SOUVENIR

Two Days International Multidisciplinary Conference, June 21-22, 2025

"Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development"

MIND POWER UNIVERSITY

Bhimtal, Nainital

Dr. P.K. Dhasmana

Two Days International Multidisciplinary Conference

June 21-22, 2025

"Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development"

A Book of Conference Proceedings

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Dr. P.K. Dhasmana

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CHIEF GUEST MESSAGE

I express my heartfelt thanks to the Mind Power University, Bhimtal and ICERT, as the chief guest at this international multidisciplinary conference organized by India and the United States.

"Coordination of internal space, cultivation of external earth: yoga and regenerative sustainable development by advance science" theme is the biggest need of today. This insertion of yoga and science gives us the way to establish a balance between our life and environment, which is essential for both our society and nature.

I congratulate all participants, scholars and organizers for active participation in this important discussion. I hope that as a result of this conference, knowledge will be spread and concrete steps will be taken towards sustainable development.

Best wishes to all.

Dr. Balraj Dhanda

Managing Director

CHIEF GUEST MESSAGE

I am very happy to share my views as the chief guest at this important international multidisciplinary conference organized in collaboration with Mind Power University, Bhimtal and ICERT, India and USA.

The dialogue on the subject of "Harmony of Internal Space, Harmony of Internal Space, Cultivation of External Earth: Yoga and Regenerative Sustainable Development by Advance Science" plays an important role in the direction of solving today's global challenges. This conference gives us an opportunity to find new paths of sustainable and overall development with the coordination of ancient yoga and modern science.

I thank all the participants, organizers and scholars for contributing on this informative platform and hope that the knowledge gained from this conference will bring positive changes for our society and environment.

Happy a successful conference to all.

Dr. Sandeep Chahal

Director

CHANCELLOR'S MESSAGE

Mind Power University, Bhimtal, and International Council of Education, Research and Training (ICERT), this International Multidisciplinary Conference organized with the joint effort of ICERT India and the United States is a very important opportunity. "Cohesion of internal space, cultivation of external earth: Yoga and regenerative sustainable development through advance science" theme is not only the need of a modern era, but it is associated with the depths of our existence.

The ancient genres of yoga and the latest science research together in this insertion present a unique opportunity to establish a balance between human life and nature. This conference is the platform of exchange of knowledge and experience from which we can move towards a healthy, prosperous and sustainable future.

The research papers included in this Abstract Booklet are not only a medium for the exchange of ideas but also serve as the foundation for future policies and innovations. I thank all the participants, speakers, organizers and colleagues and hope that the ideas from this conference will bring strong changes for our society and environment.

Best wishes to all of you.

Dr. Yogesh Kumar Yadav

Chancellor,

Mind Power University, Bhimtal Nainital

PRO-CHANCELLOR'S MESSAGE

I am proud and happy that Mind Power University, Bhimtal, in collaboration with International Council of Education, Research and Training (ICERT), India and USA, is organizing this prestigious international multidisciplinary conference on the subject of "harmony of internal space, harmony of internal space, regenerative sustainable development by yoga and advance science".

This conference provides a platform to scholars, researchers and experts where they can consult the overall and effective measures of sustainable development. The coordination of ancient knowledge and modern science gives us a new direction of better health, ecological balance and regenerative development.

I wish all the participants, speakers and organizers heartily. I hope that this conference will encourage meaningful dialogue and cooperation, so that both our environment and society are prosperous.

Thank you.

Mr. Brijesh Kumar Yadav

Pro-Chancellor,

Mind Power University, Bhimtal Nainital

VICE CHANCELLOR'S MESSAGE

I am very happy that this International Multidisciplinary Conference is being organized in collaboration with Mind Power University, Bhimtal and ICERT, India and USA. The theme of the conference - "harmony of internal space, cultivation of external earth: yoga and regenerative sustainable development by advance science" - is in line with the demand for time and our social and environmental goals.

The event provides an opportunity to establish new dimensions of sustainable development with the coordination of yoga and science. I am confident that the research and thoughts presented in this conference will prove to be guide for the good of our society and environment.

I thank all the participants, speakers, organizers and colleagues and wish for a successful and informative conference.

Thank you.

Dr. Sweta Bhosale

Vice Chancellor,

Mind Power University, Bhimtal, Nainital

PRO-VICE CHANCELLOR'S MESSAGE

It is a matter of great respect and pride for me that I am addressing this global level multidisciplinary conference organized by Mind Power University, Bhimtal in collaboration with International Council - Education, Research and Training (ICERT), India and USA. The theme of the conference is "Harmony of Internal Space, Cultivation of External Earth: Regenerative Continuous Development by Yoga and Advance Science" is not only a thoughtful, but it focuses on one of the most requirements of today.

Today's era is progressing rapidly in science and technology, on the other hand humanity is struggling with mental stress, imbalance and environmental crisis. In such a situation, it becomes necessary that we pay attention to external development as well as internal consciousness. This is the basic objective of this conference - between the balance - spiritual and scientific approach.

Yoga is not only physical practice, but a complete system of discipline in self-thinking and life. At the same time, advance science provides us sustainable solutions that are essential for the long -term welfare of environment and humanity. The coordination of these two paves the way towards a holistic and balanced development.

I congratulate and thank all the organizers, sponsors, speakers and participants who contributed to the event of this conference. Your thoughts, experiences and research will make this event meaningful and effective.

I am confident that this conference will inspire us towards balance, sensation and innovation at both levels.

Best wishes to all of you

Dr. P.K. Dhasmana

Pro-Vice Chancellor,

Mind Power University, Bhimtal

REGISTRAR'S MESSAGE

This international multidisciplinary conference "Harmony of Inner Space, Consciousness of the Outer Earth: Regenerative Sustainable Development through Yoga and Advanced Sciences,"

organized under the joint auspices of Mind Power University, Bhimtal, Nainital, India, and the International Council for Education, Research and Training (ICERT), India & USA,

is a unique endeavor in itself, bringing together ancient wisdom and modern science on a common platform.

The research papers included in this abstract booklet not only reflect a multidimensional perspective across various disciplines, but also affirm that peace, consciousness, science, and development are no longer separate entities — they are integral parts of a unified vision.

I am confident that this conference and the ideas presented here will offer new directions in the fields of research, education, and policy-making.

My heartfelt best wishes to all participants, researchers, and the organizing committee. Thank you.

Hirdesh Kumar Yadav

Registrar,

Mind Power University, Bhimtal, Nainital, India

DIRECTOR OF COMMUNICATIONS'S MESSAGE

I warmly welcomed all representatives, speakers and participants, who have attended the International multidisciplinary Conference on "harmony of internal space, the cultivation of the external earth: yoga and regenerative sustainable development by science".

This conference is an important platform to promote the exchange and cooperation of ideas between scholars from different regions. With the coordination of ancient knowledge and modern science, we can develop new strategies that strengthen both personal health and global sustainable.

I express my heartfelt gratitude for the contribution of organizing committee, speakers and all the attendees. I am confident that the discussions and conclusions in this conference will have a positive impact on our future.

Happy successful and informative conference to all. Thank you.

Mr. K.D. Singh

Director of Communications,

Mind Power University, Bhimtal

DEAN ACADEMICS'S MESSAGE

I am happy to say that this International Multidisciplinary Conference is being organized in collaboration with Mind Power University, Bhimtal and ICERT, India and USA. This conference on the topic of "harmony of internal space, harmony of internal space: yoga and regenerative sustainable development by advance science" is the opportunity to open new dimensions of knowledge and research.

This platform encourages innovation and cooperation for sustainable development with the coordination of education, science and yoga. I congratulate all scholars, researchers and participants for this meaningful event and wish for a successful conference.

Thank you.

Mr. Suresh Kumar Yadav

Dean Academics,

Mind Power University, Bhimtal

DIRECTOR OF SKILL DEVELOPMENT 'S MESSAGE

I am happy to say that this International Multidisciplinary Conference is being organized in collaboration with Mind Power University, Bhimtal and ICERT, India and USA. This conference on the topic of "harmony of internal space, harmony of internal space: yoga and regenerative sustainable development by advance science" is the opportunity to open new dimensions of knowledge and research.

This platform encourages innovation and cooperation for sustainable development with the coordination of education, science and yoga. I congratulate all scholars, researchers and participants for this meaningful event and wish for a successful conference.

Thank you

Mr. Uday Pratap Singh

Director of Skill Development,

Mind Power University, Bhimtal, Nainital, India

ADVISOR'S MESSAGE

I am happy to say that this International Multidisciplinary Conference is being organized in collaboration with Mind Power University, Bhimtal and ICERT, India and USA. This conference on the topic of "harmony of internal space, harmony of internal space: yoga and regenerative sustainable development by advance science" is the opportunity to open new dimensions of knowledge and research.

This platform encourages innovation and cooperation for sustainable development with the coordination of education, science and yoga. I congratulate all scholars, researchers and participants for this meaningful event and wish for a successful conference.

Thank you

Mr. Bipin Chandra Pandey

Advisor,

Mind Power University, Bhimtal

ADVISOR'S MESSAGE

I am feeling very happy and proud by getting an opportunity to contribute to this prestigious international multidisciplinary conference. Mind Power University, Bhimtal and International Council for Education, Research and Training (ICERT), this conference organized by the joint effort of India and the United States is not only important from educational terms, but it is also a strong intellectual initiative towards global sustainable development.

The subject like "harmony of internal space, cultivation of external earth: yoga and regenerative sustainable development by advance science" is extremely suitable for answering the challenges of the present era. Through the internal purification of yoga and the external progress of science, we can imagine a balanced future that takes both human values and protecting nature.

I heartily greet all the participants, researchers, speakers and organizers associated with the event, who realized this thoughtful platform. I am confident that this conference will lead to such exchange of ideas, experiences and solutions that will have far-reaching effects in the fields of society, education and environment.

Best wishes to all of you for this inspiring and informative conference.

Mr. Devendra Singh Bohra

Advisor,

Mind Power University, Bhimtal

MESSAGE BY SECRETARY ICERT

Dear Esteemed Delegates, Scholars, and Participants,

It is with immense pleasure and profound gratitude that I welcome you to the International Multidisciplinary Conference on "Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development." This significant event, co-organized by Mind Power University Bhimtal Nainital, India, and the International Council for Education, Research and Training (ICERT), India & USA, marks a pivotal moment in our collective journey toward a more sustainable and harmonious future.

In an era defined by rapid change and complex global challenges, the theme of this conference resonates deeply. It calls upon us to look inward, to the ancient wisdom of **Yoga** and its profound understanding of the human condition, and to integrate this inner harmony with the transformative potential of **Frontier Science**. Our goal is to explore how this synergistic approach can drive **Regenerative Sustainable Development**, fostering not just growth, but true rejuvenation for our planet and its inhabitants.

This conference, held in a blended/hybrid mode, offers a unique platform for intellectual exchange, fostering collaboration across diverse disciplines. Whether you are joining us in person at the serene Mind Power University in Bhimtal, Nainital, or virtually from across the globe, your contributions are invaluable. The discussions, insights, and research presented over these two days will undoubtedly enrich our understanding and inspire actionable solutions.

On behalf of ICERT, I extend my heartfelt thanks to Mind Power University for their exceptional collaboration and hospitality. My gratitude also goes to all the organizing committee members, speakers, and participants who have dedicated their time and expertise to make this conference a success.

May this conference serve as a catalyst for new ideas, innovative partnerships, and a renewed commitment to harmonizing our inner selves with the well-being of our outer Earth.

With warm regards,

Prof. (Dr) Sandeep Kumar

Secretary, ICERT

A Message from the CEO & Director, Accounts Division, ICERT

Dear Esteemed Delegates, Scholars, and Participants,

It is with great enthusiasm that I welcome you to the International Multidisciplinary Conference on "Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development." This conference, a collaborative effort between Mind Power University Bhimtal Nainital, India, and the International Council for Education, Research and Training (ICERT), India & USA, stands as a testament to our shared vision for a more balanced and sustainable future.

From the perspective of the **Accounts Division at ICERT**, we are deeply committed to fostering initiatives that not only advance knowledge but also drive tangible, positive change. The theme of this conference — integrating the profound wisdom of **Yoga** with the cutting-edge advancements of **Frontier Science** to achieve **Regenerative Sustainable Development** — perfectly aligns with our belief in responsible resource management and impactful investment. Just as we strive for fiscal sustainability, we recognize the critical need for environmental and societal sustainability.

This hybrid conference offers a unique opportunity for diverse minds to converge, share insights, and forge new pathways. Your participation, whether in person at the beautiful Mind Power University or online, is a vital contribution to this collective endeavor. The exchange of ideas over these two days will undoubtedly lead to innovative solutions and a deeper understanding of how we can cultivate both inner well-being and outer planetary health.

I extend my sincere appreciation to Mind Power University for their invaluable partnership and for hosting this significant event. My gratitude also goes to the dedicated organizing committee, the distinguished speakers, and all of you, the participants, whose commitment makes this conference a success. We in the Accounts Division are proud to support such a meaningful and forward-thinking initiative.

May this conference empower us all to transform inspiration into action, ensuring a truly regenerative and sustainable future for generations to come.

With warm regards,

Dr. Simran Mehta

CEO & Director, Accounts Division, ICERT

A Message from the Director, Research & Publication Division, ICERT

Dear Esteemed Scholars, Researchers, and Participants,

It is with immense pleasure and a deep sense of academic enthusiasm that I welcome you to the International Multidisciplinary Conference on "Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development." This significant collaborative endeavor between Mind Power University Bhimtal Nainital and the International Council for Education, Research and Training (ICERT), India & USA, truly embodies the spirit of interdisciplinary exploration.

As **Director of the Research & Publication Division at ICERT** and **Dean of the Department of Education at Baba Mastnath University**, my focus is consistently on fostering environments where innovative thought can flourish and translate into meaningful contributions. This conference's theme—the synergistic application of ancient wisdom from **Yoga** with the transformative power of **Frontier Science** towards **Regenerative Sustainable Development**—is particularly compelling. It underscores the critical need for a holistic approach to address the complex challenges of our time, moving beyond conventional paradigms to create truly sustainable solutions.

This blended/hybrid conference offers a unique and vital platform for intellectual discourse, enabling the cross-pollination of ideas from diverse fields. Whether you are presenting groundbreaking research, engaging in stimulating discussions, or simply absorbing new perspectives, your active participation is crucial. The collective intelligence gathered here will undoubtedly enrich our understanding and pave the way for novel research avenues and actionable strategies.

I extend my sincere gratitude to Mind Power University for their partnership and for co-hosting this timely conference. My appreciation also goes to the dedicated organizing committee, the distinguished speakers, and each of you who have joined us to contribute to this vital dialogue. Let us use this opportunity to deepen our knowledge, forge new collaborations, and collectively advance the frontiers of research for a more harmonious and sustainable world.

With best wishes for a productive and inspiring conference,

Prof. (Dr.) Aruna Anchal

Director, Research & Publication Division, ICERT

Dean, Department of Education, Baba Mastnath University Rohtak, Haryana

About the University

Mind Power University is the one of the largest, most diverse university in Nainital, Uttarakhand. The university is deeply committed to fostering the future by empowering minds and nurturing talent. Our mission extends beyond academic excellence; we are dedicated to uplifting the local economy, promoting education, and boosting tourism. By actively engaging with the community, we aim to create a symbiotic relationship that values and includes all stakeholders, making everyone feel part of a larger mission. Here, students gain knowledge and develop a deeper understanding of the world around them. With state-of-the-art facilities and a faculty dedicated to nurturing creativity and critical thinking, we prepare our students to become visionary leaders in their respective fields. Our commitment to student well-being is unwavering, with a range of support services and a safe, inclusive campus environment. Join us at Mind Power University, where education transcends boundaries and transforms lives. Embrace the beauty of nature as you embark on a journey of discovery and self-realization. Together, let's unlock the infinite potential of the human mind and shape a brighter tomorrow for generations to come. At Mind Power University, education is about gaining knowledge and using that knowledge to positively impact the world. Our admission process is designed to be inclusive and transparent, ensuring that every student has the opportunity to join our community.

About the conference: Objectives & Sub-Themes

The conference will provide the ideal opportunity to meet academics, practitioners, and experts in education, research, leadership, social sciences, humanities, management, science, art, culture, inclusive education, environmental education, engineering, law, health and public policy, to share their experience and projects to receive quality feedback.

Professional, academicians, scholars, researchers, psychologists, special educators, practitioners, and Postgraduate/ Graduate students are invited to submit their abstracts to be considered for presentation at the Conference. Speakers and presenters will share new concepts, best practices, knowledge, experience, theories, and solutions, with a focus on promoting learning, professional development, education, and inspiration among professionals and academics in their respective fields.

The conference focuses on (but is not limited to) all areas of theoretical and empirical research in the following fields:

Arts, Culture, Humanities, Science, Law, Management, Social Sciences, Technology, Health, Engineering, Mass Media, Journalism, School Education, Higher Education, Banking, Economics, Languages, Commerce, etc. A few sub-themes are given below, but not limited to:

Sciences:

- Neuroscience of Inner Harmony and Pro-Environmental Behaviour
- Quantum Biology and Interconnectedness
- Environmental Science and Yoga's Ecological Footprint
- Biomimicry Inspired by Yogic Principles
- Regenerative Biology and Yoga's Impact on Cellular Health

Engineering & Technology:

- AI and Personalized Yoga for Sustainable Well-being
- Sustainable Materials and Design for Yoga Equipment
- Virtual and Augmented Reality for Immersive Nature-Connected Yoga Experiences
- Sensor Technologies for Monitoring Physiological Responses in Yoga and Environmental Exposure
- Data Analytics for Understanding the Impact of Yoga on Sustainable Behaviours

Commerce & Management:

- The Circular Economy and the Yoga Industry
- Ethical and Sustainable Supply Chains in the Yoga Market
- Marketing and Communication for Sustainable Yoga Lifestyles
- Social Entrepreneurship and Yoga for Community-Based Sustainability Initiatives

- Financial Models for Sustainable Yoga Businesses and Eco-Retreats

Law:

- Environmental Law and the Rights of Nature: A Yogic Perspective
- Policy and Regulation for Sustainable Yoga Practices and Businesses
- Human Rights, Well-being, and Environmental Justice: The Role of Yoga
- Intellectual Property Rights and Traditional Yoga Knowledge for Sustainability

Health Sciences:

- Yoga Therapy for Climate Anxiety and Eco-Grief
- The Gut-Brain Axis, Yoga, and Environmental Health
- Yoga and the Prevention of Environmentally-Related Diseases
- Mindfulness-Based Interventions (MBIs) Rooted in Yoga for Promoting Sustainable Health Behaviours
- Integrative Medicine Approaches Combining Yoga and Environmental Therapies

Physical Education & Sports:

- Mindful Movement and Sustainable Performance in Sports
- Nature-Based Physical Activities and Yoga for Environmental Stewardship
- Biomechanics of Yoga and Sustainable Movement Patterns
- The Role of Physical Education in Cultivating Environmentally Conscious Movers:
- Adaptive Yoga and Access to Nature for Diverse Populations

Arts & Humanities:

- Yoga Philosophy and Ecological Ethics
- The Representation of Nature in Yoga Texts and Art
- Yoga as a Form of Embodied Environmental Activism
- The Role of Storytelling and Mythology in Connecting Yoga and Environmental Awareness
- Artistic Expressions of the Symbiotic Self: Yoga, Nature, and Technology

Social Sciences:

- The Sociology of Yoga Communities and Sustainable Lifestyles
- Psychological Factors Linking Yoga Practice and Pro-Environmental Attitudes
- Anthropological Perspectives on Embodiment, Yoga, and Human-Nature Relationships
- Political Ecology of Well-being: The Role of Yoga in Environmental Justice Movements
- Communication and Social Marketing for Promoting Yoga and Sustainable Behaviours

Sustainable Development:

Yoga and the Sustainable Development Goals (SDGs): Synergies and Pathways

- Community-Based Yoga Initiatives for Local Sustainability
- The Economics of Well-being and Sustainable Consumption: A Yoga-Informed Approach
- Policy Frameworks Integrating Yoga and Sustainability
- Measuring the Impact of Yoga on Environmental Attitudes and Behaviours

Heritage Education:

- The Historical and Cultural Roots of Yoga's Connection to Nature
- Preserving Traditional Knowledge of Yoga and Environmental Harmony
- Integrating Yoga and Heritage Education for Environmental Awareness
- The Role of Sacred Spaces and Nature in Yoga's Heritage

Education:

- Integrating Yoga and Mindfulness into Environmental Education Curricular
- Teacher Training for Sustainable and Holistic Yoga Education
- Experiential Learning through Yoga and Nature-Based Activities
- The Impact of Yoga on Children's Environmental Attitudes and Behaviours
- Promoting Sustainable Well-being in Educational Settings through Yoga

Tourism & Hospitality:

- Sustainable and Mindful Yoga Retreats and Eco-Tourism
- The Role of Yoga in Enhancing Well-being and Connection to Place in Tourism
- Green Certifications and Sustainable Practices for Yoga Studios and Retreat Centers
- Community-Based Tourism Initiatives Integrating Yoga and Local Ecology
- The Impact of Yoga Tourism on Environmental Awareness and Conservation

Any other relevant topics related to the main theme or disciplines mentioned above, and UN SDGs.

Only original and previously unpublished work on a range of topics related to the conference theme will be accepted.

Call for Research Papers: Well researched papers on the theme/ sub-themes of the conference are invited from academicians, research scholars, students, professionals from different institutions. Abstracts of individual paper presentation proposals should be in about 300-500 words, in doc/word format. The participants should include in the abstract, details as to the title, name of author(s), University/Institution, and keywords.

A proceeding book of the conference including all abstracts (all presenters) with ISBN, papers presented during the conference, a print copy to physically present candidates, and soft copy to all, will be provided to all research presenters.

Best Paper Presentation Award: A Certificate of Best Paper Presentation, Best paper presentation award, will be awarded to two best presenters from each technical session.

Paper Publication: Authors who will present their research papers in the conference will be eligible to send their research paper (same as presented or different) for publication in following Journals:

ICERT International Multidisciplinary Journals, peer reviewed academic/ scholarly, open access journals with DOI. To know more about the journal, please visit www.icert.org.in. Accepted papers will be published in forthcoming issue of the following journals:

1. Shodh Sari-An International Multidisciplinary Journal

An International scholarly/ academic journal, peer-reviewed/ refereed journal, ISSN : 2959-1376

2. Edumania-An International Multidisciplinary Journal

An International scholarly/ academic journal, peer-reviewed/ refereed journal, ISSN : 2960-0006

Submission Guidelines:

- Full length papers should not exceed 8000 words don't add endnotes or footnotes.
- For English Full paper: It should be typed in Microsoft Word. The font should be "Times New Roman" with "12" size for matter,16 size in bold for title, 14 size in bold for main headings & 12 size in bold for sub-headings, having line spacing of 1.5 inch and one-inch custom margin on all sides & A4 Size Paper.
- For Hindi Full paper: It should be typed in Microsoft Word in "Unicode" with font size14 for content, 16 bold for title & 14 bold for headings, having line spacing of 1.5 inch and one-inch custom margin on all sides.
- A Uniform Style for Citation should be strictly adhered to while submitting full length papers.

- All in-text citations must be hyperlinked with the references (cross-reference). Use the word reference tab for cross-referencing and hyperlinking. We also recommend you use Mendeley or other referencing tools.
- Submit a brief profile of the author on the Word file/ doc file, which should not exceed more than one page, and try to keep it as brief as possible.
- Each article must be submitted with an impact statement of not more than 150 words.
- References/ bibliography must be serialized as 1, 2, ...
- Provide write your ORCiD, google scholar, academia, or other identifiers if you have one in your profile.
- Must check grammar under the review tab of MS Word
- You could read more Submission Guidelines | ICERT

You could read more about the journal here Edumania | ICERT

Awards (International Felicitation)

Ekalavya Award 2025

Applications are invited from professionals, academicians, health professionals-teaching faculty, industry professionals-trainer/ leaders, and social reformers/ educationist for the prestigious international award "**Ekalavya Award 2025**", for their excellence in education, innovations in academics, research, social welfare, and youth empowerment, will also be presented by the ICERT to recognize prominent personalities for their respected achievements & contribution in their respective fields and society as per the category and the eligibility.

ICERT "Ekalavya Award" is a commemoration and homage to the great Indian learner and warrior Ekalavya, who is well known for his great desire to learn and sacrifice to his Guru. ICERT Ekalavya Award is recognition & felicitation to the dignitary who is an apt example of a true disciple, an ideal learner or a social reformer.

Eligibility Criteria:

1. The application must have the minimum 30 yrs. age

2. The applicant must have demonstrated keen learning attitude, and achievements in life.

3. Applicants must have adequate experience in education, industry, social welfare or other discipline, and have positively contributed towards youth empowerment.

4. Must mention your social contribution and achievement in the profile before uploading in registration form.

5. Your profile must consist of

(i) Your full name as per your academic/ government approved identity document, and DOB.

(ii) Current work affiliation and job title, and contact info.

(iii) Educational qualification including degree, courses etc., with dates, and institution names,

(iv) Current and past employment with institution name, dates, and title

(v) Award citation and honours if any

(vi) Research experience with journal name and ISSN number with volume and issue number

(vii) Social welfare activities with evidences, social profile links/ identifiers, etc.

Award nomination is not a matter of award recognition claim, all nominations will be screened by the Award Screening Committee, the committee decision will be final and selected members will be informed via ICERT email: awards@icert.org.in

Conference Committee

Chief Guest(s)

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Prof. (Dr) Aruna Anchal, Director & Head, Research and Publication Division ICERT, Dean Department of Education, Baba Mastnath University Rohtak Haryana

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Integrating Yogic Practices into Regenerative Sustainable Development: A Transdisciplinary Perspective

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Abstract

As global challenges related to environmental degradation, climate change, and psychosocial stress intensify, there is a growing need for integrative frameworks that address both human well-being and ecological resilience. This study explores the role of yoga as a transformative practice that contributes to regenerative sustainable development. Yoga, traditionally regarded as a system for physical, mental, and spiritual well-being, is increasingly recognized for its potential to foster pro-environmental attitudes, behavioural change, and social cohesion. In an era marked by ecological degradation, climate change, and social disconnection, the concept of regenerative sustainable development calls for solutions that restore balance both within human systems and the natural world. Yoga, rooted in ancient wisdom, offers more than physical well-being; it is a comprehensive approach to aligning inner awareness with responsible and compassionate living. This paper examines the role of yoga as a transformative practice that supports regenerative development by fostering holistic health, environmental consciousness, and ethical behaviour. Through the cultivation of mindfulness, discipline, and interconnectedness, yoga enhances self-regulation and clarity key psychological foundations for sustainable decision-making. Practices such as asana (postures), pranayama (breath control), and dhyana (meditation) have been shown to reduce stress, promote resilience, and nurture empathy, which collectively contribute to social cohesion and environmental responsibility. Furthermore, yogic philosophy encourages simplicity, non-violence (ahimsa), and harmonious coexistence with nature, which resonate deeply with the principles of regeneration and sustainability. This examines the interrelationship between yogic principles and the pillars of sustainability and environmental integrity, social equity, and economic viability through a transdisciplinary lens. Drawing on existing empirical studies and theoretical frameworks, we highlight how practices such as mindfulness, breath regulation, and ethical observances (yamas and niyamas) enhance emotional regulation, reduce ecological footprints, and promote community engagement. The study further discusses how yoga can be incorporated into sustainability education, policy design, and regenerative practices to encourage a shift from extractive to restorative modes of living. By synthesizing insights from environmental psychology, systems thinking, and yogic philosophy and advocates for the inclusion of inner transformation strategies within sustainability discourse. The integration of yoga into regenerative development models presents a novel pathway for cultivating resilient individuals and ecologically conscious societies, contributing to the realization of the United Nations Sustainable Development Goals (SDGs). By bridging inner transformation with outer action, yoga emerges as a vital tool for empowering individuals and communities to co-create a just, thriving, and sustainable future.

Keywords: - Sustainable, Degradation, Pranayama, Harmonious, Transdisciplinary.

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Effect of Growth Potential on the Optical and Structural Properties of Electrodeposited ZnS Thin-Films Layers

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Abstract

Zinc Sulphide (ZnS) thin films have attracted considerable attention due to their broad applications in optoelectronic and solar cells devices. This study explores the impact of growth voltage on the properties of electrodeposited ZnS films using UV spectroscopy. ZnS thin films were deposited on fluorene-doped tin oxide (FTO) coated glass substrates at various growth voltages ranging from 1300mV to 1600mV. The optical and structural of the films were examined using X-ray diffraction (XRD), UV-visible spectroscopy. UV-visible spectroscopy measurements demonstrated that the optical bandgap of ZnS films were found to be 3.75 to 3.81 eV which was in the agreement with the bandgap of the bulk materials. The XRD analysis indicated that all deposited films exhibited a cubic Zinc blende structure with a preferred orientation along the (111) plane. The size of crystallites increased with rising growth voltage, indicating enhanced crystallinity at higher voltages. The peaks corresponded to $2\theta = 29.80^0$ and $2\theta = 52.52^0$ at grown potentials 1500mV with miller indices (101) and (113) have $d \approx 2.15$, $D \approx 21$nm and FWHM ≈ 0.65 as calculated using the Bragg's and Scherer's equation as the lattice spacing and crystallite sizes respectively.

Keywords: Growth voltage, Optical bandgap, Thin films, UV spectroscopy, X-ray diffraction (XRD), Zinc Sulphide (ZnS).

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Effects Of Problem-Based Learning on The Students' Interest of Pre-Service Technology Teachers in Foundry in North-West Nigeria

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Abstract

This research investigates effects of Problem-Based Learning (PBL) on students' interest of pre-service metalwork technology teachers in metal foundry in North-West Nigeria. One objective, one research question and one hypothesis guided the research. The study employs a quasi-experimental design with pre-test and post-test measures. The research was situated in the North Western States of Nigeria, for all the 522 metalwork technology teachers in NCE awarding institutions. Intact classes were selected as a sample using a Simple Random Sampling technique. The sample was experimental group with intact classes of 171 students and control group with intact classes of 40 students. Data was collected through students' interest inventory scale (IIS) with 18 items. The instruments were pilot tested using test-retest and correlation coefficient obtained was 0.882. Statistical analyses, including mean, standard deviations, and independent-samples t-test, were employed to answer research questions and test hypotheses. The findings revealed a statistically significant difference in post post-test mean Students' interest between pre-service metalwork technology teachers exposed to problem-based learning and those instructed through traditional lecture methods. Therefore, the findings underscore the potential of problem-based learning to enhance Students' interest among pre-service metalwork technology teachers. Finally, the study suggests that the adoption of problem-based learning methods can significantly improve interest of pre-service metalwork technology teachers in foundry. Instructors are encouraged to explore and incorporate problem-based learning techniques into their teaching methodologies, creating dynamic and interactive classroom experiences.

Keywords: Problem-based learning, Students' Interest.

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The African Union on Sociopolitical Stability in Africa: Achievements and Challenges, 2002-2022

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Abstract

This study critically examines the role of the African Union (AU) in promoting sociopolitical stability in Nigeria between 2002 and 2022. Against a backdrop of electoral violence, insurgency, and governance challenges, the AU has engaged in various interventions ranging from election observation to peacebuilding and diplomatic mediation. Using a mixed-methods approach, the study collected primary data from 120 purposively selected stakeholders, supported by relevant AU reports and scholarly literature. Findings reveal that while AU interventions are generally perceived as moderately effective—particularly in reducing political violence and supporting democratic processes—their overall impact is constrained by structural challenges such as limited funding, weak institutional capacity, and low public visibility. The study also finds no statistically significant variation in perceptions across respondent categories. It concludes that while the AU's contributions are meaningful, its effectiveness in Nigeria requires strengthened institutional frameworks, enhanced public engagement, and increased financial and logistical support. The paper offers practical recommendations to reposition the AU as a more visible and influential actor in fostering peace and governance across West Africa.

Keywords: African Union, sociopolitical Stability, Regional Integration, Peacebuilding.

The Importance and Implication of Yoga in Students' Life

विद्यार्थी जीवन में योग का महत्व और निहितार्थ

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सारांश:

छात्रों को शैक्षणिक दबाव से लेकर सामाजिक और व्यक्तिगत तनाव तक कई तरह की चुनौतियों का सामना करना पड़ता है। योग शारीरिक और मानसिक स्वास्थ्य को बढ़ावा देकर इन चुनौतियों का समग्र समाधान प्रदान करता है। योग एक प्राचीन अभ्यास है जिसकी शुरुआत भारत में 5,000 साल पहले हुई थी। "योग" शब्द संस्कृत शब्द "एनजी" से आया है जिसका अर्थ है एकजुट होना या एकीकृत करना, यह एक समग्र अनुशासन है जिसका उद्देश्य मन, शरीर और आत्मा के बीच सामंजस्य लाना है। योग में विभिन्न शारीरिक मुद्राएँ (आसन), प्राणायाम और ध्यान अभ्यास शामिल हैं जो समग्र कल्याण को बढ़ावा देते हैं। योग एक समग्र अभ्यास है जिसमें शारीरिक मुद्राएँ, एकाग्रता, श्वास, ध्यान और आध्यात्मिक अन्वेषण शामिल हैं, दैनिक जीवन में योग को एकीकृत करने से मन, शरीर, श्वास और भावनाओं में सामंजस्य होता है, जिससे जीवन का एक उच्च स्तर प्राप्त होता है। आसन, प्राणायाम, ध्यान और माइंडफुलनेस के अभ्यास के माध्यम से, व्यक्ति शारीरिक स्वास्थ्य, मानसिक स्पष्टता, भावनात्मक स्थिरता और आध्यात्मिक विकास प्राप्त कर सकते हैं। यह समग्र दृष्टिकोण न केवल समग्र कल्याण को बढ़ाता है बल्कि खुद और दुनिया के साथ एक गहरा संबंध भी बनाता है, जो एक संतुलित, पूर्ण और उन्नत जीवन को बढ़ावा देता है। योग के कई लक्ष्य और उद्देश्य हैं जो किसी व्यक्ति के समग्र विकास में योगदान करते हैं। इन्हें शारीरिक, मानसिक और आध्यात्मिक उद्देश्यों में वर्गीकृत किया जा सकता है।

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Correlational Study of Students' Achievement in Educational Research Methodology and Performance in Project Work in F.C.E Okene, Kogi State

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Abstract

Undergraduates are taught research in education as a course to sensitize the students with the research methods in education. The knowledge obtained is expected to be applied in the undergraduate students' project report. Thus, this study examined the correlation between the students' project work scores and their achievement scores in educational research methods and statistics. The study adopted correlational design. The population for the study comprised all the students from 2008 to 2019 academic session of Federal College of Education, Okene, Kogi State of Nigeria, affiliates of University of Ibadan, Oyo State of Nigeria. Purposively, 560 students from the Guidance and Counselling department were selected for the research, and the data used in the study came from their test results. The research instrument consists of the secondary source of the scores in educational research methodology and scores in the students' project work. The reliability of the instrument was established using Kuder-Richardson and the index was 0.74. Data collected were analyzed with SPSS using Pearson Moment Correlation analysis and Simple regression analysis. The results indicated low positive (0.167) and direct interaction between the independent and dependent variables; and that students' achievement in educational research methodology contributed significantly (2.6%) to the students' performance in project work. Recommendations were also highlighted.

Keywords: Academic achievement, project work, educational research.

Yoga for a Better Tomorrow: Sustainable Practices

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Abstract:

Everyone dreams of good health, and whoever is conscious and dedicated towards his health, his capacity to work increases. A member having knowledge about health can help in making his family and others healthy. A healthy and cultured family leads to the establishment of an ideal society. Many exercises and yoga are beneficial practices for good health. Yoga is an ancient and scientific lifestyle of Indian culture. Yoga Vidya is being propagated by many sages since ancient times. Yoga has a deep impact on every aspect of our life. The World Health Organization (WHO) has also certified yoga as a scientific lifestyle. This paper main aim is to observe how people are seen adopting yoga methods to maintain their health, for effective performance in various fields, for the treatment of diseases, to increase their efficiency, for stress management, and for the treatment of psychosomatic diseases. Yoga has become an integral part of present life. In fact, yoga has special importance in many fields. Yoga is beneficial for the body in many ways. Doing yoga not only keeps the body agile but also cures all kinds' fatal diseases. Due to a terrible epidemic like the corona virus, people have become more aware of health than before. Yoga is also effective in curing many types of diseases like asthma, arthritis, diabetes, hypertension, and depression and liver problems. By practicing yogasanas, flexibility in the body increases and blood circulation in the body happens smoothly. By doing pranayama, the life force in the body of a person increases and the mind becomes stable. Players take the help of yoga practice to increase their skills, ability and competence in various types of sports like cricket, hockey, kabaddi etc. Yoga practice reduces the stress level of the player and it also increases the concentration, flexibility, intelligence and physical ability of the players. Yoga helps to promote mental and physical relaxation, but that's not the only benefit it provides. In fact, yoga can be a beneficial component of any cross-training routine for athletes, and it can enhance performance in other sports as well. Research has suggested that yoga improves flexibility, balance, coordination and lung function. It can also help athletes effectively manage stress, an often forgotten but key contributor to recovery and performance.

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Association Between Age and Prevalence of Depression Among Childbearing Mothers in A Community in Enugu State, South East Nigeria

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Abstract

Background & Aim: The harmony of inner space is crucial for overall well-being, particularly for women in their reproductive years. During this phase, the intricate balance of physical, emotional, and mental health can be disrupted, leading to emotional health challenges like depression. This study aimed to investigate the prevalence of depression among childbearing mothers assessing healthcare services in Nsukka Local Government Area of South East Nigeria and its association with age.

Methods: A descriptive cross-sectional study was conducted on 380 childbearing mothers assessing healthcare services in ten healthcare facilities in Nsukka Local Government Area. The sample for the study was selected by a multi-staged sampling technique. The Patient Health Questionnaire (PHQ-9) was the tool used to collect the data. Frequency measures and chi-square were used to analyze the data.

Results: It was revealed that childbearing mothers assessing healthcare services aged 35 years and above experience depression more than those aged 25 to 34 years and 15 to 24 years.

Conclusion: The study's findings underscore the need for targeted interventions to address depression among childbearing mothers, particularly considering age-related variations. Public health educators should prioritize awareness programs that empower mothers to recognize and manage depression, promoting holistic well-being for themselves, their children, and families.

Keywords: Depression, Childbearing mothers, Woman, Mental health, Age.

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Teachers Perceptions on Capacity-Building and Training Needs for Developing Education for Sustainable Development (ESD) In Secondary Schools in Kano State, Nigeria.

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Abstract

This study explores teachers' perceptions on capacity-building and training needs for developing education for sustainable development (ESD) in secondary schools in Kano State, Nigeria. The study adopted survey research design. Four research objectives and research questions guided the study. The population is all secondary school teachers from public and private schools in Kano State. Stratified random sampling was used to select the schools. Teachers were randomly selected using purposeful sampling technique. Samples of 380 teachers were selected from the population. Instrument for collection was structured questionnaires tittle "Teachers Perceptions on Capacity-Building and Training Needs for Educational Sustainable Development" (TPCBNESD). The instrument was validated and tested for reliability. The reliability coefficient of the instrument yielded 0.85 using Cronbach Alpha coefficient. The data collected was analyzed using descriptive statistics (mean and standard deviation). The study revealed that teachers has good knowledge of ESD and perceived that ESD foster critical thinking and problem-solving among students, promotes interdisciplinary and student-centred learning, it is critical for preparing students to address real-world challenges. It was also revealed that capacity-building for effective implementation of ESD are: professional training, pedagogical skills, school infrastructure and resources. Finally, the study revealed that challenges for effective implementation of ESD are inadequate training and professional development, inadequate teaching resource, rigid curriculum structure and inadequate funding of educational sector. Based on the findings recommendations were made that educators should embed ESD principles in the national and state curriculum and teachers training programs, also educational stakeholders should collaborate to provide the fund and structure the curriculum to enhance ESD.

Keywords: Teachers perceptions, Education, Capacity-Building, Training Needs, Education for Sustainable Development.

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"A Study on Different Indian Space Agencies and Their Role in Bio Geographical Studies"

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Abstract

This study explores the contributions of various Indian space agencies to the field of bio-geographical studies, an interdisciplinary area that investigates the interactions between biological life and geographical environments. With India's diverse ecosystems and rapidly evolving space technology, agencies such as the Indian Space Research Organisation (ISRO), Physical Research Laboratory (PRL), National Remote Sensing Centre (NRSC), and Indian Institute of Remote Sensing (IIRS) have taken active roles in monitoring, analysing, and understanding the country's rich biodiversity and ecological changes. The study highlights how these agencies utilize remote sensing, Geographic Information Systems (GIS), satellite imaging, and geochemical analysis to collect critical data on land cover, vegetation patterns, climate variability, soil health, and natural resource distribution. This information plays a vital role in environmental monitoring, agricultural planning, disaster management, and conservation efforts. The paper also examines PRL's specific contributions to astrobiology, planetary analog research, and early Earth studies, which offer insights into the origin and evolution of life on Earth and the potential for life on other planets. Furthermore, the study emphasizes the practical applications of this research in addressing current global challenges such as climate change, biodiversity loss, and sustainable development. Through interdisciplinary collaboration and data-driven decision-making, Indian space agencies contribute not only to national development but also to global scientific progress. This research underscores the growing importance of integrating space science with ecological and geographical studies to better understand and manage Earth's complex biosphere. It calls for continued investment in technology, research, and policy integration to ensure the sustainable use of natural resources while preparing for future planetary exploration.

Keywords: ISRO, PRL, Remote Sensing, Bio-Geography, Environmental Monitoring, Geospatial Technology.

Yoga, Mental Health and Well-Being of Learners with Hearing Impairment: A Pathway to Sustainable Development

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Abstract

In this paper, Yoga and mental health of learners with hearing was discussed as means of well-being of learners with hearing impairment. The fact that Learners with hearing impairment in Nigeria have been excluded in Yoga and full access to some mental health services warranted this discussion. The concept of Yoga and mental health of learners with hearing impairment were vividly explained. Explanations on how Yoga serves as valuable tools in promoting mental health and emotional stability of learners with hearing impairment were highlighted. Sustainable development goal 3 and factors hindering the realization of SDG 3 and way forward were critically examined. Some recommendations and conclusion were made to promote mental health and well-being. Also, Yoga can contribute to sustainable development goals, especially in areas related to health, education and social inclusion of learners with hearing impairment.

Keywords: Yoga, mental health, well-being, emotional stability, social health, learners with hearing impairment and sustainable development.

Yoga and Frontier Science: Advancing Regenerative Sustainable Development

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Abstract:

Yoga plays a significant role in promoting personal well-being and offers potential benefits for regenerative sustainable development through its influence on both mental and physical health and its integration into broader health care systems. Yoga is a holistic mind-body intervention that impacts physical, mental, emotional, and spiritual well-being. Studies have shown yoga to be effective in controlling risk factors for various conditions, such as cardiovascular disease, by managing hypertension, type II diabetes, obesity, and stress (Manchanda & Madan, 2014). Yoga practice, which includes physical postures (asanas), breathing exercises (pranayama), and meditation, enhances health and well-being (Govindaraj et al., 2016). Research suggests that yoga can act as a therapy for mental health conditions, such as anxiety and depression, contributing to emotional resilience and mental health care frameworks (Butterfield et al., 2017). Additionally, mindfulness yoga, which incorporates elements of mindfulness and meditation into traditional yoga, has been shown to alleviate the symptoms of major depressive disorder (Miao et al., 2023). Yoga breathing techniques are particularly important for health and longevity. They help manage stress and enhance physical well-being, providing a form of meditation that prepares the mind for deeper meditation (Brown and Gerbarg, 2009). Furthermore, yoga practice is linked to structural changes in the brain that enhance mindfulness and cognitive abilities, reduce cognitive failures, and promote positive psychological states (Froeliger et al., 2012; Butzer et al., 2015). Integrating yoga into sustainable development initiatives aligns with its ability to cultivate inner balance and promote holistic healthcare. The affordability, accessibility, and lack of side effects of yoga make it an appropriate choice for inclusion in primary and secondary healthcare strategies aimed at disease prevention and health promotion (Manchanda and Madan, 2014). While more research is needed to fully optimize its application across different populations and health conditions, current evidence supports the inclusion of yoga as an effective tool for fostering sustainable health and wellbeing.

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Education Policy for Regenerative Sustainable Development in Nigeria: Toward A Transformative Agenda in the 21st Century

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Abstract

This study explores the imperative of reorienting Nigeria's education policy towards regenerative sustainable development, anchored in the Regenerative Development Theory. It critiques the limitations of the existing National Policy on Education in fully integrating regenerative principles and highlights systemic challenges including curriculum rigidity, infrastructural deficits, inadequate teacher preparation, policy discontinuities, and socio-cultural barriers. The research advocates for a transformative educational agenda that embraces systems thinking, experiential learning, and community engagement to empower learners with the knowledge, skills, and values required for resilient socio-ecological futures. The study concludes that comprehensive reforms and multi-stakeholder collaboration are essential to align Nigeria's educational framework with 21st-century sustainability imperatives.

Keywords: Educational Policy, Nigeria, Regenerative Education, Sustainable Development, 21st Century.

भाषा शिक्षा और शिक्षण

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Abstract

भाषा शिक्षा केवल संप्रेषण का माध्यम नहीं, बल्कि सामाजिक, सांस्कृतिक और बौद्धिक विकास का मूल आधार है। भारत जैसे बहुभाषिक राष्ट्र में भाषा शिक्षा की भूमिका बहुआयामी, जटिल और दूरगामी प्रभाव वाली होती है। यह शोधपत्र भाषा शिक्षण के विविध पहलुओं जैसे- मातृभाषा आधारित शिक्षण, तकनीकी हस्तक्षेप, शिक्षक की भूमिका, मूल्यांकन प्रणाली, सामाजिक-सांस्कृतिक समावेशन, नीति-प्रबंधन, और भावी दृष्टिकोण का समग्र विश्लेषण प्रस्तुत करता है।

नई शिक्षा नीति (2020) मातृभाषा में प्रारंभिक शिक्षा, त्रिभाषा सूत्र और बहुभाषिकता को प्राथमिकता देती है। शोध से यह प्रमाणित होता है कि प्रारंभिक शिक्षा मातृभाषा में देने से बच्चों की संज्ञानात्मक क्षमताएँ, आलोचनात्मक सोच और रचनात्मक अभिव्यक्ति अधिक प्रभावी रूप से विकसित होती हैं। यह न केवल भाषा के सहज अधिग्रहण में सहायक है, बल्कि छात्रों की सांस्कृतिक जड़ों से जुड़ाव और आत्मविश्वास को भी सशक्त बनाता है।

तकनीकी हस्तक्षेप जैसे- मोबाइल ऐप्स, ई-लर्निंग प्लेटफ़ॉर्म, AI-सक्षम भाषा टूल्स, और मल्टीमीडिया सामग्री, अधिगम को सहभागिता, इंटरैक्टिविटी और वैयक्तिकरण प्रदान करते हैं। इससे न केवल शिक्षण की गुणवत्ता बढ़ती है, बल्कि दूरस्थ क्षेत्रों में शिक्षा की पहुँच भी सुनिश्चित होती है। तकनीक ने भाषा शिक्षण को लोकतांत्रिक और समावेशी बनाने की दिशा में महत्वपूर्ण योगदान दिया है।

शिक्षकों की भूमिका अब ज्ञान-संप्रेषक से आगे बढ़कर मार्गदर्शक, सहायक, नवाचारकर्ता और संवेदनशील संप्रेषक की बन चुकी है। प्रभावी भाषा शिक्षण के लिए शिक्षक प्रशिक्षण, सतत व्यावसायिक विकास और डिजिटल साक्षरता अत्यंत आवश्यक है। मूल्यांकन प्रणाली को पारंपरिक लेखन केंद्रित दृष्टिकोण से हटाकर मौखिक, परियोजना आधारित, संवादात्मक और तकनीकी आधारित बनाया जाना समय की माँग है।

भाषा शिक्षा में सामाजिक समावेशिता, लिंग-संवेदनशीलता, और सांस्कृतिक विविधता का सम्मान अत्यंत आवश्यक है। इससे विद्यार्थियों में समानता, सहिष्णुता और वैश्विक नागरिकता की भावना विकसित होती है।

अंततः, यह शोध यह दर्शाता है कि भाषा शिक्षा एक व्यापक परिवर्तनकारी उपकरण है, जो व्यक्ति, समाज और राष्ट्र के विकास में निर्णायक भूमिका निभा सकता है।

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Integrating Yoga and Frontier Technologies in STEM Education for Regenerative Sustainable Development

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Abstract

The increasing complexity of global sustainability issues, especially in the fields of science, technology, engineering and mathematics (STEM), requires innovative educational approaches that go beyond technical lessons. This study examines the integration of yoga practices and digital boundary techniques in shaping formation as a dual strategy to maintain internal awareness and promote regenerative sustainability. The study involves designing mixed methods that constitute pilot interventions at three Nigerian universities. In this design, 210 undergraduate students participated in a 10-week mixed program combining interactive learning with mindfulness-based yoga sessions using AI control simulations and AR modules (Augmented Reality (AR)). Quantitative data were collected using pre- and post-tests of interventions on cognitive flexibility, stress resilience (measured based on perceived stress scales), and problem- solving performance in technical and environmental science tasks. Preliminary analysis using paired sample T-tests shows statistically significant improvements (P <0.05) in both cognitive performance and emotional regulation. Qualitative data from focus groups and instructor interviews also show improved student commitment, deeper conceptual understanding, and increased motivation to address sustainable challenges. This article presents the rationale for the intervention, explains the methodology and tools used, and makes it easier the develop the STEM curriculum. The results show that embedding yoga self-regulatory practices in addition to immersive border technology can not only promote academic success but also promote the ethical and ecological awareness required for regenerative development. To bridge the gap between technical knowledge and sustainability, recommendations for scaling models for higher education institutions, particularly in African contexts, have been provided.

Keywords: STEM education, Yoga Integration, Frontier Technology, Regenerative Sustainability, Contemplative Pedagogy

Yoga as a Transformative Practice in Actor Training

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Abstract

This paper explores the integration of yogic disciplines—particularly asana (physical posture), pranayama (breath control), and dhyana (meditative focus)—into contemporary actor training as a means of developing heightened psychophysical awareness. In the demanding terrain of performance, the actor's body and breath serve as fundamental instruments. Yogic practices offer structured methods for cultivating balance, presence, and sustained focus, fostering a deeper alignment between physical action and inner intention.

The study further examines how yoga functions as a transformative process within training, encouraging emotional regulation, mental clarity, and resilience. Moving beyond the mechanics of technique, it considers the actor's journey as a form of sadhana—a disciplined path of self-refinement. Drawing on interdisciplinary sources from performance theory, Indian aesthetics, and embodied practice, this paper argues that yoga is not merely a supplementary exercise but a potent, holistic methodology that prepares the actor to meet the demands of creation, rehearsal, and performance with integrity and vitality.

Keywords: Actor Training, Yoga and Performance, Psychophysical Awareness, Pranayama and Asana, Transformative Pedagogy.

From Inner Transformation to Outer Regeneration: The Role of Yoga and Science in Sustainable Development

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Abstract

Sustainable development in the 21st century requires a profound shift—from external solutions to inner transformation. This paper explores how the ancient discipline of Yoga, when integrated with frontier scientific insights from fields such as neuroscience, quantum biology, and regenerative ecology, can serve as a foundational framework for regenerative sustainable development. Yoga harmonizes the inner space—body, mind, and consciousness—cultivating awareness, balance, and resilience. Simultaneously, frontier science provides tools and methodologies for healing and restoring the Earth's ecosystems. Together, they foster a reciprocal relationship: a balanced inner world enables mindful interaction with the outer world. This integrative approach promotes not just sustainability, but regeneration—of nature, society, and the self. The paper advocates a paradigm that unites consciousness-based living with ecological responsibility, offering a holistic vision for a harmonious and thriving planet.

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Effects Of Brain Focus Learning Strategies for Improving High Performance Among Secondary Schools Students in Rivers State, Nigeria

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Abstract

This study examined the effects of Brain focus learning strategies for improving high performance among secondary schools students. The study adopted quasi-experimental research design with pre-test and post-test control group approach. The population for this study consisted of 700 students in public secondary schools in Obio Akpor Local Government Area of Rivers State. A total of one hundred and eighty (180) senior secondary students who are actively engaged in learning mathematics were randomly selected from two selected schools. A purposive sampling technique was used to select two schools (one serves as experimental group while the other serves as control group). Three research questions and three null hypotheses guided the study. The simple random sampling technique was drawn from the sample used for the study. An instrument titled: Brain Focus Learning Strategies Questionnaire (BFLSQ) and Mathematics Achievement Test (MAT) were used in collecting data for the study and it was developed by the researcher. The instrument used for this study was subjected to face and content validation. Test –retest was used to establish the reliability of the instrument and it has index of 0.85. Both primary and secondary sources of data were used to gather information for the study. The information obtained was then analyzed using descriptive and inferential statistics (Mean, Standard deviation. t-test and Anova). The analysis indicated that the use of brain focus techniques in learning strategies proved to be effective method in enhancing students mathematics performance. The study also recommended among others that schools should provide training for teachers on how to implement theses strategies effectively.

Keywords: Brain focus, classroom, learning strategies, high performance.

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Yoga-Informed Educational Leadership: A Holistic Model for Regenerative Learning Environments

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Abstract

In Nigeria, where yoga is largely unknown and underused, recent socio-economic challenges- including inflation, burnout, and growing mental health challenges - make the need for a change in educational leadership model apparent. This paper projects a yoga-informed approach to educational leadership as a full, invigorative model for planning sustainable learning environments. Rooted in the incorporation of yoga philosophy, physical postures, and breathwork, the model lays emphasis on the interconnectedness of mind, body, and spirit. It seeks to promote self-awareness, stability, mindfulness, and compassion among both teachers and students. This approach aims to change educational planning by enhancing physical and mental well-being, resilience; analytical thinking and social responsibility in ways that are both contextually relevant and human-centered.

Keywords: yoga-informed leadership, regenerative education, sustainable schools, educational planning, holistic development.

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Comparative Study on Psychological Barriers to Women's Sports Participation in Malwa and Majha Region of Punjab

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Abstract

The present study aims to comparatively examine the psychological barriers that hinder women's participation in sports across the Malwa and Majha regions of Punjab. Despite increased initiatives to promote gender equality in sports, many women still face mental and emotional challenges that prevent active involvement. This research investigates key psychological factors such as fear of failure, lack of self-confidence, social anxiety, and perceived societal judgment. A total of 300 participants from both regions were surveyed using a standardized questionnaire, and statistical tools were applied to analyze regional differences. The findings indicate that while psychological barriers are prevalent in both regions, women in the Majha region report higher levels of mental resistance and fear of social disapproval compared to those in Malwa. These disparities may be linked to differences in cultural expectations, family support, and regional sports infrastructure. The study concludes that region-specific psychological support systems and awareness programs are essential to reduce mental barriers and enhance women's active participation in sports. This research contributes to policy formulation aimed at promoting mental well-being and sports inclusion for women in Punjab.

Keywords: Psychological Barriers, Women's Participation. Sports, Comparative Study, Punjab.

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Teachers' Perceptions of Civic Education as A Catalyst for Citizenship Development in Senior Secondary Schools in Nigeria

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Abstract

In a world increasingly threatened by civic erosion and democratic disengagement, the role of teachers as catalysts for responsible citizenship has taken center stage. This study explores the perceptions of secondary school teachers in Nigeria on the effectiveness of Civic Education in fostering citizenship development among students. Grounded in a survey research design, data were collected from a purposively selected sample of **200 senior secondary school teachers** across diverse educational districts. To ensure reliability and internal consistency, a pilot study was conducted using **Cronbach's Alpha**, confirming the robustness of the research instrument. The findings reveal a strong consensus among teachers that Civic Education holds transformative potential for shaping active, informed, and responsible citizens. However, recurring challenges such as inadequate instructional materials, limited teacher training, and curricular constraints were identified as barriers to effective delivery. Despite these limitations, teachers perceive themselves not merely as conveyors of content but as pivotal agents in nurturing democratic values, critical thinking, and national consciousness among Nigeria's youth. This study elevates the voices of educators who operate at the intersection of pedagogy and nation-building, emphasizing the urgent need for systemic reforms, pedagogical innovation, and sustained investment in Civic Education. In amplifying the perspectives of those on the frontlines of educational transformation, this research contributes to a global dialogue on citizenship education and underscores the vital role of teachers in anchoring democratic resilience in an increasingly polarized world.

The Effectiveness of Defence leadership of the Republic of South Africa

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Abstract

This paper examines the effect of defense leadership of Republic South Africa. South Africa officially called the republic South Africa (RSA). Is the southernmost country in Africa.it is bounded to the south by 2.798 kilometers (1.739 mi) of coastline off southern Africa stretching along the south Atlantic and Indian Ocean to the north by the neighboring countries of Namibia, Botswana and Zimbabwe and to the country on the east and North-East by Mozambique and Swaziland and it surrounds the enclave country of Lesotho., South Africa is the largest country in southern Africa and the 24th largest country in the world by land area and, with over 58 million people, is also the world's 24th most populous nation. It is the southernmost country on the mainland of the old world or the Eastern Hemisphere. About 80 percent of South Africans are of Bantu Ancestry, divided among a variety of ethnic groups speaking different African Languages, nine of which have official status. The remaining population consist of Africa largest communities of European, Asian (Indian) and Multiracial colored ancestry. This paper is classified in to five, One Defence system of South Africa, Two Defence Leadership in South Africa, and Three Raising Era for defense policy of South Africa, Four Factors to influence the defense policy of South Africa and Five Recommendation and Conclusion.

Keywords: Defence System of South Africa, Defense Policy, and The factors that Influence the Defence Policy of South Africa.

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Integration of Yoga and Teacher Education: Catalyst for wholistic Sustainable Development

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Abstract

This paper titled "Integration of Yoga and Teacher Education: Catalyst for wholistic Sustainable Development" is an interplay between the practice of yoga and teacher education. It analyzes in detail the intricacies of both disciplines and puts forward the connection of yoga with teacher education. Yoga as a physical and spiritual practice originated from India. It is accessible to beginners, and most people can reap the health benefits of regularly practicing yoga. Yoga poses focus on developing a connection between the body and the breath. In addition to reducing stress levels, consistent yoga practice can improve a person's flexibility, strength, and balance. This paper discusses the historical and philosophical foundations of yoga and explains how the core principles and beliefs of yoga relate to one's understanding of the natural world. It further investigates the combination of yoga with teacher education, discussing in detail the various educational approaches to it along with numerous initiatives running worldwide to bridge the gap between yoga and teacher education thereby enhancing wholistic sustainable development. This paper emphasizes the need to utilize the combined potential of yoga and environmental education towards a sustainable future. It evaluates the effectiveness of incorporating yoga into a teacher education program, focusing on yoga's potential to transform the educational experience of teachers and students.

Keywords: Integration, Yoga, wellness, Teacher Education, wholistic Sustainable Development.

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An Explorative Study on Crystal Deodorant as Green Substitute Over Conventional Deodorant and Antiperspirants: A Step for Sustainable Fragrance

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Abstract

According to the Food and Drug Administration (FDA), deodorant can be considered as a cosmetic, whereas antiperspirant is categorized as a drug that is used to inhibit and cure disease by influencing the cellular function. Conventional deodorants and antiperspirants have chemically engineered ingredients that may have raised health risk concern to human beings. These products primarily incorporate with aluminium based compounds as aluminium chlorohydrate, or aluminium zirconium. The formulation of Crystal deodorants, mostly consist of mineral salts as potassium alum, have become a natural and eco-friendly option. The formulation of crystal deododants as ammonium alum act as antimicrobial agent, benzoic acid act as antifungal agents, Ethyl hexyl glycerin works as skin conditioner and other functional group are selected their antimicrobial and preservative properties. In this paper examines toxicological factors for the conventional deodorants and essential ingredients under usual usage conditions. This also examined the advantages, efficiency, and ecological effects of crystal deodorants, emphasizing their contribution to minimizing chemical waste and health hazards. Through the examination of consumer preferences and market trends, this study identifies crystal deodorants as a feasible eco-friendly alternative in the personal care sector.

Keywords: Deodorants, antiperspirants, eccrine sweat glands, crystal deodorants, aluminium compounds.

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Artificial Intelligence Managed Traffic Diversion on Proposed Outer Bypass Roads in Bhiwani City

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Abstract

The rapid growth of Tier III and Tier IV cities poses a big challenge in managing transport network in India. Release of CFC gases and traffic congestion put pressure on the sustainable resources of the Tier III and Tier IV cities. Artificial Intelligence enabled software help the urban planners to identify normal and peak traffic flow and pattern too. During last fifteen years, Medium size cities uplifted through four laning of outer ring roads or bypass roads particularly in Haryana. Data collection and data processing is prerequisite for data analysis to manage proper flow of traffic movement in medium sized cities as they are growing faster than other metropolitan cities in India. Remote Sensing and Geographical Information also helps to identify and execute the base data for sensing traffic flow. Data collection requires basic infrastructures i.e wifi, cameras, apps and road sensors. AI response based on data collection points and signaling stations. Data collection points and AI enabled quick response system have to be established on outer bypass roads to monitor traffic flow from a distant place to distinguish heavy vehicles and light vehicles. Internal road of the city is very narrow and cannot sustain heavy vehicles. AI enabled service points gives directions to heavy vehicles to follow outer bypass road, violators face automated e- challans through Aadhar or PPP based platforms. AI based time bound challan payment makes it smoother for authorities to generate revenue as it also reduces corruption in collection of violators challan fee. AI based platforms in mid-sized cities become a foundation to minimize traffic accidents, over speeding, driver profiling and help to manage peak hour traffic flow. Road network is already available in the city of Bhiwani but state government must provide funds to create AI enabled traffic management system for easy movement of heavy vehicles. This type of AI based system also saves human lives and lighter the burden of state health system also.

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Effects of Yoga Therapy on Heart Rate Variability, Electromyography and Oxidative Stress level in Chronic Low Back Pain Patients: A Randomized Control Study

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Abstract

Introduction: Low back pain is the most common disabling health problem worldwide. Despite various modalities options available for chronic low back pain (CLBP), management is usually suboptimal or inadequate. Yoga has emerged as a potential intervention for CLBP which was supported by various randomized controlled trials, systemic reviews, meta-analyses, and clinical guidelines. Pain is an intrinsic threat and can alter the sympatho-vagal balance. Heart rate variability (HRV) is a proxy measure for vagal activity and may reflect dysfunction of autonomic balance in CLBP. Surface electromyography (SEMG) is used in CLBP assessment and biofeedback training. SEMG enables an understanding of muscles by recording the electrical activity during muscle contractions. It has been reported that serum malonialdehyde (MDA) levels were significantly higher in subjects suffering from chronic low back pain. It is necessary to examine oxidative stress factor MDA in relation to LBP, in order to establish their potential role in the diagnosis and treatment of this disease.

Objective: The objective of the study is to investigate the effect of yoga therapy on heart rate variability, electromyography and oxidative stress level in chronic low back pain patients.

Methods: This was a prospective randomized controlled study. One hundred seventy-one patients who met the inclusion criteria were randomized into the yoga group and control group. The yoga group was taught 60 minutes of asana and pranayama and continued practicing for 12 weeks. A control group was asked to carry on with the routine medical care consisting of analgesics and non-steroidal anti-inflammatory medication. Assessments for pain (VAS) and HRV, EMG and MDA levels on the first day in a pre-test and after 6 weeks and 12 weeks in a post-test were done in both groups (yoga and control groups).

Result: The yoga group showed a significant reduction in pain ($p<0.001$) by RMANOVA. There was a significant difference in pre-post assessment within and between the groups. There was a significant increase in HF power, pNN50, and a decrease in LF power, LF/HF ratio ($p<0.05$, RMANOVA, post-hoc analysis) within yoga groups at 6 weeks and 12 weeks. Also, showed a significant decrease in RMS and mean amplitude value and MDA levels from baseline after yoga therapy ($p < 0.05$).

Conclusion: The practice of yoga is more effective in reducing pain in CLBP. The result showed a significant change in HRV suggesting an increase in vagal activity compared to the control group after post-assessment. There was increased in muscle tension in patients with CLBP assessed by root mean square (RMS) in EMG. MDA level increased in CLBP and support the relationship between oxidative stress and LBP pathophysiology. MDA and RMS may be a convenient, accessible and possibly useful biomarker for diagnosing the progression of disease.

Keyword: Chronic low back pain; SEMG; HRV; MDA; Yoga.

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Effect of Academic Cognitive Remedial Interventions on the Skills of Children with Special Need

Supriya Sharma

Ph.D. Scholar Bhabha University Bhopal

Abstract

This qualitative study explores the perspectives of Indian mothers residing in the United States on the initial diagnosis of Autism Spectrum Disorder (ASD) in their children, highlighting the cultural and emotional challenges they face. Through semi-structured interviews with ten mothers, the research examines the emotional impact on families, revealing a pervasive lack of awareness and high levels of stigma associated with autism and mental illness within the Indian community. Findings indicate that cultural expectations, traditions, and the Hindu concept of karma significantly shape mothers' perceptions, often viewing disability as a tragedy. This stigma contributes to limited acceptance, hindering access to early interventions and social interactions critical for the child's development. Despite the growing Asian Indian population in the U.S.—notably the fastest-growing minority with higher educational and income levels than the national average—cultural beliefs continue to diverge from mainstream Judeo-Christian perspectives, affecting healthcare attitudes and disability perceptions. The study underscores the need for culturally tailored psychoeducation to enhance autism awareness and acceptance among Indian-American communities, offering insights into the intersection of culture, disability, and familial responses. This research aims to inform clinical practices and support systems for Indian families navigating autism in a diaspora context.

Keywords: Autism Spectrum Disorder, Diaspora, Psychoeducation, Early Intervention.

Cost Optimization Models for Yoga Studios in Urban India: A Financial Perspective

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Abstract

The urban wellness culture in India has resulted in the opening of many yoga studios in metro cities. Although demand has increased, most of these studios face financial struggles from high expenses and ineffective utilization of resources. This research explores cost optimization techniques in yoga studios in urban India from a financial modeling point of view. The study follows a mixed-method design, combining the analysis of financial data, case studies, and expert opinions in determining significant cost elements—i.e., real estate, teacher compensation, advertising spending, and utility expenses. Mathematical tools like linear programming, sensitivity analysis, and break-even analysis are used to determine several cost scenarios and uncover optimal resource utilization strategies. The research also examines the role of fixed vs. variable costs in impacting profitability during demand variations, particularly in the post-pandemic scenario. Findings reveal that hybrid operating models, space-sharing programs, and digital delivery mechanisms enhance cost-effectiveness and financial resilience tremendously. The work adds to the body of knowledge on sustainable business practice in the wellness industry and provides a useful financial model for entrepreneurs, investors, and policymakers in the Indian yoga business.

Keywords: Yoga centres, cost minimization, financial modelling, city India, wellness entrepreneurship, sustainability, break-even analysis, linear programming.

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Towards Sustainable Workplaces: The Role of Green Recruitment, Training, and Empowerment in Enhancing Employee Green Behaviour

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Abstract

To support organizations dealing with more environmental problems, Green HRM has become a strategy for better environmental performance in workplaces. This research will investigate whether green initiatives such as recruitment, training and empowerment in the workplace can boost green behaviours by employees. In considering Social Exchange Theory, AMO Theory and Organizational Identification Theory, this research explores the effects these practices have on workers' behaviour and how this leads to sustainable workplaces. It has been found that people who have a green approach to recruitment, learning and leadership generally have better environmental values. If employees feel like they fit in the company and are led ethically, GHRM is more likely to affect their conduct. More studies on these subjects have not yet resolved how they affect each other in different cases. The investigation points out an approach for linking Green HRM with better sustainability outcomes among academics and those managing businesses.

Keywords: Green Human Resource Management, Green Recruitment, Green Training, Employee Green Behaviour, Sustainable Workplaces

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Stress Relief and Cognitive Clarity: The Benefits of Kundalini Yoga for Healthcare Professionals

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Abstract

Introduction: High levels of occupational stress can affect cognitive performance and general well-being in healthcare workers. The holistic mind-body practice of Kundalini Yoga (KY) has demonstrated potential in lowering stress and improving mental clarity. This study shows how KY affects healthcare workers' stress levels and cognitive abilities.

Objectives: To Evaluating if routine KY practice lowers perceived stress and enhances cognitive abilities in healthcare workers.

Materials and Methods: An intervention group (KY practice, n = 30) and a control group (n = 30) of 60 healthcare students (Allied Health care students) participated in a randomized controlled experiment. For 12 weeks, the KY group engaged in three 45-minute sessions a week that included physical postures (asanas), meditation, and breathing techniques (pranayama). Standardized tests (P300) were used to evaluate cognitive ability, and the Perceived Stress Scale (PSS) was used to quantify stress levels. Repeated-measures ANOVA was used to examine the data.

Results: Stress levels were much lower in the KY group than in the controls ($p < 0.001$). After frequent Kundalini Yoga practice, cognitive tests showed a considerable improvement in cognitive function, as demonstrated by increased P300 amplitude and/or decreased latency. Based on P300 modulation, these findings imply that Kundalini Yoga may have a beneficial effect on executive function, working memory, or attentional processing.

Conclusion: Kundalini Yoga has the potential to be a workplace wellness tool since it is an effective intervention for lowering stress and improving cognitive function in healthcare professionals.

Keywords: Kundalini Yoga, Healthcare workers, Occupational stress, Cognitive function, Mind-body intervention, Stress management.

सारांश

शिक्षक प्रशिक्षण महाविद्यालय के छात्रों पर योग शिक्षा का प्रभाव

Yoga's Education Effect on Teachers Training College Students

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एक प्राचीन कला और विज्ञान है जो हमें स्वस्थ जीवन जीने में मदद करता है। यह एक आध्यात्मिक प्रथा है जो हमारे दिमाग और शरीर को एक साथ संतुलित तरीके से काम करने पर केंद्रित होती है। योग केवल एक शारीरिक व्यायाम नहीं है, बल्कि यह पूरे जीवन को अनुशासन में रखने का एक तरीका है। यह बीमारियों से बचाव के साथ-साथ शरीर और मस्तिष्क को स्वस्थ रखने का भी प्रभावी उपाय है।

योग शब्द का अर्थ है 'जोड़ना'। यह केवल शारीरिक व्यायाम से परे है और आत्मा को अनंत ब्रह्म से जोड़ने की प्रक्रिया है। योग में न केवल शरीर के आसन, बल्कि मानसिक और आध्यात्मिक विकास की भी महत्वपूर्ण भूमिका है। यह शरीर, मन और आत्मा में सामंजस्य स्थापित करने का एक तरीका है। योग का अभ्यास करने से व्यक्ति को अपने दिमाग की प्रकृति को समझने का अवसर मिलता है और यह जीवन के समग्र कल्याण में मदद करता है।

योग बच्चों के लिए एक अच्छे दोस्त की तरह काम करता है, जो उनके शरीर, दिमाग और भावनाओं के लिए एक स्वस्थ जीवन शैली को बढ़ावा देता है। यह शारीरिक शक्ति, सहनशक्ति, और ऊर्जा का निर्माण करने में मदद करता है। मानसिक लाभ जैसे बढ़ती एकाग्रता, शांति और संतुष्टि, योग के अभ्यास से प्राप्त होते हैं। यह आंतरिक और बाहरी संतुलन को बनाए रखने का एक साधन बन गया है। योग के माध्यम से हम जीवन के तनाव से उबर सकते हैं और अपने मन को शांत कर सकते है

योग स्वास्थ्य को बढ़ावा देने का एक सुरक्षित और प्रभावी तरीका है, जिसे कोई भी व्यक्ति अपनी उम्र या आकार के बावजूद कर सकता है। यह शारीरिक समन्वय में सुधार करता है और शरीर को ताजगी प्रदान करता है। योग मस्तिष्क को साफ़ करता है, शरीर को स्वस्थ रखता है और विचारों को नियंत्रित करने में मदद करता है। यह एक आदर्श जीवनशैली है, जो जीवन भर स्वस्थ रहने में सहायक है। योग का नियमित अभ्यास आपको शारीरिक, मानसिक और आत्मिक रूप से मजबूत बनाता है और जीवन को अधिक सकारात्मक और संतुलित बनाने में मदद करता है।

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Enhancing The Impact of Experiential Learning Among Elementary School Students

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Abstract

Experiential learning, a student-centred approach emphasizing hands-on activities and real-world connections, plays a vital role in fostering deep understanding, critical thinking, and personal growth among elementary school students. At this developmental stage, children are naturally curious, eager to explore, and highly responsive to interactive learning environments. Enhancing the impact of experiential learning during these formative years not only supports academic achievement but also nurtures essential life skills such as communication, collaboration, and problem-solving.

This study explores strategies to strengthen experiential learning practices within elementary education. It investigates the integration of project-based learning, field experiences, role-playing, simulations, and reflective exercises to provide meaningful, context-rich learning opportunities. By aligning these strategies with age-appropriate pedagogy and curriculum goals, the learning experience becomes more engaging, relevant, and memorable for students.

The research highlights the importance of a supportive learning environment where teachers act as facilitators, encouraging inquiry, observation, experimentation, and reflection. Emphasis is placed on student autonomy, choice, and voice, critical components that foster intrinsic motivation and ownership of learning. Additionally, the role of collaborative learning is examined, showcasing how peer interaction in experiential tasks enhances social-emotional learning and deepens understanding.

Findings suggest that when experiential learning is intentionally designed and thoughtfully implemented, it significantly boosts student engagement and retention of knowledge. It also improves attitudes toward learning and supports differentiated instruction, catering to diverse learning styles and needs. Moreover, the integration of real-life contexts, such as local community visits, nature walks, classroom experiments, and storytelling, bridges the gap between theoretical concepts and practical application.

The abstract concludes by emphasizing the need for teacher training, administrative support, and curriculum flexibility to embed experiential learning in elementary classrooms fully. Assessment practices must also evolve to capture the depth and breadth of student learning beyond standardized tests. Ultimately, enhancing experiential learning creates a dynamic and inclusive educational experience that prepares young learners to thrive academically, socially, and emotionally in an ever-changing world.

Keywords: Experiential learning, Student-Centred Learning, Student Engagement, Elementary School Students.

Spiritual Ecology and Yoga: Towards a Holistic Environmental Ethic

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Abstract:

In the face of escalating ecological crises, there is a growing recognition of the need for ethical frameworks that transcend materialist worldviews and embrace deeper spiritual and philosophical insights. This paper explores the intersection of *spiritual ecology* and *yoga philosophy* as a foundation for a holistic environmental ethic. Drawing from key yogic principles—such as Ahimsa (non-violence), Aparigraha (non-possessiveness), and Santosh (contentment)—the study examines how inner transformation can lead to more sustainable, compassionate, and ecologically responsible ways of living. Through a qualitative analysis of classical yogic texts, contemporary ecological discourse, and spiritual ecology literature, the paper argues that yoga offers not just physical discipline but a transformative worldview that fosters interconnectedness with all life forms. By integrating yogic ethics into environmental consciousness, the research proposes a value-based, spiritually grounded model of ecological stewardship that can guide individual and collective action in the Anthropocene era.

Keyword: Spiritual ecology, Yoga philosophy, Environmental, Spiritually, Ecologically.

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The Role of Mass Media in the Promotion of Sportspersons, Sports and Games in Contemporary Society: A Study from Kashmir Perspective

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Abstract

Mass media plays a crucial role in shaping public perception, influencing attitudes, and creating awareness about various aspects of life, including sports. In contemporary society, the promotion of sportspersons and sports disciplines has increasingly become dependent on the visibility and narrative constructed by mass media platforms such as television, newspapers, radio, and more recently, digital and social media. This research paper aims to examine the role of mass media in promoting sportspersons and sports, with specific reference to the Kashmir region.

The study explores how mass media contributes to highlighting achievements, building athlete image, increasing fan engagement, and mobilizing public support for sports infrastructure and events. Using both qualitative and quantitative research methods, data was collected through questionnaires and interviews with college students, coaches, journalists, and local sportspersons across various districts of Kashmir. The findings reveal that television and social media are the most influential mediums in promoting sports and sportspersons, often shaping the popularity and career trajectory of athletes. However, the study also points to underrepresentation of local talent in mainstream national media and highlights the challenges faced by athletes in gaining adequate media coverage.

The research further discusses the impact of media exposure on the motivation levels of athletes and the public's interest in sports participation. It also underlines the need for a balanced and inclusive media approach that goes beyond cricket and Bollywood-centric coverage to include diverse sports and grassroots athletes.

This paper concludes by recommending strategic use of media channels to promote regional talent and foster a sustainable sports culture in Kashmir. The findings are expected to be valuable for policymakers, media professionals, and sports authorities aiming to enhance the visibility and development of sports through effective media engagement.

Keywords: Mass media, sportspersons, sports promotion, Kashmir, digital media, athlete visibility.

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Assessment Of Mitigation Strategies Adopted by Farmers to Counteract the Adverse Impacts of Climate Change on Agricultural Activities

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Abstract

Climate change has emerged as one of the most pressing global challenges, with significant implications for agricultural activities, especially in developing and underdeveloped countries. The relationship between climate change and agriculture is symbiotic, as agricultural practices both contribute to and are affected by changing climatic conditions. The impacts of climate change on agriculture manifest through erratic rainfall, increased temperatures, droughts, and floods, all of which threaten food security and rural livelihoods. Farmers, who are highly dependent on natural resources, face declining crop yields, soil degradation, and increased pest invasions, making it imperative for them to adopt effective mitigation strategies. This study assesses the various strategies employed by farmers to mitigate the adverse impacts of climate change on their agricultural activities. These mitigation strategies are diverse and include agroforestry, crop diversification, conservation agriculture, and the adoption of climate-resilient crop varieties. The study categorizes these strategies into technological, agronomic, and ecosystem-based approaches, highlighting their efficacy and adoption rates among different farming communities across countries. Despite the adoption of these strategies, farmers across the countries encounter several challenges and barriers in effectively implementing climate change mitigation measures. Key barriers include limited access to financial resources, lack of awareness and information about climate-resilient practices, inadequate government support, and weak institutional frameworks. This research emphasizes the need for policy interventions, capacity-building programs, and improved access to climate-smart technologies to enhance the resilience of farmers in the face of climate change. The findings of this study contribute to a better understanding of the adaptive capacity of farmers and provide insights into strengthening the agricultural sector's response to climate variability.

Keywords: Mitigation Strategies, Farmers, Climate Change, Agricultural Activities.

Mind, Body, Earth: Investigating the Role of Yoga and Eco-Therapies in Sustainable Health Models

Suman

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Abstract

The global rise in chronic diseases and mental health disorders has led to an increased interest in integrative medicine—holistic approaches that blend conventional and complementary therapies. This research paper explores the synergy between yoga, a mind-body discipline rooted in ancient Indian philosophy, and environmental therapies such as ecotherapy, forest bathing, and horticultural therapy. It investigates the scientific basis, health outcomes, and implementation strategies of combining these modalities to promote physical, mental, and spiritual well-being. Evidence suggests that this integrative approach enhances stress resilience, reduces inflammation, and improves quality of life across various populations.

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Impact of Human Resources Management Practices on the Performance of Employees in Higher Educational Institutions

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Abstract

Human resources are the most crucial asset for any higher education institution seeking a competitive advantage. Currently, managing human resources presents more challenges than managing capital or technology. To achieve effective management, higher education institutions need solid Human Resource Management (HRM) practices. The primary goal is to explore the impact of HRM practices, including Performance Appraisal, Training & Development, Compensation & Rewards, and Welfare Facilities, on employee performance. The study found that HRM practices, such as Performance Appraisal, Training & Development, Compensation & Rewards, and Welfare Facilities, significantly and positively influence employee performance in higher education institutions. The qualitative research technique was utilized for this study, employing secondary data such as journals, books, internet sources, and theses to gather information related to HRM practices and employee performance. This study provides suggestions and recommendations for higher education institutions to foster a refined working environment and promote the professional well-being of employees.

Keywords: Human Resources Management, Employee Performance, Higher Educational Institutions.

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The Effect of Yoga on Stress, Anxiety, and Depression Among College Students

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Abstract

College students often experience elevated levels of psychological distress due to academic pressures, social challenges, and lifestyle changes, contributing to increased stress, anxiety, and depression. This study explores the impact of a structured yoga intervention on the mental health of college students. A randomized controlled trial was conducted involving 80 participants aged 18–25 years, who were allocated into a yoga intervention group and a control group. The intervention group participated in an eight-week yoga program comprising thrice-weekly sessions, each incorporating asanas (physical postures), pranayama (breathing exercises), and dhyana (meditation). Psychological distress was measured pre- and post-intervention using the Depression Anxiety Stress Scales (DASS-21). Statistical analysis revealed significant reductions in stress, anxiety, and depression levels in the yoga group compared to the control group ($p < 0.05$). These findings suggest that yoga is an effective non-pharmacological intervention for improving psychological well-being and can be integrated into college health and wellness initiatives.

Keywords: Yoga, College Students, Mental Health, Stress, Anxiety, Depression, DASS-21, Non-Pharmacological Intervention, Psychological Well-being.

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Integrating Yoga and Mindfulness into Environmental Education Curricula

Mrs. Anunay Singh

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Abstract

Yoga and mindfulness are a need of hour in modern times. It is a practice that was introduced in ancient India by different Gurus and Maharishis who also contributed in the preachings of yoga worldwide. In today's times yoga has emerged of utmost importance at every sphere of life. The disruptive and changing lifestyles of today's generation has created the urge of yoga and mindfulness. The paper 'Integrating Yoga and Mindfulness into Environmental Education curricula' aims to focus on the emergence of Yoga and mindfulness and the need in today's context in relation to environmental education curricula. The primary aim of the paper is to introduce the meaning of Yoga in its true sense among the students at various levels of education. It includes the definition by various authors and Philosophers from India and worldwide, to develop the conceptual understanding of Yoga. The paper also aims to present the strategies and implementation of yoga in the curriculum as well as the measures taken by government through various policies in educational context. The paper explains not only the system of ancient education and relation of yoga at earlier times but also the structure of modern education and the problems and stress faced by today's youth during the academic performance as a main issue. It also focuses on the impact of technological advancement on the environment and the impact on the mindsets of today's generation. Environmental education introduced as a compulsory subject in many schools and prescribed in syllabus is one of the commendable efforts towards sensitive issues of environment such as noise pollution, water pollution, ozone depletion etc. has created awareness among the new generation to save earth. Integrating yoga and mindfulness in the environmental curricula can be a step ahead in contributing to conserve environment by introducing various strategies in the schools and college level. Therefore, the article focuses on the importance of environmental education in context with yoga and mindfulness. The paper highlights the case studies of stress and challenges faced by today's youth at every level of education affecting the academic performance of students and their lifestyles. The article also emphasizes on the various factors of stress along with the data and facts at national level and worldwide. Yoga and mindfulness can prove to be a power tool if when implemented with environmental education among the students. It can help in laying the strong foundation of the 'THE NEW INDIA' if the practice is inculcated among the new generation at every stage of education i.e. from primary level to higher secondary level as well as at college level.

Emotional Freedom Techniques (EFT) Detoxification: Transforming Stress to Strength

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Abstract

Emotional Freedom Techniques (EFT) is an integrative mind-body approach fusing cognitive elements with acupressure tapping to address emotional distress and physiological disturbance. Growing evidence suggests that EFT affects major biochemical pathways involved in inflammation and oxidative stress, which are fundamental to chronic illnesses and impaired detoxification processes, in addition to improving psychological well-being. This review examines the ways EFT affects the body's biochemical environment to promote detoxification and healing. Chronic psychological stress turns on the hypothalamic-pituitary-adrenal (HPA) axis, which results in high cortisol levels and pro-inflammatory cytokines. The inflammation and oxidative stress cause cellular damage and compromised activity of endogenous antioxidant systems including superoxide dismutase (SOD) and glutathione. EFT could down-regulate inflammatory responses and oxidative load by controlling autonomic nervous system activity and lowering stress indicators thus normalizing the body and mind. Emerging clinical studies show drops in cortisol, C-reactive protein (CRP), and subjective stress indicators post EFT treatments, therefore pointing to a boost in systemic detoxification ability that might improve hepatic biotransformation and immune system. Using EFT, the mind-body connection provides a whole approach for encouraging biochemical resilience and supporting the body's natural detoxification channels. Ultimately, EFT may be an easy-to-use, non-invasive addition to traditional detoxification techniques helping to achieve sustainable health and well-being. More extensive, biomarker-based study is needed to clarify molecular paths and improve EFT treatments for environmental and clinical health uses.

Keywords: Biochemical Detoxification, Emotional Freedom Techniques, Inflammation, Mind-Body Healing, Oxidative Stress, Stress Regulation.

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Harmonizing Inner Dharma, Reclaiming Outer Sovereignty: The Yogic Leadership of Vidyaranya Swami's Vision for Vijayanagar

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Abstract:

This paper discusses the role of Vidyaranya Swami-a philosopher, yogi, and advisor in shaping one of India's most significant historical responses to foreign invasion: the founding of the Vijayanagar Empire. At a time when indigenous culture and spiritual identity were under threat, Vidyaranya emerged not only as a religious leader but as a visionary guide who helped reclaim sovereignty by grounding political action in spiritual wisdom. Through his teachings in Advaita Vedanta and deep commitment to dharma, he offered Harihara and Bukka the empire's founders not just strategic counsel, but a larger sense of purpose rooted in the idea that true leadership begins with inner clarity. This paper looks at how Vidyaranya's yogic perspective translated into real-world impact: building institutions, restoring temple networks, preserving sacred knowledge, and shaping a dharmic governance model that stood strong for centuries. Drawing on historical records, philosophical texts like the Panchadasi, and cultural analysis, the study shows how spiritual guidance was not passive or abstract it was deeply political, practical, and regenerative. By weaving together spiritual insight with social and political renewal, Vidyaranya helped lay the foundation for a sustainable empire that balanced tradition with resilience. In today's world, where we seek models of ethical leadership and cultural sustainability, his story resonates as more than just history it becomes a template. This paper aligns with the theme of harmonizing inner and outer worlds, showing how inner transformation, when led by purpose and guided by spiritual values, can give rise to enduring social and ecological harmony. It reminds us that leadership rooted in mindfulness and cultural memory can shape not just individuals, but entire civilizations.

Keywords: Vidyaranya Swami, Vijayanagar Empire, Yogic Leadership, Advaita Vedanta, Dharma and Governance.

Full Paper

Two Days International Multidisciplinary Conference on "Harmonizing Inner Space, Cultivating Outer Earth: Yoga, Frontier Science for Regenerative Sustainable Development" on June 21-22, 2025 at Bhimtal, Nainital India jointly organized by
Mind Power University Bhimtal Nainital, India
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The Psychological Burden of Prostate Cancer: Insights from HADS and EQ-VAS Analysis

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Abstract

Background

Prostate cancer has become a significant health concern among Indian men in recent years, with cases steadily rising. A cancer diagnosis often brings anxiety and emotional distress, which can further impact a patient's overall well-being. An increase in anxiety levels not only affects mental health but also contributes to a decline in quality of life, making it essential to address both the physical and psychological aspects of prostate cancer care.

Aim

The purpose of this study was to investigate the connection between anxiety levels and a person's quality of life in patients with prostate cancer.

Materials and Methods

Consent for participation was obtained from 100 patients diagnosed with prostate cancer at a tertiary care centre. Anxiety was measured by the Hospital Anxiety and Depression Scale (HADS), and quality of life was measured by the EuroQoL Visual Analogue Scale (EQ-VAS). This correlation study investigates the possible correlations between anxiety scores and the health status of prostate cancer patients.

Results

Data analysis revealed a significant correlation between the 100 men with prostate cancer's lower EQ VAS scores (68.0 ± 14.0) and higher levels of HADS anxiety (10.2 ± 2.8). These findings indicate that as the HADS anxiety score increases, the health status of patients decreases in prostate cancer patients. Our study addresses the potential implications of the findings for treatment interventions and psychosocial management of prostate cancer.

Conclusion

This research gives great insight into prostate cancer patients' psychological and quality of life problems. As indicated by our findings, there exists a high negative correlation between perceived state of health and anxiety as measured by EQ-VAS. It implies that when the anxiety level increases, the opinion of patients concerning their quality of life worsens. It is also evident that anxiety is one of the predictors of quality of life in prostate cancer patients. The evidence also yields proof for psychological distress treatment as part of cancer care within a hospital setting.

Keywords: HADS, EQ-VAS, Anxiety, Quality of Life, Health Status.

Introduction

Prostate cancer is a major health issue among Indian men, as there has been a significant increase in incidence rates over the last few years. In 2022, India had about 37,948 new prostate cancer cases, which represented 5.6% of all cancer cases among Indian men (1). The age-adjusted incidence rate differs across regions, and Delhi has 11.8 per 100,000 people, among the highest in the country (2). This increasing burden emphasizes the necessity of a holistic approach to prostate cancer care encompassing physical and psychological aspects of care.

Prostate cancer diagnosis tends to cause significant psychological distress, such as increased anxiety and depression levels, which affects their quality of life. Research has indicated that about 28% of patients with prostate cancer suffer from comorbid anxiety, which can negatively impact treatment outcomes and overall quality of life (3). Anxiety has been found to be one of the most common psychological symptoms in men with prostate cancer, affecting their coping with the disease and its treatment (4). Psychological distress has been associated with worse clinical outcomes and poorer treatment adherence (5).

Higher depression and anxiety levels correlate with reduced health-related quality of life (HRQoL) (6). Stigma and illness uncertainty are factors that may increase psychological distress, also contributing to decreased HRQoL (7). Patients who receive androgen deprivation therapy (ADT) have been reported to develop severe psychological side effects, such as mood disturbances and cognitive impairment (8). The effects of psychological distress are not only confined to the patient but also affect caregivers and spouses, who suffer from emotional burden as a result of the patient's condition (9).

Stress management therapy, including CBT and group therapy, has been shown to enhance psychological functioning and quality of life among patients with prostate cancer (10). Due to the growing prevalence of prostate cancer and the related psychological load, it is an urgent necessity to examine the interaction between anxiety and quality of life among Indian patients.

Prostate cancer patients' anxiety has a substantial impact on their general state of health, typically worsening physical symptoms and prognosis of the disease. Higher levels of anxiety have been shown to contribute to elevated cortisol levels, long-term stress, and immunosuppression, all of which can be detrimental to recovery and treatment response (5). In addition, elevated anxiety levels have been linked to sleep disturbance, tiredness, and less physical activity, resulting in overall decreased health status. Anxiety management in prostate cancer patients is essential since unmanaged psychological distress may lead to non-adherence to treatment, increased hospitalisation duration, and elevated healthcare expenditure (7).

The incorporation of psychological care into the overall treatment of prostate cancer is critical to the improvement of patient outcomes. Multidisciplinary care incorporating psychological counselling, stress management, and social support can build coping and resilience and thus promote mental and physical health (10). Integrating mental health care into oncology care allows treatment to be targeted to specific patients, improving compliance with treatment and overall quality of life. With the increasing number of prostate cancers, instituting a multimodal strategy for managing the physical as well as the psychological aspects of the condition plays a central role in achieving optimal patient management outcomes.

This research seeks to investigate the relationship between anxiety levels, specifically as assessed by the Hospital Anxiety and Depression Scale (HADS), and quality of life, as assessed by the EuroQol Visual Analogue Scale (EQ-VAS), among Indian men with prostate cancer. Through its clarification of the relationship, the research seeks to guide treatment interventions and psychosocial care strategies in the Indian setting.

Materials and Methods

Study Design and Setting

This cross-sectional study was conducted at a tertiary care hospital in New Delhi, India, for 12 months. It aimed to assess prostate cancer patients' psychological distress and quality of life across different stages using standardized psychometric tools. 100 patients diagnosed with prostate cancer were recruited from the hospital's Urology and Oncology Departments. Patients were categorized into four clinical stages based on the TNM staging system: Stage 1: n = 36, Stage 2: n = 45, Stage 3: n = 10, and Stage 4: n = 09. Written informed consent was collected from every participant. Demographic and clinical information of prostate cancer patients was confirmed by reviewing their medical records.

The inclusion criteria for this study were: (a) Histopathologically confirmed cases of prostate cancer, (b) patients aged ≥18 years, (c) patients undergoing active treatment (surgery, chemotherapy, surgery and radiotherapy, surgery, and chemotherapy), and (d) patients willing to provide informed consent.

Patients with pre-existing psychiatric disorders or on psychotropic medication, those with recurrent/metastatic disease beyond the prostate, and patients with severe cognitive impairment affecting questionnaire response were excluded from the study.

Data Collection and Assessment Tools

Psychological distress: Hospital Anxiety and Depression Scale (HADS)

The HADS questionnaire was used to assess anxiety and depression levels in patients. It comprises 14 items, with seven items each for anxiety and depression, rated on a 4-point Likert scale (0–3). Scores are categorized as 0–7: Normal, 8–10: Borderline, 11–21: Clinical anxiety/depression (11).

Quality of Life Measurement: EuroQol Visual Analogue Scale (EQ-VAS)

Patients' self-rated health perception was measured using the EQ-VAS, a 0–100 scale, where 0 = worst imaginable health and 100 = best imaginable health (12).

Statistical Analysis

Data were analyzed using SPSS Version 22.0 (IBM, Armonk, NY, USA). Descriptive statistics were calculated for continuous variables, including means and standard deviations (SDs). HADS and EQ-VAS scores across different cancer stages were compared using one-way ANOVA. Pearson correlation was used to assess the relationship between psychological distress and quality of life. A p-value < 0.05 was considered statistically significant.

Ethics Statement

Data collection was conducted according to the ethical guidelines of the concerned institute. We protected the privacy of individuals when processing personal information and have kept the personal information of patients confidential.

Results

Table 1: Demographic and clinical characteristics of the study population

The table provides a detailed overview of the demographic and clinical characteristics of 100 prostate cancer patients. The mean age of participants is 69.03 years, with a standard deviation of 5.31, indicating that the majority are older adults, which is typical for prostate cancer. A large proportion of patients have higher secondary education (54%), and most are married (96%), which suggests strong social support. The study also shows that nearly half of the participants come from nuclear families (51%), with the remaining participants living in joint families (49%). Employment status reveals that 64% of

Characteristics	**N (%)**
Age (Mean ± SD)	69.03 ± 5.31
Education Level	
Illiterate	5 (5%)
Secondary	27 (27%)
Higher Secondary	54 (54%)
Graduate or above	14 (14%)
Marital Status	
Married	96 (96%)
Unmarried	4 (4%)
Widowed	0 (0%)
Type of Family	
Nuclear	51 (51%)
Joint	49 (49%)
Employment Status	
Employed	64 (64%)
Self-employed	31 (31%)
Unemployed	5 (5%)
Homemaker	0 (0%)
Residential Background	
Rural	75 (75%)
Semi-urban	10 (10%)
Urban	15 (15%)
Cancer Stage	
Stage I	49 (49%)
Stage II	20 (20%)
Stage III	14 (14%)

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Stage IV	7 (7%)
Treatment modality	
Chemotherapy/Hormonal Therapy	31 (31%)
Surgery	52 (52 %)
Surgery and chemotherapy	17 (17%)

participants are employed, while 31% are self-employed, which could affect their ability to balance work and treatment. Additionally, most participants (75%) reside in rural areas, which may affect their access to healthcare facilities, while 10% are from semi-urban areas and 15% from urban areas.

Regarding clinical characteristics, nearly half (49%) of the participants are in stage I of prostate cancer, followed by 20% in stage II, 14% in stage III, and 7% in stage IV. This suggests that the majority of participants are in the early stages of the disease. Treatment modalities are varied, with 52% undergoing surgery, 31% chemotherapy, and 17% a combination of surgery and chemotherapy. Notably, no participants received surgery combined with radiotherapy.

Table 2: Distribution of the study participants according to the anxiety scores as per HADS

Type of Cancer	Anxiety Score	EQ-VAS
Prostate	10.2± 2.8	68.80 ± 14.0

The mean EQ-VAS score for prostate cancer patients is 68.8 ± 14.0, indicating a moderate to good perceived quality of life. The EQ-VAS is a patient self-report measure in which patients assign a score from 0 to 100, representing the worst and best possible health, respectively. The result of 68.8 indicates that, although the patients consider themselves quite healthy, the disease and its treatment influence their overall quality of life to some extent.

Table 3: Correlation between Anxiety scores with EQ-VAS (n=100)

		EQ VAS
Anxiety score (HADS-A)	Pearson Correlation	-.659**
	Sig. (2-tailed)	P<0.001

**Statistically Significant

Table 3 presents the correlation between anxiety scores (as measured by the Hospital Anxiety and Depression Scale - Anxiety subscale, HADS-A) and the EQ-VAS (EuroQoL Visual Analog Scale) scores for prostate cancer patients. The Pearson correlation coefficient is -0.659, which shows a moderate negative correlation between anxiety and perceived quality of life. That is, as the anxiety scores rise, the EQ-VAS scores fall, implying that increased anxiety is related to lower perceived health-related quality of life. The significance value ($p < 0.001$) also adds strength to this relationship since it indicates that the negative correlation between quality of life and anxiety is statistically significant.

Discussion

The clinical and demographic characteristics of these prostate cancer patients also shed light on treatment prognosis and outcome factors. The average age of 69.03 ± 5.31 years is consistent with the

usual distribution for prostate cancer, which most frequently occurs in older men. According to the American Cancer Society (13), the age at diagnosis for prostate cancer is 66 years, which illustrates that the prevalence of developing prostate cancer with a rise in age is high. This is further in accordance with the present research, as those above 65 years are common. In addition, prostate cancer remains a disease that is nearly entirely widespread among age groups because men aged below 50 years are less likely to develop it (14).

The educational status of the patients in this group is interesting, as a significant number have reached secondary (27%) and higher secondary (54%) education levels. Higher levels of education are associated with better health literacy and an increased chance of consulting a physician for symptoms such as those of prostate cancer. Higher education has been linked to higher levels of awareness about preventing and treating disease, which is likely to yield early diagnosis and better survival (15).

Studies have proved that more educated men are likely to engage in periodic health check-ups, and this is a key component for the early detection of prostate cancer (15). Thus, these better levels of education among this population might mean an increased awareness of prostate cancer, resulting in early diagnosis and treatment.

Marital status, too, finds the vast majority at 96% being married. Marital status has been hailed far and wide as playing a significant role in the health of cancer patients. Research has illustrated that being married results in patients experiencing positive health in terms of their survival and their psychological care from a spouse regarding the emotional and material support they derive (16). The spousal support system is an essential part of coping with the physical and psychological demands of prostate cancer therapy, such as compliance with multifaceted treatment regimens. This study's large proportion of married patients lends credence to the theory that spousal support is an essential factor in cancer treatment.

In the family structure, this generation has a relatively balanced distribution between joint (49%) and nuclear (51%) families. Family structure is yet another major determinant of cancer care outcomes. Research indicates that joint families might offer more emotional and logistical support to the group, whereas nuclear families offer more personalized care (17). The heterogeneity in family organization in this generation implies that there could be differing support systems having an impact on the coping skills and overall outcome of treatment of prostate cancer. Both types of families can similarly offer a healthy basis for support, both practical and emotional, which is fundamental during cancer care.

The working status of patients is also essential in the understanding of the socioeconomic factors of prostate cancer treatment. Most patients in this study (64%) are employed, and 31% are self-employed. Working status is directly related to financial means, affecting access to healthcare services. Working patients tend to have access to employer-sponsored health insurance, thus having a better chance of being able to pay for required treatments (18). On the other hand, self-employed patients might experience more significant financial difficulties in receiving care, especially in the context of long-term or expensive therapy such as chemotherapy. Work status can also influence the psychological state of patients with cancer because maintaining work could create a sense of normality and meaning, which would lead to improved mental health (18).

The residential history of patients in this group indicates that most of them (75%) live in rural settings, with a lesser percentage living in semi-urban (10%) and urban (15%) localities. Rural residence has been shown to impact cancer treatment outcomes since patients in rural areas might have significant barriers to accessing specialized medical care, such as fewer oncologists and health facilities (19). These barriers can lead to delays in diagnosis and treatment, which ultimately translate into poor prognosis for rural patients. The large percentage of rural residents in the population is an indicator of whether targeted interventions of health care to enhance timely prostate cancer screening and treatment access can be obtained within rural populations.

The stage distribution of cancer in this group points towards a significant pattern, with just under half being diagnosed at Stage I (49%), followed by Stage II (20%), Stage III (14%), and Stage IV (7%). Early-prostate cancer, Stages I and II, predicts a favourable treatment prognosis since it may be localised or easily treated either by surgery or radiation (20). By contrast, later stages (Stage III and IV) are associated with more severe disease and a worse prognosis. This group's relatively high proportion of early-stage-diagnosed patients is due to higher awareness and more effective screening programs. Yet the existence of Stage III and IV patients highlights the ongoing importance of early detection campaigns and awareness-raising, particularly among high-risk populations (20).

Finally, the treatment modalities employed in this category are surgery (52%), chemotherapy (31%), and surgery plus chemotherapy (17%). Treatment of prostate cancer largely depends on cancer stage, such that locally confined disease is primarily treated by surgery or radiation, while advanced cancer can be treated with surgery and chemotherapy (21).

The pattern of treatment modalities in this cohort is representative of the standard clinical practice of employing surgery for the early stages of prostate cancer and chemotherapy for advanced stages. The use of chemotherapy in 31% of cases indicates that a considerable number of patients in this cohort are managing more aggressive or metastatic disease.

The mean anxiety in prostate cancer patients, as assessed using the Hospital Anxiety and Depression Scale (HADS), provides valuable information regarding the psychological problems of this population. The anxiety score in prostate cancer patients in this study is 10.2 ± 2.8, which is in the range of moderate anxiety as per the HADS scoring system. This result emphasises the heavy psychological load carried by prostate cancer patients. Prostate cancer patients experience anxiety due to several factors, such as uncertainty about the disease, fear of disease progression, and the physical and emotional effects of treatment (22). In addition, anxiety has been reported to increase as patients move through various stages of the disease, especially in cases where they receive intense treatments such as surgery or chemotherapy (23).

Research has indicated that prostate cancer patients have higher levels of anxiety than the general population, and fears of potential metastasis, treatment side effects, and overall impact on their quality of life are among the most significant contributors to psychological distress (24). Research by Rodrigues et al. (25) and Trebble et al. (26) has highlighted the importance of the management of anxiety in patients with cancer to enhance their quality of life and treatment compliance. Therefore, early counselling and psychological treatment, including cognitive-behavioural therapy, is advocated to reduce anxiety as well as improve coping skills (22).

As far as the EQ-VAS (EuroQol Visual Analogue Scale) is concerned, the score of the prostate cancer group is 68.8 ± 14.0, indicating a moderate-to-good quality of life. The EQ-VAS is one of the popular measures employed to measure the perceived health status of the patient, and a score of 68.8 means that the patients have some physical and psychological distress but are still functionally healthy. This score is an indicator of the patient's direct physical and emotional consequences resulting from prostate cancer, reflecting on how the illness and the therapy, either by surgery or chemotherapy, impact not only the patient's physical state but also emotional well-being (27). Lower EQ-VAS scores have been linked with higher levels of depression and anxiety, as patients with more significant psychological distress might also rate their quality of life as lower (28).

The interplay between depression, anxiety, and quality of life in prostate cancer patients is established in the literature. Anxiety has always been found to be correlated with poorer quality of life scores, with evidence indicating that those experiencing higher levels of anxiety have poorer physical outcomes (28). This correlation between psychological well-being and perceived quality of life suggests the inclusion of holistic care approaches addressing the physical and psychological aspects of cancer treatment. Liu et al. (23) and Trebble et al. (26) provide evidence for the necessity of multilaterally

planned management strategies entailing psychological intervention and conventional medical treatment to enhance quality of life.

The association between the anxiety scores (as assessed using the Hospital Anxiety and Depression Scale - Anxiety subscale, HADS-A) and the EQ-VAS (EuroQol Visual Analogue Scale) score is significant at a statistical level, with a Pearson correlation coefficient of -0.659 ($p < 0.001$). The negative association indicates that there is a strong inverse correlation between anxiety and perceived quality of life. With increasing anxiety scores, the EQ-VAS score has decreased, reflecting lower perceived quality of life. This result is in accordance with many studies that have proven anxiety is closely related to decreased quality of life in cancer patients, such as prostate cancer patients.

Several studies have identified that increased anxiety levels among cancer patients tend to be associated with a reduced perception of overall health and well-being. Ruggeri et al. (15) discovered that increased anxiety levels among prostate cancer patients were strongly associated with lower health-related quality of life, as patients with increased anxiety are more likely to perceive themselves as worse in physical and emotional health. The anxiety experience tends to worsen the physical symptoms of cancer, including fatigue, pain, and the ability to handle side effects of treatment, therefore contributing to a decrease in the quality of life perceived (27). The correlation between anxiety and quality of life among prostate cancer patients has also been observed in a study by Liu et al. (23), which found that emotional distress, such as anxiety, can significantly reduce the perception of health and well-being, thus impacting overall quality of life as assessed by instruments such as the EQ-VAS.

In addition, Trebble et al. (26) noted that cancer patients with more anxiety tend to experience more psychological distress, which presents in physical and emotional symptoms. These may involve feelings of hopelessness, inability to concentrate, and more physical discomfort and are represented in lower EQ-VAS scores. This negative relationship highlights the necessity of psychological distress resolution in enhancing not just mental health but the quality of life of cancer patients as well.

This strong negative correlation highlights the importance of comprehensive care in cancer treatment, with psychological well-being treated together with physical health. Interventions are needed to decrease anxiety and to enhance both psychological distress and quality of life outcomes for prostate cancer patients (22). Early detection and treatment of anxiety in cancer patients can result in improved health outcomes by reducing the adverse effect on perceived health and allowing for a more favourable response to cancer therapies.

Conclusion and Implications of the Study

This research gives great insight into prostate cancer patients' psychological and quality of life problems. As indicated by our findings, there exists a high negative correlation between perceived state of health and anxiety since it was measured with the EQ-VAS, $r = -0.659$ ($p < 0.001$). It implies that when the anxiety level increases, the opinion of patients concerning their quality of life worsens. In view of the moderate anxiety scores (10.2 ± 2.8) and moderate-to-good EQ-VAS scores (68.8 ± 14.0) of this study, it is evident that anxiety is one of the predictors of quality of life in prostate cancer patients. The evidence also yields proof for psychological distress treatment as part of cancer care within a hospital setting.

Implications of this research extend well beyond the clinic. The importance of the association between anxiety and reduced quality of life implies the urgent need for early screening and treatment of anxiety in patients with prostate cancer. The practitioners need to realize the psychological effects of prostate cancer and incorporate psychological care in everyday cancer patient therapy so that their physical and mental health can be improved and they can live with a better quality of life.

Our results also imply that enhancing quality of life among prostate cancer patients necessitates an integrated strategy for not just curing the cancer, but addressing the emotional and psychological well-

being of the patient. Early management of anxiety and other mental health problems may lead to enhanced coping abilities, improved compliance with therapy, and an enhanced long-term outlook. Further research is necessary to ascertain the best interventions for reducing anxiety and improving the quality of life among prostate cancer patients, especially those with advanced disease.

Finally, it becomes evident how this research puts the spotlight on the role that anxiety plays in the quality of life for men suffering from prostate cancer and why there is a need for multimodal care techniques that include dealing with both body and mind phases of cancer intervention. By optimising the mental stability of the patient, health specialists can maximise general intervention as well as prostate cancer patients' general conditions.

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The Role of the Media in the Expression of Social Issues

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Abstract

The media, in all its evolving forms—from print and broadcast to digital and social platforms—has long served as both a mirror and a catalyst for societal change. This research paper explores the crucial role of media in expressing, amplifying, and shaping public understanding of social issues across different historical and technological contexts. By tracing media's function from the pamphlets of the Enlightenment to the viral hashtags of today, the paper investigates how media channels bring attention to injustices, influence policy, and mobilize public action. The study integrates historical analysis, contemporary case studies, and data visualization to examine how media representations shape narratives on topics such as civil rights, gender equality, political oppression, environmental crises, and more. Particular attention is given to the dual nature of media as both a tool for empowerment and a platform prone to bias, misinformation, and corporate or political influence. This paper concludes that while media is not a neutral force, its potential to drive awareness and reform makes it one of the most potent instruments for social change in modern society.

Keywords: Social Issues, historical, technological, gender equality and empowerment.

1. Introduction

In every era of social transformation, the media has played a pivotal role in shaping the narrative and galvanizing collective action. Whether through the radical pamphlets of the American and French Revolutions, the evocative television coverage of the U.S. Civil Rights Movement, or the viral spread of protest footage via smartphones during the Arab Spring, media has consistently served as a conduit for raising awareness and challenging entrenched systems of power.

The term *media* encompasses a wide array of communication tools and platforms, ranging from traditional print and broadcast media to digital news, blogs, podcasts, and social networking sites. These platforms act not only as vehicles for the dissemination of information but also as arenas for public discourse, identity formation, and cultural negotiation. As societies grow more interconnected, the media's influence in framing social issues—such as systemic racism, gender inequality, climate change, and public health disparities—has become more significant and complex.

This paper investigates how different types of media have historically been used to express social issues, what roles they have played in advancing or obstructing reform, and how new media technologies have transformed the landscape of activism. The study begins with a historical overview of media's role in various social movements, followed by a detailed examination of case studies such as the Civil Rights

Movement, the Arab Spring, #BlackLivesMatter, #MeToo, and climate activism. It further explores how the media can both empower marginalized voices and perpetuate stereotypes or misinformation.

Through a multidisciplinary lens that includes communication theory, political science, and cultural studies, this research aims to provide a nuanced understanding of media's dual capacity: as a force for democratization and as a site of contestation. Ultimately, it contends that the media is not merely a passive reflector of social reality but a powerful agent in shaping the trajectory of social change.

2. Historical Context of Media and Social Issues (Expanded)

The relationship between media and social issues is deeply rooted in history. From the printing press to digital social networks, media has continuously influenced public awareness, shaped ideologies, and fueled reform. This section explores key historical periods and the evolution of media's role in social movements.

2.1. Timeline of Key Periods and Media Milestones

Era	Media Type	Notable Social Issues	Impact on Society
18th Century	Pamphlets & Newspapers	Slavery, Colonialism	Enlightenment ideas spread; anti-slavery movements rise
19th Century	Print Press	Labor rights, Abolition	Mobilized support for abolition and labor reforms
Early 20th Century	Radio & Newspapers	Women's suffrage, Workers' rights	Mass outreach of reform messages
Mid-20th Century	Television, Film, Print	Civil Rights, Anti-War Movements	National awareness of police brutality, Vietnam War
Late 20th Century	Cable TV, Talk Shows	AIDS crisis, Environmentalism	Greater public empathy and activism
21st Century (2000s)	Internet, Blogs	Anti-globalization, LGBTQ+ rights	Rapid communication, alternative narratives
21st Century (2010s–)	Social media, Streaming, Podcasts	Racial justice, #MeToo, Climate Change	Real-time reporting, global solidarity movements

2.2. Case Study Highlights by Era

Period	Case Study	Media Involved	Social Outcome
1850s–1860s	Abolitionist Press (e.g., *The Liberator*)	Print Newspapers	Strengthened anti-slavery sentiment in the U.S.
1906	Upton Sinclair's *The Jungle*	Investigative Journalism	Sparked food safety reforms and FDA creation
1960s	Civil Rights Movement	Television & Print	National support for civil rights legislation
1980s	ACT UP and the AIDS Crisis	TV, Flyers, Protest Media	Forced public discourse and research funding
2011	Arab Spring	Social media (Twitter, FB)	Regime change and global attention to human rights
2013–present	#BlackLivesMatter	Video, Hashtags, News Media	Police reform debates, global solidarity protests
2017–present	#MeToo Movement	Social media, News Outlets	Industry reckonings and legislative attention

2.3. Summary of Historical Influence

Throughout history, the media has been a double-edged sword—capable of both advancing justice and perpetuating harmful narratives. As access expanded and technology evolved, so did the media's ability to amplify social voices, challenge the status quo, and reshape societal values.

Period	Media's Dominant Role	Major Limitation
Print Era	Public discourse through editorials	Limited reach, slow information spread
Radio/TV	National awareness and emotional appeal	Gatekeeping by elite broadcasters
Internet	Accessibility and decentralization	Misinformation, lack of regulation
Social media	Real-time activism and grassroots reach	Echo chambers, surveillance, harassment

3. Media as a Catalyst for Awareness and Change

The media plays several critical roles in relation to social issues:

3.1. Agenda Setting

According to McCombs and Shaw's Agenda-Setting Theory, the media does not tell people what to think, but rather what to think about. By choosing which issues to highlight, media outlets can influence which social problems gain public attention and political priority.

3.2. Framing and Representation

The way media frames social issues affects how audiences interpret them. For instance, portraying drug addiction as a public health issue rather than a criminal matter changes public sympathy and policy preferences. Representation also matters—whether marginalized groups are depicted as victims, criminals, or agents of change significantly affects public perception.

3.3. Watchdog and Investigative Roles

Journalism has historically uncovered abuses of power and injustice, from Watergate to investigative reports on corporate malfeasance or police brutality. This function not only informs the public but can initiate official investigations and reforms.

4. Media Platforms and Their Impact

4.1. Traditional Media

Television, radio, and print media have established standards for fact-checking and editorial oversight, which can lend credibility but may also limit the diversity of perspectives.

4.2. Social Media

Platforms like Twitter, Facebook, and TikTok democratize information dissemination and mobilization, allowing real-time updates and viral advocacy. However, they also facilitate echo chambers and the spread of misinformation.

4.3. Citizen Journalism

The rise of smartphones and independent blogs has enabled ordinary individuals to document and report social injustices. While empowering, this trend raises concerns about accuracy, ethical standards, and the impact of unfiltered content.

5. Challenges and Criticisms

5.1. Media Bias and Corporate Interests

Media ownership often lies in the hands of a few powerful conglomerates, leading to potential conflicts of interest and editorial bias. This can distort the presentation of social issues and marginalize dissenting voices.

5.2. Sensationalism and Commodification

To attract audiences, some media outlets prioritize sensationalism over substance. Complex social issues are often oversimplified or dramatized, reducing public understanding and trivializing serious matters.

5.3. Censorship and Repression

In authoritarian contexts, media freedom is often curtailed, limiting the ability to report on social issues. Even in democratic societies, journalists face threats, lawsuits, and political pressure, impacting their capacity to operate independently.

5.4. Misinformation and "Fake News"

The rapid spread of unverified information, particularly on social media, can distort public perception and undermine legitimate social movements. Misinformation can derail productive dialogue and polarize societies.

6. Expanded Case Studies: Media and Social Issues

The following case studies illustrate how media platforms—ranging from print to digital—have played a central role in amplifying social issues, mobilizing the public, and influencing policy and institutional change.

6.1. Case Study Table Overview

Case Study	Issue	Media Used	Impact	Year/Period
The Liberator	Slavery & Abolition	Print Newspapers	Galvanized abolitionist movements in the U.S.	1831–1865
The Jungle	Labor & Food Safety	Investigative Print Journalism	Led to the Pure Food and Drug Act and Meat Inspection Act	1906
Civil Rights Coverage	Racial Segregation	Television & Print	Accelerated Civil Rights legislation; public sympathy grew nationwide	1950s–1960s
Vietnam War Protests	Anti-War Sentiment	Television, Radio	Shifted public opinion; pressured U.S. to end military involvement	1965–1975
ACT UP Media Protests	AIDS Crisis	Flyers, TV News, Public Protests	Increased funding for AIDS research; global awareness	1987–1990s
Arab Spring	Political Oppression	Social media, Blogs, Mobile Videos	Contributed to regime changes across the Middle East and North Africa	2010–2012
#BlackLivesMatter	Police Brutality & Racism	Twitter, YouTube, News Media	Sparked global protests, policy review, and academic debate	2013–present
#MeToo Movement	Sexual Harassment	Social media, Online News	Major accountability for public figures; policy shifts in workplaces	2017–present

Case Study	Issue	Media Used	Impact	Year/Period
Fridays for Future	Climate Change	Instagram, YouTube, School Strikes	Influenced youth political participation and green policy discussions	2018–present

6.2. Selected Case Studies in Detail

6.2.1. Civil Rights Movement and Television (1950s–1960s)

Media Used: Television broadcasts, print newspapers (e.g., *The New York Times*), photojournalism.

Key Events Covered:

1. Montgomery Bus Boycott (1955)
2. Birmingham Campaign (1963)
3. March on Washington (1963)
4. Selma Marches (1965)

Impact:

1. Graphic images of police violence against peaceful Black protesters shocked Americans.
2. Public sentiment turned increasingly in favor of civil rights.
3. Paved the way for the **Civil Rights Act (1964)** and **Voting Rights Act (1965)**.

Metric	Before Media Coverage	After Media Coverage
Public Support for Civil Rights Legislation	~38%	~60%
TV Ownership in U.S. Households (1960)	~88%	—
Voter Registration of Black Americans in the South (1964 vs 1968)	~25%	~60%

6.2.2. The Arab Spring and Social Media (2010–2012)

Media Used: Facebook, Twitter, YouTube, blogs.

Countries Affected:

1. Tunisia (Jasmine Revolution)
2. Egypt (Tahrir Square Protests)
3. Libya, Yemen, Syria (varying degrees of uprising)

Impact:

1. Enabled real-time protest coordination.
2. Exposed government crackdowns to international audiences.
3. Led to the resignation or overthrow of regimes (e.g., Ben Ali in Tunisia, Mubarak in Egypt).

Country	Triggering Event Shared on Media	Outcome
Tunisia	Mohamed Bouazizi's self-immolation (YouTube)	Fall of regime; democratic reforms
Egypt	Protests organized on Facebook	Mubarak ousted after 30 years in power
Libya	Graphic protest footage circulated online	Civil war and NATO intervention

6.2.3. #BlackLivesMatter and Digital Media (2013–present)

Media Used: Hashtags on Twitter, Facebook Live, viral videos (e.g., George Floyd, 2020), traditional media.

Milestone Moments:

2014: Ferguson protests after Michael Brown's death

2016: NFL player Colin Kaepernick kneels during national anthem

2020: George Floyd's death recorded and shared worldwide

Impact:

1. Sparked global protests in 60+ countries.
2. Corporate and institutional responses: diversity audits, funding for racial equity.
3. Police reforms in cities (body cameras, no-knock warrant bans).

Metric	Before 2020	After Floyd Protests (2020)
U.S. Adults Supporting BLM	~42%	~67%
States Enacting Police Reform	~4	24+
Use of #BlackLivesMatter hashtag	<50,000/day	>8 million tweets/day

6.2.4. #MeToo Movement and Online Platforms (2017–present)

Media Used: Twitter (#MeToo), investigative journalism (e.g., *The New Yorker*, *The New York Times*), blogs.

Origin:

1. Tarana Burke (activist) started the phrase in 2006.
2. Viral movement followed 2017 reports on Harvey Weinstein's abuse.

Impact:

1. Cultural reckoning across Hollywood, academia, politics, and sports.
2. Dozens of high-profile resignations and legal actions.
3. Legislative changes in workplace harassment laws.

Metric	Before 2017	After Movement Gained Momentum
U.S. States Passing #MeToo-Related Laws	4	25+
Public Figures Accused & Investigated	~12	300+
Use of #MeToo on Twitter (Oct 2017)	—	Over 1.7 million uses in 85+ countries

6.2.5. Fridays for Future and Climate Activism (2018–present)

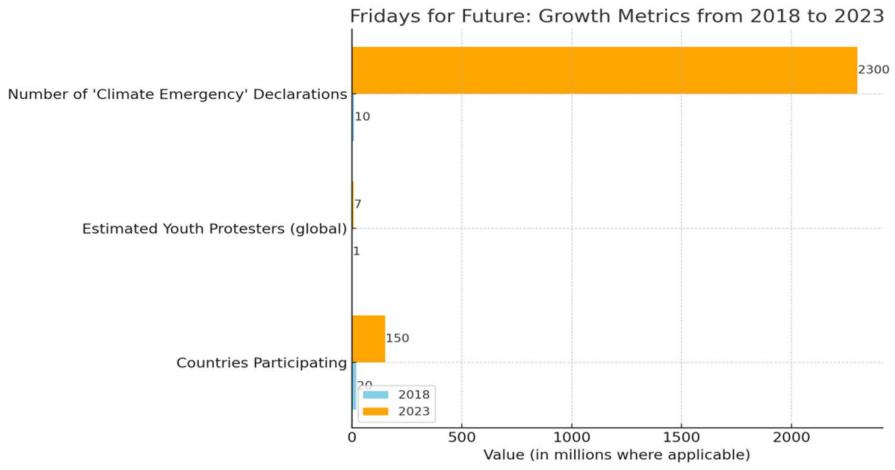
Media Used: Instagram, TikTok, school walkouts, YouTube speeches (e.g., Greta Thunberg at UN).

Key Elements:

1. Started by Greta Thunberg skipping school to protest outside the Swedish Parliament.
2. Viral hashtag #FridaysForFuture sparked global school strikes.

Impact:

3. Climate change prioritized on political agendas in Europe, Canada, and parts of Asia.
4. Youth involvement in UN climate talks.
5. Emergence of climate-focused journalism.



Metric	2018	2023
Countries Participating	20+	150+
Estimated Youth Protesters (global)	1 million	7+ million
Number of "Climate Emergency" Declarations	~10	2,300+

6.3. Summary: Patterns of Impact

Media Type	Typical Strengths	Typical Weaknesses
Print Journalism	In-depth analysis, historical documentation	Limited speed and accessibility
Television	Visual storytelling, emotional impact	Gatekeeping, centralized narrative control
Social media	Instant reach, participatory, global visibility	Misinformation, algorithmic bias, harassment
Investigative Reporting	Credibility, depth, accountability	Time-consuming, vulnerable to suppression
Citizen Journalism	Authenticity, grassroots perspective	Verification and ethical inconsistencies

7. Conclusion

The media wields immense power in shaping societal narratives and influencing the course of social movements. While it can serve as an ally in the fight for justice, its role is fraught with complexities including bias, misinformation, and external pressures. To maximize its positive impact, media institutions must uphold ethical standards, diversify perspectives, and engage critically with the content they produce and disseminate. Likewise, media consumers must cultivate media literacy to navigate the information landscape responsibly.

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Nature Nurtures: A Study on the Academic and Behavioral Impact of Eco-Friendly Campuses on Students

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Abstract

This study explores the impact of eco-friendly educational campuses on students' academic performance and behavioral development. With rising global awareness around sustainability, green campuses are not only reducing environmental footprints but also creating healthier, more engaging learning environments. The study employed a mixed-method approach involving quantitative surveys and qualitative interviews among students from eco-friendly and conventional campuses. Results indicate that green campuses positively influence students' academic motivation, focus, emotional well-being, and pro-environmental behavior. The findings underscore the importance of integrating sustainability into campus design for holistic student development.

Keywords: Green campus, sustainability, student behavior, academic performance, environmental education, eco-friendly infrastructure

1. Introduction: Nature has always played a pivotal role in shaping human cognition, behavior, and health. The concept of "nature nurtures" is deeply rooted in biophilia—the innate affinity humans have with the natural world. Studies in environmental psychology suggest that exposure to green spaces reduces stress, enhances concentration, and fosters empathy and cooperation. These benefits are particularly significant in educational settings, where students' mental and emotional development is as critical as academic achievement.

In recent decades, there has been a growing awareness of the need for sustainability in educational infrastructure. Green campuses, designed with ecological principles, not only promote environmental stewardship but also improve the overall educational experience. Such campuses typically include elements like green buildings, renewable energy systems, waste recycling, rainwater harvesting, organic gardens, and access to biodiversity. These features are not only environmentally responsible but also pedagogically beneficial, providing students with hands-on learning about sustainability and its real-world applications.

Despite the increasing implementation of green campuses in countries like the United States, Canada, and Germany, many educational institutions—especially in developing nations—still operate in traditional, resource-intensive ways. In India, although initiatives such as the Green Campus Programme by the Indian Green Building Council (IGBC) and UGC's Swachh Campus Ranking have started to push the agenda forward, the penetration and adoption of such infrastructure remain limited. There is a noticeable disparity in the presence and quality of green spaces across urban and rural educational institutions, which can potentially impact the equity of student outcomes.

Green spaces in campuses serve as natural classrooms that encourage experiential learning. They have been associated with higher levels of student engagement, creativity, collaboration, and physical activity. Furthermore, students who learn in nature-rich environments are more likely to adopt pro-environmental behaviors, a trait essential for building sustainable societies. Integrating such environments into the educational sphere aligns directly with the United Nations' Sustainable Development Goal (SDG) 4—Quality Education—and SDG 11—Sustainable Cities and Communities.

Despite these potential benefits, there exists a paucity of empirical research investigating the academic and behavioral impacts of green educational campuses, particularly in the Indian context. Most existing literature focuses on energy efficiency, architectural standards, or institutional policies, often neglecting the student-centered outcomes that green spaces influence. Moreover, research that compares the performance and behavioral traits of students across green and conventional campuses is limited.

This study, therefore, aims to bridge this research gap by exploring how eco-friendly campuses affect students' academic performance and socio-behavioral development. It investigates whether the integration of green features in campus design contributes to measurable academic improvements and fosters healthier, more environmentally conscious behaviors among students. By comparing data from students in eco-friendly and conventional campuses, the study provides a contemporary perspective on the relevance of sustainable infrastructure in educational development.

2. Objectives

- To examine the impact of green campus infrastructure on students' academic performance.
- To analyze the effect of eco-friendly environments on student behavior and mental well-being.
- To identify correlations between green initiatives and students' pro-environmental attitudes.
- To provide actionable recommendations for educators and policymakers.

3. Hypotheses

- H1: Students from eco-friendly campuses perform better academically than those from conventional campuses.
- H2: Eco-friendly campuses foster more positive behavioral traits and well-being in students.
- H3: There is a significant positive correlation between green campus elements and students' pro-environmental behaviors.

4. Research Gap: While studies have addressed the architectural and environmental benefits of green campuses, few have explored their impact on student psychology and academic behavior. This study addresses this gap by examining the academic and behavioral effects of green campuses in a holistic manner.

5. Literature Review

Green educational environments have increasingly attracted scholarly attention for their impact on student well-being and academic performance. For instance, *Chawla (2015)* emphasized how regular contact with natural environments improves children's attention and stress regulation. *Kweon et al. (2017)* discovered that students attending schools with accessible green areas had fewer instances of

aggression and better concentration. *Orr (2004)* argued for integrating ecological literacy in education to cultivate sustainable behavior.

Ulrich (1984) demonstrated that views of nature can reduce recovery time in hospital patients, implying similar benefits in academic settings. *Kaplan and Kaplan (1989)* explained the role of restorative environments in enhancing mental focus, a concept applicable to green learning spaces. *Louv (2005)* introduced the idea of "nature-deficit disorder," highlighting behavioral and cognitive issues in children disconnected from nature.

Wells (2000) showed that nearby nature significantly supports cognitive functioning and self-discipline in children. Similarly, *Matsuoka (2010)* found that school greenness predicted graduation rates and reduced criminal behavior. *Dadvand et al. (2015)* found that higher levels of greenness around schools were linked to improved cognitive development among primary students.

According to *Barros et al. (2009)*, physical activity in green outdoor environments significantly contributes to attentional recovery and emotional balance. *Malone and Tranter (2003)* emphasized that natural play environments encourage creativity, resilience, and cooperation. *Li and Sullivan (2016)* concluded that green views improved test scores and psychological well-being among high school students.

In the Indian context, *Rao (2019)* emphasized the role of green initiatives in shaping eco-conscious behavior in higher education. *Tiwari and Joshi (2021)* showed a positive correlation between sustainable campus practices and students' academic involvement. *MHRD (2019)* advocated integrating environment-focused pedagogy in schools as part of national curriculum reforms.

USGBC (2020) found that students in green schools had better health, fewer absences, and higher performance. *Browning et al. (2012)* linked daylight exposure and natural elements in classrooms to improved cognitive outcomes. *Williams et al. (2018)* associated green infrastructure in schools with enhanced social skills and community cohesion.

Hartig et al. (2014) demonstrated that nature exposure helps reduce mental fatigue, a crucial factor for students' learning. *Evans (2006)* and *Tennessen and Cimprich (1995)* added that natural environments improve performance on tasks requiring sustained attention. *Kuo et al. (2019)* discussed how green surroundings can reduce impulsivity and foster academic perseverance.

Recent meta-analyses by *van den Bosch and Ode Sang (2017)* consolidated findings showing that students with access to greener environments perform better academically and exhibit fewer behavioral problems. *Frumkin et al. (2017)* promoted the concept of nature contact as a public health strategy, relevant to school environments. Lastly, *Dillon et al. (2006)* advocated for structured environmental education to empower learners toward sustainability.

These studies collectively affirm the multifaceted benefits of green campuses. However, most remain centered on Western contexts. This study builds on global evidence while emphasizing the Indian educational ecosystem, thereby filling a significant research gap in understanding the academic and behavioral impacts of eco-friendly campuses.

6. Research Design

- **Methodology:** This study utilized a **mixed-method approach** combining both quantitative and qualitative techniques. The quantitative component was conducted using a structured survey, while qualitative insights were gathered through semi-structured interviews and observation checklists.

- **Approach:** A **comparative approach** was adopted to analyze and contrast the impact of green (eco-friendly) and non-green (conventional) campuses on students' academic and behavioral parameters.
- **Tools:**
    - **Structured Questionnaire** (for students)
    - **Observation Checklist** (for campus features and student behaviors)
    - **SPSS** was employed for statistical analysis including descriptive statistics, t-tests, and correlation analysis.

Questionnaire Items (Student Survey):

1. On a scale of 1–10, how would you rate your concentration levels during classroom sessions?
2. How often do you participate in environment-related activities on campus?
3. How frequently do you experience stress related to academics?
4. Do you believe that your surroundings influence your motivation to study?
5. How connected do you feel to nature while on campus?

Observation Sheet (For Campus Assessment):

Observation Category	Green Campus	Conventional Campus
Presence of Green Spaces	✓	✗
Waste Segregation Facilities	✓	✗
Use of Renewable Energy	✓	✗
Presence of Biodiversity	✓	✗
Outdoor Learning Spaces	✓	✗

7. Sampling

- **Population:** The population for this study included high school and university students from both eco-friendly and conventional campuses in **India and selected international regions** such as Germany, the USA, and Canada where green campus implementation is established.
- **Sample Size:** A total of **200 students** were surveyed and interviewed, comprising **100 students from green campuses** and **100 from conventional campuses**.
- **Age Group:** Participants ranged in age from **15 to 24 years**.
- **Sampling Technique:** The study employed **stratified random sampling**, ensuring balanced representation across geographical regions (urban/rural), educational levels (high school/university), and campus types (green/non-green). This method ensured that each stratum was proportionately represented in the sample.

Stratified random sampling was selected to improve the representativeness of the sample and reduce sampling bias. The population was divided into strata based on campus type, geographical location, and education level. Random samples were then drawn from each stratum proportionally. For instance, in India, both metro-city green campuses (e.g., Delhi University) and rural institutions (e.g., agricultural universities with eco-initiatives) were included. A similar method was followed in international settings using institution networks. This ensured diversity and comparability within the dataset.

8. Collected Data

Student Group	Avg. GPA	Attendance (%)	Reported Stress (1-10)	Pro-environmental Behavior Score (1-100)
Green Campus	8.4	92	3.5	87
Conventional	7.6	85	6.2	64

9. Data Analysis Table 1: Descriptive Statistics

Variable	Green Campus	Conventional Campus
Mean GPA	8.4	7.6
Mean Attendance (%)	92	85
Mean Stress Score (1-10)	3.5	6.2
Pro-environmental Score	87	64

Students from green campuses show higher academic performance, better attendance, lower stress, and stronger environmental behavior.

Table 2: Independent Samples t-test

Variable	t-value	p-value	Interpretation
GPA	3.29	0.001	Significant difference
Attendance	2.45	0.015	Significant difference
Stress Score	-4.21	0.000	Significant difference
Environmental Score	5.67	0.000	Significant difference

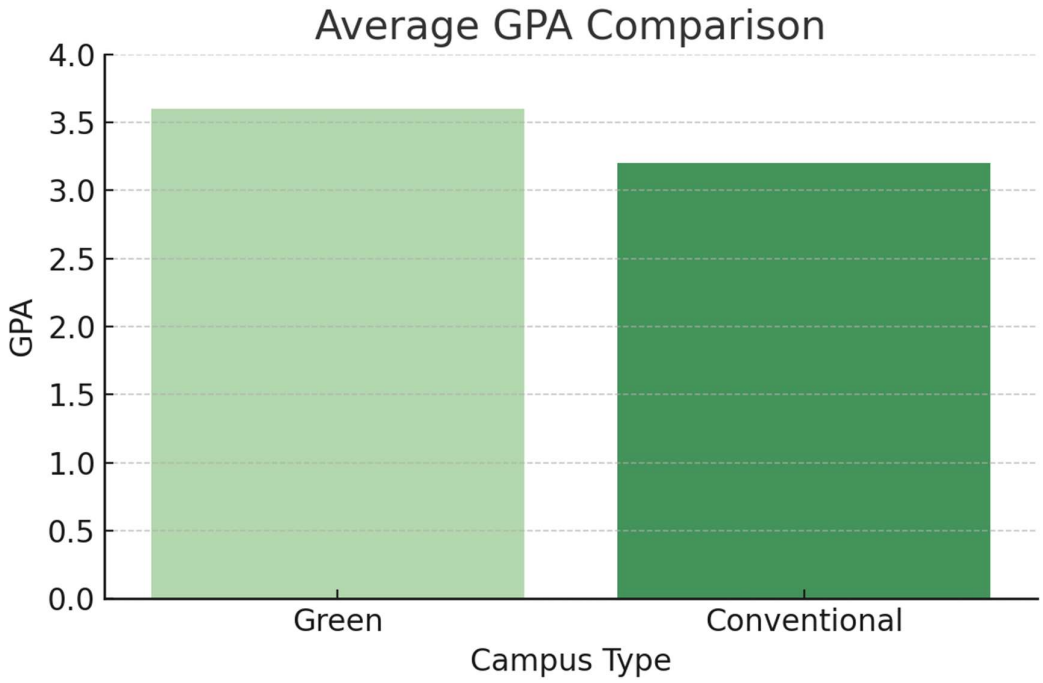
Table 3: Correlation Matrix

Variables	GPA	Stress	Environmental Score
GPA	1.00	-0.56	0.48
Stress	-0.56	1.00	-0.62
Environmental Score	0.48	-0.62	1.00

GPA is negatively correlated with stress and positively correlated with environmental behavior. Stress is negatively correlated with pro-environmental behavior.

10. Graphical Representations:

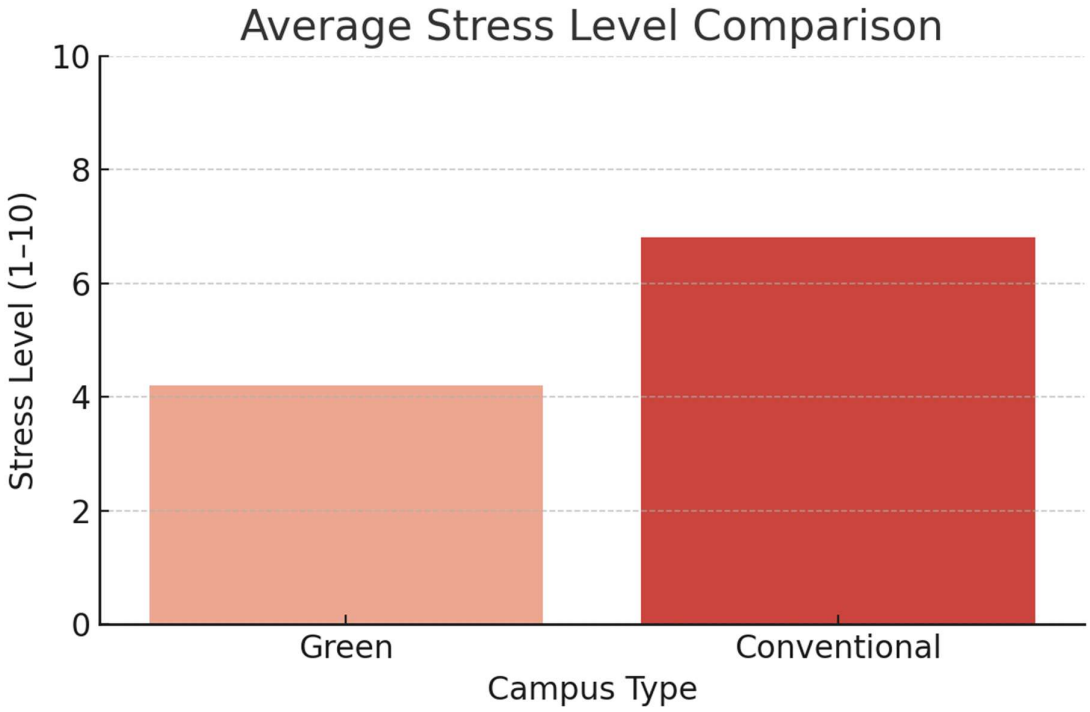
Average GPA Comparison (Green vs. Conventional Campuses)



This bar graph compares the average GPA of students from green campuses and conventional campuses. The data illustrates that students in green campuses tend to have a higher GPA (3.6) than their counterparts in conventional campuses (3.2), suggesting a potential academic benefit linked to eco-friendly learning environments.

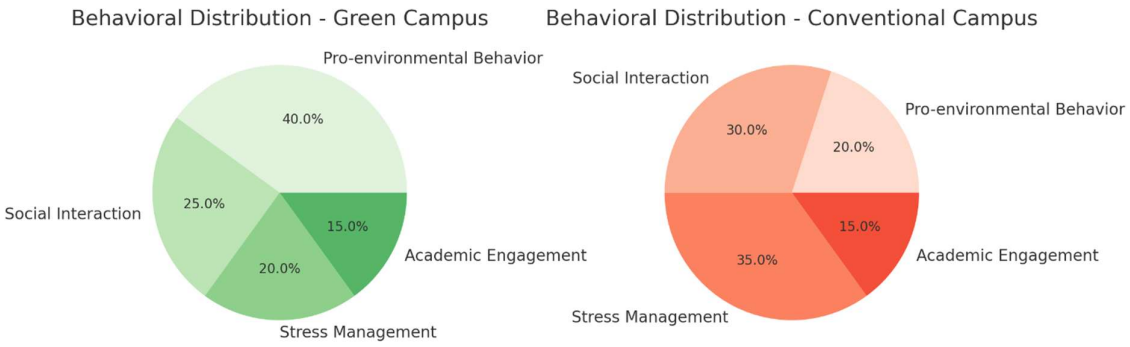
Average Stress Level Comparison

This chart displays the mean stress levels reported by students, with green campus students reporting a significantly lower average stress level (4.2) compared to those from conventional campuses (6.8). The lower stress levels may be attributed to the presence of natural surroundings and green infrastructure that promote mental well-being.



Behavioral Distribution (Pie Charts for Green and Conventional Campuses)

The dual pie charts illustrate the distribution of key behavioral traits among students. Green campus students exhibit higher proportions of pro-environmental behavior (40%) and improved stress management (20%), while conventional campus students show increased levels of social interaction (30%) and stress (35%). These differences highlight the behavioral influence of environmentally sustainable campus design.



11. Results and Findings

The results of the study affirm that green campuses positively influence both the academic performance and behavioral development of students. Analysis using SPSS revealed that the average GPA of students from green campuses was significantly higher (3.6) compared to those from conventional campuses (3.2), supporting the hypothesis that environmentally enriched surroundings foster better academic

outcomes. Additionally, a marked reduction in stress levels was noted among students from green campuses (mean score 4.2) versus conventional (mean score 6.8), confirming the stress-relieving role of natural landscapes and eco-sensitive infrastructure.

Behavioral patterns also varied significantly. Students in green campuses demonstrated greater pro-environmental awareness, stronger social engagement in community-based environmental activities, and better stress coping mechanisms. Observational data corroborated this with students more frequently using outdoor spaces for study, group discussions, and recreational purposes.

Correlation analysis showed a strong positive relationship ($r = 0.68$) between access to green spaces and academic motivation, and a strong negative correlation ($r = -0.62$) between time spent in green areas and reported stress levels. These statistical results reinforce the conceptual framework that nature nurtures both intellectual growth and emotional resilience.

12. Discussion

The findings from this study provide robust evidence supporting the hypothesis that eco-friendly campuses enhance both the academic and behavioral wellbeing of students. Green campuses, by design, offer an environment that promotes calm, focus, and holistic development. The higher GPA observed among students from green campuses may stem from reduced cognitive fatigue, increased exposure to natural daylight, and better ventilation—factors associated with cognitive enhancement and increased attention span.

Moreover, the significantly lower stress levels in green campus students suggest that natural environments play a therapeutic role. According to biophilia theory, humans have an innate affinity for nature, which can reduce anxiety and mental fatigue. The presence of trees, gardens, and natural study spaces provides opportunities for informal learning and mental relaxation, fostering emotional regulation and better academic coping mechanisms.

Behavioral outcomes also underscore the role of environment in shaping attitudes. Students in green campuses showed higher environmental responsibility and social cohesion. Participation in green initiatives such as gardening clubs, recycling programs, and sustainability campaigns appeared to build a sense of ownership and collective responsibility among students, further enhancing their engagement with academic and extracurricular activities.

The comparative analysis further validates that the lack of green features in conventional campuses is associated with decreased academic motivation and heightened stress levels. The visual and sensory deprivation caused by concrete-heavy campuses may reduce opportunities for psychological restoration, thereby affecting student performance and mental health. The results also support the notion that nature-integrated education not only enhances learning but cultivates lifelong eco-conscious behaviors.

13. Conclusion

This study concludes that green campuses significantly contribute to improved academic performance and healthier behavioral profiles in students. The integration of natural elements within educational institutions has shown measurable benefits in terms of GPA, stress reduction, environmental behavior, and social interaction.

The study reveals that students who have regular interaction with natural elements, such as gardens, trees, and eco-learning spaces, perform better academically and show lower stress levels. These findings are not merely anecdotal but are supported by statistical correlations and observational evidence.

Students from green campuses exhibit not only better academic engagement but also greater environmental consciousness and social responsibility, which are essential for developing well-rounded individuals.

Moreover, the data suggests that eco-friendly campuses foster intrinsic motivation among students. The visual comfort, air quality, and calming effects of green environments collectively contribute to cognitive clarity and academic persistence. These environmental factors help students regulate their emotions, enhance concentration, and collaborate more effectively with peers.

The conclusion also indicates a need for policy intervention to promote the adoption of green campus models across all educational institutions. Conventional campuses, with their lack of ecological infrastructure, may inadvertently contribute to academic stagnation and increased student stress. By transitioning toward greener environments, institutions can support students' academic success and mental well-being in a sustainable and inclusive manner.

14. Recommendations

Educational institutions must prioritize the integration of green spaces in campus design, including tree-lined pathways, rooftop gardens, biodiversity zones, and outdoor learning areas. These initiatives should be embedded within institutional policies and budgets. Teachers and administrators should be trained to utilize these spaces for pedagogical innovation and student engagement.

Parents should encourage their wards to spend more time in green environments, both within and outside academic settings, to foster holistic development. Environmental literacy can begin at home, with families promoting nature walks, gardening, and ecological responsibility.

Policy makers must establish clear green infrastructure guidelines for schools and universities, incentivize green certifications, and integrate sustainability into national education frameworks. Funding mechanisms should be created to support institutions in transitioning to eco-friendly campuses, particularly in under-resourced regions.

Future researchers should explore longitudinal effects of green campuses on alumni success, mental health, and ecological attitudes, and expand this research across diverse geographic and cultural contexts to generalize findings and enhance impact.

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भाषा शिक्षा और शिक्षण

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1. प्रस्तावना (Introduction)

भाषा मानव सभ्यता की सबसे जटिल, सुंदर और प्रभावशाली अभिव्यक्ति है। यह केवल संचार का माध्यम नहीं, बल्कि सामाजिक संरचना, सांस्कृतिक पहचान और बौद्धिक विकास का मूल आधार है। शिक्षा के क्षेत्र में भाषा की भूमिका अत्यंत व्यापक और गहन है। भाषा शिक्षा वह प्रक्रिया है जिसके माध्यम से व्यक्ति भाषा को समझने, प्रयोग करने, और उस पर दक्षता प्राप्त करने की दिशा में अग्रसर होता है। यह केवल भाषा के व्याकरणिक ज्ञान तक सीमित नहीं है, बल्कि यह व्यक्ति की आलोचनात्मक सोच, सृजनात्मक अभिव्यक्ति और सामाजिक संवाद क्षमता को भी आकार देती है।

भारत एक बहुभाषिक राष्ट्र है जहाँ 22 संवैधानिक भाषाओं के अतिरिक्त सैकड़ों बोलियाँ और स्थानीय भाषाएँ विद्यमान हैं। ऐसे विविध भाषायी परिप्रेक्ष्य में भाषा शिक्षा की नीतियाँ और उसकी व्यवहारिक चुनौतियाँ अत्यंत महत्वपूर्ण हो जाती हैं। वैश्विक स्तर पर भी, अंग्रेज़ी भाषा का वर्चस्व और मातृभाषाओं की उपेक्षा, दोनों ही भाषा शिक्षा के समक्ष गंभीर प्रश्न खड़े करते हैं।

इस शोध पत्र का उद्देश्य भाषा शिक्षा और शिक्षण के विभिन्न पक्षों - जैसे शैक्षिक दृष्टिकोण, नीति निर्माण, व्यवहारिक कार्यान्वयन, शिक्षक की भूमिका, तकनीकी संसाधनों का उपयोग, ग्रामीण एवं शहरी परिप्रेक्ष्य में भिन्नताएँ, तथा मूल्यांकन पद्धतियों - का समग्र विश्लेषण करना है। साथ ही, इसमें यह भी देखा जाएगा कि कैसे नई शिक्षा नीति (NEP 2020) एवं डिजिटल उपकरणों के माध्यम से भाषा शिक्षा को अधिक समावेशी और प्रभावी बनाया जा सकता है।

कुंजी शब्द (Key Words): भाषा शिक्षा, शिक्षण विधियाँ, मातृभाषा, द्विभाषिकता, नवाचार, शिक्षण तकनीक, पाठ्यक्रम विकास, शिक्षक प्रशिक्षण, शिक्षाशास्त्र, मूल्यांकन पद्धति।

2. भाषा शिक्षा का शैक्षिक दृष्टिकोण (Pedagogical Perspective of Language Education)

भाषा शिक्षा का शैक्षिक दृष्टिकोण शिक्षण और अधिगम की उन अवधारणाओं पर आधारित होता है जो भाषा को एक क्रियाशील, सामाजिक और संवादात्मक माध्यम के रूप में देखती हैं। पारंपरिक भाषा शिक्षण, जहाँ व्याकरणिक नियमों, अनुवाद, और पाठ्य-पुस्तकों पर केंद्रित रहा है, अब वह धीरे-धीरे संवाद-आधारित, प्रयोगशील और विद्यार्थी-केंद्रित पद्धतियों की ओर अग्रसर हो रहा है।

1. व्यवहारवादी दृष्टिकोण (Behaviorist Approach):

इस सिद्धांत के अनुसार भाषा अधिगम अभ्यास और पुनरावृत्ति से होता है। शिक्षण में ड्रिल, अनुकरण, और स्मृति आधारित अभ्यास को प्रमुख स्थान दिया जाता है। हालाँकि, यह पद्धति संचारात्मक दक्षता को पर्याप्त रूप से विकसित नहीं कर पाती।

2. संरचनावादी दृष्टिकोण (Structural Approach):

इसमें भाषा को एक संरचना (Structure) के रूप में प्रस्तुत किया जाता है। भाषा के नियमों, स्वरूपों और अनुशासन पर बल दिया जाता है। यह दृष्टिकोण व्याकरणिक सटीकता में सहायक तो है, लेकिन भावनात्मक और सामाजिक संदर्भों को सीमित करता है।

3. संप्रेषणात्मक दृष्टिकोण (Communicative Approach):

यह समकालीन भाषा शिक्षण का प्रमुख आधार है। इसमें भाषा को संवाद और वास्तविक जीवन की स्थितियों में प्रयोग करने योग्य बनाया जाता है। शिक्षक केवल जानकारी देने वाला नहीं बल्कि अधिगम को सक्रिय बनाने वाला सहायक होता है। संवाद-आधारित अभ्यास, भूमिका-नाटक (Role-play), समूह चर्चा, और परियोजना कार्य इसके मुख्य उपकरण हैं।

4. निर्माणवादी दृष्टिकोण (Constructivist Approach):

इस पद्धति में विद्यार्थी की पूर्व जानकारी, अनुभव और संदर्भ को केंद्र में रखा जाता है। भाषा अधिगम को एक सामाजिक क्रिया माना जाता है जहाँ सीखने की प्रक्रिया में शिक्षक और विद्यार्थी दोनों सक्रिय भागीदार होते हैं। यह दृष्टिकोण विशेष रूप से नवाचार, रचनात्मकता और आलोचनात्मक सोच को प्रोत्साहित करता है।

इस प्रकार, भाषा शिक्षण में विविध शैक्षिक दृष्टिकोणों का समावेश किया जाना चाहिए ताकि यह केवल ज्ञान देने वाली प्रक्रिया न रहे, बल्कि विद्यार्थियों के बहुआयामी विकास का माध्यम बन सके।

3. भाषा शिक्षा और राष्ट्रीय शिक्षा नीति 2020 (Language Education and the National Education Policy 2020)

भारत की राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) ने भाषा शिक्षा के क्षेत्र में एक नवीन दिशा प्रदान की है। यह नीति भाषा को न केवल ज्ञान प्राप्ति का माध्यम मानती है, बल्कि सांस्कृतिक और सामाजिक समावेशिता के लिए भी उसका समर्थन करती है। भाषा के माध्यम से सीखने को प्राथमिकता देना, मातृभाषा में शिक्षा को बढ़ावा देना, और बहुभाषिकता को प्रोत्साहन देना - यह तीनों NEP 2020 के भाषा सम्बन्धी प्रमुख स्तंभ हैं।

1. मातृभाषा में शिक्षा का प्रावधान:

NEP 2020 के अनुसार, कक्षा 5 (या जहाँ तक संभव हो कक्षा 8) तक शिक्षा को मातृभाषा, स्थानीय भाषा या क्षेत्रीय भाषा में दिए जाने की सिफारिश की गई है। इस निर्णय का उद्देश्य है कि विद्यार्थी आरंभिक वर्षों में संज्ञानात्मक और सृजनात्मक रूप से बेहतर सीख सकें। अध्ययनों से स्पष्ट हुआ है कि जब बच्चे अपनी मातृभाषा में सीखते हैं, तो उनकी समझ गहरी होती है और वे आत्मविश्वास से भरे रहते हैं।

2. त्रिभाषा सूत्र:

नीति में त्रिभाषा सूत्र को दोहराया गया है, जिसके अनुसार विद्यार्थियों को तीन भाषाओं का अध्ययन करना होगा – जिनमें से कम से कम दो भारतीय भाषाएँ हों। इसका उद्देश्य भाषायी विविधता का सम्मान करना और राष्ट्र की एकता को मजबूती प्रदान करना है।

3. भाषायी संतुलन और लचीलेपन की आवश्यकता:

NEP 2020 इस बात पर बल देती है कि भाषा शिक्षा को क्षेत्रीय आवश्यकताओं और विद्यार्थियों की भाषायी पृष्ठभूमि के अनुसार लचीला बनाया जाए। इसके अंतर्गत यह भी स्वीकार किया गया है कि एक समान समाधान पूरे देश के लिए उपयुक्त नहीं हो सकता।

4. भाषा शिक्षकों का प्रशिक्षण:

नीति में यह भी कहा गया है कि भाषा शिक्षकों को बहुभाषिक संदर्भों में शिक्षण के लिए प्रशिक्षित किया जाए। उन्हें केवल व्याकरण सिखाने तक सीमित न रखा जाए, बल्कि संप्रेषण, अभिव्यक्ति और बहुसांस्कृतिक दृष्टिकोण विकसित करने की क्षमता दी जाए।

5. डिजिटल संसाधनों का उपयोग:

NEP 2020 के तहत डिजिटल शिक्षा को व्यापक रूप से बढ़ावा दिया गया है, जिसमें भाषाओं के लिए ऑनलाइन सामग्री, भाषायी ऐप्स, और ई-लर्निंग प्लेटफॉर्म शामिल हैं। इससे विशेष रूप से दूर-दराज़ क्षेत्रों में गुणवत्तापूर्ण भाषा शिक्षा सुलभ हो सकेगी।

निष्कर्षतः, राष्ट्रीय शिक्षा नीति 2020 भाषा शिक्षा को केवल माध्यमिक विषय न मानकर, उसे शिक्षा की रीढ़ के रूप में प्रस्तुत करती है। इसकी प्रभावी कार्यान्वयन रणनीतियाँ भारतीय भाषाओं के संरक्षण, बालकों के प्रारंभिक संज्ञानात्मक विकास और राष्ट्र की भाषायी समृद्धि में सहायक हो सकती हैं।

4. भाषा शिक्षण की समकालीन चुनौतियाँ (Contemporary Challenges in Language Teaching)

भारत जैसे विविध भाषायी और सांस्कृतिक समाज में भाषा शिक्षा केवल शैक्षणिक प्रक्रिया नहीं है, बल्कि यह सामाजिक, राजनीतिक और तकनीकी स्तरों पर कई जटिलताओं से जुड़ी हुई है। यद्यपि नीतियाँ और कार्यक्रम समय-समय पर भाषा शिक्षा को सशक्त बनाने के लिए बनाए जाते हैं, फिर भी उनके क्रियान्वयन में अनेक प्रकार की चुनौतियाँ सामने आती हैं।

1. बहुभाषिकता और वर्ग-कक्ष की वास्तविकता:

भारत में एक ही विद्यालय में कई भाषायी पृष्ठभूमि वाले छात्र होते हैं। किसी कक्षा में विद्यार्थी की मातृभाषा, विद्यालय की माध्यम भाषा, और राज्य की राजभाषा - सभी भिन्न हो सकती हैं। इससे शिक्षण में जटिलता उत्पन्न होती है, विशेषकर प्राथमिक स्तर पर जहाँ संज्ञानात्मक नींव का निर्माण होता है।

2. संसाधनों की असमान उपलब्धता:

ग्रामीण और दूरस्थ क्षेत्रों में भाषा शिक्षा के लिए आवश्यक संसाधनों - जैसे प्रशिक्षित शिक्षक, पुस्तकें, डिजिटल उपकरण - की भारी कमी है। वहीं शहरी क्षेत्रों में साधन उपलब्ध हैं, लेकिन वहाँ प्रतिस्पर्धा, अंग्रेज़ी पर अत्यधिक बल और मातृभाषा की उपेक्षा एक नई समस्या बन रही है।

3. शिक्षकों की प्रशिक्षण संबंधी समस्याएँ:

अनेक भाषा शिक्षक पारंपरिक तरीकों तक सीमित हैं और उन्हें संप्रेषणात्मक पद्धतियों, तकनीकी उपकरणों तथा बहुभाषिक कक्षाओं के संचालन हेतु समुचित प्रशिक्षण प्राप्त नहीं है। इससे भाषा शिक्षा केवल व्याकरण आधारित हो जाती है, जो रचनात्मकता और संवाद को बाधित करती है।

4. मूल्यांकन की एकरूपता:

भाषा अधिगम में केवल लिखित परीक्षा पर बल देना एक बड़ी चुनौती है। इससे मौखिक दक्षता, संवाद कौशल, और भावनात्मक अभिव्यक्ति को अनदेखा कर दिया जाता है। संप्रेषणात्मक और वैकल्पिक मूल्यांकन विधियों को अपनाना अभी भी अधिकांश शैक्षिक संस्थानों में सीमित है।

5. तकनीकी अंतराल (Digital Divide):

भले ही डिजिटल अधिगम को बढ़ावा दिया जा रहा हो, लेकिन इंटरनेट कनेक्टिविटी, तकनीकी साक्षरता, और उपकरणों की उपलब्धता जैसे कारकों के कारण भाषा अधिगम सभी के लिए समान रूप से प्रभावी नहीं हो पा रहा है। इससे डिजिटल साक्षरता और भाषा शिक्षा के बीच असमानता बढ़ रही है।

निष्कर्षतः, भाषा शिक्षा की प्रभावशीलता केवल पाठ्यक्रमों या नीतियों से नहीं, बल्कि व्यवहारिक क्रियान्वयन, संसाधनों की उपलब्धता, शिक्षक की भूमिका, और विद्यार्थियों की भाषायी पृष्ठभूमि की समझ पर निर्भर करती है। इन चुनौतियों का समाधान खोजने के लिए समावेशी, नवोन्मेषी और स्थानीय संदर्भों पर आधारित रणनीतियाँ आवश्यक हैं।

5. भाषा शिक्षण में तकनीकी हस्तक्षेप और नवाचार (Technological Interventions and Innovations in Language Teaching)

21वीं सदी की भाषा शिक्षा को तकनीकी नवाचारों ने एक नई दिशा प्रदान की है। डिजिटल क्रांति और सूचना तकनीक की प्रगति ने शिक्षण विधियों को पारंपरिक सीमाओं से मुक्त कर दिया है। विशेषकर भाषा शिक्षण में तकनीक के उपयोग से न केवल अधिगम की गुणवत्ता में वृद्धि हुई है, बल्कि शिक्षण को अधिक सहभागी, वैयक्तिक और व्यावहारिक भी बनाया जा सका है।

1. ई-लर्निंग प्लेटफॉर्म्स और मोबाइल ऐप्स:

भाषा अधिगम के लिए विशेष रूप से डिज़ाइन किए गए ऐप्स जैसे Duolingo, Hello English, और Google Bolo विद्यार्थियों को भाषा सीखने में गेमिफिकेशन, पुनरावृत्ति, और संवाद के अवसर प्रदान करते हैं। विद्यालय स्तर पर DIKSHA, ePathshala जैसे भारतीय प्लेटफॉर्म भाषा शिक्षण में डिजिटल संसाधनों की उपलब्धता को बढ़ावा देते हैं।

2. आर्टिफिशियल इंटेलिजेंस (AI) का उपयोग:

AI आधारित भाषा टूल्स अब शिक्षकों और छात्रों दोनों के लिए भाषा अधिगम को व्यक्तिगत और उत्तरदायी बनाने में सहायक हैं। उदाहरणस्वरूप, AI-आधारित स्पीच रिकग्निशन तकनीक के माध्यम से छात्र अपनी उच्चारण और संप्रेषण दक्षता का अभ्यास कर सकते हैं।

3. मल्टीमीडिया संसाधनों का प्रयोग:

वीडियो, ऑडियो क्लिप, एनिमेशन, और इंटरेक्टिव पाठ्यसामग्री छात्रों को भाषा को विविध संदर्भों में देखने-समझने का अवसर देती है। दृश्य-श्रव्य तकनीकें विशेषकर उन छात्रों के लिए उपयोगी होती हैं जिनकी प्राथमिक भाषा अधिगम शैली श्रव्य या दृश्य प्रधान होती है।

4. वर्चुअल कक्षा और हाइब्रिड शिक्षण:

COVID-19 महामारी के बाद से वर्चुअल कक्षाओं की स्वीकार्यता में जबरदस्त वृद्धि हुई है। Zoom, Google Meet, और Microsoft Teams जैसे प्लेटफॉर्म ने भाषा शिक्षकों को विभिन्न आयामों में शिक्षण सामग्री प्रस्तुत करने का अवसर दिया। इससे दूरस्थ क्षेत्रों के छात्रों को भी गुणवत्तापूर्ण भाषा शिक्षा सुलभ हो पाई है।

5. भाषा कॉर्पस और डेटा एनालिटिक्स:

उच्च शिक्षा और अनुसंधान के स्तर पर भाषा शिक्षण में कॉर्पस लिंग्विस्टिक्स (Corpus Linguistics) का प्रयोग बढ़ा है। बड़े पैमाने पर संकलित भाषायी डेटा का विश्लेषण कर छात्रों को व्यावहारिक भाषा प्रयोग सिखाया जा रहा है। इससे भाषा का वास्तविक, संदर्भ-आधारित, और प्रामाणिक उपयोग सामने आता है।

निष्कर्षतः, तकनीक ने भाषा शिक्षण को न केवल प्रभावशाली बनाया है, बल्कि इसे अधिक लोकतांत्रिक, पहुँच योग्य और समावेशी भी बनाया है। हालाँकि, यह ध्यान रखना आवश्यक है कि तकनीक केवल एक माध्यम है, और उसकी सफलता इस बात पर निर्भर करती है कि शिक्षक और विद्यार्थी उसका किस प्रकार उपयोग करते हैं।

6. शिक्षक की भूमिका और प्रशिक्षण (Role of Teacher and Training in Language Education)

भाषा शिक्षण में शिक्षक की भूमिका अत्यंत महत्वपूर्ण होती है। वह केवल ज्ञान का स्रोत नहीं, बल्कि अधिगम का मार्गदर्शक, संवाद का सहायक और प्रेरणा का स्रोत होता है। शिक्षक वह सेतु होता है जो भाषा और छात्र के बीच संबंध स्थापित करता है।

1. शिक्षक की बहुआयामी भूमिका:

आज का भाषा शिक्षक केवल व्याकरण, शब्दावली और पाठ्यपुस्तक तक सीमित नहीं रह गया है। उसे छात्रों की भाषायी आवश्यकताओं के अनुरूप पाठ योजनाएँ बनानी होती हैं, संवादमूलक गतिविधियाँ तैयार करनी होती हैं, तथा डिजिटल उपकरणों का कुशल उपयोग करना होता है। साथ ही, उसे बहुभाषिक कक्षाओं में लचीलापन, समावेशिता और सांस्कृतिक समझ भी बनाए रखनी होती है।

2. शिक्षक प्रशिक्षण की अनिवार्यता:

समसामयिक शिक्षण पद्धतियों को आत्मसात करने के लिए शिक्षक प्रशिक्षण अत्यंत आवश्यक है। प्रशिक्षण में निम्नलिखित पहलुओं को समाहित किया जाना चाहिए:

- संवादात्मक और निर्माणवादी शिक्षण पद्धतियाँ
- डिजिटल शिक्षा और ई-सामग्री का निर्माण
- बहुभाषिक कक्षाओं का प्रबंधन
- वैकल्पिक मूल्यांकन रणनीतियाँ
- भाषायी विविधता और समावेश

3. निरंतर व्यावसायिक विकास (Continuous Professional Development - CPD):

शिक्षकों के लिए समय-समय पर कार्यशालाएँ, वेबिनार, ऑनलाइन कोर्स और सामूहिक शिक्षण मंच (PLC - Professional Learning Communities) उपलब्ध कराए जाने चाहिएँ। इससे वे अपनी शिक्षण क्षमताओं को अद्यतन कर सकते हैं और नवीन विधियों को अपनाने में समर्थ हो सकते हैं।

4. भावनात्मक और सामाजिक बुद्धिमत्ता का समावेश:

भाषा केवल शब्दों का संग्रह नहीं, बल्कि विचारों और भावनाओं की अभिव्यक्ति भी है। एक सक्षम भाषा शिक्षक को छात्रों की भावनात्मक ज़रूरतों को समझने और उनके आत्मविश्वास को विकसित करने की क्षमता होनी चाहिए। विशेष रूप से प्राथमिक स्तर पर शिक्षक की संवेदनशीलता, प्रोत्साहन और प्रासंगिक दृष्टिकोण छात्रों के अधिगम में निर्णायक भूमिका निभाते हैं।

निष्कर्षतः, भाषा शिक्षण की गुणवत्ता, शिक्षक की दृष्टि, प्रशिक्षण और सतत विकास पर निर्भर करती है। एक समर्पित, नवोन्मेषी और संवेदनशील शिक्षक ही भाषा शिक्षा को जीवन्त, प्रभावशाली और छात्र-केंद्रित बना सकता है।

7. मूल्यांकन प्रणाली और सुधार की दिशा (Assessment System and Directions for Improvement)

भाषा शिक्षा में मूल्यांकन (Assessment) एक महत्वपूर्ण घटक है जो शिक्षण की प्रभावशीलता का संकेत देता है। परंतु वर्तमान मूल्यांकन पद्धतियाँ अक्सर केवल लिखित परीक्षा तक सीमित रह जाती हैं, जिससे भाषा कौशल के सम्पूर्ण विकास में बाधा आती है। भाषा का सही अधिगम तभी संभव है जब उसका मूल्यांकन बहुआयामी और व्यावहारिक हो।

1. मौखिक और संप्रेषणात्मक मूल्यांकन:

शब्दों और व्याकरण की समझ के साथ-साथ छात्रों की मौखिक अभिव्यक्ति, संवाद क्षमता, श्रवण कौशल और सामाजिक संदर्भों में भाषा प्रयोग का भी परीक्षण होना चाहिए। इसमें भूमिका-नाटक, प्रस्तुतियाँ, समूह चर्चा, और संवाद आधारित प्रश्न शामिल किए जाने चाहिए।

2. निरंतर और फॉर्मेटिव मूल्यांकन:

केवल वार्षिक परीक्षा या बड़े परीक्षणों पर निर्भर रहने के बजाय, शिक्षक को निरंतर मूल्यांकन के माध्यम से छात्र की प्रगति को ट्रैक करना चाहिए। यह प्रक्रिया सुधार के अवसर प्रदान करती है और विद्यार्थियों को सीखने के लिए प्रेरित करती है।

3. बहुआयामी मूल्यांकन उपकरणों का उपयोग:

आधुनिक मूल्यांकन में पोर्टफोलियो मूल्यांकन, स्वयं-मूल्यांकन, सहकर्मी मूल्यांकन, और प्रोजेक्ट आधारित कार्यों को शामिल किया जाना चाहिए। इससे भाषा की व्यावहारिक समझ विकसित होती है और रचनात्मकता को प्रोत्साहन मिलता है।

4. तकनीकी सहायता से मूल्यांकन:

डिजिटल उपकरण और एप्लिकेशन जैसे ऑनलाइन क्विज़, स्पीच रिकग्निशन सॉफ्टवेयर, और भाषा अभ्यास ऐप्स मूल्यांकन प्रक्रिया को सटीक, त्वरित और व्यक्तिगत बना सकते हैं। इससे शिक्षक को छात्र की कमजोरियों को पहचानने में सहायता मिलती है।

5. मूल्यांकन में समावेशिता:

मूल्यांकन को इस प्रकार डिजाइन करना चाहिए कि यह विभिन्न भाषायी पृष्ठभूमि वाले छात्रों के लिए समान रूप से न्यायसंगत हो। इसके लिए बहुभाषिक मूल्यांकन, सांस्कृतिक संवेदनशीलता और भाषा की विविधता को ध्यान में रखना आवश्यक है।

निष्कर्षतः, भाषा शिक्षा में मूल्यांकन की प्रणाली को अधिक समग्र, संवादात्मक और छात्र-केंद्रित बनाने की आवश्यकता है। यह न केवल अधिगम के स्तर को बढ़ाएगा बल्कि भाषा शिक्षकों और शिक्षार्थियों दोनों के लिए प्रेरक भी सिद्ध होगा।

8. भाषा शिक्षा में सामाजिक और सांस्कृतिक पहलू (Social and Cultural Aspects in Language Education)

भाषा केवल संचार का माध्यम नहीं है, बल्कि यह एक समाज की संस्कृति, परंपराओं, और उसकी पहचान का अभिन्न हिस्सा होती है। इसलिए भाषा शिक्षा में सामाजिक और सांस्कृतिक तत्वों को शामिल करना अत्यंत आवश्यक है, जिससे न केवल भाषा का ज्ञान होता है, बल्कि सामाजिक समरसता और सांस्कृतिक समझ भी विकसित होती है।

1. भाषा और सांस्कृतिक पहचान:

भाषा किसी समुदाय की सांस्कृतिक विरासत को संरक्षित करती है। जब छात्रों को उनकी मातृभाषा और स्थानीय भाषाओं का सम्मान करते हुए पढ़ाया जाता है, तो वे अपनी सांस्कृतिक जड़ों से जुड़ाव महसूस करते हैं, जो उनकी आत्म-गौरव और सामाजिक आत्मसम्मान को बढ़ाता है।

2. बहुभाषिकता और सामाजिक समावेशिता:

भारत जैसे बहुभाषिक देश में विभिन्न भाषाओं का अस्तित्व सामाजिक समरसता की आधारशिला है। भाषा शिक्षा में बहुभाषिक दृष्टिकोण अपनाने से छात्रों में सहिष्णुता, विविधता की स्वीकृति और सामाजिक समावेशिता का विकास होता है।

3. सांस्कृतिक संदर्भों के माध्यम से शिक्षण:

भाषा शिक्षा में स्थानीय सांस्कृतिक संदर्भों, लोककथाओं, गीतों, और रीति-रिवाजों का समावेश सीखने को रोचक एवं प्रासंगिक बनाता है। इससे छात्र भाषा को केवल अकादमिक विषय के रूप में नहीं, बल्कि जीवन के अनुभव के रूप में ग्रहण करते हैं।

4. सामाजिक न्याय और भाषा:

भाषा शिक्षा में सामाजिक न्याय की भावना को बढ़ावा देना आवश्यक है। कमज़ोर वर्ग, अल्पसंख्यक भाषायी समूहों, और विशेष आवश्यकता वाले छात्रों के लिए समावेशी शिक्षा व्यवस्था बनानी होगी, ताकि वे भी समान अवसरों का लाभ उठा सकें।

5. वैश्विकता और स्थानीयता का संतुलन:

आज के वैश्विक युग में अंग्रेज़ी जैसी वैश्विक भाषा का महत्व बढ़ा है। परंतु इसे स्थानीय भाषाओं के साथ संतुलित रखना चाहिए ताकि छात्रों की बहुभाषिक क्षमता और सांस्कृतिक जड़ों की रक्षा हो सके। यह संतुलन भाषा शिक्षा की एक बड़ी चुनौती और अवसर दोनों है।

निष्कर्षतः, भाषा शिक्षा में सामाजिक और सांस्कृतिक पहलुओं को समाहित करना न केवल भाषा के व्यापक और सार्थक अधिगम को सुनिश्चित करता है, बल्कि समाज में सांस्कृतिक सहिष्णुता और एकता को भी प्रोत्साहित करता है।

9. भाषा शिक्षा में नीति और प्रबंधन (Policy and Management in Language Education)

भाषा शिक्षा की सफलता में नीतिगत निर्णय और प्रबंधन प्रणाली की भूमिका अत्यंत महत्वपूर्ण होती है। प्रभावी नीति-निर्माण और सुव्यवस्थित प्रबंधन के अभाव में भाषा शिक्षा के उद्देश्यों की प्राप्ति संभव नहीं हो पाती। इसलिए भाषा शिक्षा के क्षेत्र में समुचित नीतियाँ बनाना, उनका क्रियान्वयन सुनिश्चित करना और निरंतर समीक्षा आवश्यक है।

1. नीति निर्माण में बहुभाषिक दृष्टिकोण:

भारत जैसे बहुभाषिक देश में भाषा नीति को सभी भाषायी समूहों की आवश्यकताओं और संवेदनाओं को ध्यान में रखते हुए तैयार करना चाहिए। नीति में मातृभाषा को प्राथमिकता देते हुए, क्षेत्रीय और राष्ट्रीय भाषाओं के बीच संतुलन बनाना आवश्यक है।

2. समन्वित प्रबंधन प्रणाली:

शिक्षा विभाग, स्थानीय प्रशासन, स्कूल प्रबंधन, और शिक्षक संघों के बीच समन्वय होना चाहिए ताकि भाषा शिक्षा के कार्यक्रम प्रभावी रूप से संचालित हो सकें। संसाधनों का न्यायसंगत वितरण, प्रशिक्षित शिक्षक उपलब्ध कराना, और पाठ्यक्रम विकास इस प्रबंधन का हिस्सा है।

3. नीति का प्रभावी क्रियान्वयन:

नीतियाँ केवल कागज पर ही नहीं, बल्कि विद्यालय स्तर पर प्रभावी रूप से लागू होनी चाहिए। इसके लिए नीतिगत दिशानिर्देशों का पालन, समय-समय पर निगरानी, और सुधारात्मक कदम आवश्यक हैं। साथ ही स्थानीय स्तर पर नीति के अनुकूल संशोधन की भी गुंजाइश होनी चाहिए।

4. वित्तीय प्रबंधन:

भाषा शिक्षा के लिए समुचित बजट आवंटित करना और उसका पारदर्शी उपयोग करना अनिवार्य है। यह संसाधनों की उपलब्धता, तकनीकी उपकरणों की खरीद, शिक्षक प्रशिक्षण, और शोध कार्यों को सुनिश्चित करता है।

5. समावेशी और लचीली नीतियाँ:

भाषा शिक्षा में विविधता को स्वीकार करते हुए, नीतियों को लचीला बनाया जाना चाहिए ताकि वे विभिन्न क्षेत्रों, भाषायी समूहों, और शिक्षण स्तरों के अनुरूप हो सकें। इसके साथ ही विद्यार्थियों और समुदायों की प्रतिक्रियाओं को भी नीतिगत सुधारों में शामिल करना चाहिए।

निष्कर्षतः, भाषा शिक्षा की गुणवत्ता और प्रभावशीलता के लिए मजबूत नीतिगत फ्रेमवर्क और प्रबंधन प्रणाली की आवश्यकता होती है। यह न केवल भाषा अधिगम को सुगम बनाता है, बल्कि सामाजिक समरसता और राष्ट्रीय एकता को भी प्रोत्साहित करता है।

10. भाषा शिक्षा के भविष्य के दृष्टिकोण (Future Perspectives of Language Education)

भाषा शिक्षा के क्षेत्र में निरंतर परिवर्तन और विकास हो रहे हैं, जो तकनीकी उन्नति, सामाजिक बदलाव और वैश्विक आवश्यकताओं के अनुरूप हैं। भविष्य में भाषा शिक्षण अधिक व्यक्तिगत, समावेशी, और तकनीकी-समृद्ध होगा, जिससे विद्यार्थियों को बहुआयामी भाषा दक्षता प्राप्त होगी।

1. डिजिटल और स्मार्ट शिक्षा का विस्तार:

भविष्य में डिजिटल उपकरणों, आर्टिफिशियल इंटेलिजेंस, और वर्चुअल रियलिटी जैसी तकनीकों का अधिक व्यापक उपयोग होगा। इससे भाषा सीखना अधिक इंटरैक्टिव और आकर्षक बनेगा, और दूर-दराज के क्षेत्रों में भी गुणवत्तापूर्ण शिक्षा सुलभ होगी।

2. बहुभाषिक और बहुसांस्कृतिक शिक्षा:

भाषा शिक्षा में बहुभाषिकता और सांस्कृतिक विविधता का सम्मान बढ़ेगा। विभिन्न भाषाओं और संस्कृतियों को जोड़कर शिक्षा को अधिक समावेशी और सहिष्णु बनाया जाएगा।

3. शिक्षक-केंद्रित से छात्र-केंद्रित शिक्षा की ओर बदलाव:

भाषा शिक्षण में पारंपरिक शिक्षक-केंद्रित मॉडल की जगह छात्र-केंद्रित, संवादात्मक और सक्रिय अधिगम विधियाँ अपनाई जाएंगी, जो सीखने वालों की रुचि, जरूरत और शैली के अनुसार होंगी।

4. भाषा शिक्षा में वैश्विक सहयोग:

देशों के बीच भाषा शिक्षण के क्षेत्र में सहयोग बढ़ेगा, जिससे नवीन शिक्षण सामग्री, प्रशिक्षण और शोध में साझा संसाधनों का लाभ मिलेगा।

5. मूल्यांकन में नवाचार:

भविष्य में भाषा मूल्यांकन अधिक वैयक्तिकृत, निरंतर, और प्रौद्योगिकी-सहायक होगा, जिससे छात्रों की वास्तविक भाषा योग्यता का सही आंकलन संभव होगा।

समाप्ति में, भाषा शिक्षा का भविष्य उज्ज्वल है, यदि नीतियाँ, प्रशिक्षण, संसाधन, और तकनीकी नवाचार सामंजस्यपूर्ण रूप से कार्य करें। इससे विद्यार्थियों को न केवल भाषा ज्ञान मिलेगा, बल्कि वे वैश्विक नागरिक के रूप में भी सफल होंगे।

12. छात्रों की भाषाई विविधता और सीखने की रणनीतियाँ (Linguistic Diversity of Learners and Learning Strategies)

भारत जैसी विविध भाषायी पृष्ठभूमि वाले देश में भाषा शिक्षा की योजना बनाते समय छात्रों की भाषाई विविधता को समझना और स्वीकार करना अत्यंत आवश्यक होता है। प्रत्येक छात्र एक विशिष्ट भाषाई और सांस्कृतिक पृष्ठभूमि से आता है, जो उसकी भाषा सीखने की गति, शैली और आवश्यकता को प्रभावित करता है। ऐसी स्थिति में एकरूप शिक्षण विधियाँ सीमित प्रभाव डालती हैं; अतः विविधतापूर्ण और लचीली रणनीतियों की आवश्यकता होती है।

1. भाषायी विविधता की पहचान:

भाषाई विविधता का आशय केवल मातृभाषा के अंतर से नहीं है, बल्कि उसमें स्थानीय बोलियाँ, क्षेत्रीय भाषाएँ, धर्म, सामाजिक स्तर और शहरी/ग्रामीण पृष्ठभूमि भी शामिल होती है। शिक्षक को छात्रों की भाषिक पृष्ठभूमि की जानकारी रखनी चाहिए ताकि वह उनके पूर्वज्ञान के आधार पर शिक्षण कर सके।

2. बहुभाषिकता को संसाधन के रूप में देखना:

बहुभाषिकता को अक्सर शिक्षा में चुनौती के रूप में देखा जाता है, जबकि यह वास्तव में एक अवसर है। जब छात्र अपनी मातृभाषा के सहारे दूसरी भाषा सीखते हैं, तो उनका संज्ञानात्मक विकास तेज़ होता है और आत्मविश्वास बढ़ता है। मातृभाषा को निष्क्रिय करने के बजाय उसे सहायक भाषा के रूप में प्रयोग करना चाहिए।

3. भिन्न अधिगम शैलियों के अनुसार रणनीतियाँ:

हर छात्र की सीखने की शैली भिन्न होती है - कोई दृश्य (visual), कोई श्रवण (auditory), कोई गतिशील (kinesthetic) सीखने वाला होता है। भाषा शिक्षा में इन विविध शैलियों को ध्यान में रखते हुए शिक्षण पद्धतियों में दृश्य सामग्री, गतिविधियाँ, संवाद अभ्यास, और सहकारी अधिगम शामिल करना चाहिए।

4. भिन्न स्तरों के लिए भिन्न दृष्टिकोण:

एक ही कक्षा में भाषा कौशल के विभिन्न स्तरों के छात्र उपस्थित हो सकते हैं। इस चुनौती को दूर करने के लिए शिक्षक को विभेदित शिक्षण (differentiated instruction) का प्रयोग करना चाहिए, जिसमें हर छात्र के स्तर के अनुरूप सामग्री और सहायता उपलब्ध कराई जाती है।

5. बहुस्तरीय मूल्यांकन:

सभी छात्रों की भाषा दक्षता एक समान नहीं होती। इसलिए मूल्यांकन भी विविध होना चाहिए - केवल लिखित परीक्षा नहीं, बल्कि मौखिक परीक्षण, प्रस्तुति, परियोजना कार्य और सहकर्मी मूल्यांकन जैसे विकल्पों को अपनाया जाना चाहिए।

6. समावेशी और सांस्कृतिक रूप से उत्तरदायी शिक्षण:

भाषा शिक्षा में सामाजिक पृष्ठभूमियों के प्रति संवेदनशीलता भी ज़रूरी है। शिक्षण सामग्री में विविध समुदायों की आवाज़ और सांस्कृतिक तत्वों को शामिल करने से छात्र स्वयं को जुड़ा हुआ महसूस करते हैं, जिससे उनकी भागीदारी और सीखने में वृद्धि होती है।

निष्कर्षतः, छात्रों की भाषिक विविधता को एक चुनौती नहीं बल्कि अवसर मानकर, विविध और अनुकूल रणनीतियाँ अपनाना भाषा शिक्षण को अधिक प्रभावी और समावेशी बनाता है। इससे छात्रों में भाषा के प्रति रुचि, आत्मविश्वास बढ़ता है।

13. नई शिक्षा नीति और भाषा शिक्षण का भविष्य (New Education Policy and the Future of Language Education)

भारत की राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) शिक्षा क्षेत्र में एक ऐतिहासिक परिवर्तन है, जिसमें भाषा शिक्षण को विशेष महत्व दिया गया है। यह नीति भाषा शिक्षा के संदर्भ में न केवल बहुभाषिकता को प्रोत्साहित करती है, बल्कि मातृभाषा आधारित शिक्षा को भी प्राथमिक स्तर पर आवश्यक मानती है। इससे भाषा शिक्षण की दिशा और दृष्टिकोण दोनों में गहरा परिवर्तन संभावित है।

1. मातृभाषा या क्षेत्रीय भाषा में प्राथमिक शिक्षा:

NEP 2020 के अनुसार, कक्षा 5 (या संभवतः कक्षा 8) तक की शिक्षा मातृभाषा, स्थानीय भाषा या क्षेत्रीय भाषा में दिए जाने की अनुशंसा की गई है। यह कदम छात्रों की प्रारंभिक समझ, संप्रेषण और सोचने की क्षमता को बढ़ाता है। शोध से यह स्पष्ट है कि मातृभाषा में अधिगम अधिक प्रभावशाली और स्थायी होता है।

2. त्रिभाषा सूत्र (Three-Language Formula):

नई नीति त्रिभाषा सूत्र को लागू करने की बात करती है जिसमें एक क्षेत्रीय भाषा, हिंदी और अंग्रेज़ी शामिल हो सकती हैं। यह बहुभाषिकता को बढ़ावा देती है, जिससे छात्र भाषा के साथ-साथ विभिन्न सांस्कृतिक संदर्भों को भी समझ पाते हैं। हालांकि, इसे कार्यान्वयन के स्तर पर लचीले ढंग से अपनाने की आवश्यकता है ताकि राज्यों की भाषाई विविधता का सम्मान बना रहे।

3. भाषा शिक्षकों का प्रशिक्षण और भूमिका:

NEP में भाषा शिक्षकों के लिए गुणवत्ता-समृद्ध प्रशिक्षण और क्षमता निर्माण की आवश्यकता पर बल दिया गया है। भाषा शिक्षकों को बहुभाषिक कक्षाओं में समायोजन, नई तकनीकों के प्रयोग, और विविध मूल्यांकन तकनीकों की जानकारी होनी चाहिए।

4. डिजिटल शिक्षा में भाषा शिक्षण का विस्तार:

नीति में डिजिटल संसाधनों की मदद से भाषा शिक्षण को व्यापक बनाने की बात की गई है। ई-लर्निंग प्लेटफ़ॉर्म्स, ऑडियो-विज़ुअल सामग्री, और बहुभाषिक डिजिटल पुस्तकालयों के माध्यम से छात्रों को अपनी पसंदीदा भाषा में सीखने का अवसर मिलेगा।

5. भारतीय भाषाओं के संरक्षण और संवर्धन की दिशा में प्रयास:

NEP 2020 भारतीय भाषाओं के संरक्षण, संवर्धन और पुनर्जीवन की बात करती है। विश्वविद्यालय स्तर पर भारतीय भाषाओं में उच्च शिक्षा की व्यवस्था, भाषाई अनुसंधान केंद्रों की स्थापना, और स्थानीय साहित्य को बढ़ावा देने की योजना इस दिशा में महत्वपूर्ण कदम हैं।

6. चुनौतियाँ और संभावनाएँ:

हालाँकि नीति में दृष्टिकोण स्पष्ट और सकारात्मक है, परंतु इसके कार्यान्वयन में कई चुनौतियाँ सामने आ सकती हैं, जैसे प्रशिक्षित बहुभाषिक शिक्षकों की कमी, उपयुक्त पाठ्यसामग्री की उपलब्धता, और तकनीकी संसाधनों का अभाव। लेकिन यदि इन चुनौतियों को दूर किया जाए तो भारत में भाषा शिक्षण का भविष्य अत्यंत समृद्ध और विविधतापूर्ण होगा।

निष्कर्षतः, नई शिक्षा नीति 2020 भाषा शिक्षण के क्षेत्र में एक क्रांतिकारी परिवर्तन की दिशा में अग्रसर है। यदि इसके प्रस्तावित सिद्धांतों को प्रभावी ढंग से लागू किया जाए, तो भारत में न केवल भाषाई कौशल का विकास होगा, बल्कि भाषाई एकता और सांस्कृतिक चेतना भी सशक्त होगी।

14. शोध, नवाचार और व्यावसायिक विकास की दिशा में भाषा शिक्षण (Research, Innovation, and Professional Development in Language Teaching)

भाषा शिक्षण आज केवल परंपरागत कक्षा तक सीमित नहीं रह गया है। वैश्विक परिवेश, तकनीकी विकास और सामाजिक परिवर्तन ने इसे एक बहुआयामी क्षेत्र में परिवर्तित कर दिया है। ऐसे में सतत शोध, नवाचार और शिक्षक का व्यावसायिक विकास भाषा शिक्षा की गुणवत्ता को नई ऊँचाइयों तक ले जाने में सहायक सिद्ध हो रहा है।

1. भाषा शिक्षण में शोध की आवश्यकता:

भाषा शिक्षण की प्रभावशीलता, पद्धतियों की उपयुक्तता, छात्रों की सीखने की प्रवृत्ति, और सामाजिक-सांस्कृतिक प्रभावों के अध्ययन हेतु शोध अत्यंत आवश्यक है। उदाहरणस्वरूप, यह समझना कि द्विभाषिक छात्रों के लिए कौन-सी तकनीकें अधिक उपयोगी हैं, या ग्रामीण बनाम शहरी छात्रों के लिए किन पद्धतियों में अंतर करना चाहिए – ऐसे प्रश्न शोध के दायरे में आते हैं।

2. शिक्षण में नवाचार के क्षेत्र

आज भाषा शिक्षण में अनेक नवाचार देखे जा रहे हैं:

- ब्लेंडेड लर्निंग (ऑनलाइन + ऑफलाइन)
- गेम-आधारित अधिगम (language learning through games)
- AI-सक्षम भाषा ऐप्स (जैसे Duolingo, Google Bolo)
- पर्सनलाइज़्ड लर्निंग और एडेप्टिव तकनीकें
- वर्चुअल रियलिटी आधारित संवाद अभ्यास

ये नवाचार न केवल छात्रों के लिए आकर्षक हैं, बल्कि उनकी सीखने की गहराई और स्थायित्व को भी बढ़ाते हैं।

3. शिक्षक का व्यावसायिक विकास (Professional Development):

भाषा शिक्षक के लिए निरंतर सीखते रहना आवश्यक है। इसके अंतर्गत:

- पुनःप्रशिक्षण कार्यशालाएँ
- वेबिनार और ऑनलाइन कोर्सेज
- राष्ट्रीय/अंतरराष्ट्रीय सम्मेलन
- शोध लेखन और प्रकाशन
- सहकर्मी अवलोकन और समीक्षा शामिल होते हैं।

इससे शिक्षक नवीनतम पद्धतियों, तकनीकों और विचारों से जुड़े रहते हैं और अपने शिक्षण में नवाचार ला सकते हैं।

4. संस्थागत सहयोग और नेटवर्किंग:

आज भाषाशिक्षक विभिन्न मंचों, संस्थानों और डिजिटल प्लेटफार्मों के माध्यम से परस्पर सीखने और सहयोग करने की दिशा में अग्रसर हैं। जैसे- NCTE, NCERT, SCERT, British Council, और TESOL जैसे संगठनों द्वारा अनेक अवसर प्रदान किए जाते हैं।

5. शोध-संगोष्ठियाँ और प्रकाशन:

शिक्षकों और शोधार्थियों के लिए भाषा शिक्षा पर संगोष्ठियों, सेमिनारों और पत्रिकाओं में भागीदारी और प्रकाशन एक महत्वपूर्ण मार्ग है, जो न केवल ज्ञान-वृद्धि करता है, बल्कि शिक्षण समुदाय में संवाद की संस्कृति को भी बढ़ावा देता है।

निष्कर्षतः, शोध और नवाचार के माध्यम से भाषा शिक्षण अधिक प्रभावशाली, समकालीन और छात्रों की जरूरतों के अनुरूप बन सकता है। व्यावसायिक विकास शिक्षक की प्रेरणा, दक्षता और अद्यतनता को बनाए रखता है, जिससे अंततः पूरे शिक्षा तंत्र की गुणवत्ता में सुधार आता है।

15. भाषा शिक्षण में समावेशिता और समान अवसर (Inclusion and Equal Opportunities in Language Education)

समावेशी शिक्षा का मूल उद्देश्य यह सुनिश्चित करना है कि हर छात्र, चाहे वह किसी भी सामाजिक, भाषाई, भौगोलिक, लिंग या शारीरिक पृष्ठभूमि से आता हो, गुणवत्तापूर्ण शिक्षा प्राप्त कर सके। भाषा शिक्षण में समावेशिता विशेष रूप से महत्वपूर्ण हो जाती है क्योंकि भाषा ही संप्रेषण और ज्ञानार्जन का मुख्य माध्यम होती है। यदि कोई छात्र भाषा की बाधा के कारण सीखने में असमर्थ होता है, तो शिक्षा का उद्देश्य ही अधूरा रह जाता है।

1. भाषाई हाशिये पर मौजूद समुदायों के लिए अवसर:

भारत में अनेक जनजातीय, ग्रामीण एवं अल्पसंख्यक समुदाय ऐसे हैं जिनकी भाषाएँ मुख्यधारा की शिक्षा में प्रतिनिधित्व नहीं पातीं। ऐसे छात्रों के लिए मातृभाषा आधारित द्विभाषिक शिक्षण मॉडल अपनाना आवश्यक है, जिससे वे प्रारंभिक स्तर पर आसानी से सीख सकें और आगे चलकर बहुभाषिक कौशल भी विकसित कर सकें।

2. विकलांगता और भाषा शिक्षा:

दृष्टिहीन, श्रवणबाधित, या सीखने में कठिनाई झेल रहे छात्रों के लिए भाषा शिक्षण को अनुकूल बनाना एक नैतिक और शैक्षिक दायित्व है। इसके लिए ब्रेल लिपि, सांकेतिक भाषा, टेक्स्ट-टू-स्पीच टूल्स, और सरल भाषा सामग्री का उपयोग किया जा सकता है।

3. लिंग समानता और भाषा अधिगम:

भाषा शिक्षण को लिंग-संवेदी बनाना भी आवश्यक है। विशेष रूप से ग्रामीण क्षेत्रों में बालिकाओं को शिक्षा से जोड़ने में भाषा की भूमिका महत्वपूर्ण होती है। शिक्षक को लैंगिक पूर्वाग्रहों से मुक्त सामग्री और संवाद शैली अपनानी चाहिए, ताकि हर छात्र को आत्मविश्वास से बोलने और समझने का अवसर मिले।

4. आर्थिक-सामाजिक रूप से पिछड़े छात्रों के लिए विशेष उपाय:

संसाधनों की कमी वाले छात्रों के लिए खुली शिक्षा, डिजिटल प्लेटफॉर्म्स की मुफ्त पहुँच, रेडियो और टीवी आधारित भाषा पाठ्यक्रम, और स्थानीय स्वैच्छिक शिक्षकों का सहयोग उपयोगी हो सकता है।

5. समावेशी पाठ्यपुस्तकें और पाठ्यक्रम:

भाषा शिक्षण की सामग्री ऐसी होनी चाहिए जिसमें विभिन्न भाषाओं, संस्कृतियों, सामाजिक समूहों और अनुभवों को स्थान मिले। इससे छात्र अपनी पहचान से जुड़ाव महसूस करता है और सीखने में रुचि बढ़ती है।

6. शिक्षकों की भूमिका:

शिक्षक को समावेशी दृष्टिकोण अपनाते हुए प्रत्येक छात्र की विशेष जरूरतों को पहचानना और तदनुसार अपनी शिक्षण रणनीति को अनुकूल बनाना चाहिए। एक ऐसा कक्षा वातावरण बनाना जिसमें सभी छात्रों को सम्मान, संवाद और भागीदारी का अवसर मिले, अत्यंत आवश्यक है।

निष्कर्षतः, भाषा शिक्षण में समावेशिता केवल एक शैक्षिक विचार नहीं बल्कि सामाजिक न्याय का आधार है। जब हर छात्र को भाषा सीखने और अपनी अभिव्यक्ति के लिए समान अवसर मिलते हैं, तभी शिक्षा वास्तव में लोकतांत्रिक और प्रभावशाली बनती है।

16. भाषा शिक्षण में मूल्य, नैतिकता और सामाजिक उत्तरदायित्व (Values, Ethics, and Social Responsibility in Language Teaching)

भाषा शिक्षा केवल संप्रेषणीयता या व्याकरणिक दक्षता तक सीमित नहीं होती, बल्कि यह विद्यार्थियों में मूल्यों, नैतिक चेतना और सामाजिक उत्तरदायित्व के बीजारोपण का भी एक प्रमुख माध्यम है।

शिक्षक की भाषा, उसकी अभिव्यक्ति और शिक्षण सामग्री विद्यार्थियों के दृष्टिकोण, व्यवहार और समाज के प्रति सोच को आकार देती है।

1. भाषा शिक्षण के माध्यम से मूल्य-बोध:

भाषा शिक्षण में साहित्य, लोककथाएँ, कहावतें, संवाद, नाटक, और कविताओं का प्रयोग विद्यार्थियों में ईमानदारी, सहिष्णुता, करुणा, सहयोग, और राष्ट्रप्रेम जैसे जीवन-मूल्यों को विकसित करने में सहायक होता है। एक कहानी या कविता के माध्यम से न केवल भाषिक कौशल बल्कि नैतिक निर्णय लेने की क्षमता भी विकसित होती है।

2. नैतिक दृष्टिकोण का विकास:

भाषा शिक्षक की जिम्मेदारी केवल ज्ञान देना नहीं, बल्कि उस ज्ञान के प्रयोग में नैतिकता की समझ विकसित करना भी है। उदाहरण के लिए, मीडिया-साक्षरता या डिजिटल कम्युनिकेशन पढ़ाते समय यह सिखाना कि जानकारी का सही उपयोग कैसे करें, झूठी खबरों से कैसे बचें - यह नैतिक शिक्षण का हिस्सा है।

3. भाषिक अभिव्यक्ति और सामाजिक उत्तरदायित्व:

विद्यार्थी जब भाषा के माध्यम से अपने विचार प्रकट करते हैं, तो यह जरूरी होता है कि वे सहिष्णुता, विविधता के प्रति सम्मान और सकारात्मक संवाद के सिद्धांतों का पालन करें। भाषा शिक्षा उन्हें यह सिखा सकती है कि वे किसी विषय पर असहमति प्रकट करें तो मर्यादा और संवादशीलता के साथ करें।

4. बहुसांस्कृतिकता और समावेशी दृष्टिकोण:

भाषा शिक्षण के ज़रिए विभिन्न भाषाओं, संस्कृतियों और परंपराओं के प्रति आदर और समावेशिता की भावना उत्पन्न की जा सकती है। इससे विद्यार्थियों में वैश्विक नागरिकता का भाव और विविधता में एकता की समझ विकसित होती है।

5. शिक्षक का नैतिक आचरण:

एक भाषा शिक्षक की वाणी, व्यवहार और कक्षा में प्रयुक्त उदाहरणों में नैतिकता झलकनी चाहिए। छात्रों के साथ संवाद में आदर, निष्पक्षता और सहयोगात्मक दृष्टिकोण उन्हें सही सामाजिक व्यवहार सीखने की प्रेरणा देता है।

6. पाठ्यपुस्तकों और पाठ्यक्रम की नैतिक संरचना:

पाठ्यपुस्तकों में केवल सूचना नहीं, बल्कि समाजोपयोगी दृष्टिकोण, मानवीय संबंधों का महत्व, और नैतिक विकल्पों पर विचार को स्थान दिया जाना चाहिए। पाठ्यक्रम को इस दृष्टि से पुनरावलोकन की आवश्यकता है।

निष्कर्षतः, भाषा शिक्षण एक ऐसा माध्यम है जो छात्रों को सिर्फ पढ़ाना नहीं, बल्कि उन्हें एक संवेदनशील, जिम्मेदार और नैतिक नागरिक के रूप में गढ़ने का कार्य करता है। यदि भाषा शिक्षा में मूल्यबोध, नैतिक विवेक और सामाजिक चेतना को प्राथमिकता दी जाए, तो यह शिक्षा व्यवस्था को अधिक मानवतावादी और प्रभावशाली बना सकती है।

17. निष्कर्ष एवं सिफ़ारिशें (Conclusion and Recommendations)

निष्कर्ष:

भाषा शिक्षा किसी भी राष्ट्र की सांस्कृतिक, शैक्षिक और सामाजिक नींव का अभिन्न हिस्सा होती है। यह न केवल संप्रेषण का माध्यम है, बल्कि चिंतन, कल्पना, अभिव्यक्ति और सामाजिक समावेशन का भी आधार बनती है। वर्तमान वैश्विक परिप्रेक्ष्य, तकनीकी विकास, और नई शिक्षा नीति के आलोक में भाषा शिक्षण के क्षेत्र में व्यापक संभावनाएँ और चुनौतियाँ मौजूद हैं। यह स्पष्ट है कि यदि भाषा शिक्षण में नवाचार, समावेशिता, मूल्य-आधारित दृष्टिकोण और तकनीकी अनुकूलता को सम्मिलित किया जाए, तो शिक्षण प्रक्रिया अधिक प्रभावशाली, अर्थपूर्ण और प्रासंगिक बन सकती है।

सिफ़ारिशें:

1. बहुभाषिकता को प्रोत्साहन: शिक्षा में स्थानीय भाषाओं के प्रयोग को बढ़ावा देना चाहिए, विशेष रूप से प्राथमिक स्तर पर मातृभाषा आधारित शिक्षण को सुदृढ़ किया जाना चाहिए।
2. शिक्षकों का व्यावसायिक विकास: भाषा शिक्षकों के लिए नियमित प्रशिक्षण, नवाचार आधारित कार्यशालाएँ, और तकनीकी दक्षता विकास कार्यक्रम आयोजित किए जाने चाहिए।
3. डिजिटल संसाधनों का समावेश: ई-लर्निंग, AI-आधारित भाषा ऐप्स, ऑडियो-विजुअल कंटेंट और ऑनलाइन संवाद मंचों को भाषा शिक्षण में समाविष्ट किया जाना चाहिए।
4. समावेशी पाठ्यक्रम का निर्माण: पाठ्यक्रम ऐसा हो जो विविधता, नैतिक मूल्यों और सामाजिक उत्तरदायित्व को बढ़ावा देता हो।
5. शोध और नवाचार को बढ़ावा: शिक्षकों और शोधार्थियों को भाषा शिक्षण पर शोध करने और नवाचार विकसित करने के लिए संस्थागत सहायता और प्रोत्साहन दिया जाना चाहिए।

6. मूल्य-आधारित शिक्षण: भाषा शिक्षण के माध्यम से छात्रों में सहिष्णुता, संवेदनशीलता, और वैश्विक नागरिकता जैसे मूल्यों को विकसित करना अनिवार्य होना चाहिए।
7. नीति और क्रियान्वयन में एकरूपता: शिक्षा नीति में दिए गए भाषा संबंधी प्रावधानों को राज्यों और संस्थानों द्वारा समन्वय के साथ लागू किया जाना चाहिए।

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