हैं। उद्यमिता के माध्यम से परंपरागत शिल्प को नए रूप में प्रस्तुत किया जा सकता है, जिससे यह न केवल अधिक प्रासंगिक बने, बल्कि बाजार में इनकी मांग भी बढ़े।

शिल्पकारों को अपने कौशल को सशक्त बनाने, उत्पादों की गुणवत्ता को सुधारने और विपणन के नए तरीकों का उपयोग करने की आवश्यकता होती है।

आर्थिक विकास में योगदान:

उद्यमिता किसी भी देश की अर्थव्यवस्था को मजबूत बनाने में महत्वपूर्ण भूमिका निभाती है। नए व्यवसायों की स्थापना से उत्पादकता बढ़ती है, और रोजगार के अवसर उत्पन्न होते हैं, जिससे आर्थिक विकास को गति मिलती है।

रोजगार सृजन:

उद्यमिता नए व्यापार, सेवाएँ और उत्पादों की शुरुआत करती है, जो सीधे तौर पर रोजगार के अवसरों को बढ़ाते हैं। छोटे और बड़े व्यवसायों के माध्यम से लोग विभिन्न क्षेत्रों में काम पा सकते हैं, जैसे उत्पादन, विपणन, वितरण आदि।

नवाचार और तकनीकी विकास:

उद्यमी हमेशा नए विचारों और तकनीकों के साथ काम करते हैं, जो नवाचार को बढ़ावा देते हैं। इससे न केवल व्यापार की वृद्धि होती है, बल्कि समाज में नई तकनीकी प्रगति भी होती है, जो जीवन की गुणवत्ता में सुधार लाती है।

व्यक्तिगत सशक्तिकरण:

उद्यमिता से व्यक्ति को स्वतंत्रता, निर्णय लेने की क्षमता और वित्तीय आत्मनिर्भरता मिलती है। अपने व्यवसाय के माध्यम से व्यक्ति अपनी क्षमताओं का पूरी तरह से उपयोग कर सकता है और समाज में अपनी पहचान बना सकता है।

समाज में बदलाव और विकास:

जब उद्यमी अपने व्यवसाय को शुरू करते हैं, तो वे समाज के विभिन्न मुद्दों का समाधान करने के लिए नए दृष्टिकोण प्रस्तुत करते हैं। इससे न केवल आर्थिक स्थिति में सुधार होता है, बल्कि सामाजिक बदलाव भी आता है, जैसे महिलाओं की सशक्तिकरण, ग्रामीण विकास आदि।

आयात-निर्यात में वृद्धि:

उद्यमिता से छोटे व्यवसायों को वैश्विक स्तर पर विस्तार करने का अवसर मिलता है। इसके परिणामस्वरूप देश का आयात-निर्यात बढ़ता है, जिससे विदेशी मुद्रा अर्जित होती है और राष्ट्रीय अर्थव्यवस्था को फायदा होता है।

प्रतिस्पर्धा को बढ़ावा:

उद्यमिता से व्यापारिक प्रतिस्पर्धा बढ़ती है, जिससे कंपनियाँ अपनी सेवाओं और उत्पादों की गुणवत्ता में सुधार करती हैं। प्रतिस्पर्धा व्यवसायों को अधिक उत्पादक और नवाचारी बनने के लिए प्रेरित करती है, जो अंततः उपभोक्ताओं के लिए फायदेमंद होता है।

समाधान आधारित दृष्टिकोण:

उद्यमिता समाज की समस्याओं का हल ढूँढ़ने के लिए नये-नये उपायों पर काम करती है। उदाहरण के लिए, पर्यावरणीय संकट, जलवायु परिवर्तन और स्वास्थ्य संकट जैसे मुद्दों पर काम करने वाले उद्यमियों द्वारा नए समाधान प्रस्तुत किए जाते हैं।

वित्तीय साक्षरता और स्वतंत्रता:

उद्यमिता से वित्तीय साक्षरता में वृद्धि होती है। उद्यमी व्यवसाय के संचालन के दौरान बजट बनाना, लागत नियंत्रित करना, और वित्तीय निर्णय लेना सीखते हैं, जिससे उनकी वित्तीय स्थिति मजबूत होती है।

स्थानीय और वैश्विक पहचान:

जब एक उद्यमी अपने व्यवसाय में सफलता प्राप्त करता है, तो उसका व्यवसाय न केवल स्थानीय स्तर पर, बल्कि वैश्विक स्तर पर भी पहचान बनाता है। इससे उत्पाद या सेवा की मांग बढ़ती है

व्यावसायिक शिक्षा और प्रशिक्षण:

व्यावसायिक शिक्षा और प्रशिक्षण का उद्देश्य युवाओं को रोजगार योग्य बनाने के लिए व्यावहारिक ज्ञान और कौशल प्रदान करना है। जब यह शिक्षा परंपरागत शिल्पों और कौशलों में प्रदान की जाती है, तो यह शिल्पकारों को नए तकनीकी दृष्टिकोण, डिजाइन, उत्पादन विधियों और विपणन रणनीतियों के बारे में सिखाती है। इससे शिल्पकारों की उत्पादकता बढ़ती है, वे बाजार की मांग के अनुसार अपने उत्पादों को तैयार कर सकते हैं और अपने व्यापार का विस्तार कर सकते हैं।

परंपरागत शिल्पों में व्यावसायिक शिक्षा का प्रभाव:

- **नई तकनीकों और डिजाइनों का समावेश:** परंपरागत शिल्प में व्यावसायिक शिक्षा के समावेश से नए डिजाइनों और तकनीकों का उपयोग किया जा सकता है, जिससे इन शिल्पों में नयापन आएगा और वे युवा पीढ़ी को आकर्षित करेंगे।
- **स्मार्ट विपणन:** पारंपरिक शिल्पकारों को ऑनलाइन प्लेटफॉर्मों का उपयोग करना सीखना चाहिए, जैसे कि ई-कॉमर्स वेबसाइट और सोशल मीडिया का इस्तेमाल करके अपने उत्पादों को वैश्विक बाजार में प्रस्तुत करना।
- **स्मार्ट निर्माण तकनीकें:** नए युग की निर्माण तकनीकों के बारे में सीखना, जैसे 3D प्रिंटिंग, ऑटोमेशन और गुणवत्ता नियंत्रण, शिल्प उत्पादों की गुणवत्ता को बढ़ा सकते हैं।
- **उधार और वित्तीय सहायता:** शिल्पकारों को वित्तीय योजनाओं, ऋण और सब्सिडी के बारे में जानकारी देने से उन्हें अपने व्यवसाय को बढ़ाने के लिए आवश्यक पूंजी मिल सकती है।

चुनौतियां और समाधान:

- **संसाधनों की कमी:** कई परंपरागत शिल्पकारों के पास पर्याप्त संसाधन नहीं होते हैं, जिससे वे अपने काम को विस्तार नहीं दे पाते हैं। इसके लिए सरकार और निजी क्षेत्र को सहायता प्रदान करनी चाहिए।
- **परंपरागत शिक्षा की कमी:** कई शिल्पकारों के पास शैक्षिक और व्यावसायिक शिक्षा की कमी होती है, जिससे वे आधुनिक बाजार की आवश्यकताओं के अनुसार अपने उत्पादों को नहीं ढाल पाते। इसके लिए प्रशिक्षण केंद्रों और कार्यशालाओं की आवश्यकता है।
- **बाजार की अस्थिरता:** वैश्विक बाजार में प्रतियोगिता और कीमतों की अस्थिरता परंपरागत शिल्प उत्पादों के लिए एक बड़ी चुनौती है। इसके लिए शिल्पकारों को निरंतर शिक्षा और अपडेटेड मार्केटिंग तकनीकों की आवश्यकता है।

निष्कर्ष:

परंपरागत शिल्प और कौशलों में उद्यमिता और व्यावसायिक शिक्षा का समावेश इन शिल्पों को आर्थिक दृष्टिकोण से अधिक सशक्त और प्रतिस्पर्धी बना सकता है। यह न केवल रोजगार के अवसर पैदा करेगा, बल्कि भारत की सांस्कृतिक धरोहर को भी संरक्षित रखेगा। इन क्षेत्रों में निवेश और शिक्षा को बढ़ावा देने से न केवल शिल्पकारों के जीवन स्तर में सुधार होगा, बल्कि समाज के विकास में भी योगदान होगा।

सुझाव:

- सरकारी और गैर-सरकारी संगठनों को शिल्प उद्योगों के लिए एक मजबूत शिक्षा और प्रशिक्षण प्रणाली स्थापित करनी चाहिए।
- शिल्पकारों को वित्तीय सहायता, विपणन और डिज़ाइन में नये दृष्टिकोण अपनाने के लिए प्रोत्साहित करना चाहिए।
- पारंपरिक शिल्पों को वैश्विक स्तर पर पहचान दिलाने के लिए अंतर्राष्ट्रीय व्यापारियों के साथ साझेदारी की योजना बनाई जानी चाहिए।

संदर्भ:

- भारत सरकार की मेक इन इंडिया योजना
- शिल्प मंत्रालय द्वारा प्रकाशित रिपोर्ट्स
- विभिन्न शिल्प शिक्षा और प्रशिक्षण केंद्रों के डेटा

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी

डॉ. अंकिता चन्द्राकर

प्राचार्य

श्री श्याम बालाजी कॉलेज महासमुन्द

इमलीभांठा, तहसील व जिला – महासमुन्द

सारांश

भारतीय ज्ञान प्रणाली एक समृद्ध और विविधतापूर्ण परंपरा है, जो प्राचीन काल से लेकर आज तक विभिन्न क्षेत्रों में योगदान करती रही है। यह प्रणाली वेदों, उपनिषदों, पुराणों, और अन्य प्राचीन ग्रंथों पर आधारित है, जिसमें ज्ञान का अधिग्रहण तात्त्विकता, अनुभव, और ध्यान के माध्यम से होता है। भारतीय ज्ञान प्रणाली में विज्ञान, गणित, आयुर्वेद, खगोलशास्त्र, और वास्तुकला जैसे महत्वपूर्ण क्षेत्रों पर गहरा ध्यान दिया गया है।

प्राचीन भारतीय गणितज्ञों ने शून्य और दशमलव प्रणाली का विकास किया, जो आधुनिक गणित के आधार हैं। आयुर्वेद, जो शारीरिक, मानसिक और आत्मिक स्वास्थ्य के संतुलन पर आधारित है, आज भी एक महत्वपूर्ण चिकित्सा पद्धति मानी जाती है। भारतीय खगोलशास्त्र ने आकाशगंगाओं, ग्रहों और तारे की गति को समझने में महत्वपूर्ण योगदान दिया। भारतीय वास्तुकला ने मंदिरों, महलों, और अन्य संरचनाओं के माध्यम से कला और विज्ञान का संगम प्रस्तुत किया।

भारतीय प्रौद्योगिकी का इतिहास भी काफी समृद्ध है। प्राचीन काल में भारतीयों ने धातुकला, जल आपूर्ति प्रणाली और सिंचाई तकनीकों में नवाचार किए। आज के समय में, भारत ने सूचना प्रौद्योगिकी, अंतरिक्ष विज्ञान, और जैव प्रौद्योगिकी जैसे क्षेत्रों में उल्लेखनीय प्रगति की है, विशेष रूप से भारतीय अंतरिक्ष अनुसंधान संगठन ने चंद्र और मंगल मिशन जैसी परियोजनाओं से वैश्विक पहचान प्राप्त की है।

इस प्रकार, भारतीय ज्ञान प्रणाली और प्रौद्योगिकी न केवल भारत की सांस्कृतिक धरोहर का हिस्सा हैं, बल्कि ये आज के समय में वैश्विक विकास में योगदान देने की क्षमता रखते हैं। इन क्षेत्रों का पुनरुत्थान और सही तरीके से उपयोग करके भारत न केवल अपनी पहचान को मजबूत कर सकता है, बल्कि वैश्विक चुनौतियों का समाधान भी प्रस्तुत कर सकता है।

परिचय

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का समृद्ध इतिहास है, जो प्राचीन काल से लेकर आधुनिक समय तक विभिन्न क्षेत्रों में उन्नति का कारण रहा है। भारतीय सभ्यता ने विज्ञान, गणित, आयुर्वेद, खगोलशास्त्र, वास्तुकला, कृषि, और कला के विभिन्न क्षेत्रों में अद्वितीय योगदान दिया है। भारतीय ज्ञान प्रणाली में प्राचीन ग्रंथों, शिक्षाओं और दृष्टिकोणों का समावेश होता है जो आज भी प्रासंगिक हैं। भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का इतिहास अत्यंत समृद्ध और विविध है, जो प्राचीन काल से लेकर आधुनिक समय तक मानवता के विकास में एक महत्वपूर्ण भूमिका निभाता आया है। भारतीय ज्ञान प्रणाली न केवल दार्शनिकता और तात्त्विकता पर आधारित है, बल्कि यह जीवन के विभिन्न पहलुओं जैसे विज्ञान, गणित, चिकित्सा, खगोलशास्त्र, और कला में गहरे शोध और विकास को दर्शाती है। भारतीय प्रौद्योगिकी ने प्राचीन समय में भी अद्वितीय और प्रासंगिक नवाचार किए, जिनमें जल प्रबंधन, शिल्पकला, धातुकला, और चिकित्सा विज्ञान शामिल हैं।

भारत का ज्ञान परंपरा, वेदों, उपनिषदों, पुराणों और विभिन्न धार्मिक-तात्त्विक ग्रंथों से उत्पन्न होती है, जो आज भी वैज्ञानिक और तकनीकी दृष्टिकोण से प्रासंगिक हैं। गणित के क्षेत्र में भारत ने शून्य और दशमलव प्रणाली का आविष्कार किया, जिसने वैश्विक गणना पद्धतियों को नया रूप दिया। आयुर्वेद, भारतीय चिकित्सा पद्धति, जो शारीरिक और मानसिक स्वास्थ्य के सामंजस्य पर आधारित है, आज भी विश्वभर में महत्व रखती है। भारतीय खगोलशास्त्र और वास्तुकला ने भी जीवन के विभिन्न पहलुओं को समझने और उसे संरक्षित करने में अहम भूमिका निभाई है।

आज के आधुनिक युग में, भारतीय प्रौद्योगिकी ने सूचना प्रौद्योगिकी, अंतरिक्ष विज्ञान, जैव प्रौद्योगिकी, और ऊर्जा क्षेत्र में महत्वपूर्ण प्रगति की है। भारतीय अंतरिक्ष अनुसंधान संगठन ने चंद्रयान, मंगलयान और गगनयान जैसी

परियोजनाओं के माध्यम से अंतरिक्ष अनुसंधान में वैश्विक पहचान बनाई है। इस प्रकार, भारतीय ज्ञान प्रणाली और प्रौद्योगिकी न केवल हमारे ऐतिहासिक धरोहर का हिस्सा हैं, बल्कि यह आज के समय में भी वैश्विक विकास और नवाचार में अपनी महत्वपूर्ण भूमिका निभा रहे हैं।

इस प्रस्तावना के माध्यम से, हम भारतीय ज्ञान प्रणाली और प्रौद्योगिकी के ऐतिहासिक और समकालीन महत्व को समझने का प्रयास करेंगे, साथ ही यह भी देखेंगे कि कैसे इन दोनों क्षेत्रों को पुनर्जीवित करके हम वैश्विक चुनौतियों का समाधान और सतत विकास सुनिश्चित कर सकते हैं।

भारतीय ज्ञान प्रणाली: भारतीय ज्ञान प्रणाली का आधार वेदों, उपनिषदों, पुराणों, और अन्य प्राचीन ग्रंथों में है। इस प्रणाली में ज्ञान का अधिग्रहण व्यक्तिगत अनुभव, ध्यान, और तात्त्विकता से होता है। इसके अलावा, भारतीय ज्ञान प्रणाली में समाज की भलाई, नैतिकता और पर्यावरण के प्रति जिम्मेदारी को भी महत्व दिया गया है।

मुख्य क्षेत्र

विज्ञान और गणित: भारतीय गणितज्ञों ने बहुत पहले शून्य और दशमलव प्रणाली का विकास किया, जो आधुनिक गणित का आधार है। आर्यभट, भास्कराचार्य, और ब्रह्मगुप्त जैसे गणितज्ञों ने समय और गणना के क्षेत्र में महत्वपूर्ण योगदान दिया।

आयुर्वेदरु आयुर्वेद भारतीय चिकित्सा पद्धति है, जो शारीरिक, मानसिक और आत्मिक स्वास्थ्य को संतुलित करने की प्रक्रिया है। इस प्राचीन चिकित्सा पद्धति का उपयोग आज भी विभिन्न देशों में किया जाता है।

खगोलशास्त्र: भारतीय खगोलशास्त्र ने अंतरिक्ष के अध्ययन में महत्वपूर्ण योगदान दिया है। प्राचीन भारतीय खगोलज्ञों ने आकाशगंगाओं, ग्रहों और तारे की गति के बारे में गहरे ज्ञान की प्राप्ति की थी।

वास्तुकला: भारतीय वास्तुकला ने मंदिरों, महलों, किलों और अन्य संरचनाओं में उत्कृष्टता दिखायी है। इसके उदाहरण ताज महल, कांची कुमारी मंदिर, और गोल गुम्बज जैसे भव्य संरचनाओं के रूप में मिलते हैं।

प्रौद्योगिकी का विकास: भारतीय प्रौद्योगिकी में भी ऐतिहासिक विकास हुआ है, जो आज के आधुनिक भारत में विज्ञान और तकनीकी नवाचार में प्रमुख भूमिका निभाता है।

प्राचीन तकनीकी नवाचार: भारतीय शिल्पकारों और इंजीनियरों ने विभिन्न प्रकार की तकनीकी वस्तुएं विकसित कीं जैसे धातुकला, जल आपूर्ति प्रणाली, सिंचाई तकनीक, और चिकित्सा उपकरण। भारत में जल प्रबंधन के लिए सिंचाई नहरों और कुओं का निर्माण किया गया था, जो जलवायु की चुनौतियों से निपटने के लिए उपयोगी थे।

आधुनिक तकनीकी क्षेत्र: आज, भारत ने सूचना प्रौद्योगिकी, अंतरिक्ष विज्ञान, और जैव प्रौद्योगिकी के क्षेत्रों में महत्वपूर्ण प्रगति की है। भारतीय अंतरिक्ष अनुसंधान संगठन (ISRO) ने चंद्र मिशन और मंगल मिशन जैसी परियोजनाओं के माध्यम से अंतरिक्ष क्षेत्र में विश्वभर में पहचान बनाई है।

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का समकालीन महत्व: आज के वैश्विक संदर्भ में भारतीय ज्ञान प्रणाली और प्रौद्योगिकी को फिर से संजीवित करने की आवश्यकता है। यह न केवल भारत के सांस्कृतिक धरोहर को संरक्षित करने में मदद करेगा, बल्कि वैश्विक चुनौतियों का समाधान खोजने के लिए भी उपयोगी होगा। उदाहरण के लिए, आयुर्वेद और योग को वैश्विक स्वास्थ्य प्रणाली में सम्मिलित किया जा सकता है। इसके अलावा, भारत के पास एक विशाल युवा शक्ति है, जो तकनीकी नवाचारों में योगदान देने की क्षमता रखती है।

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का समकालीन महत्व

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का समकालीन महत्व विभिन्न कारणों से बढ़ गया है, क्योंकि यह न केवल हमारे ऐतिहासिक और सांस्कृतिक धरोहर का हिस्सा है, बल्कि आज के वैश्विक और तकनीकी परिवेश में भी इनका उपयोग प्रासंगिक है। निम्नलिखित बिंदुओं के माध्यम से हम भारतीय ज्ञान प्रणाली और प्रौद्योगिकी के समकालीन महत्व को समझ सकते हैं:

- **वैश्विक स्तर पर भारतीय संस्कृति और ज्ञान की पहचान:** भारतीय ज्ञान प्रणाली में न केवल आध्यात्मिकता, बल्कि वैज्ञानिक दृष्टिकोण भी समाहित है। आज, जब दुनिया पर्यावरणीय संकट, स्वास्थ्य समस्याओं और शारीरिक मानसिक संतुलन की खोज में है, भारतीय प्राचीन ज्ञान जैसे आयुर्वेद, योग और ध्यान, वैश्विक

स्तर पर स्वीकार किए जा रहे हैं। ये प्राचीन पद्धतियाँ न केवल शारीरिक स्वास्थ्य, बल्कि मानसिक और आत्मिक संतुलन को भी महत्व देती हैं, जो आज के तनावपूर्ण जीवन में अत्यंत प्रासंगिक हैं।

- **आधुनिक चिकित्सा में आयुर्वेद का योगदान:** आयुर्वेद, जो भारतीय चिकित्सा पद्धति है, में प्राचीन समय से शारीरिक और मानसिक संतुलन की आवश्यकता को समझा गया है। आजकल, दुनिया भर में आयुर्वेद और प्राकृतिक चिकित्सा पद्धतियों को स्वास्थ्य उपचार के रूप में फिर से अपनाया जा रहा है। भारतीय चिकित्साशास्त्र और नीतियों के माध्यम से वैकल्पिक चिकित्सा पद्धतियाँ और जीवनशैली को बढ़ावा दिया जा सकता है।
- **सतत विकास और पर्यावरण संरक्षण में योगदान:** भारतीय ज्ञान प्रणाली में प्रकृति और पर्यावरण का संरक्षण एक अहम स्थान रखता है। प्राचीन भारतीयों ने जल प्रबंधन, वन संरक्षण, और कृषि के विभिन्न पारंपरिक तरीकों को विकसित किया था। आज, जब पर्यावरणीय संकटों का सामना किया जा रहा है, तो इन पारंपरिक ज्ञान प्रणालियों का पुनर्नवा और उपयोग आवश्यक है। भारतीय समाज की पारंपरिक कृषि पद्धतियाँ और जल प्रबंधन तकनीकें आज भी अनेक स्थानों पर लागू की जा सकती हैं।
- **आधुनिक विज्ञान और प्रौद्योगिकी में योगदान:** भारतीय प्रौद्योगिकी ने प्राचीन समय में धातुकला, जल आपूर्ति प्रणालियों और भवन निर्माण में अद्वितीय नवाचार किए। आज, भारतीय अंतरिक्ष अनुसंधान संगठन (ISRO) जैसे संस्थान दुनिया में अपनी सफलता के प्रतीक बन चुके हैं। चंद्रयान, मंगलयान, और गगनयान जैसी परियोजनाएँ भारतीय प्रौद्योगिकी के समकालीन योगदान का उदाहरण हैं, जो अंतरिक्ष विज्ञान और प्रौद्योगिकी में अग्रणी भूमिका निभा रहे हैं।
- **नैतिकता और समाज के समग्र विकास में योगदान:** भारतीय ज्ञान प्रणाली के अंतर्गत, समाज के समग्र विकास, नैतिकता और धर्म का विशिष्ट स्थान है। भारतीय संस्कृति में यह समझ है कि केवल भौतिक समृद्धि नहीं, बल्कि आध्यात्मिक और नैतिक समृद्धि भी आवश्यक है। वर्तमान में, जब समाज में भौतिकवाद और उपभोक्तावाद का प्रभाव बढ़ रहा है, भारतीय ज्ञान प्रणाली समाज में नैतिक मूल्यों और मानवता की स्थापना में महत्वपूर्ण भूमिका निभा सकती है।
- **गणित और विज्ञान के क्षेत्र में प्राचीन भारतीय योगदान:** भारतीय गणितज्ञों ने शून्य और दशमलव प्रणाली की खोज की, जो आज के विज्ञान और गणित की नींव हैं। यही कारण है कि आज जब हम गणना और कंप्यूटर विज्ञान की बात करते हैं, तो भारतीय ज्ञान प्रणाली का योगदान अत्यंत महत्वपूर्ण है। इसके अलावा, प्राचीन भारतीय खगोलशास्त्र ने आकाशीय पिंडों और ग्रहों की गति के बारे में जो गहरा ज्ञान दिया, वह आज भी विज्ञान के अध्ययन में प्रासंगिक है।
- **योग और मानसिक स्वास्थ्य:** योग, जिसे भारतीय ज्ञान प्रणाली का अभिन्न हिस्सा माना जाता है, आजकल मानसिक स्वास्थ्य और शारीरिक फिटनेस के लिए वैश्विक रूप से लोकप्रिय है। मानसिक तनाव, अवसाद और चिंता के बढ़ते मामलों में योग एक प्रभावी उपचार के रूप में सामने आया है। यह भारतीय ज्ञान प्रणाली के महत्व को दर्शाता है, जो शारीरिक और मानसिक संतुलन पर ध्यान केंद्रित करता है।
- **नवाचार और उद्यमिता के क्षेत्र में भारतीय दृष्टिकोण:** भारतीय संस्कृति और ज्ञान प्रणाली ने हमेशा नवाचार और उद्यमिता को प्रोत्साहित किया है। आज के युग में, भारतीय युवा विज्ञान, प्रौद्योगिकी, और नवाचार के क्षेत्र में वैश्विक स्तर पर प्रमुख भूमिका निभा रहे हैं। भारतीय प्रौद्योगिकी कंपनियों, स्टार्टअप्स और उद्यमियों ने वैश्विक बाजार में अपनी पहचान बनाई है, जो भारतीय ज्ञान और नवाचार की ताकत को दर्शाता है।

निष्कर्ष

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का इतिहास बहुत ही समृद्ध और विविधतापूर्ण है। यह न केवल भारत के सांस्कृतिक धरोहर का हिस्सा है, बल्कि यह आज की तकनीकी और वैज्ञानिक दुनिया में भी महत्वपूर्ण योगदान दे सकता है। इसे सही तरीके से समझकर और विकसित करके, भारत न केवल अपनी सांस्कृतिक पहचान को संरक्षित रख सकता है, बल्कि वैश्विक विकास में भी योगदान दे सकता है। भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का इतिहास बहुत पुराना और समृद्ध है। प्राचीन भारत ने न केवल जीवन के विभिन्न पहलुओं जैसे दर्शन, गणित,

विज्ञान, और चिकित्सा में महत्वपूर्ण योगदान दिया, बल्कि प्रौद्योगिकी के क्षेत्र में भी कई नवाचार किए। भारतीय ज्ञान प्रणाली का आधार वैदिक ग्रंथों, उपनिषदों, पुराणों, और अन्य प्राचीन साहित्य में छिपा हुआ है, जो न केवल तात्त्विकता पर आधारित है, बल्कि विज्ञान और प्रौद्योगिकी के विकास को भी प्रेरित करता है। भारतीय ज्ञान प्रणाली को समझने के लिए यह आवश्यक है कि हम उसकी ऐतिहासिक और सांस्कृतिक धरोहर को जानें। इस प्रणाली में जीवन के हर पहलू को समझने की कोशिश की जाती है, जिसमें प्राकृतिक विज्ञान, समाजशास्त्र, चिकित्सा, खगोलशास्त्र, और दर्शन शामिल हैं।

भारतीय गणितज्ञों ने शून्य और दशमलव प्रणाली का आविष्कार किया, जो आज के गणित का आधार हैं। आर्यभट्ट, भास्कराचार्य और ब्रह्मगुप्त जैसे गणितज्ञों ने समय और गणना के क्षेत्र में महत्वपूर्ण योगदान दिया। भारतीय गणितज्ञों का योगदान न केवल भारत में, बल्कि वैश्विक स्तर पर देखा जाता है। आयुर्वेद भारतीय चिकित्सा पद्धति है, जो शरीर, मन और आत्मा के बीच सामंजस्य स्थापित करने पर जोर देती है। यह न केवल शारीरिक उपचार बल्कि मानसिक और आध्यात्मिक उपचार की भी प्रक्रिया है। भारतीय खगोलशास्त्र ने आकाशगंगाओं, ग्रहों और तारों के अध्ययन में महत्वपूर्ण योगदान दिया। प्राचीन भारतीय विद्वान जैसे वराहमिहिर और आर्यभट्ट ने ब्रह्मांड की संरचना और ग्रहों की गति को समझने की दिशा में शोध किया।

भारतीय वास्तुकला में भी अत्यधिक विकास हुआ था, जो मंदिरों, महलों, और किलों के निर्माण में दिखता है। ताज महल, कांची कुमारी मंदिर और दक्षिण भारत के मंदिर इस बात के प्रमाण हैं कि भारतीय वास्तुकला में अद्वितीय नवाचार और सुंदरता थी।

प्राचीन भारत में तकनीकी नवाचारों का विशेष स्थान था। भारत के शिल्पकारों और वैज्ञानिकों ने न केवल औजारों और निर्माण प्रक्रियाओं में उत्कृष्टता हासिल की, बल्कि जल प्रबंधन और कृषि में भी नवाचार किए। भारतीय शिल्पकारों ने धातु विज्ञान में अत्यधिक उन्नति की थी। लोहे की धातु का उपयोग, जो भारतीय उपमहाद्वीप में सबसे पहले विकसित किया गया, विश्व प्रसिद्ध हो गया था। प्राचीन भारत में जल प्रबंधन के लिए अद्वितीय नहरें, जलाशय और कुएं बनाए गए थे। ये तकनीकें न केवल कृषि के लिए, बल्कि जीवन के अन्य पहलुओं के लिए भी महत्वपूर्ण थीं।

आज के समय में, भारतीय प्रौद्योगिकी ने सूचना प्रौद्योगिकी, अंतरिक्ष विज्ञान, जैव प्रौद्योगिकी, और नैनो प्रौद्योगिकी के क्षेत्रों में जबरदस्त उन्नति की है। भारतीय अंतरिक्ष अनुसंधान संगठन ने चंद्रयान और मंगलयान मिशन के माध्यम से अंतरिक्ष में अपनी अहम भूमिका निभाई है।

भारतीय ज्ञान प्रणाली और प्रौद्योगिकी का इतिहास बहुत ही समृद्ध और विविध है। यह न केवल भारत की सांस्कृतिक धरोहर का हिस्सा है, बल्कि इसका योगदान आज भी वैश्विक विकास और नवाचार में महत्वपूर्ण है। भारतीय ज्ञान और प्रौद्योगिकी ने न केवल प्राचीन समय में विज्ञान और चिकित्सा के क्षेत्र में योगदान दिया, बल्कि आज के तकनीकी युग में भी अपनी पहचान बनाई है। इस समृद्ध धरोहर को समझकर और इसका सही तरीके से उपयोग करके, हम न केवल भारत की सांस्कृतिक पहचान को पुनर्जीवित कर सकते हैं, बल्कि वैश्विक चुनौतियों का समाधान भी प्रदान कर सकते हैं।

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रचनात्मक पाठ्यक्रम में पारंपरिक कला और सौंदर्यशास्त्र: एक शोधपत्र

डॉ. सरोज शुक्ला

सहायक प्राध्यापक

संदीपनी एकेडमी अछोटी

सारांश:

इस शोधपत्र का उद्देश्य रचनात्मक पाठ्यक्रम में पारंपरिक कला और सौंदर्यशास्त्र के समावेश के महत्व और इसके प्रभाव को समझना है। आधुनिक शिक्षा प्रणाली में पारंपरिक कला रूपों और सौंदर्यशास्त्र का समावेश छात्रों के समग्र विकास के लिए आवश्यक है। यह न केवल छात्रों के कलात्मक और रचनात्मक कौशल को निखारता है, बल्कि उन्हें अपनी सांस्कृतिक धरोहर से भी जोड़ता है।

शोधपत्र में यह बताया गया है कि पारंपरिक कला जैसे चित्रकला, मूर्तिकला, संगीत, नृत्य, और हस्तशिल्प न केवल विद्यार्थियों को रचनात्मक अभिव्यक्ति का अवसर प्रदान करते हैं, बल्कि उन्हें आलोचनात्मक सोच और सामाजिक संवेदनशीलता भी सिखाते हैं। सौंदर्यशास्त्र, जो कला और सौंदर्य के सिद्धांतों पर आधारित है, छात्रों को कला के गहरे अर्थों और उनके प्रभाव को समझने में मदद करता है।

शोध में यह भी उल्लेख किया गया है कि रचनात्मक पाठ्यक्रम में इन कला रूपों को समाहित करने से शिक्षा प्रणाली में कई सकारात्मक बदलाव हो सकते हैं। यह छात्रों में आत्मविश्वास, संवेदनशीलता, और आत्म-अभिव्यक्ति की क्षमता को बढ़ाता है। साथ ही, यह छात्रों को जीवन के विभिन्न पहलुओं को कला के माध्यम से देखने और समझने की नई दृष्टि प्रदान करता है।

हालांकि, पाठ्यक्रम में इन कला रूपों के समावेश से जुड़ी कुछ चुनौतियाँ भी हैं, जैसे संसाधनों की कमी, समय की सीमाएँ और पारंपरिक कला रूपों के प्रति आधुनिक दृष्टिकोण का अभाव। इन चुनौतियों का समाधान करने के लिए, शिक्षा प्रणाली में आवश्यक संसाधनों की उपलब्धता, प्रशिक्षित शिक्षकों का सहयोग और डिजिटल माध्यमों का उपयोग करना महत्वपूर्ण होगा।

अंत में, शोधपत्र यह निष्कर्ष प्रस्तुत करता है कि रचनात्मक पाठ्यक्रम में पारंपरिक कला और सौंदर्यशास्त्र का समावेश शिक्षा प्रणाली को समृद्ध बना सकता है, जिससे छात्रों को व्यापक और समग्र शिक्षा प्राप्त हो सके और वे समाज में संवेदनशील, रचनात्मक और सांस्कृतिक रूप से जागरूक नागरिक के रूप में विकसित हो सकें।

1. प्रस्तावना :

आज के शैक्षिक परिप्रेक्ष्य में रचनात्मकता और सांस्कृतिक धरोहर का समावेश एक महत्वपूर्ण आवश्यकता बन गया है। शिक्षा का उद्देश्य केवल ज्ञान प्रदान करना नहीं, बल्कि छात्रों के मानसिक और भावनात्मक विकास को भी प्रोत्साहित करना है। पारंपरिक कला और सौंदर्यशास्त्र न केवल हमारी सांस्कृतिक पहचान का अभिन्न हिस्सा हैं, बल्कि ये रचनात्मकता, सोचने की स्वतंत्रता, और आत्म-अभिव्यक्ति के महत्वपूर्ण साधन भी हैं।

पारंपरिक कला, जो हमारे इतिहास, संस्कृति और समाज से जुड़ी हुई है, बच्चों को एक सशक्त माध्यम प्रदान करती है जिससे वे अपनी भावनाओं, विचारों और संस्कृतियों को समझ सकते हैं और व्यक्त कर सकते हैं। इसके अलावा, सौंदर्यशास्त्र, जो कला की सुंदरता, उसकी भावना और तत्वों के

बीच संबंध को समझने का एक तरीका है, छात्रों को अपने आसपास की दुनिया को एक नए दृष्टिकोण से देखने की क्षमता प्रदान करता है।

रचनात्मक पाठ्यक्रम में पारंपरिक कला और सौंदर्यशास्त्र का समावेश विद्यार्थियों के शैक्षिक अनुभव को समृद्ध करने का एक माध्यम बन सकता है। यह न केवल उनके कलात्मक कौशल को विकसित करता है, बल्कि उनके समग्र विकास में भी योगदान करता है। जब छात्र पारंपरिक कला रूपों और सौंदर्यशास्त्र को सीखते हैं, तो वे न केवल कला के सिद्धांतों को समझते हैं, बल्कि एक सांस्कृतिक और ऐतिहासिक संदर्भ में अपनी पहचान को भी मजबूत करते हैं।

यह प्रस्तावना इस शोध पत्र का प्रारंभ है, जिसमें हम यह समझने की कोशिश करेंगे कि पारंपरिक कला और सौंदर्यशास्त्र को रचनात्मक पाठ्यक्रम में कैसे समाहित किया जा सकता है, और इसके छात्रों पर किस प्रकार के सकारात्मक प्रभाव पड़ सकते हैं। इसके माध्यम से, हम यह भी जानने का प्रयास करेंगे कि पारंपरिक कला की शैक्षिक दृष्टि से क्या महत्व है और यह वैश्वीकरण और आधुनिकता के प्रभावों के बीच कैसे अपनी भूमिका निभा सकती है।

पारंपरिक कला शिक्षा में छात्रों को उनके सांस्कृतिक इतिहास और धरोहर से परिचित कराती है। भारत जैसे देश में, जहाँ विभिन्न जातीय, भाषाई और सांस्कृतिक समूह हैं, पारंपरिक कला रूपों का अध्ययन छात्रों को अपनी जड़ों से जोड़ता है। यह उन्हें उनके पारंपरिक मूल्यों और पहचान को समझने और सम्मानित करने का अवसर प्रदान करता है। इसके माध्यम से, एक पीढ़ी से दूसरी पीढ़ी तक सांस्कृतिक धरोहर का संरक्षण होता है।

पारंपरिक कला रूपों जैसे चित्रकला, नृत्य, संगीत, और मूर्तिकला के माध्यम से छात्रों में रचनात्मक सोच को बढ़ावा मिलता है। ये कलाएँ छात्रों को अपनी भावनाओं, विचारों, और संवेदनाओं को एक अद्वितीय और सृजनात्मक तरीके से व्यक्त करने का अवसर प्रदान करती हैं। कला की ये विधाएँ विद्यार्थियों के मानसिक विकास को भी प्रोत्साहित करती हैं, जिससे वे नए दृष्टिकोण से समस्याओं का समाधान ढूँढ़ने में सक्षम होते हैं।

सौंदर्यशास्त्र कला और सौंदर्य के तत्वों की गहरी समझ को विकसित करने में मदद करता है। यह विद्यार्थियों को कला के मूल्य, उसके प्रभाव और उसकी संवेदनात्मक भूमिका को समझने का अवसर प्रदान करता है। सौंदर्यशास्त्र के अध्ययन से छात्रों में आलोचनात्मक सोच का विकास होता है, जो न केवल कला बल्कि जीवन के अन्य पहलुओं में भी उपयोगी साबित होता है।

2. पारंपरिक कला का महत्व

पारंपरिक कला भारतीय संस्कृति और इतिहास का महत्वपूर्ण हिस्सा रही है। यह कला रूप न केवल सौंदर्य का प्रतीक होते हैं बल्कि यह समाज, धार्मिक मान्यताओं और सांस्कृतिक धरोहर का भी संवर्धन करते हैं। चित्रकला भारतीय पारंपरिक कला का एक अहम हिस्सा है जिसमें विभिन्न शैलियाँ जैसे मधुबनी, वारली, राजस्थानी और पहाड़ी चित्रकला शामिल हैं। इन चित्रों में धार्मिक सामाजिक और प्राकृतिक चित्रण किया जाता है जो भारतीय संस्कृति के विविध पहलुओं को दर्शाते हैं। मूर्तिकला भी भारतीय पारंपरिक कला का एक अभिन्न अंग है जिसमें देवी-देवताओं, राजाओं और महत्वपूर्ण ऐतिहासिक घटनाओं को मूर्तियों के रूप में उकेरा जाता है। भारत में गुप्त काल, चोल काल और खजुराहो जैसे स्थलों पर मूर्तिकला के अद्वितीय उदाहरण मिलते हैं जो शिल्पकला के उत्कृष्ट उदाहरण हैं।

संगीत भारतीय संस्कृति में गहरे रूप से निहित है और भारतीय शास्त्रीय संगीत के दो प्रमुख प्रकार हैं कृष्णिदुस्तानी और कर्नाटिक संगीत। यह दोनों संगीत प्रणालियाँ रागए तालए और लय के माध्यम से गहरी भावनाओं और विचारों को व्यक्त करने का एक सशक्त माध्यम हैं। नृत्य भारतीय पारंपरिक कला का महत्वपूर्ण रूप है जिसमें भरतनाट्यमए कथकए कुचिपुदी और ओडिसी जैसे शास्त्रीय नृत्य शैलियाँ प्रमुख हैं। ये नृत्य शैलियाँ न केवल कला के रूप में होती हैं बल्कि धार्मिक कथाओं और भावनाओं को अभिव्यक्त करने का भी एक प्रभावी तरीका हैं।

हस्तशिल्प भारतीय पारंपरिक कला में एक और महत्वपूर्ण रूप है। भारतीय हस्तशिल्प में लकड़ीए कांसाए पीतलए और कपड़े से बनी वस्तुएं शामिल हैं जो विभिन्न राज्यों की संस्कृति को प्रदर्शित करती हैं। जैसे राजस्थान के पीतल के बर्तनए कश्मीर के कालीन और हिमाचल प्रदेश के हस्तशिल्पए इन सभी में पारंपरिक शिल्पकला का अद्वितीय उदाहरण मिलता है। पारंपरिक कला के इन सभी रूपों का अध्ययन और संरक्षण भारतीय संस्कृति के प्रति हमारी समझ और सम्मान को बढ़ाता है और यह हमें हमारी सांस्कृतिक धरोहर से जोड़ता है।

3. सौंदर्यशास्त्र और रचनात्मकता

सौंदर्यशास्त्र एक ऐसा क्षेत्र है जो कला, प्रकृति, और जीवन के सौंदर्य को समझने और मूल्यांकन करने का अध्ययन करता है। यह न केवल सौंदर्य के तत्वों जैसे रंग, रूप, और संरचना को पहचानता है, बल्कि यह हमारे अनुभवों, भावनाओं, और विचारों के साथ कला के संबंध को भी उजागर करता है। सौंदर्यशास्त्र का उद्देश्य है, कला और सौंदर्य के माध्यम से व्यक्ति को गहरे अनुभव प्रदान करना, जो उसे मानसिक शांति, आनंद और आत्मा की उन्नति की ओर मार्गदर्शन करता है। इसके सिद्धांतों का पालन करते हुए, हम किसी भी कला रूप के वास्तविक सौंदर्य को न केवल देख सकते हैं, बल्कि उसकी गहराई और प्रभाव को भी समझ सकते हैं।

रचनात्मकता का संबंध नए विचारों, समाधानों और अभिव्यक्तियों को उत्पन्न करने से है। यह हमारी कल्पना, सोचने की क्षमता और समस्याओं को हल करने की शक्ति से जुड़ी होती है। सौंदर्यशास्त्र और रचनात्मकता के बीच गहरा संबंध है क्योंकि सौंदर्यशास्त्र हमें कला के विविध रूपों को देखने और महसूस करने का नया तरीका प्रदान करता है, जबकि रचनात्मकता हमें इन रूपों को अपनी व्यक्तिगत दृष्टि से पुनः उत्पन्न करने या अभिव्यक्त करने की प्रेरणा देती है। जब हम सौंदर्यशास्त्र के सिद्धांतों का पालन करते हुए किसी कला रूप को समझते हैं, तो यह हमारी रचनात्मकता को बढ़ावा देता है, क्योंकि हम कला को न केवल एक बाहरी अनुभव के रूप में देखते हैं, बल्कि उसके अंदर छिपी गहरी अर्थ और संदेश को भी महसूस करते हैं। इस प्रकार, सौंदर्यशास्त्र और रचनात्मकता दोनों एक दूसरे को प्रभावित करते हैं और कला के प्रति हमारी समझ को और भी समृद्ध बनाते हैं।

4. रचनात्मक पाठ्यक्रम में पारंपरिक कला का समावेश

रचनात्मक पाठ्यक्रम में पारंपरिक कला का समावेश विद्यार्थियों के समग्र विकास के लिए अत्यंत महत्वपूर्ण है। पारंपरिक कला, जैसे चित्रकला, मूर्तिकला, नृत्य, संगीत और हस्तशिल्प, न केवल बच्चों के कलात्मक कौशल को निखारने में मदद करती हैं, बल्कि उनकी सांस्कृतिक और ऐतिहासिक समझ को भी गहरा करती हैं। जब छात्रों को इन कला रूपों के माध्यम से उनके सांस्कृतिक धरोहर से परिचित कराया जाता है, तो वे अपनी जड़ों से जुड़े रहते हैं और समाज की विविधता और इतिहास को समझने में सक्षम होते हैं। पारंपरिक कला विद्यार्थियों को रचनात्मक सोच और आत्म-अभिव्यक्ति की क्षमता विकसित करने का अवसर प्रदान करती है। इसके अलावा, यह उनके आलोचनात्मक सोच,

सौंदर्यशास्त्र और कल्पना शक्ति को भी बढ़ाती है। जब इन कला रूपों को पाठ्यक्रम में समाहित किया जाता है, तो यह विद्यार्थियों को जीवन की गहरी समझ, संवेगात्मकता और अन्य सामाजिक कौशलों को सिखाता है, जिससे वे एक संतुलित और संवेदनशील व्यक्तित्व विकसित कर पाते हैं। इस प्रकार, पारंपरिक कला का समावेश रचनात्मक पाठ्यक्रम में छात्रों के लिए एक सशक्त शैक्षिक और सांस्कृतिक अनुभव प्रदान करता है।

5. व्यावहारिक दृष्टिकोण और चुनौतियाँ

व्यावहारिक दृष्टिकोण और चुनौतियाँ

रचनात्मक पाठ्यक्रम में पारंपरिक कला का समावेश अत्यंत लाभकारी साबित हो सकता है, लेकिन इसके कार्यान्वयन में कुछ व्यावहारिक दृष्टिकोण और चुनौतियाँ भी सामने आती हैं।

व्यावहारिक दृष्टिकोण

पारंपरिक कला को पाठ्यक्रम में समाहित करने के लिए पहले से स्थापित पाठ्यक्रमों में बदलाव की आवश्यकता होती है। शिक्षकों को इन कला रूपों की गहरी समझ और प्रशिक्षण देना जरूरी है ताकि वे छात्रों को सही तरीके से मार्गदर्शन कर सकें। साथ ही, शैक्षिक संस्थानों को ऐसे संसाधनों की आवश्यकता होती है जो पारंपरिक कला के विभिन्न रूपों के अध्ययन को सहज और प्रभावी बना सकें, जैसे कला उपकरण, संग्रहण सामग्री और विशेषज्ञ शिक्षक। छात्रों के बीच इन कला रूपों के प्रति जागरूकता और रुचि बढ़ाने के लिए कला कार्यशालाओं, प्रदर्शनियों और सांस्कृतिक कार्यक्रमों का आयोजन भी महत्वपूर्ण हो सकता है।

चुनौतियाँ

संसाधनों की कमी: पारंपरिक कला के अध्ययन के लिए विशेष उपकरण और सामग्री की आवश्यकता होती है, जो कई स्कूलों और कॉलेजों में नहीं उपलब्ध होती। इसके अलावा, इन कला रूपों को सिखाने के लिए प्रशिक्षित शिक्षकों की भी कमी हो सकती है।

समय की सीमाएँ: रचनात्मक पाठ्यक्रम में पारंपरिक कला का समावेश करने के लिए समय की विशेष व्यवस्था करनी पड़ती है, क्योंकि पारंपरिक कला को सीखने और अभ्यास करने में समय लगता है। अकादमिक पाठ्यक्रम और अन्य गतिविधियों के बीच इस समय को समायोजित करना एक चुनौती हो सकता है।

आधुनिकता का प्रभाव: आज के डिजिटल युग में, छात्र अक्सर पारंपरिक कला की बजाय आधुनिक और तकनीकी कला में अधिक रुचि दिखाते हैं। ऐसे में पारंपरिक कला को पाठ्यक्रम में प्रभावी रूप से समाहित करने के लिए छात्रों को इस कला के महत्व के बारे में समझाना आवश्यक है।

सामाजिक और सांस्कृतिक बंधनरु कुछ पारंपरिक कला रूपों को समझने और अभ्यास करने के लिए गहरी सांस्कृतिक पृष्ठभूमि की आवश्यकता होती है, जो सभी छात्रों के लिए उपलब्ध नहीं हो सकती। कुछ पारंपरिक कला रूपों को स्थानीय या क्षेत्रीय पहचान से जोड़ा जाता है, जिससे अन्य क्षेत्रों के छात्रों के लिए इसे समझना चुनौतीपूर्ण हो सकता है।

6. वैश्वीकरण और पारंपरिक कला.

- आधुनिक शिक्षा का प्रभाव:

आधुनिक शिक्षा पद्धति ने पारंपरिक कला पर कई प्रकार से प्रभाव डाला है। मुख्य रूप से, आज के शिक्षा तंत्र में विज्ञान, गणित, और तकनीकी शिक्षा को अधिक प्राथमिकता दी जाती है, जबकि पारंपरिक कला को प्रायः दूसरी श्रेणी में रखा जाता है। यह स्थिति पारंपरिक कला रूपों के प्रति छात्र समुदाय की रुचि को कम कर सकती है, क्योंकि अधिकांश शिक्षा संस्थान शास्त्रीय कला, नृत्य, और संगीत के बजाय अन्य शैक्षिक क्षेत्रों पर अधिक ध्यान केंद्रित करते हैं। इसके अलावा, आधुनिक शिक्षा प्रणाली में डिजिटल और तकनीकी शिक्षा का प्रभुत्व है, जिससे पारंपरिक कला रूपों की प्रासंगिकता कुछ हद तक कमजोर हो सकती है। इन पारंपरिक कला रूपों को सीखने और सिखाने के लिए समय और संसाधनों की कमी भी एक चुनौती बन सकती है।

● वैश्वीकरण का प्रभाव:

वैश्वीकरण ने जहां एक ओर दुनिया को आपस में जोड़ा है, वहीं दूसरी ओर इसने पारंपरिक कला रूपों पर दबाव भी डाला है। वैश्वीकरण के कारण पश्चिमी संस्कृति और जीवनशैली का प्रभाव भारतीय समाज पर बढ़ा है, और इसके परिणामस्वरूप पारंपरिक कला और सांस्कृतिक धरोहर की ओर कम ध्यान दिया गया है। लोग अब अधिकतर पश्चिमी संगीत, फैशन, और कला रूपों में रुचि दिखाते हैं, जबकि पारंपरिक भारतीय कला रूप जैसे चित्रकला, मूर्तिकला, नृत्य और संगीत का मूल्य कम होता जा रहा है।

● पारंपरिक कला को जीवित रखने के उपाय

1. शिक्षा में समावेश

पारंपरिक कला को पाठ्यक्रम में शामिल करना सबसे प्रभावी उपाय है। अगर स्कूलों और कॉलेजों में इन कला रूपों का प्रशिक्षण दिया जाए, तो युवा पीढ़ी इन कला रूपों के महत्व को समझेगी और इन्हें आगे बढ़ाएगी। यह कला विद्यार्थियों को सांस्कृतिक धरोहर से जोड़ने का एक उत्कृष्ट तरीका है। विशेष कार्यशालाएँ, प्रदर्शनियाँ, और सांस्कृतिक कार्यक्रम आयोजित करके छात्रों को इन कला रूपों के प्रति जागरूक किया जा सकता है।

2. सरकारी और निजी संस्थाओं का सहयोग:

सरकार और निजी संस्थाएँ पारंपरिक कला को संरक्षित करने के लिए विभिन्न योजनाएँ और कार्यक्रम चला सकती हैं। जैसे कि पारंपरिक कला प्रदर्शनी, प्रतियोगिताएँ, शिल्प मेलों और कला कार्यशालाओं का आयोजन, ताकि इन कला रूपों को संरक्षण मिले और अधिक लोग इनसे परिचित हो सकें। इसके अलावा, सरकारी अनुदान और सब्सिडी प्रदान करके शिल्पकारों और कलाकारों को प्रोत्साहित किया जा सकता है।

3. डिजिटल प्लेटफार्मों का उपयोग:

आजकल सोशल मीडिया और डिजिटल प्लेटफार्मों का व्यापक उपयोग हो रहा है। पारंपरिक कला को जीवित रखने के लिए इन प्लेटफार्मों का उपयोग किया जा सकता है। कलाकार अपनी कला को ऑनलाइन प्रदर्शित कर सकते हैं और अंतर्राष्ट्रीय स्तर पर इसे प्रचारित कर सकते हैं। यूट्यूब, इंस्टाग्राम, फेसबुक जैसे प्लेटफार्मों पर पारंपरिक कला से संबंधित वीडियो, चित्र और कार्यशालाओं के माध्यम से कला का प्रसार किया जा सकता है।

4. पारंपरिक कला का व्यावसायिकरण:

पारंपरिक कला रूपों को व्यावसायिक रूप में उपयोग करना भी एक प्रभावी उपाय हो सकता है। हस्तशिल्प, पारंपरिक वस्त्र, आभूषण, और कलात्मक उत्पादों को बाजार में लाकर इन कला रूपों को जीवित रखा जा सकता है। इससे कलाकारों को आर्थिक लाभ भी होगा और पारंपरिक कला का महत्व भी बढ़ेगा।

5. कुटुंब और समुदायों की भागीदारी:

पारंपरिक कला को संरक्षित रखने में स्थानीय समुदायों और कुटुंबों की भी महत्वपूर्ण भूमिका है। यह कला रूप कई बार छोटे समुदायों में विकसित हुई हैं और इनका संचार पारिवारिक और सामाजिक जीवन का हिस्सा होता था। अगर इन कला रूपों को परिवार और समाज के स्तर पर प्रोत्साहित किया जाए, तो ये कला रूप जीवित रह सकते हैं।

6. पारंपरिक कला से जुड़े कार्यक्रमों का प्रचार:

सांस्कृतिक महोत्सव, मेलों और क्यूरी कार्यक्रमों के माध्यम से पारंपरिक कला का प्रचार करना चाहिए। विभिन्न राज्यों में इन कला रूपों के प्रदर्शन और प्रशिक्षण केंद्र स्थापित किए जा सकते हैं, ताकि आने वाली पीढ़ी इसे आसानी से सिख सके और इस पर काम कर सके।

7. कला के पारंपरिक रूपों को नवाचार के साथ जोड़ना:

पारंपरिक कला को जीवित रखने के लिए उसमें कुछ नवाचार और आधुनिकता का समावेश करना भी एक अच्छा उपाय हो सकता है। पारंपरिक कला के तकनीकी और सांस्कृतिक पहलुओं को आधुनिक डिज़ाइन, कला और प्रौद्योगिकी के साथ जोड़ा जा सकता है, ताकि इसे नए संदर्भ में प्रस्तुत किया जा सके और युवा पीढ़ी से जुड़ा जा सके।

7. निष्कर्ष

रचनात्मक पाठ्यक्रम में पारंपरिक कला और सौंदर्यशास्त्र का समावेश शिक्षा प्रणाली में महत्वपूर्ण बदलाव ला सकता है। जब पारंपरिक कला और सौंदर्यशास्त्र को पाठ्यक्रम में शामिल किया जाता है, तो यह छात्रों के समग्र विकास में सहायक होता है। यह न केवल उनके कलात्मक और रचनात्मक कौशल को निखारता है, बल्कि उनकी सांस्कृतिक और ऐतिहासिक समझ को भी गहरा करता है।

इससे विद्यार्थियों में सोचने की क्षमता, आलोचनात्मक दृष्टिकोण, और रचनात्मक अभिव्यक्ति का विकास होता है। सौंदर्यशास्त्र का अध्ययन उन्हें कला, संगीत, नृत्य, और अन्य सांस्कृतिक रूपों के माध्यम से सौंदर्य के तत्वों और उनका मूल्यांकन करने की समझ प्रदान करता है। वहीं, पारंपरिक कला की विविधता और गहरी सांस्कृतिक धरोहर से जुड़ने का अवसर मिलता है, जो उन्हें अपनी पहचान और जड़ों से जोड़े रखता है।

इस बदलाव से शिक्षा प्रणाली में एक समग्र दृष्टिकोण का समावेश होगा, जिसमें विद्यार्थियों को न केवल शैक्षिक, बल्कि भावनात्मक, सांस्कृतिक और सामाजिक दृष्टिकोण से भी सशक्त बनाया जाएगा। रचनात्मक पाठ्यक्रम के माध्यम से छात्रों में रचनात्मक सोच, सांस्कृतिक संवेदनशीलता और व्यक्तिगत अभिव्यक्ति की शक्ति विकसित होगी, जो उन्हें भविष्य में एक संवेदनशील और जागरूक नागरिक बनाने में सहायक साबित होगी।

8. संदर्भ

- द्विवेदी, के. (2014). भारतीय शास्त्रीय कला और संस्कृति. नई दिल्ली: राष्ट्रीय पुस्तक न्यास।

इस पुस्तक में भारतीय पारंपरिक कला और संस्कृति के महत्व पर विस्तार से चर्चा की गई है, जो रचनात्मक पाठ्यक्रम में इनका समावेश करने के संदर्भ में उपयोगी है।

- कुमार, एस. (2017). सौंदर्यशास्त्र और कलारू एक विवेचनात्मक अध्ययन. जयपुररू रत्नेश प्रकाशन।

इस संदर्भ ग्रंथ में सौंदर्यशास्त्र के सिद्धांतों और उनके शैक्षिक उपयोग पर ध्यान केंद्रित किया गया है, जो रचनात्मक शिक्षा में पारंपरिक कला के समावेश के लिए मार्गदर्शन प्रदान करता है।

- पांडेय, र. (2015). शिक्षा में कला और सौंदर्यशास्त्र. इलाहाबादरू भारतीय शिक्षा संस्थान।
- इस पुस्तक में शिक्षा तंत्र में पारंपरिक कला और सौंदर्यशास्त्र को समाहित करने के विभिन्न पहलुओं पर विचार किया गया है।

- “ शर्मा, एम. (2018).” पारंपरिक कला और सांस्कृतिक धरोहर का संरक्षण. दिल्लीरू साहित्य मंडल।

यह ग्रंथ पारंपरिक कला रूपों के संरक्षण और शिक्षा में उनके समावेश पर केंद्रित है। इसमें रचनात्मक पाठ्यक्रम को सुधारने के लिए विभिन्न उपायों का सुझाव दिया गया है।

- सिंह, आर. (2020). आधुनिक शिक्षा और पारंपरिक कला. भोपालरू शिक्षा और कला संवाद।
- इस पुस्तक में पारंपरिक कला को आधुनिक शिक्षा प्रणाली में समाहित करने की चुनौतियाँ और उपायों पर चर्चा की गई है। यह शिक्षा प्रणाली में इनका प्रभाव और योगदान समझाने में सहायक है।

- झा, एस. (2016). भारतीय कला का सौंदर्यशास्त्ररू एक अध्ययन. मुंबईरू विश्वनाथ प्रकाशन।
- इस ग्रंथ में भारतीय कला और सौंदर्यशास्त्र के विभिन्न पहलुओं का विस्तार से अध्ययन किया गया है, जो रचनात्मक पाठ्यक्रम में इनका समावेश करने के संदर्भ में उपयोगी है।

- कुमार, एस., – शर्मा, प्र. (2019). कला और संस्कृति शिक्षा में समावेश. दिल्लीरू साहित्य प्रकाशन।

यह पुस्तक शिक्षा प्रणाली में कला और संस्कृति के समावेश की आवश्यकता और इसके महत्व पर केंद्रित है। यह रचनात्मक पाठ्यक्रम के संदर्भ में छात्रों की व्यापक शिक्षा के लिए मार्गदर्शन प्रदान करती है।

रिसर्च पेपर के प्रमुख बिंदु:

1. पारंपरिक कला और सौंदर्यशास्त्र छात्रों को न केवल सृजनात्मकता में मदद करते हैं, बल्कि वे सांस्कृतिक धरोहर को जीवित रखने का भी कार्य करते हैं।
2. रचनात्मक पाठ्यक्रम का उद्देश्य छात्रों में न केवल अकादमिक ज्ञान बल्कि भावनात्मक और मानसिक विकास को भी बढ़ावा देना है, और पारंपरिक कला इस प्रक्रिया में एक अहम भूमिका निभाती है।
3. इस प्रकार के पाठ्यक्रम को लागू करने से छात्रों की समग्र शिक्षा पर सकारात्मक प्रभाव पड़ सकता है, क्योंकि यह उन्हें सांस्कृतिक पहचान और सामाजिक जिम्मेदारी से जोड़ता है।

नैतिकता और मूल्य— आधारित शिक्षा

रेणु साहू

सहायक प्राध्यापक

सांदीपनी एकेडमी अछोटी, दुर्ग (छ.ग.)

सारांश

नैतिकता और मूल्य आधारित शिक्षा का उद्देश्य विद्यार्थियों को जीवन के सही और गलत पक्ष को समझने, अपने आचार—व्यवहार में सुधार लाने और समाज में एक जिम्मेदार नागरिक बनने के लिए तैयार करना है। इस प्रकार की शिक्षा विद्यार्थियों को सिर्फ शैक्षिक ज्ञान नहीं बल्कि जीवन के मूल्य और नैतिक सिद्धांत भी सिखाती है। यह शिक्षा समाज में आपसी सम्मान, समझ और सहिष्णुता को बढ़ावा देती है, जिससे समाज में सद्भाव और शांति स्थापित होती है।

नैतिकता से तात्पर्य है उन सिद्धांतों और मानकों से, जो किसी व्यक्ति के आचरण को सही या गलत के रूप में परिभाषित करते हैं। इसमें ईमानदारी, सहानुभूति, न्याय और सम्मान जैसे गुण शामिल हैं। मूल्य—आधारित शिक्षा में बच्चों को इन नैतिक मूल्यों का पालन करना सिखाया जाता है ताकि वे अपनी व्यक्तिगत और सामाजिक जिम्मेदारियों को समझ सकें।

विद्यार्थियों में समाज में आपसी सम्मान और सहयोग और भावना पैदा होती है। यह शिक्षा विद्यार्थियों के व्यक्तित्व का समग्र विकास करती है, जिससे वे आत्मनिर्भर और आत्मविश्वासी बनते हैं। मूल्य आधारित शिक्षा विद्यार्थियों को विभिन्न संस्कृतियों और धर्मों का सम्मान करना सिखाती है। विद्यार्थियों को नैतिक निर्णय लेने की क्षमता प्राप्त होती है, जिससे वे जीवन के कठिन परिस्थितियों में सही विकल्प चुन सकते हैं।

हालांकि, नैतिकता और मूल्य आधारित शिक्षा को लागू करने में कुछ चुनौतियाँ भी हैं, जैसे समाज में भौतिकवाद और सफलता की नकारात्मक प्रवृत्तियाँ, शिक्षकों की उचित प्रशिक्षण की कमी और परिवारों का सही दिशा में मार्गदर्शन न करना। इन चुनौतियों के बावजूद, समावेशी शिक्षा प्रणाली, शिक्षक प्रशिक्षण और परिवार की भूमिका को मजबूत करने के उपयों से इन समस्याओं का समाधान किया जा सकता है।

अंततः नैतिकता और मूल्य—आधारित शिक्षा न केवल विद्यार्थियों के व्यक्तित्व को सुधारती है, बल्कि यह समाज में एक सकारात्मक और जिम्मेदार नागरिकता की भावना को भी बढ़ावा देती है। यदि इसे सही ढंग से लागू किया जाए, तो यह एक बेहतर, अधिक नैतिक और संवेदनशील समाज की दिशा में महत्वपूर्ण कदम साबित हो सकती है।

परिचय:

नैतिकता और मूल्य—आधारित शिक्षा का उद्देश्य विद्यार्थियों को जीवन में सही और गलत के बीच अंतर करना सिखाना है। यह शिक्षा उन्हें न केवल अकादमिक ज्ञान, बल्कि समाज में जिम्मेदार और ईमानदार नागरिक बनने के लिए आवश्यक गुणों से भी अवगत कराती है। एक मूल्य आधारित शिक्षा प्रणाली बच्चों को सिर्फ उनके करियर में सफलता नहीं दिलाती, बल्कि उन्हें समाज और देश के प्रति अपनी जिम्मेदारियों का अहसास भी कराती है।

नैतिकता और मूल्य आधारित शिक्षा समाज के सर्वांगीण विकास के लिए अत्यंत महत्वपूर्ण है।

यह शिक्षा केवल ज्ञान अर्जन तक सीमित नहीं रहती बल्कि यह व्यक्ति के आचार-विचार, आस्थाएँ और समाज के प्रति जिम्मेदारी की भावना को भी सुदृढ़ करती है। नैतिकता किसी भी समाज की आधारशीलता होती है। क्योंकि यह व्यक्ति के आंतरिक गुणों को जागृत करती है और उसे ही सही गलत का भान कराती है। मूल्य आधारित शिक्षा जीवन के प्रति सकारात्मक दृष्टिकाण और आदर्शों को प्रस्तुत करने का सशक्त माध्यम है, जिसके माध्यम से समाज में शांति सहयोग और समानता का वातावरण तैयार किया जा सकता है।

टाज के वैष्णीकरण और प्रौद्योगिकी के इस युग में जब भैतिकवाद और उपभोक्तावाद का प्रभाव बढ़ रहा है तो ऐसे में मूल्य और नैतिक शिक्षा की अहमियत और भी बढ़ जाती है। विद्यार्थियों को न केवल अकादमिक ज्ञान देना, बल्कि उन्हें जीवन के सही मूल्यों और आदर्शों से भी परिचित कराना अनिवार्य है। एक सशक्त और समृद्ध समाज की रचना के लिए यह आवश्यक है कि शिक्षा में नैतिकता, ईमानदारी, सहानुभुति, दया सम्मान और परोपकार जैसे मूल्य शामिल किए जाएं।

इस संदर्भ में मूल्य आधारित शिक्षा का उद्देश्य विद्यार्थियों को केवल सामाजिक और सांस्कृतिक मूल्यों के प्रति जागरूक करना नहीं बल्कि उन्हें आत्म-निर्भर सहनशील और, जिम्मेदार नागरिक के रूप में विकसित करना भी है। इसके माध्यम से विद्यार्थियों में मानसिक, बौद्धिक और आत्मिक संतुलन का विकास होता है, जो उन्हें जीवन की कठिनाइयों का सामना करने के लिए सक्षम बनाता है।

नैतिकता, और मूल्य आधारित शिक्षा का प्रभाव केवल विद्यालयों तक ही सीमित नहीं रहता है बल्कि यह व्यापक के रूप से परिवार, सामाज्य और राष्ट्र निर्माण में भी महत्वपूर्ण भूमिका निभाती है। जब सामाज्य के प्रत्येक सदस्य में उच्च मानवीय मूल्य होंगे, तभी सामाज्य समृद्ध और प्रगति की ओर अग्रसर होगा। इसलिए यह आवश्यक है कि हम शिक्षा के प्रत्येक स्तर पर नैतिकता और मूल्यों को प्राथमिकता दे, ताकि आने वाली पीढ़ी सशक्त, समझदार और जिम्मेदार नागरिक के रूप में अपनी भूमिका निभा सके।

नैतिकता का महत्व :

नैतिकता से तात्पर्य उन सिद्धांतों और मानकों से है जो सामाज्य में सही आचरण और व्यवहार को निर्धारित करते हैं। इसमें ईमानदारी, समर्पण, न्याय, सम्मान और सहानुभुति जैसे गुण शामिल हैं। नैतिकता न केवल व्यक्तिगत जीवन को प्रभावित करती है, बल्कि सामाज्य के समग्र विकास में भी महत्वपूर्ण भूमिका निभा सके।

मूल्य आधारित शिक्षा का महत्व :

मूल्य आधारित शिक्षा का उद्देश्य केवल शैक्षिक कौशल विकसित करना नहीं है बल्कि यह विद्यार्थियों को सशक्त बनाती है ताकि वे अपने व्यक्तिगत जीवन में उच्च मानकों का पालन करें और सामाज्य में नैतिक जिम्मेदारी निभाएं। मूल्य आधारित शिक्षा विद्यार्थियों को आत्म – संवर्धन, सहिष्णुता, टीमवर्क और परिवापिक और सामाजिक मूल्यों के महत्व को समझाती है।

नैतिकता और मूल्य-आधारित शिक्षा के लाभ;

- **समाज मे सदभावना :** जब विद्यार्थियों को नैतिक शिक्षा दी जाती है, तो वे समाज में आपसी सम्मान और समझ का आदान-प्रदान करते हैं, जिससे समाज में सदभावना में और शांति बढ़ती है।

- **व्यक्तित्व विकास :** यह शिक्षा बच्चों के व्यक्तित्व के विकास में सहायक होती है, जिससे वे आत्मविश्वासी और आत्मनिर्भर बनते हैं। वे अपनी गलतियों से सीखते हैं और सही निर्णय लेने की क्षमता विकसित करते हैं।
- **धार्मिक और सांस्कृतिक सद्भाव :** मूल्य-आधारित शिक्षा विद्यार्थियों को विभिन्न धार्मिक , सांस्कृतिक और सामाजिक दृष्टिकोण से देखने के लिए प्रेरित करती है।
- **नैतिक निर्णय क्षमता :** जब विद्यार्थी नैतिक मूल्यों और सिद्धांतों के बारे में सोचते हैं, तो वे अपने जीवन में बेहतर निर्णय लेने की क्षमता विकसित करते हैं। यह शिक्षा उन्हें जीवन के कठिनतम क्षणों में सही और गलत के बीच अंतर करने की समझ देती है।

नैतिकता और मूल्य-आधारित शिक्षा में चुनौतियाँ:

- **समाज में बदलाव :** वर्तमान समाज में व्यावसायिक सफलता और भौतिकवाद की ओर झुकाव ने नैतिक शिक्षा की अहमियत को कम कर दिया है। विद्यार्थियों में अक्सर नैतिकता की बजाय केवल अच्छे अंक प्राप्त करने का जवाब रहता है।
- **शिक्षकों की भूमिका :** नैतिक शिक्षा देने के लिए शिक्षकों की भूमिका अत्यंत महत्वपूर्ण होती है, लेकिन कई बार शिक्षक इस दिशा में अधिक ध्यान नहीं दे पाते। इसके कारण मूल्य-आधारित शिक्षा का प्रभाव कमजोर हो सकता है।
- **परिवार और समाज का प्रभाव :** बच्चों पर परिवार और समाज का प्रभाव भी महत्वपूर्ण होता है। यदि परिवार में नैतिकता और मूल्य नहीं सिखाए जाते, तो स्कूल में नैतिक शिक्षा का असर सीमित हो सकता है।

नैतिकता और मूल्य-आधारित शिक्षा के उपाय:

नैतिकता और मूल्य-आधारित शिक्षा विद्यार्थियों में सही और गलत का भेद समझने, अच्छे आचर-व्यवहार को अपनाने और समाज के प्रति जिम्मेदारी का एहसास कराने के लिए महत्वपूर्ण है। इस प्रकार की शिक्षा प्रणाली न केवल शिक्षा में सुधार करती है, बल्कि यह विद्यार्थियों का बेहतर नागरिक बनने में भी मदद करती है। नैतिकता और मूल्य-आधारित शिक्षा के कुछ प्रमुख उपाय निम्नलिखित हैं :

- **समावेशी शिक्षा प्रणाली:** स्कूलों और विश्वविद्यालयों में नैतिक शिक्षा को पाठ्यक्रम में एक अनिवार्य हिस्सा बनाना चाहिए। विद्यार्थियों को ऐसी परिस्थितियाँ प्रदान की जानी चाहिए जिनमें वे नैतिक निर्णय लेने और उनके परिणामों का समझने में सक्षम हो सकें।
- **शिक्षकों का प्रशिक्षण:** शिक्षकों को नैतिकता और मूल्य-आधारित शिक्षा पर विशेष प्रशिक्षण दिया जाना चाहिए ताकि वे बच्चों को सही मार्गदर्शन और प्रेरणा दे सकें।
- **परिवार की भूमिका:** परिवार को बच्चों को सही मूल्य और नैतिक शिक्षा देने में अपनी भूमिका निभानी चाहिए। परिवार का वातावरण बच्चे के व्यक्तित्व पर गहरा प्रभाव डालता है।
- **कक्षा में नैतिकता और मूल्यों को समाहित करना:** नैतिक शिक्षा के पाठ्यक्रम का समावेश स्कूलों और कॉलेज के पाठ्यक्रम में नैतिक शिक्षा को एक अलग विषय के रूप में या विभिन्न विषयों में समाहित किया जा सकता है। इसमें

अच्छे व्यवहार, ईमानदारी, न्याय, समानता, दया, साहस, और समाज के प्रति जिम्मेदारी जैसे मूल्यों को सिखाया जा सकता है।

- **कहानी और उपकथाएँ:** प्राचीन भारतीय कथाएँ जैसे रामायण, महाभारत, और पंचतंत्र की कहानियाँ, जो नैतिक शिक्षा देने का एक प्रणाली साधन हैं, का उपयोग किया जा सकता है।

- **व्यक्तित्व उदाहरण द्वारा शिक्षा:**

शिक्षक और अभिभावक विद्यार्थियों के लिए आदर्श होता हैं। यदि शिक्षक खुद नैतिक मूल्यों का पालन करते हैं, तो छात्रों पर इसका सकारात्मक प्रभाव पड़ता है।

व्यक्तिगत उदाहरण देना : शिक्षक और अभिभावक अपने आचरण, निर्णय और व्यवहार में नैतिकता का पालन करके बच्चों को यह सिखा सकते हैं कि कैसे अपनी नैतिकता और मूल्यों को साथ जीवन जीना चाहिए।

- **समाज सेवा और साक्षात्कार**

विद्यार्थियों को समाज में योगदान देने के लिए प्रोत्साहित किया जाना चाहिए। यह समाज सेवा, पर्यावरण संरक्षण, गरीबों की मदद करने या अन्य सामाजिक कार्यों के माध्यम से हो सकता है।

- **साक्षात्कार और चर्चा :** नैतिकता और मूल्यों पर बातचीत करने के लिए विशेषज्ञों को बुलाया जा सकता है, जो विद्यार्थियों को इन विषयों पर गहरे विचार करने का अवसर प्रदान करें।

- **समूह गतिविधियाँ और परियोजनाएँ**

विद्यार्थियों को समूह में काम करने के लिए प्रेरित किया जाता है, जहाँ वे एक दूसरे से सीखते हैं और सामाजिक मूल्यों को समझते हैं। समूह परियोजनाओं में टीमवर्क, सहयोग, और दूसरों के प्रति सहानुभूति जैसे गुणों का विकास हो सकता है।

- **समूह चर्चा और निर्णय लेना :** विद्यार्थियों को नैतिक दुविधाओं पर चर्चा करने के लिए प्रेरित करें, जिससे वे अपने विचारों को व्यक्त कर सकें और सही निर्णय लेने की प्रक्रिया समझ सकें।

- **नैतिक और मूल्य-आधारित कार्यशालाएँ और सेमिनार**

- शिक्षकों और विद्यार्थियों के लिए नैतिकता और मूल्यों पर कार्यशालाएँ आयोजित की जा सकती हैं। इनमें विशेषज्ञों से बातचीत, केस स्टडी, और विचार – विमर्श के माध्यम से नैतिक निर्णय लेने के तरीके सिखाए जा सकते हैं।

- **धार्मिक शिक्षा:** धार्मिक शिक्षा में नैतिकता और मूल्यों को शामिल किया जा सकता है, जो विभिन्न धर्मों के शिक्षाओं को समझने और उनका पालन करने का अवसर प्रदान करता है।

- **नैतिक निर्णय लेनेकी क्षमता का विकास**

- विद्यार्थियों को नैतिक निर्णय लेने में मदद करने के लिए उन्हें विचारशील और संवेदनशील बनाया जाना चाहिए। उदाहरण के तौर पर, जब कोई कठिन स्थिति आती है, तो छात्रों को यह सिखाया जा सकता है कि वे अपने फैसले पर विचार करें, परिणाम को समझें और फिर सही रास्ते का चयन करें।

- **मूल्य आधारित खेल और गतिविधियाँ:** खेलों और अन्य शैक्षिक गतिविधियों के माध्यम से विद्यार्थियों में आत्म-नियंत्रण, ईमानदारी और खेल भावना को बढ़ावा दिया जा सकता है।
- **समाज और पारिवारिक मूल्य**
परिवार में नैतिक मूल्यों का पालन करना और उन्हें समझाना बच्चों के लिए बहुत महत्वपूर्ण है। यदि परिवार में अच्छे मूल्य होते हैं, तो बच्चों में भी ये गुण विकसित होते हैं।
- **आधुनिक तकनीक का उपयोग:** नैतिक शिक्षा को ऑनलाइन प्लेटफॉर्म और मोबाइल ऐप्स के माध्यम से भी बढ़ावा दिया जा सकता है, ताकि बच्चों को मूल्यों के बारे में सिखाया जा सके।
- **पुनः मूल्यांकन और सुधार**
- **समय-समय पर शिक्षा के तरीके और पाठ्यक्रम का मूल्यांकन किया जाता चाहिए** ताकि यह सुनिश्चित किया जा सके कि विद्यार्थियों को सही नैतिक शिक्षा मिल रही है।
- **नैतिक मूल्य पर आधारित परीक्षा:** विद्यार्थियों के नैतिक निर्णय और मूल्यों की परीक्षा ली जा सकती है, जो यह सुनिश्चित करती है कि वे इन अवधारणाओं को अच्छी तरह से समझते हैं और उनका पालन करते हैं।

निष्कर्ष:

नैतिकता और मूल्य-आधारित शिक्षा केवल ज्ञानार्जन तक सीमित नहीं है, बल्कि यह समाज के समग्र विकास और व्यक्तिगत व्यक्तित्व के निर्माण के लिए अत्यंत आवश्यक है। यह शिक्षा विद्यार्थियों को जिम्मेदार और संवेदनशील नागरिक बनाने में मदद करती है। इसके माध्यम से वे अपने समाज और देश के लिए सकारात्मक योगदान देने में सक्षम बनते हैं। हालांकि, इसके सफल कार्यान्वयन में कई चुनौतियाँ हैं, लेकिन यदि हम समग्र दृष्टिकोण से इसे अपनाते हैं तो हम एक बेहतर और नैतिक समाज की दिशा में कदम बढ़ा सकते हैं।

नैतिकता और मूल्य-आधारित शिक्षा किसी भी समाज के लिए अत्यंत महत्वपूर्ण है, क्योंकि यह केवल एक व्यक्ति के ज्ञान और कौशल को बढ़ावा नहीं देती, बल्कि उसकी सोच, दृष्टिकोण और सामाजिक जिम्मेदारियों को भी आकार देती है। जब शिक्षा में नैतिक और मानवीय मूल्य समाहित होते हैं, तो यह व्यक्ति को न केवल अच्छा इंसान बनाती है, बल्कि समाज के प्रति उसके दायित्वों को भी प्रगाढ़ करती है।

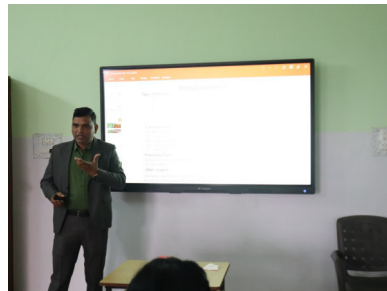
आज के दौर में, जहां भौतिकवाद, उपभोक्तावाद और आत्मकेंद्रित सोच का प्रभाव बढ़ रहा है, वहां मूल्य आधारित शिक्षा की आवश्यकता और भी बढ़ जाती है। यह शिक्षा व्यक्तियों को न केवल जीवन के सही और गलत के बीच अंतर सिखाती है, बल्कि उन्हें सामूहिक कल्याण, सहिष्णुता, और सहयोग की भावना से भी परिपूर्ण करती है। इससे विद्यार्थियों में आत्म-निर्भरता, नयापन, सहानुभूति, और सामाजिक चेतना का विकास होता है, जो उनके व्यक्तिगत जीवन और समाज के लिए फायदेमंद साबित होते हैं।

नैतिक शिक्षा और मूल्य आधारित शिक्षा का सबसे बड़ा लाभ है कि यह विद्यार्थियों को सिर्फ परीक्षा के परिणामों तक सीमित नहीं रखती, बल्कि उन्हें एक सशक्त, समझदार और जिम्मेदार नागरिक के रूप में विकसित करती है। ऐसी शिक्षा के माध्यम से समाज में न केवल आपसी संबंधों में सुधार होता है, बल्कि समग्र रूप से शांति, समृद्धि और न्याय की भावना का भी प्रसार होता है।

अंततः, हम कह सकते हैं कि नैतिकता मूल्य—आधारित शिक्षा का समावेश न केवल शैक्षिक प्रणाली को मजबूत बनाता है, बल्कि समाज की सामाजिक, सांस्कृतिक और आर्थिक प्रगति में भी योगदान करता है। यह हर क्षेत्र में सच्चे, ईमानदार और समझदार नागरिकों की आवश्यकता को पूरा करता है, जो समाज को एक बेहतर दिशा में आगे बढ़ा सकता है।

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