



Proceedings of International Seminar on

THE IMPORTANCE OF SOFT SKILLS IN MODERN EDUCATION

21st of May, 2025

Organized by
Department of Education, Chakdaha College
in collaboration with
Department of Education, Asannagar Madan Mohan Tarkalankar College

Editors

Mr. Supriya Bhattacharjee
Dr. Aniruddha Saha

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PREFACE

It is with immense pleasure and pride that I present this book, *Importance of Soft Skills in Modern Education*, a culmination of insightful deliberations and scholarly contributions from the seminar jointly organized by the Department of Education, Chakdaha College, and the Department of Education, Asannagar MMT College. This collaborative endeavor reflects our shared commitment to advancing educational discourse and addressing the evolving needs of modern pedagogy.

In today's rapidly changing world, education transcends the boundaries of traditional knowledge dissemination. The ability to communicate effectively, collaborate with diverse teams, think critically, and adapt to dynamic environments has become indispensable. Soft skills, often undervalued in the past, are now recognized as critical drivers of personal and professional success. This book aims to highlight their pivotal role in shaping well-rounded individuals equipped to navigate the complexities of the modern era.

The seminar that inspired this publication brought together educators, researchers, and thought leaders to explore the transformative potential of soft skills in education. The discussions underscored the need to integrate these skills into curricula, fostering holistic development and preparing students for the challenges of the 21st century. The chapters in this book encapsulate those rich exchanges, offering perspectives, strategies, and practical insights for educators and policymakers alike.

As the Teacher-in-Charge of Chakdaha College, I extend my heartfelt gratitude to the Department of Education at both Chakdaha College and Asannagar MMT College for their tireless efforts in organizing the seminar and curating this volume. I also thank the contributors, whose expertise and dedication have enriched this work, and the participants, whose engagement made the event a resounding success.

May this book serve as a beacon for educators, inspiring them to nurture not only academic excellence but also the soft skills that empower students to thrive in an interconnected world. I hope it sparks

meaningful conversations and drives positive change in educational practices.

Dr. Paritosh Biswas
Teacher-in-Charge
Chakdaha College
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Foreword

In an age defined by unprecedented technological advancement, rapid globalization, and dynamic socio-cultural change, education stands at a critical crossroads. The traditional emphasis on academic excellence and cognitive competence, though vital, is no longer sufficient to prepare learners for the complexities of modern life. It is within this context that the role of soft skills—the constellation of communication, collaboration, creativity, empathy, adaptability, and ethical awareness—assumes profound importance.

The integration of these human-centered competencies into formal education is essential not only for professional success but also for nurturing responsible, emotionally intelligent, and socially conscious citizens. The International Seminar on “The Importance of Soft Skills in Modern Education”, organized by the Department of Education, Chakdaha College, in collaboration with the Department of Education, Asannagar Madan Mohan Tarkalankar College, stands as a timely and meaningful academic initiative. The seminar created a vibrant forum for educators, researchers, and practitioners to explore diverse perspectives on how soft skills can be effectively fostered within educational systems. The discussions and deliberations that emerged during the seminar reaffirmed the urgent need to shift the focus of education from mere knowledge acquisition to the holistic development of learners.

The proceedings compiled in this volume represent a rich tapestry of scholarly reflections and empirical insights into the evolving role of soft skills in contemporary education. The papers collectively address critical themes such as value-based learning, emotional intelligence, leadership, communication strategies, and the integration of life skills into curricula. Each contribution underscores that true education transcends academic boundaries—it is about cultivating the whole person, enabling learners to think critically, act compassionately, and engage meaningfully with society.

This publication thus serves as both an academic resource and a call to action. It invites educators to reimagine teaching-learning processes that not only inform the mind but also transform the heart. As we navigate an uncertain future shaped by automation, cultural diversity, and global interdependence, the nurturing of soft skills becomes not an option but an imperative.

I extend sincere appreciation to the editors, Mr. Supriya Bhattacharjee and Dr. Aniruddha Saha, for their dedicated efforts in compiling this scholarly volume. Their commitment, along with the valuable contributions of the participating scholars, ensures that this book will inspire continued dialogue, reflection, and innovation in the pursuit of holistic education.



Prof. (Dr.) Mita Banerjee

CONTENTS

SR.NO.	CHAPTER NAME	PAGE NO.
1	EMOTIONAL INTELLIGENCE: THE NEED OF THE HOUR <i>Abhishek Chowdhury</i>	1
2	DIGITAL LITERACY IN SCHOOLS: A ROADMAP FOR EDUCATORS AND LEARNERS <i>Anupama Ghosh</i>	11
3	DECOLONISING POLITICAL THEORY: A CRITICAL REASSESSMENT OF WESTERN-CENTRIC EPISTEMOLOGIES AND THE EDUCATIONAL PHILOSOPHY OF RABINDRANATH TAGORE <i>Arindam Debnath</i>	18
4	IMPORTANCE OF PERSONALISED LEARNING AND ADAPTIVE LEARNING FOR GENERATION Z <i>Bhramor Saha</i>	26
5	ENHANCEMENT OF SOFT SKILLS IN MODERN EDUCATION WITH AI TOOLS <i>Dr. Partha Roy Chowdhury</i>	38
6	IMPACT OF SOFT SKILLS IN TEACHING LEARNING PROCESS <i>Dr. Sangita Roy</i>	51
7	EMOTIONAL INTELLIGENCE IN THE CLASSROOM: WHY IT MATTERS <i>Mithun Kumar Ghosh</i>	59
8	GOVERNMENT POLICY ON DIGITAL EDUCATION AND ITS CHALLENGES: A CASE STUDY OF WEST BENGAL <i>Firoj Mondal</i>	67
9	GREEN CHEMISTRY AND HUMAN VALUES: ETHICS, RESPONSIBILITY, AND SOFT SKILLS IN EDUCATION <i>Dr. Ananya Roy Chowdhury, Dr. Paritosh Biswas</i>	72

SR.NO.	CHAPTER NAME	PAGE NO.
10	SPATIAL VARIATION IN THE AVAILABILITY OF DIGITAL LIBRARY IN SCHOOL EDUCATION OF INDIA <i>Dr. Iftikar Alam</i>	81
11	ADVANCING ACADEMIC RESEARCH AND SOFT SKILLS THROUGH NEP 2020: A PATHWAY TO HOLISTIC DEVELOPMENT FOR THE 21ST CENTURY IN INDIA <i>Lakshikanta Tudu</i>	96
12	EDUCATION AS THE FOUNDATION OF SOCIAL PROGRESS: A PHILOSOPHICAL INQUIRY <i>Mr. Mithun Sarkar</i>	103
13	KNOW THYSELF: EMOTIONAL AWARENESS AS A KEY TO PERSONAL AND ACADEMIC GROWTH <i>Rakib Sarkar</i>	109
14	UNDERSTANDING THE ROLE OF EMOTIONAL INTELLIGENCE IN ENHANCING SOFT COMMUNICATION SKILLS: A QUALITATIVE STUDY <i>Samnur Khatun</i>	117
15	MOTIVATION AND SELF-DIRECTED LEARNING AMONG HIGHER SECONDARY STUDENTS <i>Samrat Sikder</i>	124
16	COMMUNICATION COMPETENCE IN THE 21ST CENTURY: INTEGRATING VERBAL AND NON-VERBAL SKILLS FOR PERSONAL AND PROFESSIONAL GROWTH <i>Sarmistha Chowdhury Biswas</i>	132
17	CONTRIBUTION AND EFFECTIVENESS OF STATE GOVERNMENT SCHEMES FOR UPLIFTMENT OF WOMEN'S EDUCATION IN WEST BENGAL: A CRITICAL ANALYSIS (2015 - 2025) <i>Sneha Bhattacharjee</i>	142

SR.NO.	CHAPTER NAME	PAGE NO.
18	THE FUTURE OF LEARNING: INTERPERSONAL ABILITY AND THE SOFT SKILLS OF THE FUTURE <i>Sonjit Mondal</i>	155
19	THE PSYCHOLOGY OF TIME MANAGEMENT AS A DETERMINANT OF SUCCESS IN MODERN LIFE <i>Dr. Subhajit Bhattacharya</i>	165
20	FROM BOOKSHELVES TO BYTES: ACADEMIC LIBRARIES AS HUBS OF DIGITAL LITERACY TO SHAPE 21ST CENTURY'S LEARNING SYSTEM <i>Sumanta Kumar Das</i>	176
21	THE BHAGAVAD GITA AND THE ART OF EMOTIONAL RESILIENCE IN THE NEW WORLD ORDER <i>Suparna Sarkar</i>	190
22	EMOTIONAL INTELLIGENCE AS EMPATHY AND INTERPERSONAL SENSITIVITY: A COMPREHENSIVE STUDY <i>Shri. Suvankar Biswas</i>	200
23	TEACHING SOFT SKILL: NECESSITY IN EDUCATION IN THE MODERN ERA <i>Dipankar Pramanik</i>	224
24	PORTRAYAL OF THE CONFLICT BETWEEN CAPITALIST MODERNITY AND RURAL ECOLOGY IN TARASANKAR BANDOPADHYAY'S HANSULI BANKER UPAKATHA <i>Nilanjana Chakraborty</i>	237
25	HARNESSING SOFT SKILLS TO BUILD INTERPERSONAL ABILITY FOR A BETTER FUTURE <i>Prof. Debabrata Debnath</i>	245
26	সমালোচনামূলক চিন্তা ও সমস্যা সমাধান : কার্যকর সিদ্ধান্তের চাবিকাঠি <i>Joyita Rana Das</i>	254

SR.NO.	CHAPTER NAME	PAGE NO.
27	শিরোনাম: সৃজনশীলতা পুরনো সমস্যাকে নতুন চোখে দেখা <i>Mitali Majumder</i>	259
28	আধুনিক শিক্ষায় ডিজিটাল সাক্ষরতা: কোভিড- 19 এর পূর্ববর্তী ও পরবর্তীদৃষ্টিকোণ <i>Shakya Sinha</i>	282
29	দলবদ্ধভাবে সম্পাদিত কর্ম ও সফট স্কিল <i>Disha Soren</i>	296
30	শিক্ষার্থীর জীবন ও সফট স্কিল: আধুনিক চাহিদা ও বাস্তবতা <i>সুপ্রিয় ভট্টাচার্য</i>	306
31	পাশ্চাত্য দর্শনের ইতিহাসে নির্বিচারবাদ থেকে সবিচারবাদে উত্তরণ <i>ডঃ সাবিনা জেসামিন</i>	320
32	স্বামী বিবেকানন্দের শিক্ষা ভাবনা <i>সঞ্জিত কুমার বিশ্বাস</i>	329

EMOTIONAL INTELLIGENCE: THE NEED OF THE HOUR

Abhishek Chowdhury¹

Any discussion on Emotional Intelligence should begin with pondering over the situation before the emergence of the concept. Before the concept of emotional intelligence (EI) emerged, particularly prior to its formalization in the 1990s by psychologists Peter Salovey and John D. Mayer, and later popularization by Daniel Goleman, the understanding and management of emotions were not systematically studied or prioritized in psychology, education, or professional settings. The following analysis outlines the conditions and perspectives that characterized the pre-EI era:

Focus on Cognitive Intelligence (IQ): Intelligence was primarily measured through cognitive abilities like logical reasoning, problem-solving, and academic aptitude, as assessed by IQ tests. Emotional skills were largely overlooked or considered secondary to intellectual prowess. Success in life, work, and education was attributed almost exclusively to high IQ, with little recognition of the role emotions played in decision-making or interpersonal dynamics.

Limited Psychological Frameworks for Emotions: While emotions were studied in psychology, they were often viewed through narrow lenses, such as Freudian psychoanalysis or behaviourism, which focused on unconscious drives or observable responses rather than the practical management of emotions. Concepts like empathy, self-regulation, or social skills existed in various forms but were not integrated into a cohesive framework like EI.

Cultural Dismissal of Emotions: In many cultures, especially in professional or academic contexts, emotions were seen as a sign of weakness or irrationality, particularly in Western societies that valued logic and stoicism. Expressing or understanding emotions was often

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discouraged, especially for men, leading to suppressed emotional awareness and poor interpersonal communication.

Lack of Emotional Education: Educational systems emphasized academic knowledge over social or emotional development. Skills like conflict resolution, empathy, or self-awareness were rarely taught explicitly in schools or workplaces. Individuals learned emotional regulation informally through family, culture, or personal experience, often leading to inconsistent or underdeveloped abilities.

Workplace Dynamics: Leadership and workplace success were tied to technical expertise or authoritative command rather than emotional competencies like team motivation or collaboration. Issues like workplace conflict, low morale, or poor communication were often mismanaged due to a lack of tools or frameworks to address emotional undercurrents.

Fragmented Related Concepts: Some disciplines touched on aspects of what would later be called EI. For example, social psychology explored interpersonal behaviour, and humanistic psychology (e.g., Carl Rogers) emphasized empathy and self-actualization. However, these ideas were not unified under a single, practical model. Terms like “social intelligence” (introduced by Edward Thorndike in 1920) hinted at the ability to navigate social relationships, but they lacked the comprehensive scope of EI, which includes intrapersonal (self-awareness, self-regulation) and interpersonal (empathy, social skills) dimensions.

In summary, before the emergence of emotional intelligence as a defined concept, emotions were undervalued, poorly understood, and rarely integrated into frameworks for personal or professional development. The absence of EI as a recognized construct meant that individuals and institutions lacked systematic ways to cultivate emotional awareness, leading to challenges in relationships, leadership, and mental health that were often addressed reactively rather than proactively. The introduction of EI marked a paradigm shift, highlighting the critical role of emotions in achieving success and well-being.

Emotional intelligence (EI) refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. Salovey and Mayer (1997)

defined emotional intelligence as the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions and to regulate emotions to promote personal growth. Goleman (1998) defined Emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence is an array of personal, emotional and social abilities and skills that influence one's ability to succeed in coping with environmental demands and pressures (Reuven Bar-on,1997).

There are two basic principles associated with emotional intelligence. First, emotional intelligence is about being aware of emotions, identifying and understanding emotions-both of one's own and other people's emotions. Second, emotional intelligence is about using and managing emotions of our own and other people's. It can assist one in establishing a connection with one's emotions, putting one's intentions into practice, and choosing what is most important to him or her. The term emotional intelligence was recently used in the popular and business world by Goleman, (1995; 1998) its formulation as a scientific concept has its roots in social intelligence by Thorndike (1920), while psychologists and research scientists developed various theories for each term trying to interpret emotional intelligence.

According to Goleman (1998), EI is a cluster of skills and competencies, which are focused on such capabilities: self-awareness, relationship management, and social awareness. Goleman argues that these capabilities form the basis of 12 'subscales' of EI. He suggests that these subscales are: Emotional self-awareness, Emotional self-control, Adaptability, Achievement orientation, Positive outlook, Influence, Coaching and mentoring, Empathy, Conflict management, Teamwork, Organizational awareness and Inspirational leadership.

Bar-On put forward the suggestion that EI is a system of interconnected behaviour that arises from emotional and social competencies. He argues that these competencies have an influence on performance and behaviour (Bar-On, 2006). Whereas, Mayer, Salovey and Caruso's EI Ability Model suggests that information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide our decision making (Mayer et al., 2004).

Empathy is a cornerstone of emotional intelligence (EQ) and plays a vital role in enhancing interpersonal relationships, communication, and

overall well-being. It is the ability to understand and share the feelings of others, putting oneself in their shoes to grasp their perspectives and emotions.

Empathy fosters deep connections and meaningful interactions. By genuinely acknowledging and validating others' emotions, individuals with high emotional intelligence create an environment of trust and support. This paves the way for effective communication, conflict resolution, and collaboration in various settings, including personal relationships and professional environments.

Furthermore, empathy contributes to a more compassionate and inclusive society. It enables individuals to navigate diverse cultural backgrounds, experiences, and viewpoints, promoting understanding and reducing prejudice. Empathy encourages a willingness to listen, learn, and adapt, fostering a harmonious coexistence among people from various walks of life.

In essence, empathy bridges emotional gaps, nurtures understanding, and promotes a sense of unity. It enhances one's ability to connect authentically with others, navigate complex social dynamics, and contribute positively to both individual and collective growth. As a crucial component of emotional intelligence, empathy enriches the human experience by fostering meaningful connections and promoting harmonious interactions.

Emotional intelligence (EQ) is a critical factor that significantly benefits leadership effectiveness. Leaders who possess high emotional intelligence are adept at understanding and managing their own emotions while also navigating the emotions of those around them. This ability contributes to various aspects of leadership:

Effective Communication: Leaders with strong EQ can communicate with empathy, actively listening to their team members and understanding their concerns. This attitude fosters open dialogue, trust, and a positive work environment.

Relationship Building: High EQ leaders cultivate strong interpersonal relationships, forming deeper connections with their team members. This enhances collaboration, loyalty, and a sense of unity among the team.

Conflict Resolution: EQ-equipped leaders can handle conflicts and disagreements with sensitivity and tact. They approach conflicts as opportunities for growth, finding common ground and solutions that consider everyone's emotions and perspectives.

Inspirational Leadership: Leaders with high emotional intelligence can inspire and motivate their team members. They understand the emotions that drive individuals and tailor their leadership approach to tap into each person's intrinsic motivations,

Adaptability: EQ enables leaders to navigate change and uncertainty effectively. They can manage their emotions during transitions and help their team members do the same, ensuring a smoother adaptation to new situations.

Decision-Making. Leaders with EQ can make well-rounded decisions by considering both logical and emotional factors. They recognize how emotions may impact outcomes and take steps to manage these influences.

Resilience: High EQ leaders demonstrate resilience in the face of challenges. They maintain a positive outlook, handle stress constructively, and inspire their team to persevere in demanding situations.

Empowerment and Development: EQ-equipped leaders empower their team members by recognizing and nurturing their strengths. They provide constructive feedback and create an environment conducive to personal and professional growth.

Cultural Sensitivity: Leaders with EQ are sensitive to cultural differences and are adept at navigating diverse environments. They foster inclusivity, valuing and respecting the unique backgrounds of their team members.

In essence, emotional intelligence enhances a leader's ability to connect, empathize, communicate, and inspire. It creates a positive leadership style that not only drives team performance but also promotes a harmonious and productive work atmosphere. High EQ leaders create lasting impacts, fostering a culture of collaboration, trust, and shared success within their teams and organizations.

Self-awareness is the cornerstone of emotional intelligence, serving as the foundation upon which all other aspects of EQ are built. It is the ability to recognize and understand one's own emotions, strengths, weaknesses, and triggers. Self-awareness empowers individuals to navigate their inner world with clarity and authenticity, facilitating more meaningful and effective interactions with others.

In the realm of emotional intelligence, self-awareness plays a pivotal role in several key ways. First, it enables individuals to accurately identify and label their emotions. By acknowledging their feelings, individuals can respond thoughtfully rather than react impulsively, leading to more constructive outcomes in various situations.

Furthermore, self-awareness encourages individuals to reflect upon their emotional patterns and behaviours. This introspection fosters a deeper understanding of the underlying reasons behind their reactions, allowing for the identification of recurring themes and areas for personal growth.

Self-awareness also enhances empathy, the ability to understand and share the feelings of others. When individuals are attuned to their own emotions, they become better equipped to comprehend the experiences of those around them. This heightened empathy leads to improved communication, stronger relationships, and a more supportive and harmonious environment.

Self-awareness is the compass that guides emotional intelligence. It facilitates emotional regulation, interpersonal effectiveness, and empathetic understanding. By cultivating self-awareness, individuals lay the groundwork for enhancing other aspects of emotional intelligence, leading to increased personal fulfilment, improved relationships, and overall well-being.

Emotional intelligence (EQ) can be developed and enhanced through deliberate practice, self-awareness, and a commitment to personal growth. Here are some effective strategies to cultivate and improve one's emotional intelligence:

Self-Awareness: Beginning by reflecting on the emotions, triggers, and reactions; Keeping a journal to track the emotional responses and patterns, help one become more attuned to one's feelings.

Mindfulness and Meditation: Practising mindfulness and meditation can help one stay present, observe the emotions without judgment, and develop better emotional regulation.

Active Listening: Focus on listening attentively to others, aiming to understand their emotions and perspectives enhance empathy and interpersonal skills.

Empathy Exercises: Engaging in exercises that promote empathy, such as imagining oneself in someone else's shoes or actively seeking to understand their feelings.

Self-Regulation Techniques: Learning techniques to manage one's emotions, such as deep breathing, progressive muscle relaxation, or taking short breaks to calm oneself.

Positive Self-Talk: Challenging negative self-talk and replacing it with more positive and constructive inner dialogue.

Social Skills Practice: Engaging in social interactions, practising effective communication, and seek feedback to improve one's interpersonal skills.

Conflict Resolution Training: Learning techniques for resolving conflicts constructively, focusing on understanding perspectives and finding win-win solutions.

Emotionally Intelligent Role Models: Observing and learning from individuals who exhibit high emotional intelligence, identifying behaviours and practices one can emulate.

Emotional Regulation Challenges: Gradually exposing oneself to situations that trigger emotional responses, practicing settings. emotional regulation in controlled manner.

Empathy-Building Activities: Engaging in activities that require understanding different perspectives, such as volunteering or participating discussions in diverse groups.

Mindful Communication: Paying attention to one's own words, tone, and nonverbal cues when communicating; ensuring that one's messages convey empathy, understanding, and respect.

Feedback and Reflection: Regularly seeking feedback from others about one's interpersonal interactions and emotional responses, and using the feedback for self-improvement.

Self-Motivation Exercises: Setting challenging but achievable goals, celebrating small victories, and cultivating a positive and growth-oriented mindset.

Books and Resources: Reading books and attending workshops on emotional intelligence to gain insights and practical strategies for development.

Seek Professional Help: If one encounters persistent challenges in developing emotional intelligence, one should consider seeking guidance from a therapist or coach.

Practicing Empathetic Listening: When someone shares their emotions, focusing on understanding their feelings rather than immediately offering solutions can be helpful.

Managing Stress: Developing healthy coping mechanisms for stress, such as engaging in physical activity, practising relaxation techniques, or engaging in hobbies one enjoys.

Cultivating Resilience: Embracing setbacks as opportunities for growth, learning from failures, and maintaining a positive outlook on challenges.

Model Emotional Intelligence: Demonstrating emotional intelligence in one's interactions with others, inspiring them to develop their own EQ.

Emotional intelligence (EI) is increasingly critical in the era of Artificial Intelligence (AI), as it complements and enhances human capabilities in ways that AI cannot replicate. Here's a concise overview of its importance:

Human-AI Collaboration: AI excels at data processing and pattern recognition, but it lacks the ability to understand and manage emotions. EI enables human beings to interpret nuanced emotional cues, foster trust, and collaborate effectively with AI systems, ensuring smoother integration in workplaces and daily life.

Leadership and Decision-Making: In leadership roles, EI is vital for inspiring teams, resolving conflicts, and making empathetic decisions. As AI automates routine tasks, leaders with high EI can navigate complex human dynamics, which remain beyond AI's capabilities.

Customer and Social Interactions: EI is essential in roles requiring empathy, such as customer service, healthcare, or education. While AI can analyse data or provide recommendations, human beings with strong EI build rapport, understand unspoken needs, and deliver personalized experiences.

Adaptability to Change: The rapid adoption of AI is transforming industries, creating uncertainty. EI equips individuals to manage stress, adapt to new roles, and maintain resilience in dynamic environments.

Ethical AI Development: EI informs the ethical design and use of AI. Emotionally intelligent developers and policymakers can anticipate AI's societal impacts, ensuring systems align with human values and avoid harm.

Workplace Relevance: As AI automates technical tasks, soft skills like empathy, self-awareness, and communication—core components of EI—become key differentiators in hiring and career success.

In summary, EI empowers human beings to leverage AI's strengths while addressing its limitations, ensuring meaningful relationships, ethical decisions, and adaptability in an AI-driven world.

To conclude, it can be said that developing emotional intelligence is a gradual process that requires patience and consistent effort. By integrating these strategies into one's daily life, one can nurture his or her emotional intelligence and experience enhanced self-awareness, improved relationships, and greater overall well-being.

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DIGITAL LITERACY IN SCHOOLS: A ROADMAP FOR EDUCATORS AND LEARNERS

Anupama Ghosh ¹

Abstract:

Digital literacy is a foundational competency for success in the 21st-century educational landscape, empowering both educators and learners to navigate, evaluate, and create information using digital technologies. The proposed study emphasizes a continuum of development, beginning with foundational skills in early education and advancing toward sophisticated digital competencies, such as computational thinking, ethical technology use, and digital citizenship. In an increasingly digital world, equipping students and educators with robust digital literacy skills is essential for academic success, informed citizenship, and lifelong learning. *"Digital Literacy in Schools: A Roadmap for Educators and Learners"* explores the key components, challenges, and best practices for integrating digital literacy into K–12 education. This roadmap provides a comprehensive framework that includes critical thinking, online safety, digital communication, media literacy, and ethical technology use. It emphasizes the role of teachers as facilitators of digital competency and outlines strategies for curriculum development, professional training, and student engagement. This paper aims to empower educational institutions to create inclusive, forward-thinking learning environments that prepare students for the demands of the digital age.

Keyword: *Digital literacy; K-12; Digital communication; Digital citizenship*

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Introduction

In today's rapidly evolving, technology-driven world, digital literacy has become a fundamental skill for both students and educators. The integration of digital tools and competencies into education is no longer a luxury but a necessity, essential for preparing learners to thrive in the 21st century and beyond. Digital literacy encompasses not only basic computer skills but also the ability to critically evaluate information, communicate effectively online, and navigate an increasingly complex digital landscape (*Digital Strategies in Education across OECD Countries*, 2020). Recognizing this imperative, educational strategies worldwide are prioritizing digital literacy as a core entitlement for all learners, starting from the earliest years of schooling. For instance, the Digital Education Strategy 2024–2030 sets out a comprehensive framework to nurture digitally literate global citizens, empower educators with essential digital competencies, and foster community engagement to support technology-enhanced learning environments. These efforts are aligned with international goals such as the European Union's Digital Education Action Plan, which emphasizes building high-performing digital education ecosystems and ensuring inclusive access to digital resources and training (Yanli & Danni, 2021). A successful roadmap for digital literacy in schools requires a holistic approach that includes curriculum integration, equitable technology access, ongoing teacher training, and active collaboration with families and communities (*Information and Digital Literacy Initiatives - Juan D. Machin-Mastromatteo*, 2021). Systematically embedding digital skills development into school cultures and educational plans, educators and learners can be empowered to meet the challenges and opportunities of the digital age with confidence and competence. This roadmap aims to guide educators and learners on the journey toward digital fluency, outlining strategic actions, best practices, and the shared responsibility of all stakeholders in building a dynamic, inclusive, and future-ready education system.

Objective of the study

To empower educational institutions to create inclusive, forward-thinking learning environments that prepare students for the demands of the digital age.

Most Effective Digital Literacy Empowering educational Tools for Students

A range of digital tools are recognized for effectively building digital literacy skills among students. These tools support various aspects of digital literacy, including communication, critical thinking, creativity, collaboration, coding, and responsible digital citizenship.

Digital Literacy Tools:

Google Classroom: Widely used for classroom management, assignment distribution, and fostering collaboration, Google Classroom helps students develop foundational digital skills while supporting teachers in creating engaging learning environments.



Kahoot!: This gamified quiz platform makes learning interactive and fun, enhancing engagement and reinforcing knowledge through competition and instant feedback(Global, 2024).



Edpuzzle: Allows teachers to create interactive video lessons, helping students develop critical listening and comprehension skills while learning to navigate multimedia content(Global, 2024).

Quizizz: An AI-powered platform for creating quizzes and lessons, Quizizz personalizes learning and helps students practice digital navigation and information evaluation.

Scratch: Developed by MIT, Scratch introduces students to coding and computational thinking through visual programming, fostering creativity and problem-solving (Khan, 2023).



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Nearpod: Enables teachers to deliver interactive lessons with embedded assessments, supporting active learning and digital participation.



Adobe Creative Cloud for Education: Offers tools like Photoshop and Premiere Pro for creative projects, teaching students digital content creation and media literacy.



Code.org: Provides free coding lessons and digital citizenship resources, helping students understand online safety, privacy, and responsible technology use.

Seesaw: A platform for student portfolios and interactive activities, especially effective for younger learners, supporting communication and reflection.



Diigo: A social bookmarking and annotation tool that encourages collaborative research, critical evaluation of online resources, and organization of digital information.

Quizlet: Facilitates the creation of digital flashcards and study sets, leveraging AI for personalized learning and memory retention.

Duolingo: An adaptive language learning app that builds digital skills through interactive lessons and gamification (Dancsa et al., 2023).



Explain Everything: An interactive whiteboard tool for collaborative projects, presentations, and creative expression.



Storybird: Encourages creative writing and digital storytelling, fostering literacy and communication skills in a secure online environment.

Text-to-speech tools, digital storytelling apps, and mind mapping tools support diverse learning needs, making literacy accessible to all students (Zealand, 2018). These tools are most effective when integrated purposefully into the curriculum, combined with guidance on safe, ethical, and critical use of technology.

Digital Literacy in School: Policy and Leadership

Policy Initiatives

Effective digital literacy in schools is underpinned by strong policy frameworks at both national and institutional levels. Governments and education ministries are increasingly recognizing digital literacy as a core component of modern education, enacting policies that aim to integrate technology into curricula, provide equitable access to digital tools, and promote inclusive learning environments (Omboto et al., 2022). For example, the Lesotho Basic Education Curriculum Policy (LBECP) 2021 demonstrates a governmental commitment to addressing digital literacy challenges by embedding technology into the curriculum and striving to equip schools with necessary digital devices. Similarly, policy recommendations emphasize the need for collaborative partnerships among government agencies, NGOs, and private sector stakeholders to ensure adequate infrastructure, especially for learners with special needs.

Policy recommendations include:

- Ensuring availability and accessibility of ICT hardware and software for all students, including those with disabilities.
- Institutionalizing public-private partnerships to support sustainable ICT infrastructure and assistive technology.
- Developing comprehensive digital literacy programs that are integrated across subjects and grade levels, rather than isolated in specific courses(Team, 2023).

Leadership Roles

School leadership, particularly principals, plays a pivotal role in the successful implementation of digital literacy initiatives. Research highlights that principals act as educators, managers, administrators, supervisors, leaders, innovators, and motivators in fostering a digital literacy culture within schools(Lindqvist & Pettersson, 2019). Their responsibilities include:

- Setting a clear vision and strategy for digital integration aligned with school goals(Lindqvist & Pettersson, 2019).
- Managing resources effectively to support technology adoption and teacher professional development.
- Supervising and evaluating digital literacy programs to ensure alignment with policy and educational outcomes.
- Encouraging innovation and continuous improvement in teaching practices through the use of digital tools.
- Involving all stakeholders, including teachers, students, and parents, to build a supportive environment for digital transformation(Lindqvist & Pettersson, 2019).

Conclusion

Leadership commitment is crucial for overcoming barriers such as insufficient funding, lack of teacher training, and limited access to devices. School leaders who prioritize digital literacy help create an inclusive, future-ready educational environment where both students and teachers can thrive in a digital world.

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**DECOLONISING POLITICAL THEORY: A CRITICAL
REASSESSMENT OF WESTERN-CENTRIC EPISTEMOLOGIES
AND THE EDUCATIONAL PHILOSOPHY OF RABINDRANATH
TAGORE**

Arindam Debnath ¹

Abstract

Purpose: This article interrogates the Eurocentric foundations of modern political theory and advocates for a decolonial reimagining of knowledge systems through the educational and philosophical insights of Rabindranath Tagore. It seeks to demonstrate how Tagore's emphasis on cultural pluralism, anti-imperialism, and holistic education offers a transformative framework for challenging Western epistemic hegemony in political thought.

Methodology: Employing a critical decolonial lens, the study conducts a textual analysis of Tagore's essays (e.g., Nationalism and 'The Religion of Man') and educational experiments (e.g., Visva-Bharati University). It juxtaposes his ideas with canonical Western political theorists (e.g., Locke, Mill) to highlight epistemological contrasts. The analysis integrates postcolonial theory and comparative political philosophy to situate Tagore's work within global decolonial discourse.

Findings: Tagore's critique of nationalism, mechanistic education, and Western modernity reveals a vision of political theory rooted in *swadeshi* (self-reliance), intercultural dialogue, and ecological harmony. His educational model—prioritising creative freedom, localised knowledge, and the unity of humanity—directly challenges colonial epistemologies that universalise Western rationality. The study identifies Tagore's synthesis of Eastern spiritual humanism and cosmopolitanism as a viable alternative to Eurocentric binaries (e.g., state vs. individual, progress vs. tradition).

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Practical Implications: The article argues for integrating Tagore's decolonial pedagogy into contemporary political science curricula to foster critical engagement with non-Western epistemologies. It also advocates for policy frameworks that prioritise grassroots, culturally grounded governance models over imported neoliberal paradigms.

Originality/Value: By centring Tagore's often-overlooked contributions to political and educational theory, this study bridges gaps between decolonial scholarship and South Asian intellectual history. It offers a novel methodological approach to dismantling Western-centric epistemologies while proposing Tagore's humanist vision as a blueprint for inclusive, pluralistic political systems.

Keywords: *Decolonial theory, Rabindranath Tagore, political epistemology, cosmopolitan education, postcolonial critique.*

Introduction

Modern political theory, as it has been institutionalised within Western academic frameworks, is heavily influenced by Eurocentric epistemologies. These frameworks often elevate the ideas of influential Western philosophers such as John Locke, Jean-Jacques Rousseau, and John Stuart Mill while relegating the intellectual contributions of non-Western traditions to a marginal status. This epistemic domination reinforces coloniality—the persistent structures of knowledge, power, and existence that uphold Western hegemony even in postcolonial contexts (Quijano, 2000; Mignolo, 2011). To challenge and dismantle these entrenched structures, a decolonial reimagining of political thought is imperative—one that focuses on alternative epistemologies grounded in anti-imperialism, cultural pluralism, and ecological interdependence.

Rabindranath Tagore (1861–1941), a prolific Bengali polymath, offers a deep framework for such a transformative project. Though best known for his poetic talent, Tagore was also a radical thinker in politics and a pioneering educator whose sharp critiques of nationalism, mechanised modernity, and colonial education remain highly relevant today. His key works, including *Nationalism* (1917) and *The Religion of Man* (1931), along with his innovative teaching experiments at Visva-Bharati University, provide a viable decolonial alternative to the atomistic individualism and state-centred models prevalent in Western political thought. By connecting Eastern spiritual

humanism with a cosmopolitan outlook, Tagore challenges the core epistemic assumptions of Eurocentric political ideas and envisions governance based on principles of swadeshi (self-reliance), intercultural dialogue, and ecological balance. This article will analyse Tagore's contributions from a decolonial perspective, comparing his ideas with those of Western theorists to reveal significant epistemological differences. His humanist vision, especially expressed through his educational philosophy, offers a concrete plan to dismantle colonial epistemologies in political theory and promote inclusive, pluralistic knowledge systems.

Tagore's Critique of Eurocentric Political Thought

1. Against Imperial Nationalism

Tagore strongly challenges Western political theory by rejecting nationalism as an inherently imperial idea. In "Nationalism" (1917), he clarifies the difference between the natural cultural unity of traditional societies and the aggressive, homogenising drive of the modern nation-state. While thinkers like John Stuart Mill in "On Liberty" (1859) and Georg Wilhelm Friedrich Hegel in "Philosophy of Right" (1821) see the nation-state as the perfect political form, Tagore criticises it as a product of Eurocentric views that promote militarism and wipe out cultural diversity.

For Tagore, nationalism is a "cruel epidemic of evil" that values geopolitical goals over morality (Tagore, 1917, p. 72). His views anticipate those of postcolonial theorists like Frantz Fanon in "The Wretched of the Earth" (1961), who similarly warn that nationalism can replicate colonial hierarchies. Unlike Mill's liberal individualism, which accepts the state's boundaries, Tagore's swadeshi philosophy advocates for decentralising power and encourages self-reliant communities that oppose colonial control and the dehumanising effects of capitalism.

2. Beyond the Binary of State vs. Individual

Western political theory frequently operates within rigid binary oppositions—such as state versus individual, progress versus tradition, and reason versus spirituality—that Tagore critiques as overly simplistic and reductive. While philosophers like Locke in *Two Treatises of Government* (1689) and Hobbes in *Leviathan* (1651)

conceptualise politics as a contractual relationship between sovereign entities and autonomous individuals, Tagore envisions a relational ontology wherein selfhood is fundamentally constituted through community connections and cosmic interconnectedness, as articulated in *The Religion of Man* (1931). This perspective aligns with the arguments put forth by decolonial scholars, such as Walter D. Mignolo (2011), who contend that Eurocentric political theory seeks to universalise a specific (Western) way of being while marginalising and pathologising other epistemological frameworks. In contrast, Tagore proposes a spiritual humanism that transcends the atomistic individualism characteristic of liberalism, emphasising the unity of humanity under the concept of

Visva-Bharati—"world in one nest."- Decolonial Pedagogy: Tagore's Educational Philosophy. Tagore's most tangible contribution to decolonial practice is exemplified in his educational model at Visva-Bharati University, which he founded in 1921. In his rejection of the British colonial education system—which he described as a "factory for clerks"—Tagore designed a curriculum based on the following principles: 1. **Creative Freedom:** Opposing the rote memorisation common in colonial education, Tagore emphasised experiential learning, artistic expression, and intellectual curiosity as essential parts of education.

2. Localised Knowledge: Unlike the universal claims of Western positivism, Tagore's pedagogy aimed to promote indigenous knowledge systems, vernacular languages, and ecological wisdom, recognising their inherent value and importance.

3. Cosmopolitan Dialogue: The vision for Visva-Bharati was to be a space where Eastern and Western ideas would meet, encouraging intercultural exchange and dialogue without hierarchical structures. This decolonial educational framework challenges the epistemic violence of colonial systems and helps create a pluralistic, inclusive intellectual environment that respects diverse ways of knowing and being. Through Tagore's vision, education becomes not just a tool for individual success but a way to develop a conscious, interconnected global citizenry capable of tackling modern societal challenges. *The Relevance of Tagore's Thought in Contemporary Contexts.*

1. Tagore and Globalisation-In today's era of globalisation, Tagore's ideas on cultural diversity and anti-imperialism resonate with

movements that promote cultural sustainability and the protection of local traditions amid homogenising forces. His belief that diversity enriches human life reminds us that globalisation does not have to mean cultural imperialism. Instead, it can foster intercultural dialogue, allowing different traditions and philosophies to coexist and flourish. For instance, the renewed appreciation for indigenous knowledge systems in fields such as environmental conservation echoes Tagore's focus on localised knowledge. Movements for biodiversity, sustainable agriculture, and traditional medicine heavily draw on indigenous practices, highlighting their importance in current discourse and reflecting Tagore's vision of an educational system that respects and incorporates local wisdom.

2. Nationalism and Global Politics-As global politics faces the challenge of rising nationalism, Tagore's insights remain strikingly relevant. He describes nationalism as a "cruel epidemic," which strongly resonates today amid ethnonationalist movements that have fueled exclusion, conflict, and a resurgence of militarism. For instance, nationalist movements in Europe and Asia often rewrite history to elevate one culture at the expense of others, mirroring Tagore's concerns about cultural erasure. In response, Tagore promotes a more inclusive, cosmopolitan conception of identity that goes beyond traditional nationalism. As current leaders use national identity to justify xenophobia and aggressive policies, Tagore's ideas offer a counterpoint, encouraging us to see ourselves as part of a larger, interconnected world.

3. Educational Reimagining for the Future-Tagore's educational philosophy carries significant implications for contemporary education reform. As the world faces challenges such as climate change, inequality, and displacement, an educational model that prioritises creativity, critical thinking, and intercultural understanding is essential for nurturing a generation capable of addressing these issues. His rejection of rote learning in favour of experiential and participatory methods can inform modern pedagogical practices that aim to cultivate empathetic, socially minded individuals. Innovative educational initiatives globally are increasingly recognising this need, emphasising project-based learning, community engagement, and interdisciplinarity—mirroring Tagore's foundational philosophy at Visva-Bharati.

Moreover, online education has become a prevalent mode of learning in recent times, pushing educators to create global classrooms where students from diverse backgrounds collaborate. This aligns with Tagore's ideal of a cosmopolitan dialogue, facilitating interactions that challenge Eurocentric perspectives while valuing diverse viewpoints.

Conclusion-

Rabindranath Tagore's intellectual legacy provides a vital framework for challenging and reimagining the dominant narratives in contemporary political theory and education. His critiques of nationalism, his rejection of Eurocentric epistemologies, and his holistic vision of humanism should serve as guiding principles for modern efforts to foster more inclusive and equitable systems of thought. As societies continue to grapple with the complexities brought about by globalisation, cultural exchanges, and rising nationalistic trends, Tagore's insights remain relevant, prompting critical discussions on identity, belonging, and the nature of knowledge itself. By embracing Tagore's vision of cosmopolitanism and anti-imperialism, we can work toward a political and educational paradigm that promotes not only individual flourishing but also collective well-being, interconnectedness, and a profound respect for the diverse tapestry of humanity. The discourse surrounding modern political theory has long been dominated by Eurocentric perspectives that often overlook or undervalue non-Western contributions to knowledge and philosophy. This article seeks to address this oversight by scrutinizing the foundations of these prevailing theories and exploring how Rabindranath Tagore's insights can inform a decolonial framework for understanding political thought. Tagore, a Nobel laureate and polymath from India, offers a unique lens through which to examine cultural pluralism, holistic education, and anti-imperial ideologies, all of which remain profoundly relevant in the contemporary global context.

Tagore's emphasis on cultural pluralism challenges the homogenizing tendencies of Western modernity. He believed that a true understanding of humanity requires an appreciation of diverse cultural expressions and narratives. In his essays, Tagore articulates the idea that nationalism, when overly rigid or exclusive, can lead to division and conflict. Instead, he promotes a vision of *swadeshi*, or self-reliance, where individuals and communities draw upon their own cultural resources while engaging in dialogue with other cultures. This notion is

particularly critical today, as societies grapple with rising xenophobia and cultural clashes in an increasingly interconnected world.

At the heart of Tagore's philosophy is the concept of education as a transformative force. He advocated for a holistic approach to education, one that prioritizes creativity, critical thinking, and emotional intelligence over rote memorization and mechanistic learning. Tagore founded Visva-Bharati University with the vision of fostering an educational environment where students could explore their cultural heritage while engaging with global ideas. This model stands in stark contrast to traditional Western educational systems, which often prioritize standardized testing and competitive achievement. By integrating Tagore's educational principles into modern curricula, we can cultivate a generation of thinkers equipped to challenge the status quo and advocate for a more inclusive political landscape.

Moreover, Tagore's critique of Western modernity highlights the limitations of progress as defined by the West. He questioned the mechanization of life and the reduction of human values to economic metrics. In a world increasingly driven by neoliberal ideologies, it is essential to revisit Tagore's call for ecological harmony and spiritual humanism. He believed that true progress cannot be measured solely by material gain but must also consider the well-being of communities and the planet. This perspective offers valuable insights into contemporary discussions on sustainability, social justice, and the ethical dimensions of governance.

In contrast to Western political thought, which often presents binaries such as the state versus the individual or progress versus tradition, Tagore's synthesis of Eastern thought and cosmopolitan ideals presents a more nuanced understanding of political relationships. His belief in the unity of humanity transcends cultural and national boundaries, encouraging a holistic view of society that embraces diversity while fostering collective responsibility. This vision can inform contemporary governance models that prioritize community engagement, cultural awareness, and social equity.

The practical implications of integrating Tagore's philosophy into current political science curricula are profound. By emphasizing the value of non-Western epistemologies, educators can empower students to think critically about the dominant narratives they encounter. This

shift is crucial not only for enriching academic discourse but also for preparing individuals who can navigate and contribute to a multicultural world with empathy and understanding. Furthermore, by promoting grassroots governance models, policymakers can develop frameworks that respect local traditions and practices, ultimately leading to more effective and sustainable governance.

In conclusion, this article highlights the necessity of reexamining established political theories through the lens of decolonial scholarship and Tagore's insights. By bridging the gap between Tagore's philosophical contributions and contemporary political discourse, we can dismantle the Eurocentric epistemologies that have long governed our understanding of political thought. This reimagining offers a path toward inclusive, pluralistic political systems that honor the voices of diverse cultures and foster a more equitable global community. As we strive for a future marked by shared values and mutual respect, Tagore's vision remains a powerful beacon for transformative change.

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IMPORTANCE OF PERSONALISED LEARNING AND ADAPTIVE LEARNING FOR GENERATION Z

Bhramor Saha ¹

Abstract:

The environment around individuals belonging to Generation Z is one of vastly changing and developing technologies. These people are used to seeing various technological innovations all the time. Therefore, it has become necessary for the current generation to have up-to-date knowledge about various topics. Therefore, the new innovations in psychology, adaptive learning and personalized learning, are very suitable for Generation Z. In this field of learning, they take the learning material in their own way and apply it in the appropriate place. In these learning methods, students get the opportunity to gain many new experiences. and by keeping themselves busy with new tasks, teachers can always keep themselves engaged in various learning activities. As a result, the path of self-improvement of students is strengthened. The present discussion will conclude with how the need for the learning methods discussed in the present paragraph has impacted the current generation of students. The main purpose of this discussion is to gather detailed knowledge about the two types of learning methods and to gain knowledge about how important their application skills are to students in the current generation.

Key Words: *-Personalized Learning, Adaptive Learning, knowledge, Generation Z, Experience*

Introduction

New technological discoveries have accelerated all aspects of the modern world, touching every aspect of human life. The scope of human knowledge is expanding with the advancement of

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technology, but the latest discoveries in educational psychology in learning about everything and making it relevant to the present time are Adaptive Learning and Personalized Learning. These topics are particularly effective, and these learning methods provide special help in making the topics being taught relevant and interesting. These educational methods emphasize social interaction and individuality, which allows students to adapt learning to their own experiences and abilities. As a result, students easily absorb the learning material and help them adapt to real-world situations.

STATEMENT OF THE STUDY

“IMPORTANCE OF PERSONALISED LEARNING AND ADAPTIVE LEARNING FOR GENERATION Z”

The problem was selected because in the era of knowledge explosion, all people, especially the youth, always have to stay up-to-date on knowledge of various subjects. Therefore, if the techniques for mastering the subject are new, then various subjects are mastered very skillfully. Therefore, these two new learning methods worth mentioning in educational science have been discussed in the present article.

OPERATIONAL DEFINITION OF TERMS USED

PERSONALIZED LEARNING:- Is an educational approach that customized learning experiences to fit each student's unique needs, interests and learning styles.

ADAPTIVE LEARNING:- Is an educational approach that uses data and algorithms to personalized learning experiences for each individual student

GENERATION Z:-The generation born in the late 1997 to early 2000. This generation is known for using the internet, they use many types of social media, and they use various aspects of technology.

EXPERIENCE:- Experience refers to conscious events in general more specifically to perceptions or to the practical knowledge and familiarity that is produced by these processes. Understood as a conscious event in the widest sense, experience involves a subject to which various items are presented.

SIGNIFICANCE OF THE PROBLEM

In the age of information and technology, the environment around us is constantly changing. People are constantly having to adapt to this changing situation by adopting new strategies.

These learning processes are particularly helpful in this acquisition process, so this problem has been selected for the present article to verify the effectiveness of this learning method for the current generation.

LITERATURE REVIEW

In personalized learning, instructional approaches are customized to individual learners. Feldstein (2016) noted that personalized learning is what you do, not how you do it. While it is possible to achieve personalized learning in a classroom, it is quite a daunting challenge to personalize instruction when there are more than a few students in the class. Yet, it is now feasible to bring personalized learning to scale utilizing the affordances of adaptive learning technologies. As a result of the changing face of education, computer technology has greatly affected the pedagogy of higher education. The computer has gone from simply being a conduit for delivering course content to students to one that continuously identifies the learning needs of each student and provides individualized learning paths in real time.

Student-centered learning (also known as learner-centered pedagogy) is based on constructivist learning theory and supports student learning by allowing students to make decisions in their learning (Goodman et al. 2018; Hannafin and Land 1997; Wright 2011). Dockterman's (2018) overview of the history of personalized learning informs us that students learn more effectively when instruction is individualized to the learners' needs and that a new pedagogy of personalization recognizes that each student is different. Bringing that pedagogy to scale, however, requires technological intervention that until now has not been available. Identifying students' needs and providing scaffolding for learning are in the heart of adaptive learning platforms. Scaffolding is defined as the support and guidance provided to the learner until the learner can accomplish a task or demonstrate competence independently (Wood et al. 1976).

Most adaptive learning systems are accessed through cloud services providing the students with access to course content when they are ready to learn thus enabling student-centered learning, promoting learning autonomy, and encouraging self-regulated learning. Another important component of an adaptive learning system is the ability to provide remediation should a student not have the prior knowledge needed to perform well in the class. This affordance assists underprepared students to gain the knowledge while still in the course, thus not slowing down their forward educational momentum (Dziuban et al. 2016).

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The research problem relies on the assumption that there are intergenerational differences among workers (Singh, 2014), which is expected to affect management style and leadership in organizations. In light of this assumption, this study will identify and trace the unique characteristics of generation Z in comparison to previous generations, which are likely to influence organizational management and leadership; identify what motivates the new generation and identify ways in which it is possible to harness and produce intergenerational cross-pollination. This article adds to knowledge by analyzing intergenerational gaps directed at the world of work, as well as specific issues about generation Z characteristics in Israel.

OBJECTIVES OF THE STUDY

- 1) Gaining proper knowledge about adaptive learning
- 2) Gaining proper knowledge about personalized learning
- 3) Gaining impersonal knowledge about the meaning of the word Generation Z
- 4) Exploring why adaptive learning and personalized learning are important to Generation Z

METHODOLOGY

The article is based on data collected from various journals, articles, books and websites. The methodology consists of a conceptual discussion on the highlights of the research ethics and the focus of this article is on the concepts of research ethics with the current educational research process.

TOOL

In this study books, various journals, articles and newspaper is prepared for collecting the required data.

DELIMITATION

- This article is based solely on the advantages and disadvantages of Generation Z students.
- This article only discusses two of the newest learning methods in pedagogy, namely adaptive learning and personalized learning.

FINDINGS /DISCUSSION

OBJECTIVE 1: -Gaining proper knowledge about adaptive learning.

To gain a proper understanding of Adaptive Learning, the first thing to say is that this learning system was originally invented in the 1970s during the Urdimatta movement. The basic belief here is that computers will achieve human-like adaptability in learning a subject. Since implementation of this issue was quite time-consuming and costly, no significant progress could be made on the issue at that time, but the issue has gained momentum in line with technological advancements and human needs. Adaptive Learning is a modified form of this learning method for designing various educational games in the field of distance learning.

Adaptive learning is a technique that uses a variety of data-driven instruction to tailor learning experiences to meet the individual needs of each student. And it is also important to note that the learning material can be easily applied by students in their progress and in the

workplace. The main objective of this learning method is to help all students best meet their needs.

An effective plan for teaching in the Adaptive Learning method is established, then potential barriers to learning are identified, and the third stage is ongoing assessment during teaching. And based on the feedback, guidance can be provided to students. Teachers use all possible efforts and strategies to meet the learning needs of these students.

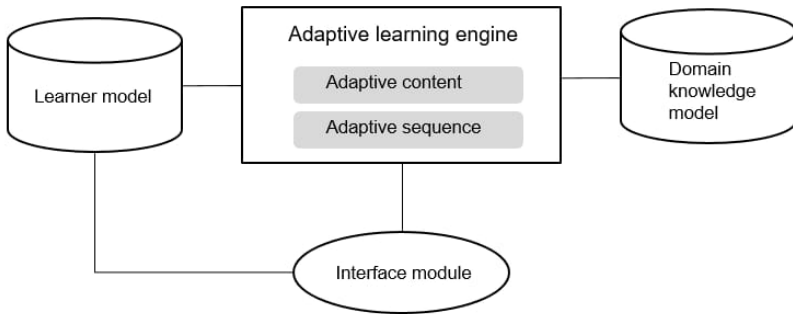


Figure 1: Adaptive Learning

Adaptive learning is important in education because:

- Students have three basic needs depending on their individuality. This education system helps to warm their individuality by presenting learning resources to them according to those needs.
- Since the instructions are given here based on the computer-driven information of the students, the students' feedback can be given very easily and immediately, so the students feel quite motivated while learning.
- This method emphasizes on students gaining mastery over their subject while teaching them.
- In this method of learning, students choose the content according to their own preferences, so they always maintain interest in the subject. This learning process progresses positively.

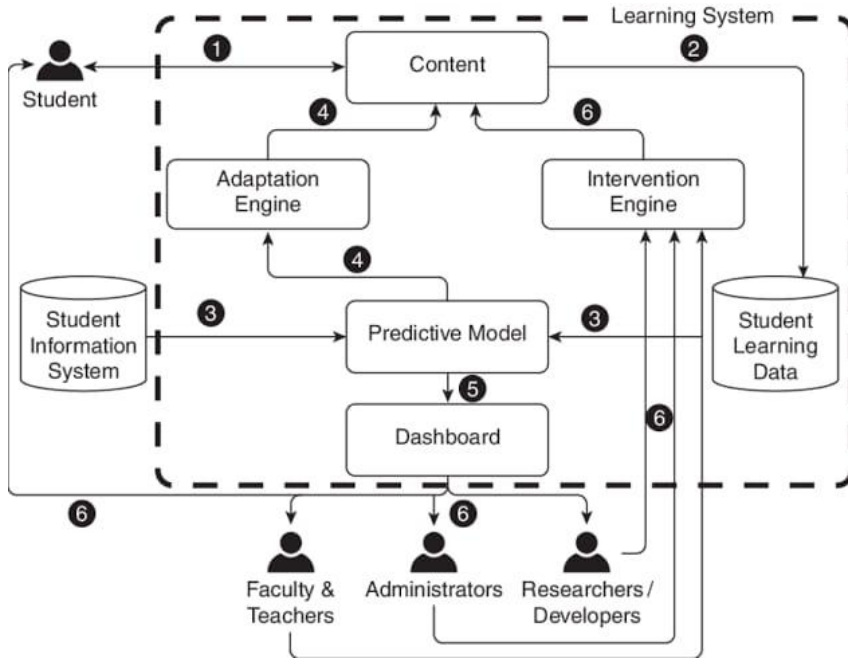


Figure 2: Learning system in Adaptive Learning

OBJECTIVE 2: -Gaining proper knowledge about personalized learning.

Personalized learning refers to instruction where the pace of learning and instructional methods are tailored to the needs of each student. This learning method is based on the needs of the learner, including the content and objectives of the learning, instructional methods, and instructional content. If necessary, changes are made to the needs of the learner.

Since this personalized learning program is designed to suit the students of today's society, it is possible to use information and communication technology systems and Artificial intelligence is used to customize learning content according to the needs of students, that is personalized education is a direction that refers to the effort to tailor education to meet the diverse needs of the student.

The term personal development learning was originally used in the early 1960s, but there was considerable disagreement among educators about the topic in 2005 and 2006. An attempt is made to define this

subject, with emphasis on the learner's own learning needs and the personalization of the learning process by the learner.

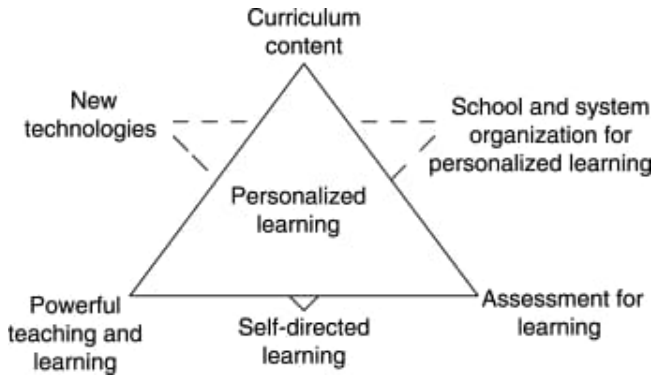


Figure 3: Learning system in Personalized Learning

The need for personalized learning systems

- Helps students progress at their own pace.
- It is formed by placing emphasis on the intrinsic motivation of students.
- Helps students use technology and learn
- Provides assistance in virtual collaboration for students
- Helps develop a sense of exploration in students
- In so-called traditional education, teachers go out and organize curriculum for students.
- Since students pursue education according to their interests, it helps to develop their imagination and creativity.
- In this method, students can work on their weaknesses, which can lead to their own development.

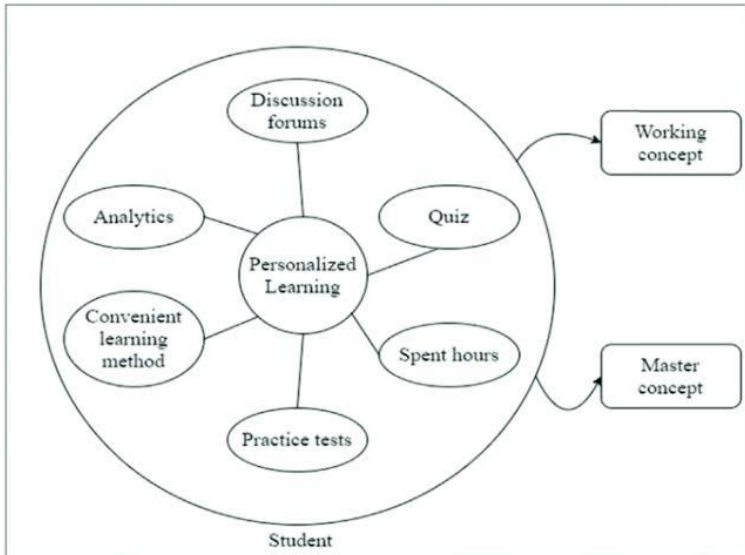


Figure 4: Personalized Learning

OBJECTIVE 3: -Gaining impersonal knowledge about the meaning of the word Generation Z.

Children born between 1997 and 2012 are called Generation Z. The technological environment around children of this time is changing rapidly. They are constantly seeing their surroundings changing, as a result of which they also have to change themselves to adapt to the situation. Almost all of this generation are quite tech-savvy, almost all of them are financially secure themselves and just as they are aware of their own physical health, they are also quite aware of their surrounding environment and society. People of this generation have sufficient up-to-date knowledge about general and specialized subjects, which makes them very adept at technology and by interacting with different people in society, social communication also expands in a positive way. Therefore, they want to learn various educational subjects at their own convenience, and adaptive learning and personalized learning help them in this regard.

OBJECTIVE 4: -Exploring why adaptive learning and personalized learning are important to Generation Z.

These two learning methods can keep students engaged in their learning. Since this generation of students was born into a technology-

based environment, And with the extensive use of technology, they spend a lot of time, so these learning methods are especially helpful for them. Since these learning methods place a greater emphasis on individualized learning, they can have a significant impact on students' personal motivation and interests, resulting in their academic success.

These two learning methods are particularly helpful in helping students acquire and retain knowledge because in these methods, students have the opportunity to practice measuring how much they have absorbed the material immediately after learning it. As a result, they have the opportunity to easily measure and correct weaknesses related to that topic.

Students often feel satisfied after learning in these methods. Their motivation and interest are satisfied.

The convenience of using these learning methods at the convenience of students' time has easily taken root in the minds of students in this methods.

CONCLUSION

In this era of knowledge explosion, people everywhere have to be aware of the knowledge they need for all their subjects at all times, otherwise they will face great difficulties in keeping up with the current reality. These two learning methods play a particularly effective role in keeping various subjects within one's grasp because these two methods are quite engaging in learning. And this learning method is quite effective for the current generation of adolescents and adults in finding jobs that are relevant to their personal values and goals. If students can be taught in this way and accustomed to self-learning, there is hope that they will be able to develop themselves.

RECOMMENDATIONS

- ❖ Children should be encouraged to solve various problems related to curricular and extracurricular subjects.
- ❖ Students should be allowed to respond in their own way.
- ❖ Every child should be given the opportunity to develop a home environment according to their nature and individual needs.
- ❖ Students should be encouraged to use various aspects of technology at their own pace.

- ❖ Students should be encouraged to use various aspects of technology at their own pace.
- ❖ The curriculum should include a variety of active topics so that students have to solve most of the text problems themselves.

LIMITATION

This article does not discuss any other learning methods in educational psychology such as gamification, blended learning, project based learning.

Actually, this article does not discuss generation y or any other generation, only Generation Z is discussed.

There is no comparative discussion between any of the topics discussed in this article.

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ENHANCEMENT OF SOFT SKILLS IN MODERN EDUCATION WITH AI TOOLS

Dr. Partha Roy Chowdhury ¹

Abstract

A person can effectively interact, communicate and work with others through soft skills. In the context of modern education, soft skills related to communication, team work, critical thinking and problem solving are particularly important. Soft skills foster human effectiveness in collaboration, and play a key role in holistic personal and professional development. With radical change in global education and job market, employers and educators increasingly value students who are not just knowledgeable, but also adaptable, collaborative, and emotionally intelligent. Artificial Intelligence (AI) is revolutionizing education by offering personalized, adaptive, and interactive learning experiences. It can also be used to nurture and assess soft skills. For example, AI tools like *Grammarly* [1], *Turnitin* provide insights into writing clarity, tone, and originality and enhance writing skill. We can use some language learning apps like *Duolingo*[2], *Elsa Speak* to improve communication and pronunciation through real-time feedback. AI is an essential academic support and a powerful companion in building soft skills crucial for life and careers. The integration of soft skills and AI tools in modern education enables student to meet global requirements in the most effective way.

1. Introduction

Soft skills are personal qualities that enable effective communication, collaboration, and adaptability in the workplace and everyday life. Hard skills are measurable and specific to a particular job or task. Hard skills may help a person secure a job. On the other hand, soft skills relate more to one's behavior, attitude, and

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emotional intelligence. Soft skills [3,4] such as critical thinking, problem-solving, leadership, empathy, time management, and interpersonal communication are as crucial as technical knowledge across all professions and industries, and they play a key role to ensure long-term success in life. In today's dynamic and interconnected world, employers across all industries increasingly value these human-centric qualities, recognizing that soft skills are essential not only for individual performance but also for fostering teamwork, innovation, and organizational growth. Developing these skills early through education lays a strong foundation for both personal development and professional excellence [5,6,7].

Enhancement of soft skill without proper training is not an easy task for an individual. It requires not only sincere efforts but also a lot of practice in real situation. Experts in this field are not always available to provide support to the learners. Sometimes, getting help from an expert is not cost-effective also. However, with growing demand for soft skills, it is almost essential for students to get prepared from an early stage. In such scenario, it is wise to take help from artificial intelligence (AI) as a practical and cost-effective alternative. Since the AI has become almost an integral part of our daily activities and most of the people are familiar with using smartphones, it would be a smart and strategic move, if we implement the AI tools in learning soft skills in a holistic manner.

2. Soft Skills from an Educational Perspective

Traditional education systems have focused primarily on academic knowledge and hard skills or technical expertise. However, in the rapidly changing landscape of the 21st-century, the education system gets continuously updated with global inputs, and merely acquiring traditional skills and knowledge is no longer sufficient for holistic progress in life. It is, therefore, necessary to focus not only on cognitive skills but also on the soft skills of individuals. Soft skills include a set of interpersonal and intrapersonal abilities that determine how individuals interact with others and navigate their environments. So, these skills are more about *personal behavior, attitude, and emotional intelligence*. Soft skills are crucial not only for career advancement but also for personal development and lifelong learning. From an educational perspective, while cognitive skills enable students to process and analyze information, soft skills help them apply that knowledge in real-world situations, preparing them not just for exams

but for the broader challenges of life [8, 9, 10]. There are several reasons to include soft skills in school, college and university education in recent times. As a matter of fact, fostering soft skills enhances students' ability to:

- (i) *build effective interpersonal relationship,*
- (ii) *engage in collaborative learning and teamwork,*
- (iii) *demonstrate resilience in the face of challenges,*
- (iv) *make ethical and empathetic decisions,* and much more.

Indeed, the development of soft skills is often cultivated indirectly through classroom interactions and extracurricular activities. These skills play some vital roles in education like enhancing classroom interaction, fostering collaboration, improving adaptability and building emotional resilience. Further, good communication and active listening improve learning outcomes. Students learn to develop cooperation and leadership abilities from team work. They can face challenges with more confidence and adapt themselves to new learning environments or technologies. One of the most contemporary skills is to build emotional resilience. For example, skills like empathy and self regulation provide support to mental health and well-being.

Considering the above points, the educational system must integrate soft skills training into the curriculum and actively engage students into everyday learning. This can be achieved through (i) *project-based learning,* (ii) *group assignments with peer assessments,* (iii) *extracurricular and co-curricular activities,* (iv) *public speaking and debate sessions,* and (v) *internships that involve real-world problem-solving tasks.*

Understanding soft skills from an educational perspective highlights their indispensable role in shaping competent, confident, and compassionate individuals. As the world becomes increasingly interconnected and technology-driven, soft skills will continue to be an integral part of an effective education.

3. Employability, Challenges and Recommendations

It is needless to say that the employers across industries emphasize the importance of soft skills. According to numerous global employment surveys, attributes like teamwork, communication, and problem-solving are often considered even more important than technical qualifications. Graduates equipped with strong soft skills are more likely to succeed in interviews, integrate into workplace teams, and grow into leadership roles. By fostering these skills early and systematically, educators can empower students not only to meet global demands but also to thrive as lifelong learners and responsible citizens.

For example, the most important soft skills required for customer service jobs(see Fig.1)are clear communication and active listening. Moreover, a positive attitude plays a crucial role in creating a friendly environment for customers, even in challenging situations. It helps build trust, reduces tension, and leaves a lasting impression of professionalism. In this context, the ability to depersonalize is particularly important to address complaints and difficult interactions with customers. This mindset allows the customer care representative to remain calm, objective, and respectful without taking complaints personally. Taking responsibility for mistakes and proactively working toward solutions, rather than shifting blame to customers, is essential for delivering quality customer care. A good sense of humour can sometimes help a representative in conflict resolution and grievance redressal. Together, these qualities enable customer service professionals to handle interactions with empathy, composure, and accountability. Ultimately acquiring these soft skills raises the customer satisfaction and loyalty to the next level.



Fig.1: Some important soft skills for customer care professionals
(Source: Internet)

Some challenges in soft skills training are: (i) the lack of standardized assessment methods, (ii) an overemphasis on rote learning and academic performance, and (iii) insufficient teacher training and awareness. On the basis of the above constraints, it is therefore necessary to implement some recommendations which include (i) professional development for educators to recognize and nurture soft skills, (ii) Curriculum redesign to embed soft skill learning outcomes, (iii) collaboration with industry to align education with real-world expectations, and (iv) use of AI tools for skill-building in communication, language, and emotional intelligence. The recent **AI tools**[11, 12] offer structured, scalable, and personalized approaches to nurturing these skills. Deep learning, facial recognition, automated tasks, data ingestion, cloud computing, quantum computing, and chatbots are some of the essential features (Fig.2) of artificial intelligence. *Digital tools and AI-based platforms*[11, 12] can be used to support the development of soft skills, offering personalized feedback, simulations, and interactive learning environments.

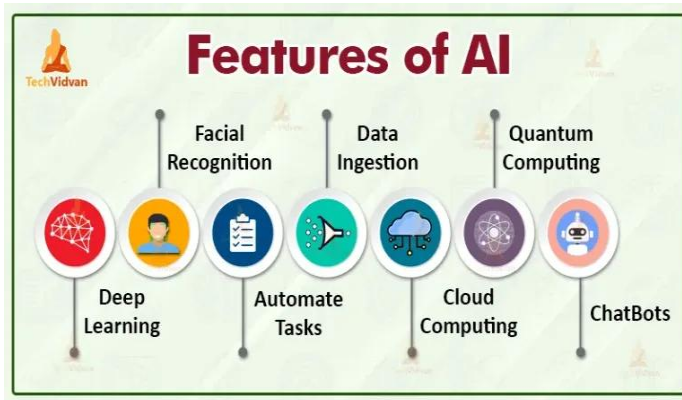


Fig.2: Some essential features of artificial intelligence (source: internet)

4. Role of AI Tools in Enhancing Soft Skills

AI-powered platforms have transformed how students practice and refine their soft skills. The AI contributes to the following key areas:

(a) **Language and Communication Skills:** The tools like *Grammarly*, *Turnitin*, *ProWritingAid*, and *QuillBot* help students improve their writing style, tone, clarity, and grammar. Other apps like *Duolingo* and *ELSA Speak* provide real-time feedback on pronunciation and fluency, enhancing verbal communication. Moreover, *Speech recognition and feedback tools* enable students to rehearse presentations, refine articulation, and build confidence. A student preparing for a public speaking competition can use AI speech coach apps to receive suggestions on pacing, intonation, and content structure.

(b) **Emotional Intelligence and Self-Awareness:** The AI-based emotional recognition systems such as *Replika* or *Woebot* simulate conversations that help users reflect on their emotions and reactions. AI chatbots in educational platforms can promote self-regulation by guiding students through goal-setting, journaling, and conflict resolution. The primary benefits of these tools are to cultivate self-awareness, empathy, and emotional regulation, core components of emotional intelligence.

(c) **Collaboration and Teamwork:** The AI-supported project management and collaboration platforms like *Trello*, *Slack*, and

Microsoft teams with integrated bots help students work efficiently in teams. Some educational platforms use AI to track participation, feedback exchange, and group dynamics to assess and improve collaboration skills.

(d) **Critical Thinking and Problem Solving:** The AI tutoring systems like *Khanmigo*, *Scribe Sense*, *Socratic* encourage students to question, analyze, and arrive at conclusions through guided inquiry. In addition to that *Gamified learning environments* use AI to pose real-life scenarios that challenge students to make decisions under constraints, promoting adaptive thinking.

(e) **Adaptability and Lifelong Learning:** Personalized learning algorithms adjust content difficulty based on a learner's pace, encouraging resilience and adaptability. AI mentors and digital assistants remind students of deadlines, provide feedback, and suggest resources, building independent learning habits.

In the context of education and research, some AI tools (Fig.3) like *Elicit*, *Connected Papers* and *Research Rabbit* are very much useful for scholars pursuing a Ph.D. degree. *Elicit*, an AI research assistant, helps finding and summarizing relevant literature whereas, *Connected Papers* can provide related academic papers for topic exploration. *Research Rabbit* can track, organize, and discover academic research networks. In writing and idea development, *ChatGPT*, *Word Tune* and *Bard (Gemini)* are powerful AI assistant which can generate, refine, and summarize text and give brainstorm ideas.

Grammarly, *Quillbot* and *Paper Pal* are widely used AI-powered tools for grammar and style checking, each offering unique features to enhance writing quality. **Grammarly** provides real-time feedback on grammar, punctuation, spelling, and tone, making it suitable for both casual and professional communication. **QuillBot** specializes in paraphrasing, rewording, and summarizing text while also offering grammar correction and vocabulary enhancement. **PaperPal**, designed with academic writers in mind, checks grammar, style, and structure, while also aligning writing with scholarly publishing standards. **Canva app** can be used to generate AI-powered images, as well as to edit and design them using its wide range of creative tools.

SPSS, **R**, and **JASP** are widely used tools for statistical analysis and data processing. **SPSS** (Statistical Package for the Social Sciences) is a

user-friendly software popular in social sciences and business research for conducting descriptive statistics, regression, and advanced analytics. **R** is a powerful open-source programming language and environment favored for its flexibility, extensive statistical packages, and data visualization capabilities. **JASP** (Just Another Statistical Program) is an open-source, GUI-based statistical tool that emphasizes ease of use while providing both frequentist and Bayesian analysis options, making it suitable for teaching, research, and reproducible workflows.






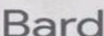












Literature Search	 Elicit	 Connected Papers	 Research Rabbit
Writing Assistants	 ChatGPT	 WordTune	 Bard
Grammar & paraphrasing	 Quillbot	 PaperPal	 Grammarly
Citations	 Zotero	 Mendeley	 JabRef
Illustrations	 Canva	 BioRender	 Draw.io
Data (Quantitative)	 R	 SPSS	 JASP

Fig.3: Some popular AI tools useful for literature search, writing, grammar checking, paper citations, image and data processing (Source: internet)

In recent scenario, learners and educators must be aware of several popular AI assistants (Fig.4) like *ChatGPT*, *Microsoft Copilot*, *Google Gemini* and *DeepSeek*. *ChatGPT*, developed by OpenAI is a conversational AI capable of generating text, speech, and images, offering improved reasoning and integration with services like Gmail and Google Calendar. *Microsoft Copilot* is embedded across *Microsoft 365 apps* to automate tasks, generate content, analyze data, and streamline workflows.

Google Gemini is a multimodal large language model designed for advanced reasoning across text, images, audio, and video. *Gemini* is

integrated into Google products like the *Gemini chatbot* and Google Cloud tools for personalized and privacy-aware AI assistance. *DeepSeek* is a Chinese AI company founded in 2023 that develops open-weight large language models (LLMs) which are freely accessible. *DeepSeek*'s models stand out for their high cost-efficiency and open nature. They enable advanced reasoning and domain-specific performance; for example, *DeepSeek-RI* has demonstrated strong results in reasoning, coding, and healthcare diagnostics.



Fig.4: Logos of some well-known AI assistants: ChatGPT, Copilot, Gemini and DeepSeek

5. Benefits and Challenges of AI

The primary advantages of using AI for soft skill development over other traditional methods are the followings:

- (a) **Scalability:** AI tools can reach thousands of learners simultaneously, regardless of geographical boundaries.
- (b) **Personalization:** Real-time feedback and customized learning paths cater to individual needs. It addresses each learner's unique strengths, weaknesses, and pace.
- (c) **Non-judgmental Learning Space:** AI offers a safe environment for practice, enabling students to experiment and make mistakes without fear of criticism.
- (d) **24/7 Availability:** Students can practice and reflect at their own convenience. They can access resources, practice scenarios, and reflect on their progress at any time, fostering self-paced growth.

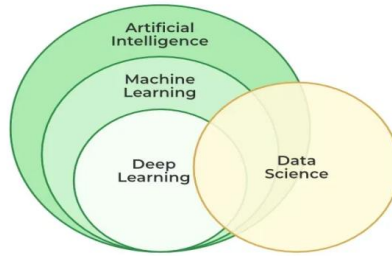


Fig.5: *Deep Learning (DL) is a subset of Machine learning (ML)* (Source: Google)

(e) **Artificial Neural Network (ANN) and Deep Learning (DL) in Education:** Deep Learning is a subset (Fig.5) of machine learning that uses multi-layered neural networks. An Artificial Neural Network (Fig.6) is a computational model inspired by the structure and functioning of the human brain, designed to recognize patterns and process complex data. It consists of interconnected units called *neurons*, organized into layers—an input layer, one or more hidden layers, and an output layer. Each connection between neurons has a *weight* that determines the strength of the signal, and through a process called *training*, these weights are adjusted to minimize errors in predictions. ANNs are capable of learning from large datasets, making them powerful tools for tasks such as image and speech recognition, natural language processing, and predictive analytics.

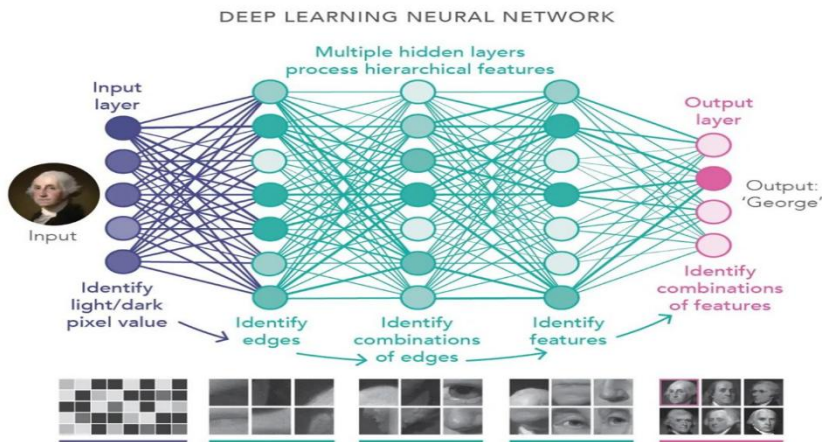


Fig.6: *Multiple Artificial Neural Networks (ANNs) are used to recognize a human face in Deep Learning (DL). A face image given as*

input is processed to identify the person and generate his name as output. (source: internet)

In education, ANNs can be applied in adaptive learning systems, and when they involve multiple hidden layers, this approach is known as deep learning (DL). DL is increasingly being applied in education to personalize learning experiences, analyze student performance, and enhance administrative efficiency. DL algorithms can process large volumes of data—from student assessments and learning patterns to behavioural analytics—to predict learning outcomes, identify knowledge gaps, and recommend tailored resources. In intelligent tutoring systems, DL enables adaptive feedback, automated grading, and natural language processing for chatbots and virtual assistants. It is also used for applications such as speech recognition for accessibility, plagiarism detection, and learning content generation. By uncovering complex patterns in educational data, DL supports more targeted interventions, improves engagement, and fosters data-driven decision-making in teaching and learning environments.

Despite these advantages, the integration of AI in soft skills education must be approached carefully. Over-reliance on automation (Fig.7) may diminish genuine human interaction, which remains vital for developing empathy, emotional intelligence, and interpersonal communication. Furthermore, issues such as data privacy, algorithmic bias, and the risk of homogenized learning experiences raise ethical concerns. Educators need adequate training and support to effectively use AI tools in classrooms. A clear pedagogical framework should be developed to properly blend the capabilities of AI with human intelligence.



Fig.7: *Imaginary picture of a classroom: Over-reliance on automation may diminish genuine human interaction*

6. Conclusion

Soft skills—such as critical thinking, problem-solving, leadership, empathy, time management, and communication—are as vital as technical expertise in today’s professions. In a rapidly changing global education and job market, adaptability, collaboration, and emotional intelligence are increasingly valued. Artificial Intelligence (AI) enhances education through personalized, adaptive, and interactive learning, serving as both academic support and a catalyst for developing essential soft skills. Integrating AI tools with human-centred learning enables students to meet global demands effectively. By merging human values with technological innovation, modern education can prepare learners to communicate better, lead effectively, and adapt confidently in a dynamic world.

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IMPACT OF SOFT SKILLS IN TEACHING LEARNING PROCESS

Dr. Sangita Roy ¹

Introduction

In teacher education programme, trainees are learned different types of hard skills for professional development. But they also learned soft skills which is not included in curriculum but practices in teaching learning situation. Soft skills like –communication, empathy, teamwork, collaboration, problem solving, leadership etc. are crucial in the teaching learning process to effectively interact with students, manage classroom situation and foster a positive learning environment. Therefore, in every teacher training program, teacher educators should develop soft skills in teacher trainees through real classroom teaching. These skills are as important as subject knowledge because this will be helpful in classroom teaching, nurture positive relationships with students to handle challenges. This paper explores the impact of soft skills in teaching learning process. Study has shown that soft skills are very effective in creating a positive learning environment in the teaching-learning process. These not only help in the personal development of trainees but also help in building good relationships with primary students.

1.1 Significance of the Study:

Soft skills, like communication, teamwork, problem solving and leadership are crucial in the teaching-learning process, as they enhance teacher-student relationships and improve classroom management. Teachers play a vital role in shaping the future of our children. To be an effective teacher, it is necessary to develop the necessary soft skills which effectively handle the challenges of teaching learning process.

So, in this study the researcher tries to find out the effect of using soft skills in teaching learning process in D.El.Ed. programme.

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1.2 Objectives of the Study:

- To find out the D.El.Ed trainees opinions towards using soft Skill gender wise.
- To find out the D.El.Ed trainees opinions towards teaching learning process gender wise.
- To find out the relationship between soft skills and teaching learning process

1.3 Hypothesis of the Study

- Ho1 There is no significant difference between D.El.Ed. trainees of Male and Female in using Soft Skill.
- Ho2 There is no significant difference between D.El.Ed. trainees of Male and Female in approach towards teaching learning process.
- H₁₃-There is a significant relation between using Soft Skills and Teaching Learning Process.

1.4 Definition of Important Terms

D.El.Ed. Trainees: In this study D.El.Ed. Trainees are operationally defined as, those practicing teachers who are undergoing two-year D.El.Ed. teacher education programme in any primary teacher training institute approved by the NCTE and affiliated by West Bengal Board of Primary Education (WBBPE).

Soft Skills: It is a personal and attributes that enable someone to interact effectively with other people. In this study soft skills define as a non-technical abilities that include communication, teamwork, problem solving and leadership which are essential for primary teachers.

Teaching Learning Process:

In the present study Teaching learning Process define as planned activities which would enable the teacher to teach.

2. METHODOLOGY

2.1 Design of the Study:

In this present study Descriptive Survey method has been used. The study conditions of the using soft skills and teaching learning process of D.El.Ed. trainees internship.

2.2 Population and Sample of the Study:

The study has proposed to be conducted in Nadia, West Bengal. The population of the study is D.El.Ed. trainees of the D.El.Ed. teacherteaining institutions. From Nadia D.El.Ed. institutions are selected randomly. From these institutions, 60 trainees are selected randomly gender wise.

Table 1. Description of sample

Gender	Sample(D.El.Ed. trainees)
Male	30
Female	30
Total	60

2.3 Tools:

1. Soft Skills Scale (SSS) for D.El.Ed. trainees which is developed by the investigator.
2. Teaching Learning process Scale (TLPS) for D.El.Ed. trainees which is developed by the investigator.

2.3.1 Soft Skills Scale (SSS):

Soft Skills Scale (SSS) for D.El.Ed. trainees is constructed by the investigator. For constructing the items collect relevant information by reviewing of related literature, teacher education books, journals etc. The Scale has 14 items instrument designed to measure the characteristic for Teaching Process Scale

Scoring:

The mode of response to each item of the scale is in the form of five-point scale as strongly agree, agree, undecided, disagree, strongly disagree, indicating complete agreement or disagreement with the statement.

Reliability and Validity:

Reliability determined by **Cronbach alpha method**. By Cronbach alpha method the reliability of the tool is found to be **0.83**. The content validity of the test was measured by expert rating. The **content validity** was found to be **0.72**.

2.3.2 Teaching Learning process Scale (TLPS):

Teaching Learning Process Scale for D.El.Ed. trainees is constructed by the investigator. The Scale initially has 34 items instrument designed to measure the characteristic for Teaching Learning Process Scale.

Scoring:

The mode of response to each item of the scale is in the form of five-point scale as strongly agree, agree, undecided, disagree, strongly disagree, indicating complete agreement or disagreement with the statement.

Reliability and Validity:

Reliability determined by **Cronbach alpha method**. By Cronbach alpha method the reliability of the tool is found to be **0.932**. The content validity of the test was measured by expert rating. The **content validity** was found to be **0.81**.

3. ANALYSIS AND INTERPRETATION

3.1 Analysis of the Data

- Descriptive analysis has been done by computing the Means and SD's of all the scores i.e. soft Skills and Teaching Learning Process.

- 't' Test has been done.
- Coefficient correlation of total soft skills and total Teaching Learning Process have been worked out.

3.2 Analysis and Interpretation of Results:

Objective 1- To find out the D.El.Ed trainees opinions towards using soft Skill gender wise.

Mean and SD's and 't' Test of soft skill has been done gender wise.

Testing Hypothesis Ho1

Table 2.Mean, SD's and 't' Test of Soft Skills

Dimension	Gender	No. of Students	Mean	S.D.	't' test	df	Sig.
Soft Skills	Male	30	63.933	4.623	0.101	58	NS
	Female	30	65.366	4.1785			

Interpretations:

H₀₁- For testing **H₀₁**, the **table 2** showed that D.El.Ed trainees of Male mean score (63.933) in Soft Skills less the mean score of D.El.Ed trainees of Female (65.366). For comparing the mean score of Male and Female trainees in Soft Skill, the calculated $t_{(58)}$ is 0.101. So, 't' is not significant at 0.05 level. Hence, **H₀₁** could not be rejected.

Objective 2-To find out the D.El.Ed trainees opinions towards teaching learning process gender wise

Mean and SD's and 't' Test of Teaching Learning Process has been done gender wise.

Testing Hypothesis Ho2

Table 3.Mean, SD's and 't' Test of Teaching Learning Process

Dimension	Gender	No. of Students	Mean	S.D.	't' test	df	Sig.
Teaching Learning Process	Male	30	145.67	9.86227	0.1537	58	NS
	Female	30	147.5	10.90318			

Interpretations:

H₀₂- For testing **H₀₂**, the **table-3** showed that D.El.Ed trainees of Male mean score (145.67) in Teaching Learning Process is less than the mean score of D.El.Ed trainees of Female (147.5). For comparing the mean score of Male and Female trainees in Teaching Learning Process, the calculated $t_{(58)}$ is 0.1537. So, 't' is not significant at 0.05 level. Hence, **H₀₂** could not be rejected.

Objective 3- To find out the relationship between soft skills and teaching learning process

The coefficient of correlation of using Soft skills and teaching learning process has been done.

Testing Hypothesis H₁₃

Table 4: Pearson Correlation opinion towards using Soft skills and teaching learning process

Variables	SOFT SKILLS
TEACHING LEARNING PROCESS	0.888 Positive correlation
Total Number of Trainees	60

Interpretations:

H₁₃- For the result of testing **H₁₃**, the **table 4** showed that the correlation co-efficient 'r' between using Soft skills and teaching learning process is found to be 0.888 which is highly positive in nature. Hence, **H₁₃** could not be rejected.

4. FINDINGS AND DISCUSSION OF THE STUDY

- On testing **H₀₁**, there is no significant difference found between D.El.Ed. trainees of male and female in using Soft Skills.
- On testing **H₀₂**, there is no significant difference found between D.El.Ed. trainees of male and female in teaching learning process.

- The testing of hypothesis **H₁₃** there is found highly positive relationship between using soft skills in teaching learning process.

4.1 Findings on Questionnaire on D.El.Ed. Trainees'opinions on Soft Skills:

From the analysis of data on D.El.Ed. trainees' opinions about using soft skills found that there is no significant different found between D.El.Ed. male and female trainees. According to the findings showed that trainees used many soft skills like- communication, teamwork, problem solving with students and leadership which has helped them in teaching learning process.

4.2 Findings on Questionnaire on D.El.Ed. Trainees'opinions on Teaching Learning Process:

From the analysis of data on D.El.Ed. trainees opinions about teaching learning process found that there is no significant different found between D.El.Ed. male and female trainees. Findings showed that trainees are very responsible towards teaching learning process and they use different methods to make this process better.

4.3 Findings on Correlation between using soft skills and teaching learning process:

The Correlation Coefficient found 0.88 between using soft skills and teaching process which indicates highly positive in nature. So, there is a significant relation found between two variables and result proved that soft skills help trainees to create a positive learning environment in the teaching learning process

5. CONCLUSION

The present study explored the status of two main variables viz. Soft skills and teaching learning process with categorical variables (gender). After analysis result, we say that trainees used different Soft skills, like- communication, team work, problem solving and leadership in teaching learning process. The trainees demonstrated that soft skills, overcome barriers in communication and other areas of learning with elementary school students. These skills build rapport, trust, and positive interactions between teachers and students in the teaching-

learning process. The trainees strongly agreed that soft skills are very effective in creating a positive learning environment in the teaching-learning process. Therefore, it is necessary to develop soft skills in every teacher education programme.

Suggestions for Future Research Studies:

- This is a scope to administer to the study on the interns of B.Ed. Institutions and M.Ed. Institutions.
- Similar studies can be conducted from all the districts of West Bengal taking more samples.
- Different categorical variables such as stream, government & self-financed, urban & rural institutions etc. can also be taken up as variables.

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EMOTIONAL INTELLIGENCE IN THE CLASSROOM: WHY IT MATTERS

Mithun Kumar Ghosh ¹

Abstract:

Emotional intelligence (EI) is increasingly recognized as a critical factor in educational success, complementing traditional academic skills. Defined as the ability to understand, manage, and respond to one's own emotions and those of others, EI encompasses five core components: self-awareness, self-regulation, motivation, empathy, and social skills. Together, these competencies foster holistic student development and play a key role in navigating academic pressures, building relationships, and promoting mental well-being. Research demonstrates a positive correlation between EI and academic performance, with emotionally intelligent students displaying greater motivation, resilience, and engagement. While some variability exists across studies due to different EI models and student demographics, the overall evidence suggests EI supports better learning outcomes.

Practical strategies to cultivate EI in classrooms include mindfulness exercises, emotional literacy instruction, storytelling, collaborative learning, and restorative practices. Teachers can embed EI into existing curricula while modelling emotional competence themselves, which is vital for creating inclusive, respectful learning environments. However, implementing EI programs presents challenges, such as time constraints, insufficient teacher training, and limited resources. Overcoming these barriers requires institutional support, targeted professional development, and community involvement.

Teacher's own EI significantly influences student outcomes. Educators with high emotional intelligence are more effective in managing classroom dynamics, reducing student stress, and fostering motivation.

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Supporting teachers' emotional well-being enhances not only their performance but also student success.

Keywords: *Emotional Intelligence (EI), Student Development, Academic Performance, Social-Emotional Learning (SEL), Teacher-Student Relationships*

Introduction:

In recent years, education has shifted beyond the exclusive focus on academic achievement, recognizing the importance of students' social and emotional development. Emotional Intelligence (EI)—the ability to understand, manage, and respond to emotions—has emerged as a critical factor in fostering holistic student growth. In a classroom setting, EI influences not only how students perform academically but also how they navigate interpersonal relationships, adapt to challenges, and maintain mental well-being. This paper explores the significance of emotional intelligence in education, its impact on teaching and learning, and strategies for effectively integrating EI into the classroom.

Understanding Emotional Intelligence:

The concept of emotional intelligence was popularized by Daniel Goleman, who identified five key components:

1. **Self-Awareness:** Self-awareness is the ability to recognize and understand one's own emotions, thoughts, and behaviours, as well as their impact on others. In the classroom, self-aware students can identify how their feelings—such as stress, excitement, or frustration—affect their learning and interactions. This awareness allows them to take proactive steps toward better decision-making and personal growth.
2. **Self-Regulation:** Self-regulation involves managing emotions in a healthy, constructive manner. It includes staying calm under pressure, adapting to change, and avoiding impulsive reactions. In an educational setting, self-regulated students can handle conflicts maturely, focus during challenging tasks, and maintain a positive learning environment.

3. **Motivation:** Motivation refers to the inner drive to achieve goals, even in the face of obstacles. It is characterized by persistence, enthusiasm, and a strong sense of purpose. Motivated students remain engaged in their studies, set high standards for themselves, and view setbacks as opportunities to learn rather than as failures.
4. **Empathy:** Empathy is the ability to understand and share the feelings of others. It allows individuals to see situations from different perspectives and respond with kindness and respect. In the classroom, empathetic students foster inclusivity, support peers who are struggling, and contribute to a more collaborative learning atmosphere.
5. **Social Skills:** Social skills encompass the ability to communicate effectively, build trust, and nurture positive relationships. Strong social skills help students work productively in teams, resolve disagreements peacefully, and create networks of mutual support—essential for both academic and personal success.

OBJECTIVES OF THE STUDY:

- i) To understand the role of emotional intelligence in education.
- ii) To examine its impact on student performance and well-being.
- iii) To assess teachers' role in fostering emotional intelligence.
- iv) To identify strategies for integrating EI into classrooms.
- v) To highlight challenges and suggest solutions.

METHODOLOGY:

In this study, a descriptive research design was employed, extensively utilizing secondary data from diverse sources such as academic journals, online databases, books, articles, magazines, as well as both published and unpublished theses. The meticulous curation and arrangement of these secondary sources established a strong and all-encompassing basis for the study's analysis and subsequent findings.

Role of Teachers in EI Development

Teachers have a big influence on how students learn emotional intelligence. When teachers understand and manage their own emotions well, they can handle classroom situations more calmly and

fairly. This helps create a safe and friendly space where students feel respected and ready to learn.

Teachers can show students how to be patient, kind, and understanding by behaving that way themselves. They can also notice when a student is feeling upset or stressed and offer support. By talking openly about emotions and showing empathy, teachers help students learn how to deal with their own feelings and respect the feelings of others. Teachers play a central role in fostering EI within the classroom.

- i) **Role Model** – Demonstrate empathy, patience, and respectful communication so students can learn by example.
- ii) **Emotional Guide** – Help students recognize, understand, and manage their emotions in healthy ways.
- iii) **Conflict Mediator** – Teach and use peaceful strategies to solve disagreements among students.
- iv) **Supportive Mentor** – Provide encouragement, motivation, and understanding to build students' confidence.
- v) **Safe Environment Creator** – Ensure the classroom is a respectful, inclusive, and emotionally safe space for all learners.

In this way, teachers are not only teaching academic subjects but also guiding students to become emotionally strong and socially responsible people.

Practical Strategies for Cultivating Emotional Intelligence in the Classroom

Teaching emotional intelligence does not need a separate subject. Teachers can include it in normal classroom activities using simple strategies.

- i) **Mindfulness Exercises:** Mindfulness helps students stay calm and focus. For example, a teacher can start the class with two minutes of deep breathing. Students close their eyes, take slow breaths, and notice how they feel. This helps them manage stress, pay attention, and stay calm during difficult situations.

- ii) **Emotional Literacy Activities:** Emotional literacy means understanding and expressing feelings in a healthy way. Teachers can ask students to write in journals about how they feel or share a time they were happy, sad, or angry. This helps students recognize their emotions and talk about them clearly.
- iii) **Storytelling and Role-Play:** Stories and role-play help students understand others' feelings. For example, a teacher can read a story about a child who is sad or angry and ask students to act out the situation. This teaches students to feel empathy and think about how others might feel.
- iv) **Collaborative Learning Projects:** Group activities teach students teamwork and problem-solving. For instance, students can work together to make a class poster or solve a project. They learn to share ideas, listen to others, and manage frustration. This improves social skills and helps them work well with others.
- v) **Restorative Practices:** Restorative practices teach peaceful ways to solve conflicts. For example, if two students argue, the teacher can let each student explain their feelings while the other listens. Together, they find a solution and agree on better behavior. This helps students learn empathy, responsibility, and how to maintain good relationships.
- vi) **Emotion-Based Games:** Use games to teach emotions and social skills. For example, a teacher can play a game where students guess emotions based on facial expressions or body language. This makes learning about feelings fun and interactive.
- vii) **Reflection Time:** Give students a few minutes at the end of the day to think about their actions and feelings. For example, ask, "What made you happy today?" or "How did you handle a challenge?" This helps students understand their emotions and learn from experiences.

Challenges in Implementing Emotional Intelligence in the Classroom

Emotional intelligence (EI) is very helpful for students, putting EI programs into practice can be difficult. Some common challenges include:

- i) **Time Constraints:** Class schedules are already full with lessons and exams, leaving little time for extra activities like mindfulness exercises or role-playing. Teachers may find it hard to add EI activities without affecting the regular curriculum.
- ii) **Limited Teacher Training:** Many teachers are not trained in emotional intelligence or how to teach it effectively. Without proper guidance, it can be challenging for them to help students develop EI skills.
- iii) **Lack of Resources:** Some schools, especially underfunded ones, may not have the materials, space, or support needed to implement EI programs. For example, journals, games, or quiet areas for mindfulness may not be available.
- iv) **Institutional Resistance:** In many schools, the focus is mainly on grades and academic results. Emotional and social growth may be overlooked or considered less important, making it harder to prioritize EI in the classroom.
- v) **Student Resistance:** Some students may feel shy, uncomfortable, or uninterested in activities that involve sharing feelings or discussing emotions. This can make it difficult for teachers to engage all students in EI practices.
- vi) **Cultural or Social Barriers:** In some communities, talking openly about emotions may not be common or encouraged. Cultural norms or social expectations can make it harder for students to express themselves and practice emotional skills in the classroom.

Recommendations for Implementing Emotional Intelligence in Education

- i) **Professional Development:** Teachers should receive regular training to improve their own emotional intelligence and learn how to teach it effectively. For example, workshops can teach teachers mindfulness techniques, ways to handle conflicts, and methods to support students' emotions.
- ii) **Institutional Support:** Schools should provide time and resources to include EI activities in the curriculum. For instance,

setting aside a few minutes each day for mindfulness, emotional check-ins, or role-playing exercises can help students practice EI without affecting regular lessons.

- iii) **Community Involvement:** Parents and local organizations can help reinforce emotional learning outside the classroom. For example, parents can encourage children to express feelings at home, or community centers can organize teamwork and empathy-building activities.
- iv) **Assessment and Feedback:** Schools should monitor students' emotional growth along with their academic progress. Simple tools like reflection journals, peer feedback, or teacher observations can help track how well students are developing skills like empathy, self-control, and social awareness.

Conclusion

Emotional intelligence is not just an extra skill; it is a very important part of effective education. When schools focus on developing EI, students become not only good at academics but also emotionally strong, caring, and responsible in social situations. Teachers' own emotional intelligence is also very important because it affects the classroom atmosphere, motivates students, and influences long-term success. To prepare students for the challenges of life, schools must include emotional intelligence in everyday teaching and make it a priority alongside academic learning.

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GOVERNMENT POLICY ON DIGITAL EDUCATION AND ITS CHALLENGES: A CASE STUDY OF WEST BENGAL

Firoj Mondal ¹

Introduction:

According to Encyclopedia Britannica, "Digital education is a form of education in which the main elements include physical separation of teachers and students during instruction and use of various technologies to facilitate student-teacher and student-student communication." During COVID-19, learning through technologies became inevitable, and till now the nexus of digital learning is growing rapidly worldwide. To cope with the phenomena, the government of West Bengal took several initiatives to spread digital education in Bengal. Therefore, this paper intends to discuss the policies or initiatives taken by the Bengal government regarding digital learning and its challenges. Digital education has emerged as a cornerstone of modern educational reform, particularly in the wake of global disruptions like the COVID-19 pandemic. In India, the National Education Policy (NEP) 2020 emphasizes technology integration to enhance access, equity, and quality in education. West Bengal, a state with a robust educational heritage, has embraced digital education through various initiatives, yet faces significant challenges in implementation. This essay explores the government policies on digital education in West Bengal, their impact, and the challenges hindering their success, drawing on recent data and initiatives to provide a comprehensive analysis.

The Government Policies on Digital Education in West Bengal:

West Bengal has aligned its educational strategies with national frameworks like NEP 2020 while introducing state-specific policies to promote digital education. Key initiatives include: Banglar Shiksha Portal: Launched by the Department of School Education, this digital

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platform manages data for over 1.5 crore students, enabling live tracking and data sharing. The cloud-based system enhances monitoring and facilitates policy interventions by providing access to historical data. The portal supports e-governance in education, streamlining administrative processes and improving transparency. **Digital West Bengal Initiative:** This initiative focuses on integrating technology into classrooms to promote student engagement and collaborative learning. It aims to bridge the digital divide by ensuring equitable access to digital tools, particularly in rural areas. **Beside Smart Classrooms and ICT Integration:** The state has made efforts to introduce smart classrooms and Information and Communication Technology (ICT) in government schools. However, implementation remains in early stages, especially in rural and district-level schools. The National Policy on ICT in School Education (2012) has guided these efforts, but challenges persist in rural areas due to poor infrastructure.

Moreover State Education Policy (SEP) 2023: West Bengal's SEP 2023 complements NEP 2020 by emphasizing technology-enhanced learning while prioritizing regional languages and flexible curricula. It addresses digital education by advocating for infrastructure development and teacher training to support ICT-enabled schools. As well as **Schemes Supporting Digital Access:** Programs like Sabooj Sathi (providing bicycles to students) and Kanyashree Prakalpa (scholarships for girls) indirectly support digital education by improving school attendance, enabling students to access digital resources where available. Besides These policies align with NEP 2020's vision of leveraging technology to ensure inclusive education, particularly for marginalized communities. However, their implementation reveals significant challenges.

Challenges in Implementing Digital Education in West Bengal

Despite progressive policies, West Bengal faces numerous obstacles in integrating digital education effectively. **Digital Divide Between Urban and Rural Areas:** A 2022 study highlighted stark disparities in digital education access, with 98.7% of private school students and only 33.7% of government primary school students accessing online education during the COVID-19 pandemic. Rural areas, in particular, suffer from limited internet connectivity (17.5% of schools) and low computer availability (22.3% of schools). This digital divide

exacerbates educational inequities, with urban students benefiting from better resources.

Another side nrastructure Deficits: Many government schools lack basic digital infrastructure, such as electricity, computers, and internet connectivity. States like Chandigarh and Delhi have achieved near-universal digital readiness, but West Bengal lags, with only 17.5% of schools having internet access and 22.3% equipped with computers. Maintenance of existing facilities is also inadequate, further hindering digital education efforts. **Also Teacher Shortages and Lack of Training:** Teacher shortages, particularly in rural areas, force educators to manage multiple classes, reducing the time available for digital teaching. Additionally, many teachers lack training in ICT tools, limiting their ability to integrate technology effectively. The absence of updated digital study materials further discourages ICT use in classrooms.

As well as Impact of COVID-19: The pandemic exposed vulnerabilities in West Bengal's digital education framework. A 2020 study found that only 11.6% of students completed more than half their syllabus online, and nearly two-thirds did not use e-learning platforms like e-Pathshala. The sudden shift to online learning highlighted the lack of digital readiness, particularly in rural areas, where students relied on external resources like cyber cafes. **Funding and Policy Conflicts:** West Bengal's refusal to join the PM-SHRI scheme, due to funding disputes and concerns over branding, has led to the withholding of central funds under the Sarva Shiksha Abhiyan (SSA) program. This financial strain limits investments in digital infrastructure. The state's 40% funding contribution requirement for PM-SHRI has been a point of contention, constraining resources for digital initiatives. **Another side Socio-Economic Barriers:** Economic constraints prevent many families, especially in rural areas, from affording digital devices or internet access. This was evident during the pandemic, when parents engaged in vulnerable livelihoods struggled to support online education. The reliance on private tuition, even in "free" government schools, further increases costs, undermining equitable access.

Impact of Policies and Challenges:

The policies have yielded some successes. The Banglar Shiksha portal has centralized data management, improving administrative efficiency.

Schemes like Kanyashree and Sabooj Sathi have increased enrollment, indirectly supporting digital education by ensuring more students can access school resources. The state's literacy rate (77% in 2011, with recent improvements) reflects progress in educational access. However, the challenges have limited the impact of digital education. The 2022 Annual Status of Education Report (ASER) revealed poor foundational skills in rural Bengal, with only 40% of Class 3 students able to read a simple paragraph and 38% of Class 5 students able to perform division. High dropout rates (25.5% at the secondary level in 2022) indicate that digital education has not fully addressed retention issues. The digital divide and lack of teacher training further hinder quality education delivery.

Recommendations for Improvement:

To address these challenges, West Bengal can adopt the following strategies. **Enhance Digital Infrastructure:** Prioritize investments in electricity, computers, and internet connectivity in rural schools. Public-private partnerships, as suggested by Avgerinou & Paraskeva (2020), can help bridge infrastructure gaps. **Teacher Training Programs:** Implement ongoing professional development to enhance teachers' technological and pedagogical skills. This can improve ICT adoption and ensure effective use of digital tools. **Update Digital Content:** Ensure that digital study materials are regularly updated to align with current syllabi, addressing the issue of outdated resources. **Bridge the Digital Divide:** Expand initiatives like Tamil Nadu's Kalvi TV, which broadcasts lessons to reach rural students, to ensure equitable access to digital education. Subsidized devices or community internet centers can also help.

Resolve Funding Disputes. Negotiate with the central government to secure SSA funds and explore alternative funding models to support digital initiatives without compromising state autonomy. **Community Engagement:** Foster collaboration between schools, teachers, and communities to share best practices and promote a culture of innovation in digital education.

Conclusion:

West Bengal's policies on digital education, such as the Banglar Shiksha portal and Digital West Bengal initiative, reflect a commitment to modernizing education in line with NEP 2020. However, challenges

like the digital divide, infrastructure deficits, teacher shortages, and funding disputes limit their effectiveness. By prioritizing infrastructure development, teacher training, and equitable access, West Bengal can overcome these obstacles and create a robust digital education ecosystem. The state's rich educational heritage, combined with targeted interventions, positions it to lead in technology-enhanced learning, ensuring quality education for all.

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Chapter : 9

GREEN CHEMISTRY AND HUMAN VALUES: ETHICS, RESPONSIBILITY, AND SOFT SKILLS IN EDUCATION

Dr. Ananya Roy Chowdhury ¹, Dr. Paritosh Biswas ²

Abstract

Education in the twenty-first century is undergoing a paradigm shift, moving beyond the traditional boundaries of subject knowledge to include the holistic development of learners. Alongside technical expertise, soft skills such as communication, teamwork, leadership, critical thinking, adaptability, and ethical awareness are increasingly recognized as vital components of modern education. In the field of chemistry, this integration is particularly significant because of the discipline's dual role in advancing human welfare while simultaneously posing environmental and ethical challenges.

Green Chemistry, with its guiding principles of sustainability, waste reduction, and environmental responsibility, provides an ideal platform to merge disciplinary knowledge with human values and soft skills. This chapter examines the intersection of chemistry education, soft skills, and ethics by highlighting how the teaching and practice of Green Chemistry can foster responsibility, empathy, and accountability among students. Pedagogical strategies such as project-based learning, interdisciplinary collaborations, case studies of industrial disasters, and classroom debates on ethical dilemmas are discussed as effective tools for embedding soft skills in chemistry education. Furthermore, the chapter explores how employers in scientific and industrial sectors increasingly demand professionals who can combine technical expertise with strong interpersonal and ethical competencies.

By giving students both subject knowledge and soft skills, chemistry education can help shape socially responsible scientists who can lead sustainability efforts. Ultimately, the chapter highlights that the future

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of chemistry education lies in balancing intellectual growth with ethical responsibility and human values. This balance makes students not only skilled chemists but also responsible global citizens.

Keywords: *Green Chemistry, Human Values, Soft Skills, Chemistry Education, Sustainability.*

Introduction

Education today goes beyond just sharing knowledge. It also focuses on the overall development of students, integrating technical skills, soft skills, and ethical awareness to prepare learners for personal, professional, and societal challenges (Delors, 1996; UNESCO, 2017). In our globalized and tech-driven society, we evaluate the success of education not only on academic performance but also on students' ability to apply knowledge in responsible ways, think critically, communicate well, and act ethically in the real world (Goleman, 1995; OECD, 2018).

Chemistry, often called the “central science,” connects with many disciplines and greatly influences human life (Schummer, 1997). It is the basis for advancements in fields like medicine, agriculture, energy, and materials, all of which support economic and social growth. However, this discipline is also linked to issues like industrial pollution, hazardous waste, and ethical problems related to the misuse of chemical technologies (Carson, 1962; Clark, 2006).

These contradictions call for a shift in chemistry education towards a more value-driven and sustainable approach (Burmeister, Rauch, & Eilks, 2012). Students should gain strong subject knowledge while also understanding the ethical and environmental effects of their actions. Green Chemistry, created in response to the growing demand for sustainability, provides an effective educational framework for this shift (Anastas & Warner, 1998; Anastas & Zimmerman, 2018).

Green Chemistry as an Educational Philosophy

Green Chemistry is not just a collection of technical principles; it is also an approach that ties scientific innovation to ethical responsibility. As an educational philosophy, it focuses on teaching chemistry in ways that promote sustainability, safety, and social responsibility (Clark, 2006). Instead of only teaching reactions, formulas, or industrial uses,

it encourages students to think about the environmental and societal effects of chemical practices (Burmeister et al., 2012).

By introducing the 12 Principles of Green Chemistry (Anastas & Warner, 1998), education moves from a knowledge-centered model to one focused on values. Students learn to create solutions that lessen pollution, conserve resources, and protect human health. This method naturally nurtures critical thinking, problem-solving, teamwork, and ethical awareness, making education more holistic (UNESCO, 2017).

Ultimately, Green Chemistry as an educational philosophy ensures that students become not just skilled chemists but also responsible global citizens who can balance scientific progress with care for the environment and humanity (Anastas & Zimmerman, 2018).

Soft Skills Embedded in Green Chemistry

Ethical Awareness

One key soft skill strengthened through Green Chemistry is ethical awareness. Students learn to look beyond laboratory efficiency and consider the moral and societal effects of their work (Burmeister et al., 2012). For instance, when designing chemical processes that reduce waste or eliminate toxic by-products, students engage in ethical decision-making. They assess both scientific practicality and the impacts on humans and the environment.

Communication Skills

Clear and persuasive communication is crucial in science, especially when sharing the importance of sustainability with various audiences. Green Chemistry projects, such as preparing reports on eco-friendly solvents or introducing case studies on pollution reduction, develop students' ability to explain complex concepts in simple terms (Robles, 2012). Through poster presentations, debates, or outreach initiatives, students improve their capacity to transform scientific knowledge into socially relevant messages.

Teamwork and Collaboration

Modern scientific research often involves collaboration and interdisciplinary approaches. Green Chemistry education reflects this

reality by involving students in team-based projects—like developing biodegradable plastics or designing safer laboratory protocols (Kolmos, 2017). These collaborative exercises build cooperation, conflict resolution, leadership, and respect for diverse perspectives.

Critical Thinking and Problem-Solving

Green Chemistry prompts students to rethink traditional experiments and processes. For example, finding a safer alternative to a hazardous solvent requires careful analysis of chemical properties, safety, costs, and efficiency (Clark, 2006). This process fosters critical thinking and problem-solving skills, as learners must weigh various factors and suggest balanced, innovative solutions.

Adaptability and Lifelong Learning

The field of chemistry is always changing, and sustainable practices demand continuous innovation. By studying Green Chemistry, students learn to adjust quickly to new technologies and methods (Anastas & Zimmerman, 2018). Exploring emerging areas like nanotechnology in green materials or bio-based alternatives to petrochemicals promotes flexibility and curiosity, which are essential for lifelong learning (OECD, 2018).

Leadership and Responsibility

Working on sustainability projects often requires students to take the lead, assign roles, and manage shared responsibilities. These experiences foster leadership skills and a sense of accountability (Nair, Patil, & Mertova, 2019). Leading a project to create a green synthesis route builds organizational, motivational, and decision-making abilities.

Employability Perspective

Industries increasingly look for graduates who merge technical competence with robust soft skills. Green Chemistry projects mimic real-world challenges, such as creating eco-friendly processes under budget constraints, thus aligning academic training with industry needs (Robles, 2012). Students who gain experience in teamwork, ethical reasoning, and effective communication become attractive candidates ready to support global sustainability goals.

Case Study: Teaching Soft Skills through Biodegradable Plastics Project

A practical example of incorporating soft skills in Green Chemistry education comes from a classroom project focused on biodegradable plastics. In this project, students investigate alternatives to standard petroleum-based plastics. They collaborate in interdisciplinary teams to research raw materials like starch, cellulose, and polylactic acid. They also design simple lab-scale synthesis and evaluate environmental benefits (Burmeister et al., 2012).

Throughout the project, students enhance teamwork and communication by sharing tasks, creating joint reports, and presenting findings to classmates and faculty. They develop ethical awareness as they weigh the trade-offs between cost, accessibility, and ecology. This process reflects the challenges industries face as they balance innovation, affordability, and sustainability (Nair et al., 2019).

Meaning of Human Values in Chemistry

Human values in chemistry refer to the ethical principles and moral commitments that shape the teaching, learning, and application of chemical knowledge. These values include integrity and honesty in research, responsibility for the environment and health, empathy for society through sustainable practices, and accountability for innovations (UNESCO, 2017).

Importance in Education

- **Ethical Decision-Making:** Students evaluate the social and environmental effects of chemical processes (Clark, 2006)
- **Social Relevance:** Chemistry is taught in context with human needs like clean water, health, and food security (Carson, 1962).
- **Sustainability:** Students adopt Green Chemistry principles to reduce pollution (Anastas & Warner, 1998).
- **Character Development:** Promotes honesty in laboratory work (Goleman, 1995).

Embedding Values in the Curriculum

- **Historical Perspectives:** Teaching the contributions of chemists who prioritized human values, such as Rachel Carson's environmental advocacy (Carson, 1962).
- **Laboratory Practices:** Promoting safety, waste reduction, and teamwork (Burmeister et al., 2012).
- **Case Studies:** Examining industrial disasters like the Bhopal Gas Tragedy to emphasize caution and accountability.
- **Projects:** Engaging in community outreach, such as water testing or renewable energy projects (UNESCO, 2017).

Soft Skills and Employability in Chemistry Graduates

In today's competitive job market, chemistry graduates need more than just technical skills—they must also possess soft skills that boost employability (Robles, 2012; Nair et al., 2019).

Key skills include communication, teamwork, problem-solving, adaptability, time management, leadership, and ethical responsibility. Employers in industries, research, and academia seek graduates who can combine expertise with interpersonal abilities, allowing them to innovate and adjust in dynamic environments (OECD, 2018).

Challenges and Future Directions

Challenges :

- **Curriculum Integration:** Green Chemistry is often taught separately from the core curriculum (Burmeister et al., 2012).
- **Lack of Awareness:** Students tend to view chemistry as purely technical, neglecting its social aspects (Clark, 2006).
- **Industry-Academia Gap:** Limited exposure to sustainable practices (Nair et al., 2019).
- **Resource Constraints:** Infrastructure challenges in developing regions.

- **Assessment Difficulties:** Measuring soft skills is more complex than assessing technical knowledge (Robles, 2012).
- **Resistance to Change:** Traditional teaching methods hinder the adoption of interdisciplinary approaches.

Future Directions:

- **Curricular Reform:** Integrating Green Chemistry principles and ethics into the curriculum (Anastas & Zimmerman, 2018).
- **Skill-Based Pedagogy:** Using role-play, projects, and community initiatives (Kolmos, 2017).
- **Interdisciplinary Approach:** Connecting chemistry with philosophy, social sciences, and sustainability studies.
- **Digital Tools:** Employing simulations and e-learning to spread awareness (OECD, 2018).
- **Global Collaborations:** Creating international programs based on the UN Sustainable Development Goals (UNESCO, 2017).
- **Industry Linkages:** Developing internships and corporate social responsibility projects (Nair et al., 2019).
- **Faculty Development:** Providing training in both scientific and ethical aspects.

Discussion

Combining Green Chemistry and human values in education is not just an academic need; it is a societal obligation in the 21st century. Traditional chemistry has centered on laboratory skills and industrial uses but often overlooks broader ethical and environmental factors. Introducing values like responsibility, sustainability, and empathy helps students consider how their work affects society and the planet.

Incorporating Green Chemistry principles into laboratory experiments, curricula, and projects raises awareness about safer alternatives, waste reduction, and energy efficiency. This approach supports the UN

Sustainable Development Goals (SDGs), especially those related to clean energy, responsible consumption, and climate action.

Soft skills—such as communication, teamwork, adaptability, and leadership—are equally vital in enhancing the employability and social accountability of chemistry graduates. Without the ability to collaborate, present findings, or engage with communities, scientific knowledge is incomplete.

The future of chemistry education hinges on its ability to develop ethically aware, socially committed, and environmentally responsible professionals. By addressing challenges like resource limitations, resistance to curriculum changes, and inadequate teacher training, the field can become a powerful driver of sustainability.

Conclusion

Integrating Green Chemistry with human values, ethics, and soft skills offers a transformative vision for chemistry education. It goes beyond just technical knowledge, helping students grow into responsible citizens who can balance scientific progress with sustainability and social welfare. By tackling challenges related to curriculum gaps, limited awareness, and weak industry-academia links, educators can establish a learning environment that prioritizes ethical decision-making, environmental stewardship, and interpersonal skills alongside laboratory expertise.

This approach ensures that future chemists are not only effective problem-solvers in the laboratory but also ethical leaders and change-makers in society. In the end, this blend of science and values empowers chemistry graduates to drive innovation, sustainability, and human well-being in a rapidly evolving world.

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SPATIAL VARIATION IN THE AVAILABILITY OF DIGITAL LIBRARY IN SCHOOL EDUCATION OF INDIA

Dr. Iftikar Alam ¹

Abstract

India is undergoing a transformation into a Digital India, empowering every young person to soar towards the realization of their dreams. A notable achievement in this endeavor is the creation of the Digital Library. This serves as a virtual collection of eBooks and educational resources, offering one-click access along with features such as search and subscription. In a time when access to information is crucial for influencing our future, digital libraries play a vital role in breaking down obstacles to education. They offer a vast and easily accessible portal to information for learners across all ages and backgrounds. Concurrently, in both developing and developed nations, the geographic disparities in educational equity are of significant concern, especially in large federal countries. This has been a longstanding area of research in these regions. This paper aims to assess the variation or imbalance in access to digital libraries across different types of schools, including government, government-aided, and private unaided institutions, across the states of India, utilizing data from USIDE 2022-24.

Key Words: *Regions, Disparities, Equity, Government Schools, Government-Aided Schools, digital library, Range ratio, Coefficient of Variation, and Gini coefficient, State.*

Introduction:

Educational institutions require digital libraries to improve the learning experience and offer students a more dynamic and efficient means of accessing educational resources. In contrast to traditional libraries, digital libraries provide 24/7 access to a wide

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array of e-books, journals, videos, and other educational materials, allowing students to learn at their own pace, at any time and from any location. This is particularly advantageous in today's technology-driven world, where students are increasingly comfortable with digital tools and demand immediate access to information. Moreover, in light of the surge of digital information available through networks, significant transformations have occurred in Library and Information Science (US) education (Ankem, 2004), as various services related to libraries transition from analog to digital formats. Consequently, Library and Information Science education must incorporate digital library (DL) education within its scope (Deegan & Tanner, 2002). According to Kanjilal 2017, it can be said that digital libraries can be classified in various distinct categories. These digital libraries are organized based on their origin, such as those established in the USA as a result of the Digital Library Initiatives (DLI 1 and DLI 2) or the Electronic Libraries (eLib) program initiated in the UK. The notion of a Digital Library was first introduced in India during a conference organized by the Society of Information Science in Bangalore in 1996 (Gurram, 2008). Until the beginning of the last decade, the concept of digital library did not receive much attention (Jain & Babbar et. al. 2005). Recently, the Government of India has undertaken several initiatives aimed at the digitization of materials. Consequently, digital library repositories in India have gained significant momentum (Sreekumar & Sreejaya, 2005).

The Samagra Shiksha initiative, a flagship program of the Government of India aimed at enhancing the quality of education at the school level, launched by the Government of India in 2018, considers the importance of digital libraries in school educational institutions. It offers guidelines to guarantee the presence of digital libraries and outlines the necessary infrastructure, resource distribution, training initiatives, and monitoring systems, all aimed at fostering a favourable environment for the successful creation and upkeep of digital libraries within educational institutions. Furthermore, as part of its National Mission on Education through Information and Communication Technology, the Ministry of Education has initiated the National Digital Library (NDL) project, which seeks to develop a virtual library of educational resources featuring a unified search capability. The Indian Institute of Technology (IIT) Kharagpur is involved in this endeavor. This initiative represents one of India's prominent digital library programs, granting access to a diverse array of digital content, including e-books, audiobooks, videos, photographs, and various forms

of multimedia information through an online platform. The NDLI is a project under the Ministry of Education of the Government of India, designed to advance and facilitate education and research throughout the country. Owusu-Ansah et al. (2019) indicate that digital libraries hold significant potential to offer substantial opportunities for developing nations to engage in global matters and improve the quality of life for their citizens. They serve as a learning platform, a space for education, and an essential resource for teaching. Xie & Matusiak (2016) confirmed that the evolution of digital computing and the rise of computing networks were pivotal in the establishment and development of digital libraries, enabling remote access to scholarly information resources. In this paper, I have employed a range of statistical measures to evaluate the extent of variation, or in other words, how significantly different states in India deviate from the 'no difference' benchmark concerning the availability of digital library facilities across the nation.

OBJECTIVES:

The main emphasis of my research centers on the subsequent objectives.

1. An examination and analysis of the research literature concerning the availability of digital libraries in schools to establish conceptual and methodological frameworks for assessing equity in education.
2. To measure the degree of disparity in the availability of digital libraries in government schools, government-aided, and pvt.unaided schools across the geographic areas (States/Union Territories) of India
3. To scale and compare the position of states/union territories of India as a geographic region, as well as government schools, government-aided, and pvt. unaided schools based on access to a digital library.
4. To equip policymakers with the necessary tools and insights for the formulation and execution of policies and programs that tackle the most pressing equity challenges related to the accessibility of digital libraries

METHODOLOGY

Statistical measures of disparity evaluate the extent of distribution variation of an object across different regions, indicating the degree to

which these distributions deviate from an ideal equity situation. It is said to be equal dispersion if each state has the same level of access or availability of the digital library.

To measure the regional disparity and various aspects of horizontal equity in the availability of the digital library, I have used three statistical measures i.e., 1. Range ratio, 2. Coefficient of variation, 3. Gini coefficients.

The calculation of the range ratio involves the difference between the highest value and the lowest value in the data set. This statistical technique serves as the fundamental measure of horizontal equity, yet it does not consider the regional distribution of availability of resources or outcomes among the states.

The second metric for assessing equity measures, known as the coefficient of variation, quantifies the dispersion of an indicator relative to its average value. We obtain this by calculating the ratio of the standard deviation of the dataset to its mean.

$$CV = \frac{\text{Standard Deviation } (\sigma)}{\text{Mean}(\bar{x})} * 100$$

A coefficient of 0.00 indicates perfect equity, while higher values reflect increased variability or inequity.

The last method to quantify the disparity, as designed in this study, is the Gini coefficient. This coefficient is derived from the Lorenz curve; if all states exhibit equal proportions of the availability of digital libraries, the curve would manifest as a straight line with 45 degree slope in a positive direction, representing a state of perfect equity. The Gini coefficient quantifies the extent of divergence between the line representing complete equality and the Lorenz curve. A coefficient value of 1.00 signifies the highest level of disparity among regions, while a value of 0.00 denotes complete equity.

The Gini coefficient can also be calculated from data that is not ordered using the relative mean difference. This process entails computing the average difference between all possible pairs of individuals and dividing that by the mean size, where x represents an observed value and n denotes the total number of observed values.

$$G = \frac{\sum_{i=1}^n \sum_{j=1}^n |x_i - x_j|}{2n^2 \mu}$$

(Dixon *et al.* 1987, Damgaard and

Weiner 2000)

The findings indicate the extent to which the states or union territories of India deviate from the 'no difference' benchmark, allowing us to classify them as either nearer to or farther from the equity

Table 1: Number of Schools having Digital Library available in India, 2023-24

India/State/ UT	Percentage of Schools having Digital Library availability				
	All management	Government	Government aided	Pvt. unaided	Others
India	7.5	6.1	18.3	9.8	2.7
Andaman & Nicobar Islands	2.2	2.4	0	1.4	0
Andhra Pradesh	13.3	9.5	7.9	24.7	13.3
Arunachal Pradesh	1.1	0.6	1.4	3.6	0
Assam	0.9	0.9	0.3	1.8	0.1
Bihar	1.3	0.6	1.2	5.8	2.6
Chandigarh	11.7	6.7	14.3	23.4	0
Chhattisgarh	1.4	0.9	2.2	4.7	1.2
Dadra & Nagar Haveli and Daman & Diu	0.9	0.6	0	3.2	0
Delhi	6.7	5.5	1.7	8.5	0
Goa	2.2	0.6	3.4	5.7	0
Gujarat	2.6	1.5	1.2	5.9	0
Haryana	3.1	0.9	0	6.8	3
Himachal Pradesh	2.2	1.4	0	7.2	0
Jammu & Kashmir	1.5	0.8	0	4.1	3.4
Jharkhand	1.9	1.5	0.4	5.4	3.6
Karnataka	3.9	1.4	3.3	10.4	12.5
Kerala	21.5	21.1	22.6	20.3	19.9
Ladakh	4.4	5	0	1.8	0
Lakshadweep	2.7	2.7	0	0	0
Madhya Pradesh	2.1	0.9	1.4	6.2	2.4
Maharashtra	9	8	9	12.3	7.2
Manipur	1.3	0.5	0.2	3.9	2.5

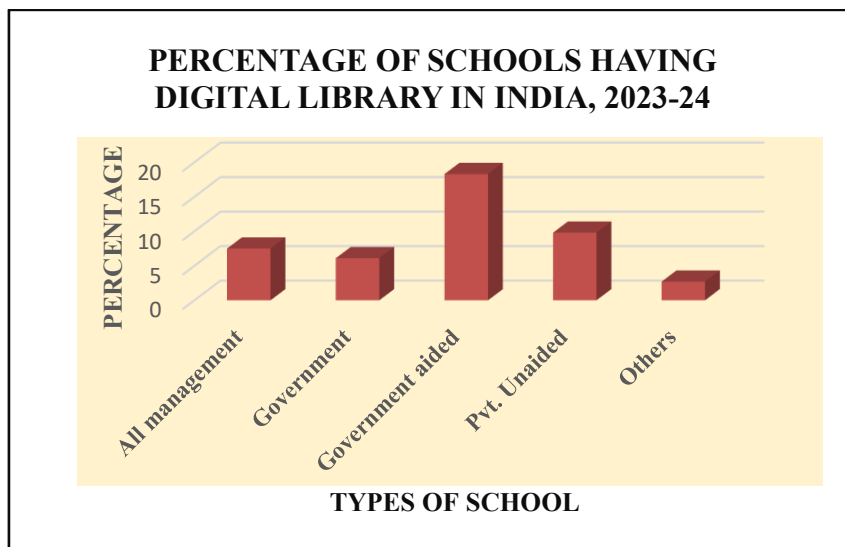
The Importance of Soft Skills in Modern Education

Meghalaya	0.7	0.3	1.5	0.7	0.6
Mizoram	0.1	0.1	0	0	0
Nagaland	1.2	0.6	0	2.5	100
Odisha	14.1	12.2	33.4	11.3	10.5
Puducherry	6.8	6.4	0	8.2	0
Punjab	5.5	5.6	1.6	5.3	14.3
Rajasthan	1.8	0.8	0	3.9	0.4
Sikkim	5.4	6.7	0	2.7	0
Tamil Nadu	98.9	99.9	99.6	95.8	87.8
Telangana	3.1	1.1	1.7	7.9	2.2
Tripura	2.7	2.9	0	1.5	0.8
Uttar Pradesh	1.8	1	1.3	3.1	0.9
Uttarakhand	1.4	0.6	0.8	4	1.4
West Bengal	0.4	0.2	4.2	2.4	0.8

Source: UDISE+ 2023-24

It is clear from Table 1, U-DISE (Unified District Information System for Education) 2023-24, that only 6.1% of government schools (upper primary to higher secondary) have digital library, and a slightly higher percentage of 18.3% have a digital library in the case of government aided schools.

Fig:1: Percentage of Schools having Digital Library available in India, 2023-24



On the other hand, private unaided schools have recorded 9.8% of their schools with a digital library. If we consider all types of management schools, then only 7.5 percent of schools in India have a digital library.

Upon examining the proportion of educational institutions equipped with digital library (All types of management) across various states and union territories in India, it is observed that Tamil Nadu boasts the highest percentage at 98.9%, whereas Mizoram reports 0.1% of schools with digital library. In case of percentage of private unaided schools having digital library, the highest percentage is recorded again by Tamil Nadu (98.9%), followed by Andhra Pradesh (24.7). If we closely follow the data of all types of management schools in Table 1, then it will be clear that near about 24 states, like Assam, Bihar, Jharkhand, Meghalaya, Mizoram, Telangana, Tripura, Uttar Pradesh, recorded even below 3% of their schools with a digital library. As far as government schools are concerned, the percentage of schools having a digital library varies between 99.9 % in Tamil Nadu, 21.1 % in Kerala, 12.2 % in Odisha, 9.1 % in Andhra Pradesh, and 5% in Delhi. It will be clear from the distribution map.

Fig:2: Number of Schools (Government) having Digital Library available in India, 2023-24

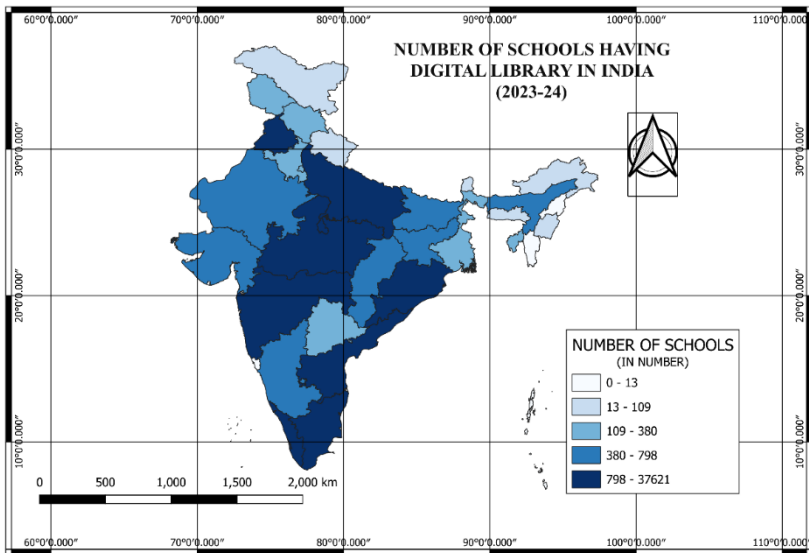


Table 2: Number of Schools having Digital Library available in India, 2023-24

India/State/ UT	Total Schools	Schools having Digital Library availability
	All management	All management
India	1471891	110877
Andaman & Nicobar Islands	412	9
Andhra Pradesh	61373	8144
Arunachal Pradesh	3490	38
Assam	56630	517
Bihar	94686	1214
Chandigarh	230	27
Chhattisgarh	56615	778
Dadra & Nagar Haveli	432	4
Delhi	5497	370
Goa	1487	32
Gujarat	53626	1371
Haryana	23517	722
Himachal Pradesh	17826	394
Jammu & Kashmir	24296	373
Jharkhand	44475	855
Karnataka	75869	2960
Kerala	15864	3416
Ladakh	995	44
Lakshadweep	37	1
Madhya Pradesh	123412	2648
Maharashtra	108237	9712
Manipur	4646	59
Meghalaya	14601	100
Mizoram	3941	3
Nagaland	2725	32
Odisha	61693	8722
Puducherry	735	50
Punjab	27404	1503
Rajasthan	107757	1945
Sikkim	1254	68
Tamil Nadu	58722	58079
Telangana	42901	1314
Tripura	4923	131
Uttar Pradesh	255087	4547
Uttarakhand	22551	320
West Bengal	93945	375

Source: UDISE+ 2023-24

An analysis of the total count of digital libraries (Table 2 and Table 3) across various states and union territories in India, as per the U-DISE (Unified District Information System for Education) 2023-24 data, reveals that Tamil Nadu leads with 58079 schools equipped with a digital library. In contrast, Lakshadweep, Mizoram have the fewest, with merely 1 and 3 schools respectively. Notable differences in the availability of digital libraries have been recorded across different states and union territories, regardless of whether they are managed by the government, supported by the government, or operated privately without assistance from the government, according to the collected data.

Table 3: Number of Schools having Digital Library available in India, 2023-24

India/State/ UT	Total Schools				Schools having Digital Library availability			
	Government.	Government. aided	Pvt. unaided	Others	Government	Government aided	Pvt. unaided	Others
India	1017660	80313	331108	42810	62546	14677	32480	1174
Andaman &	340	2	70	0	8	0	1	0
Andhra Pradesh	45000	991	15232	150	4290	78	3756	20
Arunachal Pradesh	2847	72	529	42	18	1	19	0
Assam	45008	2267	5725	3630	404	6	102	5
Bihar	78120	723	9167	6676	500	9	529	176
Chandigarh	119	7	77	27	8	1	18	0
Chhattisgarh	48803	414	7153	245	433	9	333	3
Dadra & Nagar Haveli and Daman	360	8	63	1	2	0	2	0
Delhi	2693	239	2565	0	148	4	218	0
Goa	789	557	141	0	5	19	8	0
Gujarat	34597	5535	13490	4	512	67	792	0
Haryana	14374	5	8415	723	125	0	575	22
Himachal Pradesh	15217	0	2607	2	207	0	187	0
Jammu & Kashmir	18785	1	5452	58	147	0	224	2
Jharkhand	35795	1146	1634	5900	550	5	89	211
Karnataka	49306	7013	19542	8	697	232	2030	1
Kerala	4809	7162	3082	811	1014	1616	625	161
Ladakh	841	40	114	0	42	0	2	0
Lakshadweep	37	0	0	0	1	0	0	0
Madhya Pradesh	92439	581	28910	1482	823	8	1782	35

Maharashtra	65157	24173	18642	265	5221	2175	2297	19
Manipur	2934	584	1010	118	16	1	39	3
Meghalaya	7779	4168	2152	502	21	62	14	3
Mizoram	2587	230	1064	60	3	0	0	0
Nagaland	1952	0	772	1	12	0	19	1
Odisha	48671	5907	6042	1073	5950	1974	685	113
Puducherry	420	33	282	0	27	0	23	0
Punjab	19242	444	7704	14	1084	7	410	2
Rajasthan	70233	0	34729	2795	569	0	1364	12
Sikkim	864	16	374	0	58	0	10	0
Tamil Nadu	37672	8314	12481	255	37621	8278	11956	224
Telangana	30022	662	12126	91	345	11	956	2
Tripura	4238	42	395	248	123	0	6	2
Uttar Pradesh	137102	8291	96635	13059	1303	106	3020	118
Uttarakhand	16201	614	5252	484	100	5	208	7
West Bengal	82307	72	7480	4086	159	3	181	32

Source: UDISE+ 2023-24

Table 4: Statistical Measures of the distribution of Schools having Digital Library in India, 2023-24

Type of Schools	Range Ratio	Coefficient of Variation	Gini Coefficient
All management	58078	316.723712	0.87627
Government	376312.2	363.319862	0.86521
Government Aided	8278	356.318006	0.91545
Pvt. Unaided	11956	233.115627	0.7753

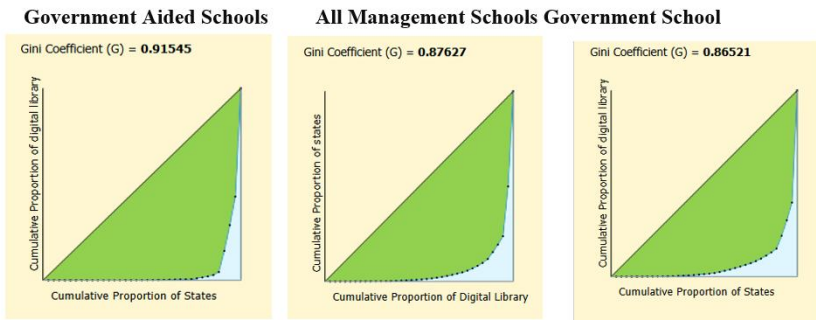
Source: Calculated by the author

Table 4, which displays the various measures of horizontal equity for the availability of digital libraries in various types of management schools, provides evidence of variation in the distribution of digital libraries among the states and union territories of India. The range ratio (Table 4) for the digital library is significantly above 1, confirming the presence of high-level variation in the availability of digital libraries in government-managed schools, government-aided management schools, and private management schools among the states and the union territory. The ratio is comparatively low in private-unaided schools (0.7753).

The Gini coefficient for both government and private unaided schools is recorded as 0.86521 and 0.7753, respectively, indicating a high level

of variation in the availability of digital libraries across the states/union territories of India. In the context of schools operated by the government, the figure is still higher (0.91545) than both government and private unaided schools. The higher value of the Gini coefficient suggests a greater disparity in the number of schools with a digital library. This is additionally corroborated by the configuration of the Lorenz curve (Figure 4).

Figure 3: Lorenz curve showing the distribution of the Digital Library in government aided, all management and government schools



A thorough analysis of the coefficient of variation (CV) in Table 4 reveals that all categories of management schools equipped with a digital library surpass a value of 100, signifying a significant deviation from the mean. Government-managed schools exhibit the highest CV at 363.319862. In contrast, private unaided schools show the lowest CV at 233.115627, highlighting a comparatively lower level of disparity in the distribution of digital libraries across states and union territories in India for private unaided institutions compared to their government-managed counterparts.

CONCLUSION AND SUGGESTIONS

The analysis conducted on a state-by-state basis reveals the differing levels of digital library availability in schools throughout India, taking into account various school management types. While certain states exhibit comparatively higher rates of digital library adoption, others are falling behind. Generally, government schools demonstrate lower rates of digital library implementation compared to Private Unaided institutions. These observations emphasize the necessity for strategic

initiatives aimed at closing the digital divide and ensuring equitable access to digital resources for students from diverse backgrounds. By investing in infrastructure, teacher training, and resource distribution, India can significantly improve the implementation of digital libraries in educational institutions. The establishment of effective policies, provision of sufficient training, and promotion of collaborations among stakeholders can further elevate the quality of education in India through the utilization of digital libraries. By improving access to digital libraries within schools, students stand to gain from a wider array of educational resources, enhanced research capabilities, and a more enriched learning experience. The nationwide integration of digital libraries can play a pivotal role in advancing education and better equipping students for a future driven by technology.

To address the gap in the availability of digital libraries in government and government-aided and other management schools across states and union territories, the following suggestions can be considered.

1. Conduct extensive research to collect data on digital library availability for differently managed schools in several states.
2. Encourage collaborations between authorities, technology companies, and stakeholders, which may help improve schools' digital resources.
3. Facilitate training programs for teachers to enhance their digital literacy skills, enabling them to leverage digital libraries in their teaching practices effectively.
4. Develop a monitoring mechanism to assess the impact of digital libraries on student learning outcomes and make necessary improvements based on the findings.
5. Advocate for policymakers to allocate resources and formulate policies that promote the sustainable management of digital libraries in schools.
6. Encouraging private and non-governmental sectors to participate in the development of digital libraries through their corporate social responsibility programs, guided by the standards set by the Department of School Education & Literacy and respective states.

7. Reviewing school-level plans at district/state levels to allocate resources for enhancing digital libraries and improving the quality of education.
8. Adopting cost-effective models for infrastructure, procurement, and maintenance of digital libraries to optimize investments and ensure efficient utilization.
9. Allocating appropriate funds for digital library infrastructure through centrally sponsored and state schemes, supplemented by public-private partnerships and corporate social responsibility.
10. Sharing digital library infrastructure in schools with the community after school hours to enhance digital literacy and support adult education programs.

In conclusion, it is crucial to prioritize and invest in implementing digital libraries in schools, especially in government schools, to ensure that students from all backgrounds have equal access to digital resources and receive a quality education that aligns with the evolving technological landscape.

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ADVANCING ACADEMIC RESEARCH AND SOFT SKILLS THROUGH NEP 2020: A PATHWAY TO HOLISTIC DEVELOPMENT FOR THE 21ST CENTURY IN INDIA

Lakshikanta Tudu ¹

Abstract

India's National Education Policy (NEP) 2020 introduces a transformative vision for the country's educational system, emphasizing both the advancement of academic research and innovation, and the integration of soft skills such as critical thinking, communication, creativity, and emotional intelligence into the curriculum. This paper explores the influence of NEP 2020 on academic research in India—focusing on institutional reforms, funding mechanisms, capacity building, and the promotion of multidisciplinary inquiry—while also examining the significance of soft skills within the policy, including their definition, curricular integration, benefits for employability and personal growth, and associated implementation challenges. Through a structured analysis, this work identifies the opportunities created by the policy and throws light on the implementation challenges facing India's higher education ecosystem.

Keywords: *NEP 2020, Academic Research, Higher Education, Research and Development (R&D), Soft Skills Development, Holistic Education*

1. Introduction

The National Education Policy (NEP) 2020 highlights the India's educational framework, with an ambitious goal of making India a global knowledge hub. One of its cornerstone features is the reinvigoration of research and innovation across the disciplines and institutions. Soft skills—comprising interpersonal, cognitive, and

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emotional competencies—serve as a cornerstone of NEP 2020, aiming to overcome the limitations of traditional education systems that often neglect character development and adaptability. Recognizing research as a critical component of national development, NEP 2020 seeks to address historical gaps in India’s academic research infrastructure by promoting quality, accessibility, and innovation in knowledge creation.

2. NEP 2020 and Its Provisions for Academic Research

2.1 Establishment of the National Research Foundation (NRF)

The policy proposes the creation of the National Research Foundation (NRF), envisioned as a central body to support and fund quality research across the disciplines. The primary goals of the NRF include:

- Financial assistance for cutting-edge research across science, humanities, and social sciences.
- Building a strong research culture by mentoring scholars and students.
- Encouraging collaboration among HEIs, industry, and government bodies.

The NRF is expected to democratize research funding, ensuring equitable access for institutions and scholars across the country.

2.2 Integration of Research from Early Academic Levels

NEP 2020 promotes the inclusion of research and practical projects from the undergraduate level itself. Undergraduate students are encouraged to engage in research-oriented activities through project work, internships, dissertations, and field-based assignments. This approach aims to:

- Cultivate critical thinking and problem-solving skills.
- Encourage early engagement in academic inquiry.
- Create a pathway for future researchers and innovators.

2.3 Promotion of Multidisciplinary and Holistic Education

To break existing academic fragmentation, NEP 2020 strongly encourages interdisciplinary research. Institutions are urged to move

toward a multidisciplinary model, where students and faculty engage with topics from multiple perspectives.

For instance, an economics student could work on a research project on climate change in collaboration with environmental science and policy departments. This promotes:

- Cross-pollination of ideas.
- Innovative problem-solving approaches.
- More holistic and relevant research outcomes.

2.4 Institutional Autonomy and Reform

NEP 2020 provides higher education institutions (HEIs) with greater autonomy in research operations and academic governance. This includes:

- Academic freedom to create their own research agendas.
- Autonomy in managing intellectual property and collaborations.
- Decentralized decision-making to quicken research implementation.

This reform allows institutions to tailor their research activities according to regional and industry needs while maintaining academic rigor and relevance.

2.5 Increased Funding and Infrastructure Support

NEP 2020 calls for enhanced public and private investment in research infrastructure and facilities, including:

- Establishment of specialized research centres and laboratories.
- Digital libraries and high-speed internet access for rural institutions.
- Encouragement of private sector involvement in research-based projects.

The policy seeks to create a resilient ecosystem for innovation by enabling researchers and institutions with the tools necessary for excellence.

2.6 Soft Skills and Their Relevance in Contemporary Education

Soft skills, often termed "employability skills" or "life skills," include attributes such as communication, teamwork, emotional intelligence, adaptability, ethical reasoning, and problem-solving. Unlike hard skills (e.g., technical proficiency), soft skills are transferable across domains and crucial for navigating interpersonal dynamics and uncertainties. In the context of NEP 2020, these skills align with 21st-century competencies, encompassing "scientific temper, creativity, oral and written communication, collaboration, and ethical reasoning."

2.7 Integration of Soft Skills in the NEP 2020 Curriculum

NEP 2020 integrates soft skills across educational levels through pedagogical reforms and structural changes. In early childhood care and education (ECCE), the policy promotes "play-based, activity-based, and inquiry-based learning" to develop socio-emotional skills like courtesy, ethics, and teamwork. At the school level, it mandates experiential learning via arts, sports, and storytelling, alongside subjects like design thinking and global citizenship education.

3. Research Ethics and Quality Assurance

To enhance the quality and credibility of research in India, NEP 2020 incorporates strict provisions for:

- **Ethics Education:** Training in research ethics is mandatory for students and faculty.
- **Peer Review:** Transparent evaluation mechanisms to assess the quality of research projects.
- **Research Integrity:** Institutions are directed to form ethics committees to oversee scholarly conduct.

The focus on ethics and quality is intended to bring Indian research up to global standards and prevent issues such as plagiarism or data manipulation.

4. Potential Benefits and Opportunities

Effect of NEP 2020 on different dimensions

- Early Research Exposure, Better engagement, improved critical thinking and innovation.
- Funding via NRF More equitable distribution of research grants.
- Interdisciplinary Learning Broader perspectives and better real-world problem solving.
- Institutional Autonomy Faster decision-making and tailor-made research programs.
- Public-Private Partnerships Increased practical applications and job-oriented studies.
- Infrastructure Development, Better access to resources, especially in rural institutions

4.1 Benefits of Soft Skills Emphasis in NEP 2020

The integration of soft skills yields multifaceted benefits, enhancing employability, personal development, and societal progress. Economically, it bridges the skills gap, with NEP 2020 aiming for 50% of learners to gain vocational exposure by 2025, boosting productivity and innovation. Studies indicate that soft skills training improves job readiness, particularly in sectors like IT and services, where collaboration and adaptability are paramount.

5. Challenges in Implementation

Despite the promise, several challenges persist in realizing NEP 2020's vision for research:

5.1 Resource Limitations

Many institutions, especially in rural areas, face insufficient funding, lack of trained faculty, and inadequate research infrastructure. For NEP to be successful, substantial investment needs to accompany policy reforms.

5.2 Teacher Training and Capacity Building

A large number of educators are not equipped to mentor research effectively. Continuous professional development programs and exposure to research methodologies are essential.

5.3 Bridging the Urban-Rural Divide

Urban-based HEIs tend to receive more opportunities and access to grants. NEP must ensure equity in research access across all types of institutions.

5.4 Administrative Delays and Bureaucracy

Though NRF and institutional autonomy are key features, if not implemented with clarity and minimal red tape, these reforms may not reach their intended potential.

6. Conclusion

NEP 2020 represents a significant overhaul of India's education policy, and its impact on academic research is both ambitious and necessary. By focusing on critical areas like funding, institutional autonomy, interdisciplinary collaboration, and ethics, the NEP creates a path forward for India to become a global leader in research and innovation. However, the success of these initiatives depends largely on effective implementation, inclusive development, and sustained political and institutional commitment. By integrating critical thinking, communication, and emotional intelligence into the curriculum, the policy not only enhances employability but also nurtures ethical, resilient citizens.

7. Recommendations

To ensure NEP 2020 achieves its research goals, the following recommendations are proposed:

- i. Timely operationalization of the National Research Foundation with strong financial backing.
- ii. Mandatory research training for faculty across disciplines for quality assurance.
- iii. Incentives for student research projects at undergraduate and postgraduate levels.
- iv. Establishment of regional research clusters to promote shared infrastructure and expertise.
- v. Strengthen private sector collaboration through joint research projects and innovation labs.

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EDUCATION AS THE FOUNDATION OF SOCIAL PROGRESS: A PHILOSOPHICAL INQUIRY

Mr. Mithun Sarkar ¹

Introduction:

Human civilizations change not just because of material advancements but also because of the expansion of moral responsibility, wisdom, and consciousness. Education has long been regarded as the cornerstone of human civilization and social advancement. It not only provides individuals with knowledge and skills but also nurtures values, critical thinking, and moral responsibility. This paper explores the philosophical underpinnings of education as the foundation of social progress. Drawing on classical and modern thinkers, it argues that education is essential for the cultivation of reason, the pursuit of justice, and the realization of human freedom. At the same time, it reflects on the challenges posed by inequality, instrumentalization of knowledge, and the neglect of ethical dimensions in contemporary educational systems.

Philosophical Perspectives on Education and Society:

According to Plato, the cornerstone of justice and peace in his Republic is education. He maintained that a society can only be just if its members are educated in accordance with their innate abilities, which will allow them to appropriately carry out their social responsibilities. Plato believed that education should cultivate the spirit toward truth, kindness, and beauty rather than only imparting knowledge. As a result, teaching turns into a philosophical process of virtue cultivation. According to Aristotle, the goal of education is to cultivate the moral and intellectual qualities required to reach eudaimonia, or flourishing. He contends that maintaining a fair political system depends on having citizens with a high level of education. In order to develop responsible and moral members of society, Aristotle believed that education should

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be public rather than private. The Enlightenment reinforced the idea of education as the path toward emancipation and social progress. Immanuel Kant famously declared, "Man can only become man by education." For him, education is the means by which individuals move from ignorance to autonomy. Similarly, Rousseau emphasized the natural development of the child, suggesting that education should cultivate freedom and authenticity rather than conformity.

Value of Education in Our Society:

"Man is the measure of everything", because only human in the universe can acquire wisdom, knowledge by cultivating with in a descent society. Which is free from culturally rich and which is free from cultural regimentation. The value is very important in our society, for any different kind of movement. In Our society, everything is valuable if we realize the out object of being. The values are fundamental principles, and ideals of life which act as general guide to behavior or as a Reference point in decision making. What is right, what is wrong are important parts of our life. value means the relation of an object to a valuing subject.

What is education? According to John Dewey, "Value education means primarily to prize to esteem to appraise, holding in dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

In simple words, education is a process of learning of acquiring knowledge skills, value, morals, beliefs, and habits. There are several steps involved in the entire process of obtaining and providing education. It includes teaching, training, discussion, research and similar other interactive activities. Education can be both formal and informal through the method of teaching which is called pedagogy. Education in any form refers to the life of an individual and the society as a whole. Let us try to understand why it's is valuable to seek education and what is the value of education in our society.

Education has a main fold impact on society, from raising the quality of life, to creating condition conducive to the development of talented individuals capable of changing society. The present generation needs the education to achieve better employment opportunities and turn themselves into better citizens. Securing a higher income job through education is only possible when people realize the value of literacy and

education for society. Modern society has modern problem and the developing problem-solving skills. The meaning and value of education in society only become clear when we see economic growth. A century's economic prosperity is highly de-pendent on the educated population it has.

The value of the female's education in society has of the female education in society has always been a social concern in India. Eventually, people realized the value of girl child education in the society. Woman is equally rightful to seek education as man. In fact, women have outperformed man in several competitive and national exams. When a woman is educated, the entire society is educated only he is educated. But when a man is educated, only he is educated. Only for a valuing knowledgeable to woman in society, a nation will progress together. The development and progress of main kind can be directly attributed to educated people who drove human society forward. Investing in educating raises awareness about major challenges to society, such as global warming and environmental warming and environmental protection. These things directly affect the quality of life, and they could not be solved without ambitious, creative and intelligent people who are ready to change the word with their knowledge.

The value of education in society helps people make the right decisions and helps them distinguish false promises. It helps society make the right choices that boost growth and Development. Education is an integral tool that provides its individuals with knowledge that helps to eradicate inequality, illiteracy, poor health and sanitation, etc. It empowers an individual of their duties and rights. The value of education in society gives the people an upper hand with knowledge regarding medical advancements and schemes in the country and demands the same from authorities. An educated society empowers its women and abolishes old customs such as Child Marriage, Dowry System, Sati, etc. Educated women stand against injustices and help in the development of society as well as the nation. Value and skill are complementary for success of any human endeavor. Value education helps in living with correct understanding of values, which brings happiness in continuity, otherwise we feel deprived, frustrated and unhappy.

Education as a Vehicle of Social Progress:

Education equips individuals with intellectual tools to explore, innovate, and solve problems. Scientific discoveries, technological progress, and medical advancements—all central to social progress—are impossible without systematic education. It is through knowledge-sharing institutions that societies overcome limitations and improve collective welfare. True social progress is not merely economic; it is moral. Education fosters ethical sensitivity by cultivating empathy, compassion, and a sense of justice. By teaching individuals to see beyond personal gain and consider the collective good, education strengthens social bonds and builds communities rooted in solidarity.

A functioning democracy requires informed citizens. Education enhances civic responsibility by teaching critical thinking, political awareness, and the ability to engage in rational debate. Without education, democracy risks collapsing into manipulation, populism, and authoritarianism.

Challenges in Contemporary Education:

Despite its importance, education remains unevenly distributed. Social and economic inequalities deny millions access to quality education, thereby limiting their participation in social progress. This perpetuates cycles of poverty and marginalization.

Modern societies often treat education as merely a means to employment, reducing its value to economic utility. While professional training is important, such instrumentalization neglects the deeper philosophical purpose of education—developing free, moral, and critical human beings. The rapid growth of technology and consumerism has led many education systems to prioritize technical efficiency over ethical reflection. When education is stripped of its moral dimension, it risks producing highly skilled individuals who may lack responsibility toward humanity and nature.

Toward a Philosophical Renewal of Education:

For education to truly be the foundation of social progress, it must embrace a holistic vision that integrates knowledge, ethics, and civic responsibility. Three philosophical directions are vital:

1. **Human-Centered Education** – Following Kant and Dewey, education must cultivate autonomy, creativity, and critical thinking.
2. **Ethical Orientation** – Education should instill values of justice, compassion, and sustainability, ensuring that progress is humane and inclusive.
3. **Democratic Participation** – Schools and universities must prepare individuals not just for careers but for meaningful participation in democratic life.

Conclusion:

Education is the cornerstone that supports social advancement. One of the best strategies for improving and increasing productivity is education. Although it can make people easier to lead, it can also make them challenging to drive. People become conscious, knowledgeable, and enlightened after education purges them of their naivete and ignorance. Since they discuss how to reach your full potential as a human, we must fully understand their references, whether they are Western or Indian. In society, education is the most valuable component. Education not only helps people grow and develop their minds, but it also gives them the ability to make the best decisions for themselves and other people.

Education is crucial for society because it will close all the gaps and prepare each person for a friendly, fulfilling life with other people. Education has always been valuable and will continue to be so in the future. Humanity learns to strike a balance between freedom and accountability, creativity and morality, and individuality and community through education. Philosophical investigation serves as a reminder that education should be viewed as a continuous process of developing humanity rather than as a tool for economic advancement. Societies can only make real progress—progress that is inclusive, sustainable, and just—at that point.

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KNOW THYSELF: EMOTIONAL AWARENESS AS A KEY TO PERSONAL AND ACADEMIC GROWTH

Rakib Sarkar ¹

Abstract:

Emotional awareness—the ability to recognize, understand, and appropriately respond to one’s own emotions as well as those of others—is a foundational element of emotional intelligence and a critical soft skill in modern education. Far beyond the basic experience of emotions, emotional awareness involves a conscious engagement with internal states and their influence on behaviours, thought patterns, and interpersonal interactions. This paper explores the multifaceted nature of emotional awareness, highlighting its central role in personal development, academic success, and social functioning.

Emotional awareness enables individuals to identify and label emotions accurately, comprehend their causes and effects, and manage them constructively. It forms the groundwork for empathy, self-regulation, and decision-making, thus enhancing overall emotional intelligence. Research indicates that students with higher emotional awareness exhibit stronger self-esteem, improved stress management, and better interpersonal relationships. These students are more resilient, communicate more effectively, and demonstrate greater self-understanding, which contributes to more intentional and value-driven decision-making.

Furthermore, emotional awareness is shown to act as a protective factor against mental health challenges such as anxiety and depression, emphasizing its significance in fostering emotional well-being. In educational settings, cultivating emotional awareness not only supports individual growth but also improves classroom dynamics by encouraging empathy and constructive conflict resolution. By examining emotional awareness through psychological theories and

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developmental frameworks, this paper underscores its indispensable role in holistic education. Promoting this skill within learning environments can empower students to better navigate the emotional complexities of life, ultimately preparing them for both academic and personal success.

Keywords: *Emotional Awareness, Self-Reflection, Emotional Intelligence, Self-Understanding, Personal Development*

Introduction:

Know thyself” is an old and powerful idea that has been valued in philosophy, psychology, and education for centuries. It means that before we can succeed in life or relate well to others, we must first understand who we are—our thoughts, feelings, strengths, weaknesses, and motivations.

One of the main ways to know ourselves is through **emotional intelligence (EI)**. Emotional intelligence is the skill of **noticing, understanding, and managing** our emotions. It is not just about feeling emotions—it is about making sense of them and using them in a helpful way.

Learners with good **emotional awareness** a key part of EI are better able to:

- Stay calm under pressure and manage stress in healthy ways.
- Make thoughtful and balanced decisions instead of reacting impulsively.
- Keep their motivation strong, even when facing challenges.
- Communicate more effectively and build positive relationships.

When we understand our emotions, we can control our reactions, set clear goals, and stay focused on what matters most. This self-knowledge is not only important for personal happiness, but also for doing well in school, work, and other parts of life.

Objective of the Study

- To examine the importance of emotional awareness in students' personal and academic development.
- To identify strategies schools, use to teach emotional intelligence and emotional awareness.
- To explore the role of teachers and school environment in promoting healthy emotional development.

METHODOLOGY

In this study, a descriptive research design was used. The researcher mainly relied on secondary data collected from various sources, including books, academic journals, online databases, articles, magazines, and both published and unpublished theses. Carefully collecting and organizing these sources provided a solid foundation for analyzing the topic and drawing meaningful conclusions.

What is Emotional Intelligence?

Emotional intelligence (EQ or EI) is the ability to understand, use, and manage your own emotions, as well as recognize and influence the emotions of others. It's a crucial skill for navigating relationships, managing stress, and achieving success in both personal and professional life.

Emotional intelligence has four main skills:

1. **Recognizing emotions** – noticing feelings in yourself and others.
2. **Understanding emotions** – knowing why you feel a certain way.
3. **Using emotions** – turning feelings into positive action.
4. **Managing emotions** – controlling reactions in a healthy way.

How Emotional Awareness Helps in Life

- **Stay Calm and Confident**

When you understand your feelings, you can manage them instead of letting them control you. This helps you stay calm in stressful situations like exams, job interviews, or family arguments. Being calm also makes you appear more confident to others.

- **Build Self-Confidence**

Emotional awareness lets you accept yourself—your strengths and weaknesses. When you know why you feel a certain way, you can deal with problems without blaming yourself too much. This builds strong self-esteem and helps you recover quickly from disappointments.

- **Improve Relationships**

When you understand your own emotions, it becomes easier to understand how others feel. This makes you a better listener and communicator, which helps build trust and stronger relationships with friends, family, and colleagues.

- **Stay Motivated**

Emotional awareness helps you control feelings of frustration or laziness. Even when things get difficult, you can keep your focus and push yourself toward your goals, whether it's finishing a project, studying for a test, or improving a skill.

How Emotional Awareness Helps in School

- **Better Focus in Class**

Emotional awareness helps students control feelings like boredom or frustration so they can stay focused.

Example: A student feels sleepy during a math class but realizes it's because they didn't eat breakfast. Instead of daydreaming, they drink water, sit up straight, and refocus on the lesson.

- **Stay Motivated to Learn**

Understanding emotions helps students push through difficult subjects or topics. *Example:* A student finds science hard, but instead of giving

up, they remind themselves how good it will feel to understand the topic and get a good grade. This motivates them to keep practicing.

Handle Exam Stress

Knowing how to manage anxiety before exams allows students to stay calm and think clearly.

Example: Before a big test, a student notices their heart beating fast. They take deep breaths, review key points, and enter the exam hall feeling more relaxed.

Work Well with Others

Emotional awareness makes it easier to understand others and avoid conflicts during teamwork.

Example: During a group project, one student is quiet. Another student notices this and gently asks if they're okay, creating a friendlier and more cooperative environment.

Recover from Failure

Emotional awareness helps students accept mistakes and learn from them.

Example: A student gets a low grade in English. Instead of feeling hopeless, they talk to the teacher to understand what went wrong and use that advice to improve in the next assignment.

How Schools Can Teach Emotional Awareness

Schools play a vital role in developing students' emotional awareness by creating an environment where feelings are recognized, respected, and expressed in healthy ways. This means schools don't just focus on academic knowledge — they also help students understand and manage their emotions so they can grow into balanced, confident individuals.

- **Integrate Social-Emotional Learning (SEL)**

Social-Emotional Learning programs help students understand themselves and others by building skills like self-awareness, empathy,

teamwork, and stress management. These lessons may be taught in a special SEL class or included in regular subjects. For example, in a literature lesson, students might discuss how a character feels in a certain situation and why they behave that way. This helps them connect stories to real-life emotions and relationships.

- **Encourage Open Communication**

Open communication means giving students a safe and supportive environment to share their thoughts and feelings without fear of being criticized, laughed at, or ignored. Teachers can create this environment by actively listening, showing respect for every opinion, and responding with understanding. For example, during a class discussion, a teacher might thank a student for sharing a personal experience and encourage others to listen quietly, showing that every voice matters.

- **Model Healthy Emotional Behaviour**

Teachers influence students not only through what they teach but also through how they behave. When teachers handle emotions calmly and respectfully, they set an example for students to follow. This helps students learn positive ways to respond in stressful situations. For example, if a teacher feels frustrated because the class is noisy, they might pause, take a deep breath, and say, “I’m feeling overwhelmed right now, so let’s all take a quiet moment together.” This shows students that staying calm is more effective than reacting with anger.

- **Use Mindfulness and Reflection**

Mindfulness and reflection activities help students become more aware of their thoughts and emotions, allowing them to respond calmly instead of reacting without thinking. These practices can include short breathing exercises, meditation, journaling about their day, or sharing something they feel grateful for. For example, after recess, a teacher might lead a two-minute-deep breathing session to help students relax and refocus before starting the next lesson. This simple habit improves concentration, emotional control, and overall classroom atmosphere.

- **Promote Empathy**

Empathy means understanding and caring about the feelings of others. Schools can develop this skill by involving students in activities that let

them see situations from different perspectives. This can include group projects where teamwork is essential, role-playing everyday problems, or discussing how characters in stories or movies might feel and why. For example, students might act out a scene where a friend accidentally breaks another friend's toy, then switch roles to understand both sides. Such activities help students become kinder, more understanding, and better at resolving conflicts.

Conclusion

Emotional awareness is a key skill that helps students understand their own feelings, control their reactions, and make thoughtful decisions. When students know why they feel a certain way, they can handle stress better, stay motivated, and recover quickly from mistakes or disappointments. It also helps them communicate clearly, listen to others, and build positive relationships with friends, teachers, and family.

Schools play an important role in developing emotional awareness. By including activities like social-emotional learning (SEL), encouraging open communication, practicing mindfulness, modeling healthy behavior, and promoting empathy, schools create a safe and supportive environment for students. These activities teach students how to understand themselves, respect others' feelings, and respond calmly in different situations.

Learning emotional awareness doesn't just help in academics—it prepares students for life. They become confident, kind, and responsible individuals who can face challenges, work well in teams, and make better choices. Overall, emotional awareness helps students grow into balanced, happy, and successful people, ready to handle both school and life with confidence and care.

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UNDERSTANDING THE ROLE OF EMOTIONAL INTELLIGENCE IN ENHANCING SOFT COMMUNICATION SKILLS: A QUALITATIVE STUDY

Samnur Khatun ¹

Abstract

Emotional intelligence is the ability to understand one's own and others' emotions. On the other side, soft communication skills refer to the personal attributes and social abilities that enhance how you interact, communicate, and work with others. Both of these are important for the development of the individual. This paper explores the role of Emotional Intelligence in enhancing soft communication skills. The main purpose of this study is to find out how much Emotional Intelligence, like self-awareness and empathy, plays a role in the development of various soft communication skills such as active listening, conflict resolution, problem solving, adaptability, etc. Data were collected through interviews, observations, and some research paper reviews. The findings suggest that Emotional Intelligence plays a significant role in the development of soft skills; individuals with higher Emotional Intelligence are more adept at managing emotional dynamics, fostering collaboration, and navigating social complexities, thus significantly improving soft communication capabilities.

Keywords: *Emotional Intelligence, Soft skill, Communication, Collaboration, Problem solving*

Introduction

Soft skills, especially Emotional Intelligence (E. I) are important skills that are the foundation for the success of university students in both academic and professional fields. Emotional intelligence, which includes the ability to recognize, understand, and

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manage emotions while engaging effectively with others, has been recognized as a key factor in promoting teamwork, leadership, and conflict resolution (Goleman, 1995).

In today's environment, where technology and artificial intelligence have significantly impacted public life, soft skills - especially communication - remain indispensable. Communication involves interpreting empathy, listening, voice management, and nonverbal cues, all of which are strongly anchored in emotional intelligence (EI). Daniel Goleman popularized the term "emotional intelligence," which consists of five basic dimensions: self-awareness, self-control, motivation, empathy, and social skills. These characteristics support a person's ability to communicate effectively in a number of environments. The main objective of this research is to understand the real-world situation. Discovering how AI improves soft communication skills.

To better understand how emotionally intelligent people view, create, and use communication strategies in everyday situations, the purpose of this qualitative study is to explore the relationship between emotional intelligence and soft communication skills. How to develop Emotional Intelligence (E.I.) by collecting information through focus groups, interviews, and observation. I) The aim of this study is to demonstrate that it encourages more meaningful, courteous, and successful conversations. In addition to adding to the growing corpus of research on emotional intelligence, this study provides useful recommendations for educators, employers, and anyone else who wants to improve interpersonal effectiveness and emotional skills in communication.

Review of Related literature :

Amadane,R.(2024). Worked on Exploring Emotional Intelligence, Soft Skills, and Communication Effectiveness in Moroccan Socio-professional Contexts: A Quantitative Study Effective communication is crucial in Moroccan socio-professional contexts. This study explores the interplay between emotional intelligence, soft skills, expression techniques, and communication effectiveness in Moroccan workplaces and interpersonal interactions Employing a quantitative survey method with Likert scale items tailored to Moroccan socio-professional settings, our results deepen comprehension of how emotional intelligence and soft skills shape communication dynamics. This

research bridges theory and practice, offering insights into effective communication within Moroccan contexts and providing a basis for tailored interventions.

Johnson, Chinonyerem&Prof. J,Njoku.(2024). Investigated Impact Of Emotional Intelligence On Problem-Solving Skills Among Undergraduate Students In University Of Port Harcourt. Two research questions and two hypotheses were used for the study. Correlational Research design was considered most suitable for the study. The population of the study consisted of 4952 100 to 200 level, 2020/2021 academic session undergraduate students in four faculties namely Faculty of Education

Alenezi,A.(2024). Conducted The Effect of Emotional Intelligence on Higher Education: A Pilot Study on the interplay Between Artificial Intelligence, Emotional Intelligence, and E-Learning. This pilot study seeks to elucidate the intricate relationship between Emotional Intelligence, Artificial Intelligence, and E-Learning in Higher Education. Drawing upon a multidisciplinary approach, this study investigates the correlation between students' Emotional Intelligence competencies and their engagement with AI-driven E-Learning platforms. The findings of this pilot study are expected to shed light on several critical aspects. Firstly, it aims to uncover how Emotional Intelligence influences students' receptivity to AI-infused E-Learning environments, potentially elucidating strategies for optimizing user experience and learning outcomes.

Wiley,B.T.(2024). Investigated Higher Education Faculty Perceptions of Soft Skill Gaps in Components of Emotional Intelligence Among Recent Community College Graduates. The problem addressed by this basic qualitative study was that recent college graduates may lack the soft skills needed for success in the job market. This gap may cause graduates to lack the skills required for employability. The purpose of this qualitative study was to explore faculty perceptions of soft skill gaps in components of emotional intelligence—self-awareness, self-regulation, motivation, empathy, and social skills—among recent college graduates. An analysis of soft skill gaps among recent college graduates could result in potential positive social change by providing information about soft skills that need to be better taught in higher education so that graduates are more employable.

Tyler, J.(2022).Worked on Emotional Intelligence and Soft Skills: A Case Study on Information T Information Technology Emploechnology Employee Performance formance. The purpose of this qualitative case study was to understand how human resources departments in IT organizations are training employees on soft skills and how they are evaluating employees' level of performance. The conceptual framework that was used in this study was Goleman's emotional intelligence model of self-awareness, self-regulation, motivation, empathy, and social skills. Semistructured interviews with four participants were used to gain a deeper understanding of soft skills in IT organizations. From the themes, four findings were developed: the importance of soft skills, soft skills increase job performance, soft skills include must include emotional intelligence, and soft skills evaluation.

Objective: The main purpose of this study is to find out how much Emotional Intelligence, like self-awareness and empathy, plays a role in the development of various soft communication skills such as active listening, conflict resolution, problem solving, adaptability, etc.

Research questions

- 1.How does emotional intelligence influence the development of soft communication skills in educational environments?
2. Which components of emotional intelligence (e.g., self-awareness, empathy) most strongly correlate with effective communication ?
3. How do students with high EI differ in their communication approaches compared to those with lower EI?

Methodology

Research Design

A qualitative research approach was adopted to gain in-depth understanding of the experiences and perspectives of individuals regarding EI and communication.

Data Collection

Data were collected through interviews, observations, and some research paper reviews.

Participants were selected using purposive sampling, and data were analyzed using thematic analysis to identify recurring patterns and insights.

Participant: 15 participants

Result and Discussion

There Sult suggest that Emotional Intelligence plays a significant role in the development of soft skills; individuals with higher Emotional Intelligence are more adept at managing emotional dynamics, fostering collaboration, and navigating social complexities, thus significantly improving soft communication capabilities.

- EI enhances professionals' ability to communicate with clarity, empathy, and appropriateness
- Empathy and self-regulation were identified as the most influential EI components. Empathy enhances understanding of others' perspectives, while self-regulation supports calm and constructive dialogue during high-pressure situations.
- High-EI professionals are more likely to practice active listening, adjust their communication style based on audience emotion, Low-EI individuals often struggle with emotional cues and exhibit reactive behavior.
- Empathy and Understanding Participants emphasized that EI facilitates empathy, allowing for deeper understanding in communication. Teachers noted that understanding students' emotional states helped in tailoring communication strategies.
- Conflict Resolution Both educators and students reported that EI aids in managing conflicts constructively. Participants with high EI described using emotional regulation to remain calm and find mutually agreeable solutions.

- **Active Listening and Feedback** Active listening emerged as a key soft skill linked to EI. Educators with higher EI were better at listening attentively and providing supportive feedback, fostering trust and openness.
- **Collaborative Communication** EI was linked to effective collaboration. Students with strong EI were more likely to work well in teams, communicate ideas respectfully, and support peers.
- **Implications for Educational Practice** These findings highlight the need to integrate EI development into teacher training and student development programs. Enhancing EI can improve communication dynamics, classroom management, and peer interactions.

Implications

For Education: EI training can help teachers and students improve classroom communication.

For Healthcare: Emotional regulation aids in patient interactions, improving care quality.

For Corporate: Soft skills development through EI enhances leadership, teamwork, and client relationships

Conclusions

The respondents agreed that they are able to control their emotions when faced with academic difficulties; they can communicate their ideas clearly and respectfully during group problem-solving; emotionally challenging situations in university sometimes hinder their problem-solving abilities; recognizing their emotions helps them understand how they influence their problem-solving and their emotional intelligence helps them communicate effectively with classmates, peers and lecturers.

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MOTIVATION AND SELF-DIRECTED LEARNING AMONG HIGHER SECONDARY STUDENTS

Samrat Sikder ¹

1. Introduction

1.1 Background of the Study

In the 21st-century educational landscape, the focus has shifted from teacher-centered to learner-centered paradigms. Among the emerging approaches, motivation and self-directed learning (SDL) have become critical components for academic success. Motivation—both intrinsic and extrinsic—acts as the driving force that initiates and sustains learning behaviors. Self-directed learning, on the other hand, equips students with the ability to take initiative, plan, monitor, and evaluate their learning processes without constant external supervision. Together, these elements form the foundation of lifelong learning, which is increasingly essential in today’s dynamic and competitive environment.

Higher secondary education serves as a critical stage where learners transition from guided instruction to more independent study habits. At this level, students face academic pressures, career decisions, and the development of personal identity—all of which influence their motivation and ability to learn independently. Understanding the relationship between motivation and SDL can help educators and policy-makers design strategies to enhance student engagement and performance.

1.2 Statement of the Problem Despite curriculum reforms and increased access to learning resources, many higher secondary students continue to struggle with sustained motivation and self-directed

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learning. This raises critical questions about the effectiveness of current educational practices in nurturing independent learners. This study, therefore, investigates the relationship between motivation and SDL among higher secondary students in order to provide insights into how these variables interact.

1.3 Objectives of the Study

1. To assess the level of motivation among higher secondary students.
2. To examine the readiness for self-directed learning among these students.
3. To explore the relationship between motivation and SDL.
4. To determine whether gender and academic stream influence motivation and SDL.

1.4 Research Questions

1. What is the level of motivation among higher secondary students?
2. What is the level of self-directed learning readiness among them?
3. Is there a significant relationship between motivation and SDL?
4. Do gender or academic stream differences affect motivation or SDL levels?

1.5 Significance of the Study

The findings of this study will be valuable to:

- **Educators** – to adopt teaching strategies that foster motivation and autonomy.
- **Students** – to develop awareness about their own learning strategies.
- **Policy-makers** – to frame policies that promote self-directed learning in secondary education.
- **Parents** – to support their children in developing learning responsibility.

1.6 Scope and Delimitation

The study is limited to higher secondary students from selected schools in West Bengal. It uses quantitative methods, relying on self-report questionnaires which may be subject to bias. The study does not explore other psychological or environmental factors that may also influence motivation and SDL.

1.7 Operational Definitions

- **Motivation:** The internal or external drive that initiates, guides, and sustains goal-oriented behavior in students.
- **Self-Directed Learning (SDL):** A process in which individuals take the initiative in diagnosing their learning needs, formulating goals, identifying resources, implementing strategies, and evaluating outcomes.
- **Higher Secondary Students:** Students enrolled in Class XI and XII (typically aged 16–18) in Indian secondary schools.

2. Review of Related Literature

Reviewing existing literature helps contextualize the present study within the broader academic framework. This chapter explores the concepts of motivation and self-directed learning, their theoretical foundations, previous empirical studies, and the identified research gaps.

- **Self-Determination Theory (Deci & Ryan, 1985):** Differentiates between intrinsic and extrinsic motivation. Intrinsic motivation comes from internal satisfaction, whereas extrinsic motivation is driven by external rewards or pressures.
- **Expectancy-Value Theory (Eccles et al., 1983):** Suggests that students' motivation is influenced by their expectations of success and the value they place on the task.
- **Goal Orientation Theory:** Proposes that learners may adopt mastery goals (focused on learning) or performance goals (focused on demonstrating ability), influencing their motivation levels.
- **Knowles' Andragogy (1975):** Emphasizes that adults (and mature adolescents) are autonomous learners capable of identifying their learning needs.

- **Garrison’s Model (1997):** Proposes three dimensions—self-management, self-monitoring, and motivation—as essential for SDL.
- Vallerand et al. (1992) developed the Academic Motivation Scale and found strong correlations between intrinsic motivation and academic achievement.
- Pintrich and De Groot (1990) showed that motivated students use more cognitive and metacognitive strategies.
- Schunk et al. (2014) emphasized that self-efficacy is a crucial component of motivation influencing goal-setting and persistence.
- Guglielmino (1977) developed the SDLRS, which has since been widely used to assess learner autonomy.
- Loyens et al. (2008) found that SDL positively predicts deep learning and critical thinking in students.
- Studies by Candy (1991) and Song & Hill (2007) demonstrate that educational environments supportive of autonomy enhance SDL readiness.
- Cazan (2014) reported a positive relationship between intrinsic motivation and SDL readiness among university students.
- Research by Hiemstra and Brockett (2012) found that motivational factors like interest, curiosity, and confidence significantly influence SDL behaviors.
- Recent studies in the Indian context (e.g., Sharma & Mehta, 2019) indicate that school environments that promote motivation contribute positively to students’ SDL practices.

While many studies have explored motivation and SDL separately, fewer have focused specifically on their interaction among higher secondary students in the Indian context. There is also a lack of research examining the impact of gender and academic stream on these variables.

The literature indicates that both motivation and SDL are essential for academic success, and there is a strong interrelationship between the two. However, there is a need for more contextual and level-specific studies—such as this one—to understand how these constructs operate in higher secondary education in India.

3. Methodology

3.1 Research Design This study adopts a quantitative, descriptive-correlational research design to examine the relationship between motivation and self-directed learning (SDL) among higher secondary students. The design allows for the collection of numerical data to determine statistical relationships between variables.

3.2 Population and Sample The population for the study comprises higher secondary students (Class XI and XII) from selected schools in West Bengal. A sample of 100 students was selected using stratified random sampling to ensure representation across academic streams (Science, Arts, Commerce) and gender.

3.3 Research Instruments Two standardized tools were used:

1. **Academic Motivation Scale (AMS)** – Developed by Vallerand et al. (1992), this scale measures intrinsic and extrinsic motivation as well as amotivation.
2. **Self-Directed Learning Readiness Scale (SDLRS)** – Developed by Guglielmino (1977), this scale assesses an individual's readiness for self-directed learning across various dimensions such as self-management, desire for learning, and self-control.

Both instruments were adapted and validated for the Indian context through pilot testing and expert review. A reliability coefficient (Cronbach's alpha) of 0.82 and 0.79 respectively was established.

3.4 Data Collection Procedure After obtaining permission from school authorities and informed consent from students, questionnaires were administered in a classroom setting. Participants were assured of confidentiality and the voluntary nature of participation. The entire data collection process was completed within two weeks.

3.5 Data Analysis Techniques Collected data were analyzed using SPSS software. The following statistical techniques were employed:

- Descriptive statistics (mean, standard deviation) to determine levels of motivation and SDL.

- Pearson's correlation coefficient to examine the relationship between motivation and SDL.
- Independent samples t-test to assess differences based on gender and academic stream.

3.6 Ethical Considerations The study adhered to ethical research standards, including:

- Informed consent
- Anonymity and confidentiality
- Voluntary participation
- Use of data strictly for academic purposes

4. Data Analysis and Interpretation

4.1 Introduction This chapter presents the analysis of data collected from 100 higher secondary students in West Bengal. The primary aim was to examine the relationship between motivation and self-directed learning (SDL), and to explore the impact of gender and academic stream on these variables.

4.2 Descriptive Statistics Descriptive statistics were used to assess the levels of motivation and SDL among participants.

- **Motivation Scores:** Mean = 72.4, SD = 8.6 (on a scale of 0–90)
- **SDL Scores:** Mean = 115.3, SD = 10.2 (on a scale of 0–150)

The results indicate that the majority of students demonstrated moderate to high levels of both motivation and SDL.

4.3 Correlation Analysis Pearson's correlation coefficient was calculated to determine the relationship between motivation and SDL.

- **$r = 0.71, p < 0.01$**

This reveals a strong, statistically significant positive correlation between motivation and self-directed learning, implying that students who are more motivated tend to engage more in SDL behaviors.

4.4 Gender-Based Analysis An independent samples t-test was conducted to examine gender differences in motivation and SDL.

- **Motivation:** $t(98) = 0.83, p > 0.05$ (Not significant)
- **SDL:** $t(98) = 1.14, p > 0.05$ (Not significant)

These findings suggest that there are no significant differences in motivation and SDL between male and female students.

4.5 Stream-Based Analysis ANOVA was used to analyze differences among students from Science, Arts, and Commerce streams.

- **Motivation:** $F(2, 97) = 1.26, p > 0.05$ (Not significant)
- **SDL:** $F(2, 97) = 0.94, p > 0.05$ (Not significant)

No significant differences were found in motivation or SDL based on academic stream.

The statistical analysis confirms the hypotheses that there is a significant positive relationship between motivation and self-directed learning. However, the analysis also reveals that gender and stream do not significantly impact motivation or SDL among higher secondary students.

5. Findings, Suggestions, and Conclusion

5.1 Major Findings

1. **High Levels of Motivation:** The majority of higher secondary students demonstrated moderate to high levels of both intrinsic and extrinsic motivation.
2. **Strong Self-Directed Learning Readiness:** Students showed a strong inclination towards SDL, particularly in areas like desire for learning and self-management.
3. **Positive Correlation:** A statistically significant positive correlation ($r = 0.71, p < 0.01$) was found between motivation and SDL, indicating that motivated students are more likely to engage in self-directed learning.
4. **No Significant Gender Differences:** There were no notable differences in motivation or SDL readiness between male and female students.
5. **No Significant Stream-Based Differences:** Academic streams (Science, Arts, Commerce) did not significantly influence levels of motivation or SDL.

5.2 Suggestions

1. **Integrating Motivation Strategies in Curriculum:** Schools should incorporate activities that foster intrinsic motivation, such as project-based learning and curiosity-driven exploration.
2. **Promoting SDL through Teacher Training:** Teachers should be trained to encourage student autonomy, goal-setting, and reflective practices.
3. **Use of Technology:** Educational technology (e.g., learning apps, interactive platforms) can be leveraged to support self-paced learning and personal goal tracking.
4. **Parental Involvement:** Parents should be made aware of the importance of SDL and motivation to support their children's learning habits at home.
5. **Policy Implications:** Educational policy-makers should emphasize autonomy-supportive environments and design evaluation systems that recognize self-initiative.

5.3 Conclusion This study confirms the strong relationship between motivation and self-directed learning among higher secondary students. As the world of education shifts towards more learner-centric approaches, it is critical to understand and support the motivational drivers that empower students to take charge of their learning journey. The findings of this study provide valuable insights for educators, administrators, and policy-makers to create environments that nurture both motivation and self-direction in learners.

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COMMUNICATION COMPETENCE IN THE 21ST CENTURY: INTEGRATING VERBAL AND NON-VERBAL SKILLS FOR PERSONAL AND PROFESSIONAL GROWTH

Sarmistha Chowdhury Biswas ¹

Abstract:

In the 21st century, communication has emerged not just as a practical skill but as a critical soft skill that underpins personal development and professional success. This paper explores **communication competence**—the ability to convey and interpret messages effectively and appropriately—through the integrated lens of **verbal and non-verbal communication**. While verbal communication includes spoken and written language, non-verbal elements such as body language, tone of voice, eye contact, and gestures are equally influential in shaping meaning and intention.

The research argues that verbal and non-verbal skills are **mutually reinforcing**, and their alignment significantly enhances the clarity, credibility, and emotional impact of any message. In professional contexts, such as interviews, teamwork, client interactions, and leadership, communication effectiveness often determines outcomes. Non-verbal cues, often subconscious, can either support or undermine spoken words, leading to trust-building or misunderstanding. Moreover, in multicultural and digital environments, communication competence must include **emotional intelligence**, cultural sensitivity, and adaptability to virtual channels where visual cues are limited. This research emphasizes that fostering verbal and non-verbal communication as a unified soft skill is essential for thriving in a world that increasingly values collaboration, empathy, and clarity.

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Keywords: - *Communication Competence, Soft Skills, Verbal Communication, Non-Verbal Communication, Body Language, Emotional Intelligence, Interpersonal Communication, Professional Development, Active Listening, Personal Growth.*

Introduction:

In today's globalized, digitally connected, and rapidly changing world, the importance of soft skills has taken center stage alongside technical expertise. Among these, communication stands out as a foundational skill that not only enables information exchange but also drives collaboration, innovation, and relationship-building. Communication competence refers to the ability to effectively and appropriately convey and interpret messages in various interpersonal, social, and organizational contexts. It is not a fixed trait but a learnable and adaptable capability that evolves with experience and self-awareness.

Historically, communication was narrowly defined by spoken or written language. However, modern perspectives recognize that communication is a multi-dimensional process that includes both **verbal** and **non-verbal** elements. Verbal communication includes language, tone, clarity, structure, and listening, while non-verbal communication comprises facial expressions, gestures, posture, proxemics, eye contact, and even silence. These elements can either reinforce the intended message or create dissonance, leading to misunderstanding and conflict.

The 21st century has brought new complexities to communication. Increased cultural diversity, remote working environments, digital communication platforms, and shorter attention spans have raised the bar for what it means to be a competent communicator. In this context, the integration of verbal and non-verbal skills becomes essential. Effective communication not only influences professional outcomes—such as job interviews, presentations, team collaboration, and customer relations—but also enhances personal interactions and emotional intelligence.

This study seeks to examine communication competence as a vital soft skill, emphasizing the need for a balanced focus on both verbal and non-verbal communication. It aims to provide a comprehensive understanding of how these elements work together to improve

interpersonal effectiveness and to propose actionable strategies for developing this critical skill set.

Objectives of the Study:-

1. To define communication competence and explain its importance as a soft skill in the 21st century:

This objective aims to establish a comprehensive understanding of what communication competence truly means in the modern era. It goes beyond the mere ability to speak or write effectively, emphasizing the capacity to engage in meaningful, respectful, and context-sensitive interactions. In the 21st century—where workplaces are diverse, globalized, and often virtual—communication competence involves emotional intelligence, empathy, cultural sensitivity, and adaptability. This section of the study will highlight why such competence is no longer optional, but essential for personal and professional success.

2. To examine the key features of verbal communication and its relevance in professional and personal contexts:

This part of the study focuses on verbal communication as a structured form of conveying ideas and emotions through spoken or written language. It investigates the core components such as clarity of speech, tone of voice, vocabulary selection, sentence structure, and active listening. The objective is to demonstrate how verbal communication influences understanding, trust, collaboration, and decision-making in both personal relationships and professional environments like meetings, interviews, and public speaking.

3. To explore the role and significance of non-verbal communication in reinforcing or contradicting verbal messages:

Non-verbal communication plays a powerful, often subconscious role in how messages are interpreted. This objective explores key non-verbal cues such as facial expressions, body posture, hand gestures, eye contact, and paralanguage (tone, pitch, and pace of speech). The study seeks to illustrate how these cues can either strengthen verbal communication by conveying authenticity or undermine it when there's a mismatch between words and body language. The aim is to emphasize the need for congruency in communication for maximum effectiveness.

4. To analyze the interrelationship between verbal and non-verbal communication: Effective communication is not solely

dependent on spoken words or physical gestures but rather on the harmony between the two. This objective investigates how verbal and non-verbal elements interact, complement, or conflict with each other in different communication contexts. It also looks at how this interplay affects the speaker's credibility, message interpretation, interpersonal trust, and emotional impact. By understanding this dynamic, individuals can enhance their overall communicative effectiveness.

5. To identify common barriers to effective communication and propose strategies to overcome them: This part of the study focuses on the obstacles that can prevent clear and meaningful communication. Barriers may be psychological (e.g., stress, anxiety), emotional (e.g., anger, defensiveness), environmental (e.g., noise, distractions), or cultural (e.g., language differences, varying norms). The objective is to recognize these barriers and explore practical strategies to overcome them, such as developing active listening skills, practicing mindfulness, using visual aids, engaging in cross-cultural training, and promoting feedback-oriented communication.

6. To provide insights into how individuals and organizations can develop integrated communication competence: The final objective addresses the application of the study's findings by offering concrete recommendations for personal and professional growth. It explores how individuals can enhance their communication competence through self-assessment, reflection, feedback from peers or mentors, and structured training programs. For organizations, the study suggests implementing communication workshops, leadership development programs, and inclusive policies that promote clear and empathetic interaction. The goal is to establish communication as a core competency in every environment—academic, corporate, or social.

Methodology:

This research is based on a qualitative descriptive methodology, combining secondary research with observational insights. The following approaches were used:

- **Literature Review:** Academic articles, textbooks, and credible online sources were reviewed to gather theoretical knowledge on communication competence, including works from scholars such as Albert Mehrabian, Daniel Goleman, and Michael Argyle.

- **Case Studies:** Selected case studies from corporate training programs and educational workshops were analyzed to observe the real-life implementation and impact of communication skill development initiatives.
- **Observational Analysis:** Informal observations were conducted in classroom settings, office meetings, and online webinars to understand how verbal and non-verbal communication are used and interpreted.
- **Expert Opinions:** Insights from HR professionals and communication trainers on the impact of verbal and non-verbal skills in workplace dynamics.

This combination of methods allowed for a broad yet in-depth understanding of the subject while staying rooted in real-world applications.

1. Defining Communication Competence

Communication competence refers to the ability to effectively and appropriately convey, receive, and interpret messages in diverse interpersonal contexts. It encompasses not only linguistic ability but also emotional sensitivity, situational awareness, and adaptability. A competent communicator is one who can tailor messages based on the audience, purpose, and cultural setting while maintaining clarity, coherence, and respect. In today's interconnected world, communication competence has emerged as a core soft skill that influences both personal relationships and professional success.

2. Verbal Communication Skills

Verbal communication involves the intentional use of language—spoken or written—to transmit information, share ideas, and influence outcomes. Key components include:

- **Clarity and Conciseness:** Ensuring that the message is direct and easy to understand.
- **Tone of Voice:** Modulating vocal inflection to convey mood, urgency, or politeness.

- **Vocabulary and Language Choice:** Selecting words suitable for the context and audience.
- **Structured Dialogue:** Organizing thoughts logically for coherence in conversation or speech.
- **Active Listening:** Paying close attention, showing interest, and providing feedback, which is essential for two-way communication.

These verbal skills are essential in situations such as presentations, negotiations, team meetings, and classroom discussions, where the spoken word is the primary medium for conveying meaning and persuading others.

3. Non-Verbal Communication Skills

Non-verbal communication refers to the unspoken elements that accompany verbal messages, often providing emotional context or reinforcing the speaker's intent. Important non-verbal components include:

- **Facial Expressions:** Conveying emotions like joy, anger, confusion, or empathy.
- **Eye Contact:** Signaling confidence, engagement, honesty, or discomfort.
- **Body Language and Posture:** Demonstrating openness, authority, nervousness, or defensiveness.
- **Gestures:** Enhancing or illustrating spoken points; however, their interpretation varies culturally.
- **Paralinguistics:** The pitch, pace, and volume of speech, which subtly shape how a message is received.

Non-verbal signals can reinforce, complement, or contradict verbal messages. For instance, a friendly tone paired with crossed arms might send mixed signals, leading to misinterpretation.

4. Cultural and Contextual Sensitivity

Communication does not happen in a vacuum. Cultural background and situational context significantly influence both how messages are delivered and how they are perceived. For example:

- Eye contact may signify attentiveness in one culture but disrespect in another.
- Directness in speech may be valued in Western cultures but considered impolite in some Asian cultures.
- Non-verbal cues like gestures or personal space vary significantly across societies.

A culturally sensitive communicator is aware of these differences and adjusts communication accordingly, ensuring respectful and effective interactions across diverse groups.

5. Integration of Emotional Intelligence

Emotional intelligence (EI) plays a crucial role in enhancing communication competence. It includes:

- **Self-awareness:** Recognizing one's emotions and how they influence communication.
- **Empathy:** Understanding others' emotional states, leading to more compassionate and respectful interaction.
- **Self-regulation:** Managing emotional responses, especially in conflict or high-stress situations.
- **Social skills:** Building rapport, influencing others positively, and resolving misunderstandings tactfully.

Emotionally intelligent communicators are better equipped to bridge gaps between verbal intentions and non-verbal signals, making them more persuasive, trustworthy, and relatable.

6. Barriers to Communication

Even skilled communicators face challenges that can disrupt the flow of effective communication. Common barriers include:

- **Noise:** Physical (background sound), psychological (stress), or semantic (unclear language).
- **Assumptions and Stereotypes:** Leading to misjudgment of intent or credibility.
- **Lack of Feedback:** Prevents clarification and mutual understanding.
- **Digital Distractions:** In online communication, messages may be misinterpreted due to lack of non-verbal cues.
- **Emotional Interference:** Anger, fear, or anxiety can cloud judgment and message clarity.

Recognizing these barriers is the first step toward overcoming them through strategies such as active listening, mindfulness, cultural awareness, and empathy-based training.

7. Communication in Professional Settings

Effective communication is a cornerstone of professional success. In the workplace, it influences every aspect of interaction, including:

- **Leadership:** Leaders must articulate vision, motivate teams, and manage conflict using clear and confident communication.
- **Customer Service:** Empathy, patience, and verbal clarity directly impact client satisfaction.
- **Team Collaboration:** Open and respectful communication fosters innovation, problem-solving, and cohesion.
- **Job Interviews:** Both verbal articulation and confident non-verbal behavior affect hiring outcomes.

Case studies from corporate training programs reveal that employees with high communication competence are more likely to succeed in

leadership roles, maintain productive relationships, and adapt well to organizational change.

Discussion:

The findings suggest that while many individuals focus on improving their vocabulary and grammar, non-verbal communication is often overlooked despite its critical impact. For example, confident body posture, eye contact, and tone can enhance a message's clarity and persuasiveness, whereas poor non-verbal signals (e.g., crossed arms, fidgeting, lack of eye contact) may contradict spoken words. Digital communication adds complexity—tone is often lost in emails or messages, making written clarity and emoticons a form of compensating for non-verbal absence.

Moreover, cultural contexts play a significant role. A gesture that is positive in one culture may be offensive in another. Thus, communication competence is not just a static skill, but a dynamic capability that must adapt to context, audience, and medium. Training programs that combine verbal exercises (e.g., public speaking, structured interviews) with non-verbal awareness (e.g., role-playing, body language feedback) show significant improvements in participants' confidence and interpersonal effectiveness. Emotional intelligence acts as the glue, enabling communicators to be self-aware, empathetic, and adaptable.

Conclusion:

Communication competence is an essential life skill in the 21st century, underpinning personal relationships, career progression, and social harmony. Verbal and non-verbal communication are not isolated entities but integrated systems that, when developed together, enable more impactful, trustworthy, and empathetic interaction. In a world of constant change, diverse teams, and digital interfaces, mastering these communication dimensions is more critical than ever. The study emphasizes the need for continuous self-improvement, practice, and formal training to develop a well-rounded communication profile. By fostering both expressive and receptive abilities—supported by emotional intelligence—individuals can navigate complex interpersonal landscapes with clarity, confidence, and compassion.

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CONTRIBUTION AND EFFECTIVENESS OF STATE GOVERNMENT SCHEMES FOR UPLIFTMENT OF WOMEN'S EDUCATION IN WEST BENGAL: A CRITICAL ANALYSIS (2015 - 2025)

Sneha Bhattacharjee ¹

Abstract:

This study usually emphasizes the contribution and effectiveness of West Bengal Government Schemes in uplifting the qualities of women's education from the year 2015 to 2025. West Bengal is one of the 28 states of India. Mamata Banerjee, along with a new party called 'Trinamool Congress,' was appointed as the first female Chief Minister on May 20, ending the long 34-year rule of the 'Left Front Government' in West Bengal politics. With the various new faces of the government, the radical change of the previous 'Public Welfare Policies' becomes one of the important features of West Bengal politics. Moreover, the state government is seen to focus on improving the quality of women's education alongside providing education and facilities for men as a fundamental pillar of the society.

Education serves as a 'foundation stone' in every society that aids in the social and economic development of the people. Education has been considered the essential element of society, but from the distant past, it was often acceptable only for men. Even in the twenty-first century, women are deprived of education in some places, which reduces equality. In the age of liberalization, privatization, and globalization, where technology has become very advanced, and women are landing on the moon, the barrage of masculinity is still preventing the light of education among women. West Bengal is formed by the governor and 54 departments of ministers, so along with the chief minister, here all the departmental ministers have discussed various aspects of the women's education schemes. And also, state

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government schemes have been launched to encourage school attendance, delay early marriage, and provide financial assistance for girls' education.

A unique dimension of the study is its focus on the integration of soft skills—communication, critical thinking, digital literacy, leadership, and emotional intelligence—within the broader educational framework. This discussion has been about how the inclusion of women in educational equality improvement schemes brings about changes in their economic, social, mental, and emotional aspects. And also how especially girls or young women in West Bengal have benefited from state government schemes from 2015 to 2025 has also been focused on in this study.

Key Words: *Women, Education, State, Government, West Bengal.*

Introduction:

Education is an important pillar in every society. The role of education is as essential as food, clothing, and housing as an essential element of human life. However, from ancient times, education was seen to be transmitted only among men, so the rights of women in education were very limited. A small number of women had the opportunities to be educated, but most of the women were deprived of their rights to receive proper education in the society. Women were only employed in domestic work. However, with the changing social system, the evolution of the educational system has started. So, women get equal opportunities to get education as well as men. But in the beginning, women did not get equal rights to receive educational rights. For example, Sarv Shiksha Ashiyan, also known as education for all, is a flagship program of the Indian government aimed at achieving universal elementary education. Launched in 2001, it seeks to provide free and compulsory education to all children aged 6 to 14 by 2010. The Sarva Shiksha vision operates in partnership with state governments and local self-governments. As a result, the Right to Education Act passed in the Lok Sabha in August 2009. With the president's consent on August 26, this act was implemented on 1st April 2010. It also mandates specific provisions like 25% reservation for economically disadvantaged children in private schools and states minimum standards for schools in the first structure and teacher qualifications. The act aims to ensure that all children, regardless of backgrounds, have access to quality elementary education. As the

various laws are implemented, the light of education among women is seen to be blossoming. But in this 21st century, women in different parts of the society are still deprived of education.

West Bengal is one of the 28 states of India. The diversity of India makes it unique, and diversity exists within unity. West Bengal is one of the most important states of India in education, society, and political diversity. Looking at West Bengal politics, you will find that, after the end of the CPIM government rule after a long 34 years, the emergence of a new party called Mamata Banerjee's Trinamool Congress in 2011 will undoubtedly be one of the main features of West Bengal politics. The implementation of public welfare policies by every government is not a new thing. However, as the first female chief minister of 2011, Mamata Banerjee's government, with strong leadership qualities, adopted various women's welfare projects and set the example of West Bengal politics. In West Bengal, several state government schemes have been launched to promote women's education, such as Kanyashree, RupaShree, and Sabuj Sathi; they're designed to encourage school attendance, delay early marriage, and provide financial assistance for girls' education. According to the Census of 2011, women's literacy rate in West Bengal was 71.63%, but the participation of women in higher education has gradually increased at certain times. Despite the implementation of multiple policy interventions in West Bengal aimed at curbing child marriage, the decade has experienced a substantial surge of 32.3% in the incidence of child marriages. This increase corresponds to over 500,000 additional girls getting married as children.

This study delves into the contribution and effectiveness of West Bengal government schemes uplifting the qualities of women's education from the year 2015 to 2025. This discussion has also emphasized how the inclusion of women in educational equality improvement schemes brings about changes in their economic, social, mental, and emotional aspects. Moreover, this study deals with how the girls or Young women in West Bengal have benefited from state government schemes and soft skills from 2015 to 2025.

Literature Review: A literature review of the contribution and effectiveness of state government schemes for the upliftment of women's education in West Bengal highlights the objective and contribution of the schemes and their impact on women's education in West Bengal. In this study, the journal 'Initiative of Central and West

Bengal Government for the Empowerment and Education of Women,' by Rini Mondal, Najmatunnessa Khatun, and Dr. Jayanta Mete, delves into the initiative of Central and state governments for empowering women. The article, 'Kanyashree Prakalpa in West Bengal: The Empowerment of Adolescent Girls' by Partha Das, discusses Kanyashree Prakalpa, which aims at providing some relief to the poor girl students and their empowerment through improving their education. In the article, 'Rupashree Scheme of the Government of West Bengal: The Mission and Vision' by Samirul Biswas, the West Bengal government rolled out the Rupashree Scheme to help poor girls. Moreover, the article, 'Self-confidence among Sabooj Sathi Scheme recipient students of Purba Bardhaman district,' by Abjel Mondal, Dr. Liton Mallick, and Mita Banerjee, also explores the status of the Sabooj Sathi Scheme in West Bengal.

Research Methodology: This research follows a mixed-methods approach, using both quantitative and qualitative methods, to understand the role and impact of state government schemes on women's education in West Bengal. The study will focus on major government initiatives, such as Kanyashree Prakalpa, Rupashree Prakalpa, and Sabooj Sathi, etc., which aim to reduce dropout rates, support girls financially, and promote higher education among women. Secondary data will be taken from government websites, reports, educational statistics, and previous research studies. The collective data will be analysed to find out how these schemes have changed women's access to education, school attendance, and overall development, such as educational, mental, economic, etc. This method will give a clear picture of how effective the state government has been in supporting women's education in the region.

Contribution of State Government Schemes for Educational Upliftment of Women (2015-2025):

Articles for ensuring women's rights:

Adoption of public welfare policy means welfare of the society and establishing equality among all the people. After the victory of the 2011 West Bengal assembly election, Chief Minister Mamata Banerjee's Trinamool Congress government adopted various public welfare policies. According to the Indian Constitution, the articles that ensure women's rights are discussed below:

Article 14—The state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

Article 15-(1) The state shall not discriminate against any citizen on the grounds only of religion, race, caste, sex, place of birth, or any of them.

Article 15—(3) Nothing in this article shall prevent the state from making any special provision for women and children.

Article 16—(1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.

Article 16 (2) No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence, or any of them, be ineligible for or discriminated against in respect of any employment or office under the state.

Article 21(A): The state shall provide free and compulsory education to all children of the age of 6 to 14 years.

Article 39—(A) The citizens, men and women, equally have the right to an adequate means of livelihood.

Article 39—(D) There is equal pay for equal work for both men and women.

Article 39-(E) The health and strength of workers, men and women, and the tender age of children are not abused, and citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.

Article 42—The state shall make provisions for securing just and humane conditions of work and for maternity relief.

Article 51—(A) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic, and regional or sectional diversities, and to renounce practices derogatory to the dignity of women.

Schemes of the West Bengal government:

Kanyashree Prakalpa: Kanyashree Prakalpa is a prominent welfare scheme introduced by the West Bengal government in 2013, designed to uplift young girls by uplifting their education and discouraging early marriage. The program is a key initiative to promote gender equality, reduce child marriage, and empower girls across the state. Chief Minister Mamata Banerjee, with her strong leadership strategies, launched this woman-centric project and established an educational environment among women.

Objectives of the Schemes: The schemes' primary goal is to reduce child marriage by providing financial support to girls, encouraging them to complete their education and delay marriage until they are at least 18 years old. Also, it aims to encourage girls, particularly from economically disadvantaged backgrounds, to stay in school and complete their education. This scheme aims to offer financial aid through program 6 to reduce girls' economic dependency and give them a sense of independence and moral support. Moreover, the schemes contribute to gender equality by investing in girls' education and health, enabling them to have better life opportunities.

Kanyashree 1 - unmarried girls aged 13 to 18 who enrolled in school from class 8 to class 12 and those girls from families with an annual income below a certain threshold (approximately 1.2 lakh) are eligible for this scheme. If the girl must maintain regular school attendance of about 70% and must be unmarried until the age of 18, she will benefit from a one-time cash grant of 25000, which is provided when the girl turns 18, as long as she remains unmarried. And the goal is to delay marriage until she reaches adulthood and has completed a basic level of education.

Kanyashree 2—Girls aged 18 to 19 who are pursuing higher education after completing school, with an annual scholarship of 500, are given to girls continuing their education in college or beyond.

Feature: This scheme is also notable for its focus on school attendance, requiring girls to maintain at least 75% attendance in school to be eligible for the incentives. This condition underscores the program's primary focus on education, ensuring that girls are in school and complete their studies. The direct benefit transfer system ensured that funds are directly deposited into the girls' bank accounts, enhancing

transparency and timely disbursement. The schemes target economically disadvantaged families, ensuring that the benefits reach those who need them the most. It is also digital, simplifying the application process and extending its reach to remote areas, to schools, Anganwadi's, and local organizations. Furthermore, the schemes place a vital role in shifting cultural latitudes towards child marriage by offering financial incentives and stressing the value of education, which contributes to reducing early marriages, especially in rural areas. Mode of repulsion: a multi-facility approach that includes financial aid, education incentives, a focus on gender equality, established educational environments, and women and improving their futures in West Bengal.

Success and Impact: While Kanyashree Prakalpa has been implemented across West Bengal and shown positive impact statewide, certain districts and areas have exhibited particularly strong results of success after 2015, particularly in the areas of girls' education, empowerment, and combating child marriage across West Bengal.

Studies have shown a continued decrease in girls' dropout rates after 2015, enabling more girls to pursue secondary and higher education. For example, in Howrah District, a particularly pronounced decline in dropout rates among girls was observed following the scheme's introduction. The program has led to a significant decrease in child marriage rates across the state, particularly in districts with historically high rates such as Murshidabad, Birbhum, Malda, and Purulia. Kanyashree has positively impacted girls' enrolment in higher education. For example, female enrolment at the undergraduate level increased, reaching as high as 59.04% in 2019 to 2020 after the program's implementation. The schemes emphasize financial inclusion through opening bank accounts in girls' names, which fosters faster self-reliance and enables them to make independent decisions regarding their education and future.

The Kanyashree Prakalpa received the United Nations Public Service Award in 2017. Also, the finalist in GEM took awards in 2016 organized by ITU and UN Women. Also received the United Nations WSIS prize 2016 champion in the e-government category and the National e-Governance Award 2014 to 2015.

So in terms of the above discussion, it can be said that the Kanyashree project has played a stirring role in creating the atmosphere of

education among women. The Kanyashree Prakalpa is not only one that has developed the tendency of education among women but also taught women to be self-sufficient; in the future they will become more self-reliant and confirmed that they can communicate properly. So, this project makes women economically self-reliant and educated by creating an atmosphere of healthy mentality among women.

Sabooj Sathi: The Sabooj Sathi scheme, launched by the West Bengal government in 2015, aims to provide free bicycles to students in grades IX to XII in government-run and government-aided schools and madrasahs across the state. While benefiting both boys and girls, the scheme holds particular significance for girls' education by addressing key challenges faced by female students in rural areas and promoting female empowerment.

The scheme addresses the issue of long distance to schools and the lack of safe and affordable transportation, which often disproportionately affects girls' access to education. The provision of bicycles eases commuting, reduces travel time and expenses by encouraging girls to attend school regularly and reducing dropout rates, especially at the secondary level. The programs, like Sabooj Sathi, lead to a significant increase in appropriate enrolment in secondary school for girls and a reduction in the gender gap in secondary school enrolment. According to the Pratichi (India) Trust, an increase of about 12% in class IX enrolment has been observed, with girls examined in the 10th standard board exam being around 10% more than boys, suggesting a considerable decrease in dropout among girl students. Bicycles provide girls with a sense of independence and freedom to travel to school, coaching centres, markets, and other places. This increased mobility contributes to breaking down traditional gender norms that restricted women's movement, fostering confidence and self-reliance among girls. This scheme has been linked to positive changes in societal aspects related to women. In regions with similar bicycle distribution programs, an increase in the marriage age, greater participation of women in the decision-making process, and increased political awareness among the female population have been observed.

Success and Impact: For the Sabooj Sathi scheme, over 80 lakh bicycles have been distributed to students across West Bengal since 2015. The scheme is targeting the distribution of 1 crore bicycles, with phased distribution underway. Moreover, during the initial phases, from 2015 to 2016 and 2017 to 2018, around 7 million students were

covered and distributed to countries. And also a transparent and innovative approach to implementation, including a unique colour code for the bicycles, and tracking of individual bicycle frame numbers has been adopted. Sabooj Sathi schemes have increased retention in schools and encouraged students, especially girls, to pursue higher studies. After the implementation of the scheme, a 12% increase in class IX has been witnessed. Also, notably, girls examining in the 10 th standard board exam are about 10% more than boys, indicating a significant decrease in dropout among girl students. According to some research, there has been a 20 to 25% drop in dropout rates in Bengal villages, particularly among girls, in the last 4 years. According to a report by the Pratichi Institute, the scheme has created equal opportunities for all categories of students and reduced inaccessibility. Also, the scheme is widely implemented across the state, with over 80 lakh bicycles distributed since its inception in 2015. This scheme began in Paschim Medinipur in October 2015. The scheme has been observed to benefit girls' students' confidence in districts such as Jhargram, Purba Burdwan, Paschim Burdwan, Howrah, etc.

So, on the basis of the above discussion, it is said that the attendance rate, especially among female students in rural regions, has increased surprisingly due to the leadership of the West Bengal government. As a result of providing all these privileges, women have been very self-reliant. Moreover, the obstacles to rural women's education have been much limited and seen to change in society.

Shikshashree Scheme: The Shikshashree Scheme, implemented by the government of West Bengal from 2014 to 2015, is a scholarship program aimed at providing financial assistance to Scheduled Caste and Scheduled Tribe students studying in Class V to VIII. Its main purpose is to encourage the economically disadvantaged students to continue their pre-matric education, thereby reducing dropout rates, particularly among girls, for efficient and transparent delivery of the assistance.

To be eligible for the Shikshashree Scheme, students must belong to either the Scheduled Caste or Scheduled Tribe category and be enrolled in classes V to VIII in a government, government-aided, or government-recognized school in West Bengal. Their annual family income must not exceed 2.5 lakhs. Financial assistance is provided through direct benefit transfer, ensuring a transparent and efficient disbursement process. SC students receive 750 rupees annually for

classes V to VII and 800 rupees annually for classes V to VIII. Only day scholars residing in West Bengal are eligible to apply. Additionally, applicants must be regular, full-time students and cannot be simultaneously receiving any other scholarship or stipend. If a student received another form of financial aid, the Shikshashree Scholarship may need to be refunded. The scholarship is awarded once for each class, and students repeating a class will not receive the scholarship for that class again, though they may be eligible in the next class if promoted. Students are also required to have a bank account in a nationalized bank with core banking facilities for receiving the scholarship amount.

Objective: The scheme's primary objective is to enhance SC and ST students' participation in the pre-matriculation education system by offering financial aid. This support seeks to minimize the incidence of students dropping out of school, especially girls. The scheme also aims for efficient and transparent delivery of this assistance.

Districts with high SC/ST population concentrations are likely to have a larger pool of eligible students for the Shikshashree Schemes. These districts include Jalpaiguri, Purulia, Dakshin Dinajpur, Bankura, Paschim Medinipur, Alipurduar, and Darjeeling.

According to the above discussion, the SC/ST girl students have benefited from the West Bengal government's Shikshashree Scheme. As the desire to receive adequate education among them increases, so does the presence of the students of the school. As a result, as women, they are also creating an atmosphere of empowerment, which will facilitate the path to their future life.

Rupashree Prakalpa: The Rupashree Prakalpa is a significant government scheme in West Bengal, India, aimed at helping economically disadvantaged families with their daughter's wedding. Launched on April 1, 2018, it offers a one-time grant of 25000 rupees to eligible families as a way to ease the financial burden associated with marriage expenses. The initiative is implemented across all districts of West Bengal and is considered a key program following other social welfare schemes like Kanyashree Prakalpa. The scheme seeks to address several important social issues. Firstly, it provides financial relief to families who might otherwise resort to high-interest loans to fund their daughters' weddings. Secondly, it promotes delaying the age of marriage for girls until they reach 18, thereby discouraging

child marriage, which remains a prevalent issue in some areas. Thirdly, the schemes focus on the bride being at least 18 years old, encouraging parents to invest in their daughter's education, as long as schooling can lead to better opportunities and the delayed marriage. The bride must be at least 18 years old and unmarried at the time of application, and the proposed marriage must be her first marriage. The groom needs to be at least 21 years old. The family's annual income must not exceed 1.5 lakhs. And also the bride must also be a resident of West Bengal or have resided there for at least five years, or her parents must be permanent residents. And she must have a bank account in her name with NEFT capabilities for direct fund transfer. Completed applications, along with the required documents, must be submitted to the appropriate office within 30 to 60 days before the wedding date. An enquiry officer verifies the application, and if sanctioned, the funds are transferred directly to the applicant's bank account at least 5 days before the wedding.

The Rupashree Prakalpa is implemented across all districts of West Bengal, making it accessible throughout the state. For example, in the initial months after the scheme's launch, Murshidabad district recorded the highest number of applications and the largest amount of funds disbursed, indicating a significant impact and success in that region. Purulia district also showed a substantial number of applications and disbursements in the same period, suggesting strong positive reception. More recently, areas with the Bidhannagar Municipal Corporation, like Rajarhat, Gopalpur, Baguihati, Kestopur, and Narayanpur, have demonstrated significant engagement with the scheme, indicating its impact in urban as well as rural areas. Moreover, in the Dakshin Dinajpur district, 5181 offline applications received in 2018 to 2019 were disbursed, showing a high processing rate for eligible applicants. And also in the Paschim Medinipur district, 83,380 beneficiaries were reached, with 9632 cases ongoing in 2023 to 2024.

Thus, in terms of the above discussion, it can be said that the Rupashree Prakalpa of the West Bengal government indicates a new direction in women's education. The main purpose of this project is to help the parents with their daughter's marriage so that women do not become inattentive to their study. That is why the government is paying an allotment for their marriage after studying for up to 18 years. The benefits of this project are not only accepting the rural man but also the women of the city equity. For that, women are becoming financially self-esteemed. So through this government-led project, many students

are focused on going to school and dreaming of a beautiful future for themselves.

Conclusion: In terms of the above discussion, it can be said that many women have benefited from the West Bengal government's various women's education schemes. Women who are being disrupted by a lack of financial condition have been focused on education again through the educational scheme launched by the government. By providing financial assistance to women, their socioeconomic and psychological conditions will be improved, and they will also focus on studying. Through various welfare schemes, women have also been focused on fulfilling their dreams and protecting their future lives. All of these have been made possible by the soft skills of the government of West Bengal, which include communication, leadership style, emotional intelligence, critical thinking, and so on. So it can be undoubtedly said that the role of soft skills in the modern education system is undeniable. However, every coin has some opposite side, which means many women benefit from this women's welfare project, but some women are still deprived of the benefits. But we all hope that if the light of education is transmitted to women, it will create a new world that destroys discrimination as well as inequality.

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THE FUTURE OF LEARNING: INTERPERSONAL ABILITY AND THE SOFT SKILLS OF THE FUTURE

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Abstract

In today's technological age, soft skills—especially interpersonal ability—have become essential for education and employment. This paper discusses the growing importance of interpersonal skills (abilities) in the context of modern learning environment, evaluates the present state of affairs and gaps and gives us valuable suggestion for integrating soft skills in future. This study shows that future learning must be focused on aspects that most of us like; such as empathy, communication, and collaboration. This article contains and explains interpersonal ability that is one of the most essential skills in education and professional development. It explains the psychological basis, its global scope, challenges to integration, and ways to cultivate it. According to the paper, the future of learning must not just impart knowledge, but also create those human capabilities which are non-automatable and non-exportable.

Key Words: *Soft skills, future of learning, knowledge, interpersonal ability, technology, communication, collaboration, empathy, professional development, human capabilities.*

Introduction

As the world becomes increasingly digital, machines are getting smarter. It's how we humans share ideas, build bonds and interact with each other that will matter most. Machines and software can now do our jobs as artificial intelligence (AI) and automation, emerge on design scenes or even teach students. But perhaps the one skill that cannot be automated that is human nature, our thought process and mostly our skills. It includes the skills needed

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for effective social-emotional communication that makes relations meaningful. The skills are crucial not just in the private or personal life but also in education, work and global cooperation in this age.

The 21st century has ushered in a world of rapid change. Machines can learn to think, robots can perform operations and algorithms can analyze vast data in seconds. Machines are unable to feel despite the technological development. They cannot empathize, comfort, lead, or inspire. Our human qualities, such as sympathy, communication, and trust, cannot be replaced. Interpersonal ability, long seen as a “soft” skill, is now emerging as a “core” skill of the future. In schools, it’s not just about facts but who they know; how they can work their emotions are engaged.

OBJECTIVES

This study has the following main objectives:

- To examine the rising importance of interpersonal abilities in education and employment.
- To review the extent to which current learning environments support the development of these skills.
- To understand the growing significance of interpersonal and soft skills in education systems for the future.
- To probe into how contemporary learning environments are changing to develop these abilities (skills).
- To assess strategies, frameworks to develop interpersonal abilities (skills).
- To find difficulties and obstacles for implementation in various contexts.

LITERATURE REVIEW

The World Economic Forum (2020) puts creativity, persuasion, emotional intelligence and interpersonal skills of the person in the top 10 soft skill requirements of all sectors.

Trilling and Fadel (2009) say that 21st century skills are the critical thinking, teamwork and communication capacity that a human being naturally owns.

According to **LinkedIn's 2023 Workplace Learning Report**, recruiters say that lack of soft skills is the biggest hiring challenge they face- 89 per cent.

Daniel Goleman's (1995) work on emotional intelligence laid the groundwork for conceptualizing an interpersonal skill as a type of intelligence. An organization's or a team's success depends a lot on emotional awareness, empathy, and self-regulation. They are the three pillars of emotional intelligence.

Duckworth (2016) researched grit and **Angela Lee and Dweck (2006)** researched growth mindset showed that socio-emotional skills are predictors of success and skills that can also be taught. UNESCO and OECD have included soft skills in their education models. This means that these skills are recognized globally.

UNDERSTANDING INTERPERSONAL ABILITY

Interpersonal ability means a range of skills that simplifies effective human interaction. Individuals with strong interpersonal skills are seen to be effective team members and leaders, expert at communication and perspective in both personal and professional environments.

- Interpersonal skills refer to the way we relate and communicate with other people. It's not only what we say, but how we say it which matters. Whether it is through our spoken words, body language, and tone of voice or the ability to read the other person's emotions.
- Interpersonal skills are the abilities to communicate, read the emotions of others and interact with them.
- Interpersonal skills show what motivated someone to act. In a sense, these skills are how well one can express themselves.
- Moreover, it is also how much someone can form a joint plan of action.
- It is also how one can negotiate a conflict.

Finally, interpersonal skills are how much one willingly acts to act positively to obtain the goal of others. The following are some

examples of interpersonal skills. Be it at school, workplace, home, and even between countries, the ability to connect and relate with people effectively builds trust, resolve problems, and generate support. Those who cultivate these skills generally experience enhanced social interactions, academic performances, job success, and mental wellness.

HOW INTERPERSONAL SKILLS ARE RESHAPING EDUCATION

Education is changing from receive knowledge to active and skills-based learning. Classrooms that used to be a place of rote memorization and learning now are about collaborating. Teachers are being trained to manage group dynamics, respond to emotions and model behaviour.

Student-focused strategies like project-based learning support collaboration, planning, and effective problem-solving. In peer review tasks, students learn to provide constructive feedback through discussions during circle time and empathy workshops, as well as through restorative practices, schools are getting students to empathize with each other's feelings.

Nations such as Australia and Canada currently have interpersonal learning outcomes in their national curriculum. India's National Education Policy 2020 advocates for holistic development of students, along with equal emphasis on emotional and social capacities.

IMPACT ON MENTAL HEALTH AND WELL-BEING

Psychological well-being has a direct link to interpersonal skills. According to research, students with high emotional intelligence are more resilient and aren't as likely to suffer from anxiety and depression, or experience academic stress. On the other hand, social withdrawal, bad interaction habits and management of conflict lead to a greater number of youth mental health issues. The latest trend sees more mental health schemes in schools include soft skill training especially emotional regulation, positive interaction and help seeking. In India, institutions are developing SEL modules with mental health promotion in schools, such as NIMHANS (National Institute of Mental Health and Neurosciences).

THE GROWING IMPORTANCE OF SOFT SKILLS IN THE WORKFORCE

The future of work is globalized; we rely on AI and remote work. Jobs aren't just about doing the same thing over and over; they are more about adapting, communicating and working in a team to solve complex problems. The importance of hard skills is diminishing due to technological shifts. In contrast, interpersonal skills remain timeless.

Healthcare professionals need empathy. Teachers must possess emotional regulation and clarity of communication. Federal engineers and software developers must work together globally. Many customer service roles are being automated, but they still require a human touch to build trust.

Surveys from McKinsey & Company show that soft skills such as leadership, critical thinking, and people management are among the most difficult to find in today's workforce. Therefore, employers are now investing in in-house soft skills training, coaching, and team-building workshops.

INTERPERSONAL SKILLS IN THE DIGITAL ERA

The COVID-19 pandemic and its aftermath have forced us to communicate and learn digitally in an unprecedented manner. Being in the online classes we lack simple but great things like eye contact, body language, and spontaneous conversations. It's the small moments, often unspoken, that can help build trust, empathy and connection.

But it's not all a loss. We can build soft skills through tech tools that make learning fun and engaging for people of all age groups. Virtual simulations allow students to engage in realistic activities such as negotiating, strategizing in teams, and coping with leadership challenges without the dynamic environment of a real-life setting. Paraphrase this (23 words): Online discussion boards help students to reflect, think, and respond to different perspectives they might not be exposed to inside the classroom.

There are AI chatbots that help people practice a conversation. When you want to learn how to sound more empathetic, the right words to use in tough situations or simply want to build confidence in speaking up, these tools can help you grow in private and with low stakes.

Blended learning which combines online lessons with a face-to-face interaction is becoming a smart way to combine the two worlds. It enables students to still be digitally connected but at the same time have those human moments that shape our social and emotional intelligence.

In the end, we do not have to lose touch with humans because of the era of digitalisation. In other words, we just have to put more thought into our teaching and practicing of these essential skills – they matter online as much as they do offline.

STRATEGIES TO DEVELOP INTERPERSONAL ABILITY

There are several strategies that educators and institutions can adopt to develop one’s interpersonal abilities.

❖ Active listening:

Activities through maintaining eye contact, paraphrasing others’ points (show understanding) and encourage to speaking.

❖ Clear and open communication:

By using plain and direct language, clarity of purpose (desire goal), to ensure the message is understood etc.

❖ Training of Compassion:

Practicing the art of truly listening and imagining what it feels like to be in someone else’s situation. Not fixing, not judging—just feeling with them, human to human.

❖ Mindfulness

Taking a moment to notice your thoughts and feelings—just as they are—without trying to push them away or label them as “good” or “bad.” It’s like sitting beside your own mind as a kind observer.

❖ Loving-Kindness Meditation:

Quietly wishing well for yourself, for someone you care about, and even for someone you struggle with. Simple phrases like “May you be safe. May you be happy.” can quietly open the heart.

❖ **Perspective-Taking:**

Looking at a situation through another person's eyes, it doesn't mean you have to agree—it just means you're willing to understand where they're coming from.

❖ **Self-Compassion Practice:**

When things go wrong, instead of blaming yourself, try saying, "This is hard, but I'm not alone. I deserve kindness, too." That's the beginning of healing, not weakness.

❖ **Reflective Journaling:**

Writing down your thoughts, struggles, or acts of kindness—both given and received. It's a quiet way to understand your inner world and remind yourself of the moments that mattered.

Besides school, you get to have a lot of fun with other activities. Debates, theatre, student council, group sports and community service all provide good environments for learning how to relate to other people. Settings require collaboration, negotiation, and real-time emotional regulation. Parents and caregivers also play a vital role. Activities like conversations, decision making, and storytelling by the family can build communication and empathy from a young age.

LOOKING AHEAD: EDUCATIONAL REFORM AND INNOVATION

Education systems must introduce interpersonal learning at pre-school stage and continue with it all the way to adult training. Only then can students really be made ready for the future. Not only school-work but the way we connect with others gets the most focus.

We should begin by rewriting our expectations concerning what students learn. Learning goals should clearly spell out emotional literacy, social awareness, and working well with others—as core skills not as adjuncts or nice-to-haves.

Assessment tools need a shift. Schools shouldn't just rely on tests to see how students are growing in these softer but crucial areas, but can use observations, detailed rubrics, and peer feedback.

If teachers have the right tools and training, this works well. They ought to be backed in employing social-emotional teaching practices and classroom management strategies that are inclusive, compassionate, and student-centered.

Technology can help make all of this possible.

AI-equipped tutors can offer students realistic conversational practice while helping them develop empathy and communication without the pressure.

Virtual reality recreates complicated social environments and allows learners to navigate emotional scenarios and make decisions that have real consequences.

More than grades: schools can use learning analytics to track data. Teachers observe various ways their learners socialize with classmates. They converse with their classmates during lessons, engage in group projects, and evidence social & emotional growth.

However, caution is required. These tools must support—not replace—human interactions. Soft skills are cultivated through authentic relationships with real feelings. **Tech must be a facilitator, not a substitute.**

SOFT SKILLS IN CONFLICT-PRONE AND MULTICULTURAL SETTINGS

In today's world characterized by geopolitical conflict, social fragmentation and cultural pluralism, the value of interpersonal skills gains added significance. We must be able to communicate across cultures, de-escalate, and demonstrate intercultural empathy. International education, diplomacy, and community development require this. Programs like UNESCO's Intercultural Competency Training help young learners and teachers engage with differences in values, beliefs and ways of expressing oneself with respect.

Refugee education programs in Germany or Lebanon emphasize the building of inter-personal trust and emotional safety first before academic recovery and learning and integration, report educators. In regions affected by violent conflict—Kashmir, Palestine, etc.—

community-based learning typically involves dialogue, stories and cooperative activities that rebuild relations that violence has ruptured.

GLOBAL PERSPECTIVES ON SOFT SKILLS

The importance of interpersonal ability is now recognized worldwide:

- ✚ **UNESCO’s Education 2030 Agenda** calls for the development of learners who are “empathetic, collaborative, and socially responsible.
- ✚ **OECD’s Learning Compass 2030** lists “engagement,” “resilience,” and “respect” as critical learning outcomes.
- ✚ **Finland’s national curriculum** emphasizes transversal competencies like interaction, self-awareness, and working in groups.
- ✚ **Singapore’s 21st Century Competency Framework** includes social and emotional learning at every school level.

These international policies reflect a shift in education philosophy—from acquiring content to becoming globally competent, emotionally intelligent citizens.

CHALLENGES AND BARRIERS

Though people think it is very important to teach soft skills, various barriers are taking place in mainstream education.

- Standardized assessments usually do not test soft skills.
- Most teachers have not been trained formally to facilitate emotional and interpersonal skills.
- Schools in disadvantaged areas may not have enough time or resources for Interpersonal Development programs.
- Parents Expectation – family prefer marks than character building.

To deal with these issues large scale policy level intervention is required with curriculum reform and public awareness.

CONCLUSION

In this new age of automation, what will separate humans from the machines is not the knowledge but the wisdom, not the logic but the empathy. Education is no longer just about what students know; it's about what they can do—collaborate, express, and care.

Interpersonal ability must be regarded as a key education outcome, not an optional add-on. It is the heart of academic substance, technical proficiency and ethical behaviour. Schools, teachers, policymakers, and families must work together for a system that makes learners not just smart, but kind; not just capable, but connected.

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THE PSYCHOLOGY OF TIME MANAGEMENT AS A DETERMINANT OF SUCCESS IN MODERN LIFE

Dr. Subhajit Bhattacharya ¹

Abstract

Time is life. Time management is crucial for a balanced and productive life, enabling individuals to achieve goals, reduce stress, and create a better work-life balance. It helps in prioritizing tasks, making better decisions, and accomplishing more in less time, ultimately boosting confidence and increasing opportunities. The psychology of time management refers to the study of how psychological factors—such as motivation, personality, cognition, emotions, and behavior—influence the way people perceive, organize, and use their time. Every aspect of life depends upon time. As human life progress with time, energy and physical strength seem to diminish. It is all-important to perform various tasks during a specific time period. Any act performed after time is of no use. It is also important to live in the present moment. This research paper is an attempt to learn the essentials of time management and also its importance. For this purpose, literature survey was done. It was found that the most important tool for time management is to prioritize the task.

Keywords: *time management, essentials, importance, psychological factors, physical strength*

Introduction:

Time management is the process of organizing and planning how to divide your time between different activities, aiming to maximize efficiency and productivity. It involves prioritizing

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tasks, setting deadlines, and utilizing strategies to stay focused and complete work effectively. Good time management leads to reduced stress, increased focus, and a better work-life balance.

Time management, particularly the psychology behind it, plays a crucial role in success in modern life. Effective time management involves planning, prioritizing, and controlling the time spent on various activities to enhance productivity and achieve goals. This includes managing work, social life, personal interests, and other commitments. Research suggests that strong time management skills can lead to reduced stress, increased productivity, and a better work-life balance.

The psychological perspective of time management focuses on understanding the mental and emotional factors that influence how people perceive and utilize time. It explores how our thoughts, feelings, and behaviors affect our ability to prioritize tasks, manage distractions, and achieve our goals.

Aspects of Time Management and its Psychology:

1. Goal Setting and Prioritization:

Clearly defined goals and the ability to prioritize tasks are fundamental to effective time management. Understanding what truly matters and focusing on the most important tasks can significantly impact outcomes.

2. Planning and Scheduling:

Creating schedules and plans helps individuals structure their time and allocate it to various activities. This can involve using calendars, to-do lists, or other time management tools.

3. Procrastination and its Impact:

Procrastination, the act of delaying tasks, can be a significant barrier to effective time management. Understanding the reasons behind procrastination and developing strategies to overcome it are crucial.

4. Stress Management:

Time management can be directly linked to stress levels. Studies show that managing time effectively can reduce stress and improve overall well-being.

5. Work-Life Balance:

In today's interconnected world, maintaining a healthy work-life balance is vital. Time management techniques can help individuals create boundaries between work and personal life, preventing burnout and promoting overall well-being.

Relevance to Modern Life:

6. Increased Productivity:

Effective time management allows individuals to accomplish more in less time, leading to increased productivity in both personal and professional spheres.

7. Reduced Stress:

By managing their time effectively, individuals can reduce the pressure and stress associated with deadlines and overwhelming workloads.

Methodology:-

The following methods has been used for this paper.

The study of time management as a determinant of success involves a variety of research methodologies, combining both quantitative and qualitative approaches to understand the complex relationship between how people manage their time and their outcomes in life. The methodology can be broken down into distinct sections, each addressing a different aspect of this relationship.

1. Defining and Operationalizing Key Variables

The first step in any study is to clearly define the key variables. For this topic, the primary variables are **time management** and **success**. These abstract concepts need to be operationalized, or made measurable.

- **Time Management:** This is a multi-faceted construct that can be measured in several ways. I might use self-report surveys or questionnaires to assess a person's time management behaviors. These tools often ask about specific habits, such as:
 - **Goal Setting:** The extent to which an individual sets clear, specific goals.
 - **Planning and Scheduling:** How often a person uses a planner, calendar, or to-do list.
 - **Prioritization:** The use of techniques like the Eisenhower Matrix (urgent vs. important) or Pareto's 80/20 rule to rank tasks.
 - **Perceived Control of Time:** The individual's subjective feeling of having control over their schedule and not being rushed.
 - **Procrastination:** The tendency to delay or postpone tasks.
- **Success:** This can be a subjective or objective measure. I need to define what they mean by "success" within the context of their study. Possible operationalizations include:
 - **Academic Success:** GPA, test scores, or timely graduation.
 - **Professional Success:** Job performance ratings, salary, promotions, or career satisfaction.
 - **Personal Well-being:** Self-reported levels of happiness, reduced stress, and work-life balance.

2. Research Designs

To investigate the relationship between time management and success, I can use different study designs:

a. Correlational Studies

This is the most common approach. I collect data on participants' time management behaviors and their success metrics (e.g., GPA, job performance) and then analyze the data to see if there's a statistical relationship. While these studies can show a connection, they can't prove that time management *causes* success. For example, a study might find that students who plan their weeks tend to have higher GPAs, but it doesn't tell us if planning leads to better grades, or if more organized, diligent students are more likely to plan.

b. Experimental and Quasi-Experimental Studies

To establish a causal link, I can conduct an experiment.

- **Experimental Design:** A group of participants is randomly assigned to either a **time management training group** or a **control group**. The training group receives an intervention designed to improve their time management skills (e.g., a workshop on prioritization), while the control group does not. Both groups are then measured on their success metrics (e.g., productivity, stress levels) before and after the intervention to see if the training caused a change.
- **Quasi-Experimental Design:** In some cases, random assignment isn't possible or ethical. A researcher might study two existing groups—for example, students who have chosen to take a time management course versus those who haven't—and compare their outcomes. While this can provide valuable insights, it's harder to rule out other factors that might be different between the groups (e.g., the students who chose the course may have already been more motivated to begin with).

c. Qualitative Studies

Qualitative methods are useful for gaining a deeper understanding of the "how" and "why" behind the numbers. I might use **in-depth interviews** or **focus groups** to explore people's perceptions and experiences with time management. This approach can uncover the psychological nuances, such as how someone's mindset about time affects their daily habits, or how they cope with procrastination and distraction in a modern, hyper-connected world.

3. Analysis and Interpretation

Qualitative data from interviews would be analyzed using **thematic analysis**, where common themes and patterns in the responses are identified to build a richer picture of people's experiences.

Review of Related Literature:

Researchers reviewed the following literature for this present study.

Britton and Tesser (1991) studied college students and found that effective time management practices—especially setting goals and organizing study schedules—were strongly associated with higher academic performance and reduced stress levels.

Macan (1994) developed a process model of time management involving goal setting, prioritizing, planning, and perceived control over time. Her findings revealed that individuals with higher perceived control experienced lower job-induced tension and greater job satisfaction, which are important indicators of professional success.

Claessens et al. (2007) reviewed multiple studies and concluded that time management has a moderate positive relationship with job performance but a stronger link with personal well-being and reduced stress. They emphasized that perceived control over time is a major psychological factor influencing success.

Steel (2007) examined procrastination and found it to be a major barrier to effective time management. His meta-analysis suggested that reducing procrastination through structured time management directly contributes to improved academic and work outcomes.

Häfner and Stock (2010) conducted an experimental study showing that time management training significantly improved employees' perceived control of time, reduced work strain, and enhanced productivity—demonstrating its role in modern professional success.

Aeon and Aguinis (2017) argued that time management should be understood as a psychological skill that integrates motivation, goal clarity, and self-regulation. Their review highlighted that time management not only improves task efficiency but also enhances overall life satisfaction.

Objectives of the Study:

The following objectives were considered for the study.

1. To analyze the psychological components of time management, including planning, prioritization, self-discipline, and control over procrastination.

2. To examine the relationship between effective time management skills and indicators of success such as academic performance, career growth, and personal goal achievement.
3. To identify common barriers and psychological factors that hinder effective time management in modern life.
4. To evaluate the role of motivation, self-regulation, and goal-setting behavior in enhancing time management efficiency.
5. To recommend strategies and psychological interventions for improving time management skills to achieve greater success in personal and professional domains

Process of time management:

1. Goal Setting and Planning:

- Define Goals:

Start by clearly defining your goals, both long-term and short-term. Break down large goals into smaller, more manageable tasks.

- Prioritize:

Identify which tasks are most important and urgent. Use methods like the Eisenhower Matrix (urgent/important) to prioritize tasks.

- Plan:

Create a schedule or to-do list that outlines the tasks you need to accomplish and the time you will dedicate to each.

- Schedule:

Allocate specific time slots for tasks, meetings, and other activities. Consider using a calendar or planner to visualize your schedule.

2. Execution and Tracking:

- Focus: Concentrate on one task at a time to avoid multitasking and increase efficiency.

- **Break Down Tasks:** Divide large tasks into smaller, more manageable steps.
- **Time Blocking:** Schedule specific time blocks for focused work on individual tasks.
- **Use the Pomodoro Technique:** Work in focused intervals (e.g., 25 minutes) followed by short breaks to maintain concentration.
- **Track Progress:** Monitor your progress against your schedule and adjust your plan as needed.
- **Review and Adjust:** Regularly review your progress and make necessary adjustments to your schedule and strategies.

3. Enhancing Efficiency:

- **Eliminate Distractions:** Identify and minimize distractions to improve focus.
- **Delegate:** If possible, delegate tasks that can be handled by others.
- **Learn to Say No:** Politely decline requests that would overload your schedule.
- **Utilize Technology:** Use time management apps and tools to organize your tasks, set reminders, and track your progress.
- **Take Breaks:** Schedule regular breaks to avoid burnout and maintain energy levels.
- **Stay Organized:** Keep your workspace and files organized to save time searching for things.

4. Continuous Improvement:

- **Reflect:** Regularly reflect on your time management practices and identify areas for improvement.
- **Learn New Techniques:** Explore different time management techniques and strategies to find what works best for you.

- **Be Flexible:** Be prepared to adapt your schedule and approach as needed.

By following these steps and continuously refining your time management skills, you can become more productive, reduce stress, and achieve your goals more effectively.

Importance:

In the 21st century, life is characterized by fast-paced routines, high competition, and constant distractions. Success—whether in academics, career, or personal growth—depends not only on skills and resources but on how effectively individuals can utilize their time. Time management, when approached from a psychological perspective, becomes a key life skill that integrates planning, prioritization, motivation, and self-control.

1. Meeting the Demands of a Busy Lifestyle:

Modern life demands multitasking, quick decision-making, and the ability to handle multiple responsibilities. Effective time management helps individuals balance professional duties, personal commitments, and leisure without compromising quality.

2. Reducing Stress and Burnout:

Poor time management often leads to last-minute work, missed deadlines, and high stress. Psychological time management techniques—such as goal setting, prioritization, and focus strategies—help reduce anxiety and improve mental well-being.

3. Enhancing Productivity and Efficiency:

By allocating time to high-priority tasks and eliminating distractions, individuals can accomplish more in less time. This is essential in workplaces where performance and deadlines directly affect career growth.

4. Coping with Digital Distractions:

Social media, instant messaging, and constant notifications are major time-wasters in modern life. This topic addresses how psychological self-regulation and discipline can help resist such distractions.

5. Promoting Work–Life Balance:

Good time management allows people to meet professional obligations while still having quality time for family, hobbies, and rest—leading to a more satisfying life.

6. Adapting to Change:

The modern world is unpredictable. Strong time management skills make individuals more adaptable, allowing them to reorganize priorities quickly during unexpected events.

In essence, this topic is important because it addresses a universal challenge—making the best use of limited time in an environment filled with demands and distractions. By understanding the psychology behind time management, individuals can not only improve their productivity but also enhance their well-being, resilience, and overall success in modern life.

Conclusion

Time is one of the most valuable yet limited resources in modern life, and how it is managed often determines the difference between success and struggle. This study highlights that time management is not merely about scheduling activities—it is a psychological process involving goal setting, prioritization, self-discipline, and control over procrastination. The findings from existing research make it clear that individuals who effectively manage their time experience higher productivity, reduced stress, better performance, and greater life satisfaction. From an academic perspective, time management skills enable students to perform better in examinations and assignments. In professional settings, they enhance work efficiency, career growth, and adaptability in a fast-paced environment.

In an age dominated by technology and constant distractions, psychological time management techniques help individuals remain focused, organized, and motivated. Mastery of these skills promotes not only professional success but also work–life balance, mental well-being, and long-term personal growth.

Ultimately, the psychology of time management emphasizes that success in the 21st century is as much about managing oneself as it is

about managing time. By applying these principles consistently, individuals can transform limited hours into meaningful achievements.

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FROM BOOKSHELVES TO BYTES: ACADEMIC LIBRARIES AS HUBS OF DIGITAL LITERACY TO SHAPE 21ST CENTURY'S LEARNING SYSTEM

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Abstract

In the rapidly evolving landscape of higher education, academic libraries are transitioning from traditional repositories of print materials to active facilitators of digital literacy. In a progressively move into digital era, libraries play a pivotal role in fostering digital empowerment through the encouragement of digital literacy skills. Academic institutions serve as comprehensive, accessible places where individuals can develop the competencies obligatory to engage assertively and critically with digital technologies. This paper examines the shifting role of academic libraries in equipping students, faculty, and researchers with the aptitude required to navigate, evaluate, and create information in a digital environment. Through programs focused on information evaluation, development of critical thinking skills, cyber security awareness, digital communication, and content creation, libraries are furnishing patrons not just with technical expertise, but with the cognitive and ethical appreciative necessary for significant digital involvement and to the rising demand for digital fluency across disciplines. Library positioning themselves as essential partners in teaching and learning, academic libraries are not only adapting to digital transformation but also driving innovation in digital pedagogy and scholarly communication. By unlocking digital minds, libraries empower individuals to navigate online environments responsibly, contribute to digital discourse, and access opportunities in education, employment, and civic life. Ultimately, the library's evolving mission reflects a broader societal shift toward digital inclusion, positioning it as a catalyst for both personal growth and collective advancement in the cyber-age.

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Key Words: *Digital Era, Digital Empowerment, Digital Literacy, Cyber Security, Pedagogy and Scholarly Communication.*

Introduction:

In today's higher education system, digital literacy transcends technical know-how to become a vital soft skill by empowering students to communicate, collaborate, and think critically in an increasingly digital academic landscape. Digital literacy refers to the ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies. When regarded as a soft skill, digital literacy transcends mere technical ability to becoming indispensable for students' academic achievement, professional advancement, and personal empowerment in today's digital era. From bridging the digital divide and fostering lifelong learning to promoting digital citizenship and innovation, libraries play a multifaceted role in empowering individuals and communities to navigate the complexities of the digital world with confidence and competence. This paper explores the evolving impact of academic libraries in fostering virtual brains. It examines how digital literacy initiatives, strategic technology amalgamation, and patron empowerment practices are positioning libraries as active emissary of academic accomplishment and prosperity in the 21st century.

Objective of the Study:

- To explore the term literacy to digital literacy.
- To investigate how digital technology has affected libraries today.
- Explore about the significance of open-access initiatives and how they are transforming library services.
- Examine how libraries could transform into centres of digital innovation, creativity, and collaboration for its patrons.
- Study emerging patterns and advancements in the digital era's library transition.
- Study the way libraries may contribute to bridge the digital divide and promote digital literacy.

Research Methodology:

The Study is based on secondary data and mainly on theoretical research. Data are collected from various publications, books, the Internet, and articles. Using a qualitative research methodology and a combination of case studies and literature reviews, this study on digital literacy in libraries seeks to give readers a thorough grasp of how libraries support digital literacy, the difficulties they encounter, and the effects of these initiatives on research and learning. The knowledge acquired will help formulate suggestions for enhancing library digital literacy programs.

Transforming Educational Roles for the Digital Epoch:

In the digital era, education systems are being serves as a catalyst for immersive, personalized, and globally connected learning that empowering learners to thrive in a constantly evolving technological landscape. The process how it will work a follows:

- i. **Enhances Learning:** Students can access diverse resources, collaborate globally, and engage in self-paced, interactive learning environments.
- ii. **Bridges Digital Divide:** Teaching digital literacy ensures equitable access to opportunities, especially for students from underserved backgrounds.
- iii. **Promotes Lifelong Learning:** Prepares students for continuous up skilling in a rapidly evolving digital world.
- iv. **Supports Employability:** Most modern jobs require digital communication, research, and data handling—skills rooted in digital literacy.
- v. **Encourages Responsible Citizenship:** In an age of misinformation, digital literacy helps students become responsible consumers and creators of content.

Moving from “Literacy” to “Digital Literacy”:

What is Literacy?

Literacy refers to the ability of people to read and write (UNESCO, 2017). Reading and writing then, is about encoding and decoding information between written symbols and sound (Resnick, 1983; Tyner, 1998). More specifically, literacy is the ability to understand the

relationship between sounds and written words such that one may read, say and understand them (UNESCO, 2004; Vlieghe, 2015). Literacy is often considered a skill or competency and is often referred to as such. Children and adults alike can spend years developing the appropriate skills for encoding and decoding information.

What is Digital Literacy?

Digital literacy encompasses the skills, knowledge, and competencies required to navigate and effectively engage with the digital world. It involves accessing, understanding, evaluating, and creating digital content using various technological devices and platforms. Digital literacy entails technical skills, critical thinking, problem-solving abilities, and ethical considerations in digital environments. Individuals with digital literacy can confidently use digital tools and technologies to access information, communicate, collaborate, and create content for personal, academic, and professional purposes.

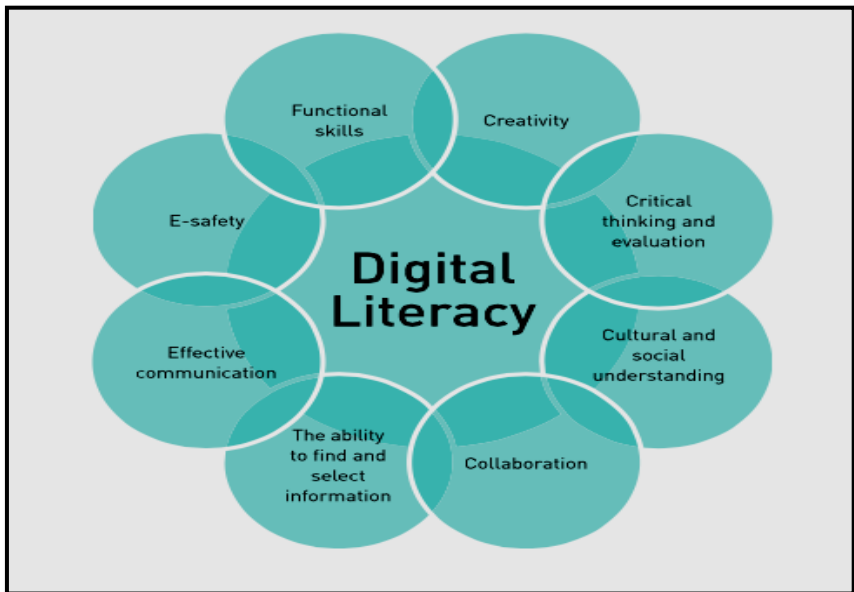


Fig. 1: Component of Digital Literacy

The eight components include creativity, critical thinking and evaluation, cultural and social understanding, collaboration, find and

select information, effective communication, e-safety, and functional skills.

In an era where information is increasingly digitised and knowledge is accessed with a click, the role of academic libraries is undergoing a profound transformation. No longer confined to physical stacks and printed texts, libraries have evolved into dynamic digital hubs that foster critical thinking, lifelong learning, and technological fluency. Central to this transformation is the concept of digital literacy means the ability to locate, evaluates, create, and communicate information using digital technologies.

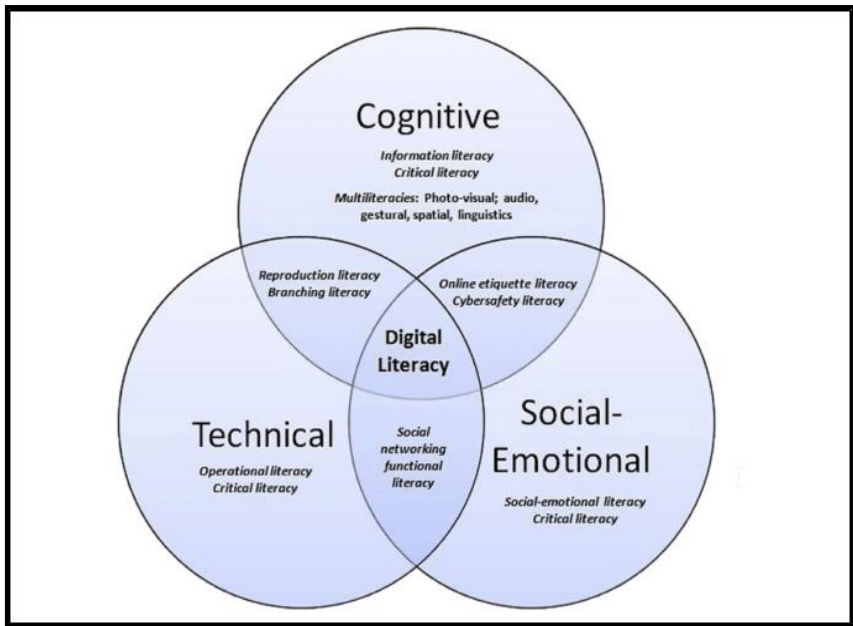


Fig 2: Foundation of Digital Literacy includes Technical, Cognitive and Social Skills (Ng, 2012).

Technical literacy, also referred to as operational literacy, refers to the mastery of technical skills and tasks required to access and work with digital technology such as how to operate a computer; use a mouse and keyboard; open software; cut, copy and paste data and files, acquire an internet connection and so on (Lankshear & Knobel, 2008). The cognitive area of digital literacy focuses on activities such as critical thinking, problem solving and decision making (Williamson,

2011) and includes the ability to “evaluate and apply new knowledge gained from digital environments”(Jones-Kavalier & Flannigan, 2006, p. 5). The third of Ng’s three categories – social illiteracies – covers a wide range of activities which together constitute the ability to communicate in a digital environment both socially and professionally, understand cyber security, follow “netiquette” protocols, and navigate discussions with care so as not to misrepresent or create misunderstandings (Ng, 2012). Of particular note, Ng captures the essence of digital literacy by showing how digital literacy exists at the intersection of the technical, cognitive and social aspects of literacy which are referred to as dimensions. Ng’s framework is not, however, a digital literacy framework itself. Instead it provides a vehicle for exploring the various components of digital literacy at a conceptual level while remaining clear that the individual skills are at all times connected to and dependent upon each other.

The role of Libraries in promoting Digital Literacy in the 21st Century:

Academic libraries are now pivotal in equipping students, educators, and researchers with the skills needed to navigate the complex digital landscape. Libraries are more than repositories of books; they are dynamic centres for fostering digital literacy. Through curates digital resources, online learning platforms, information literacy programs, and user-cantered technologies, libraries empower individuals to become confident digital citizens. Digital literacy encompasses the skills needed to navigate the vast online landscape effectively, from accessing information to critically evaluating its credibility.. Beyond their traditional role as repositories of books, libraries have metamorphosed into dynamic hubs of digital learning and access. In today’s society, where proficiency in digital tools and information technology is essential, libraries serve as catalysts for bridging the digital divide. Libraries stand at the forefront of promoting digital literacy, assuming a pivotal role in equipping individuals to thrive in an increasingly digital world through initiatives such as computer classes, technology workshops, and access to digital resources. Furthermore, libraries serve as inclusive spaces where people can collaborate, share ideas, and learn from one another, enriching their digital literacy journey. As technology continues to evolve and integrate into our daily lives, the role of libraries in promoting digital literacy remains paramount in equipping individuals with the tools they need to succeed in the 21st century.

Libraries offer free access to technology, internet connectivity, and educational programs tailored to diverse skill levels. By providing these resources and opportunities, libraries empower patrons to develop the digital literacy skills vital for success in the modern world. Through their dedication to digital inclusion and education, libraries emerge as indispensable support pillars, ensuring everyone has the means to thrive in an increasingly digital society. Academic Libraries as Digital Literacy Hubs radiating outward are key service areas and thematic roles like:

Bridging the Digital Divide, Empowering Lifelong Learning, Cultivating Information Literacy, Fostering Digital Inclusion, Promoting Digital Citizenship, Supporting Digital Creativity & Innovation, Addressing Digital Inequities, Collaboration & Knowledge Sharing, Tailoring Services for Diverse Needs, Empowering Economic Opportunities, Nurturing Digital Communities, Advocating for Digital Rights & Access, Empowering Digital Advocacy, Innovation in Digital Literacy Initiatives, Collaborative Research & Knowledge Creation.

Bridging the Digital Divide or Fostering Digital Inclusion:

One of the most significant contributions libraries make toward digital literacy is their ability to foster digital inclusion. In many communities, access to technology and the internet remains a privilege rather than a right. Academic librarians increasingly serve as co-educators, partnering with faculty to design and deliver digital pedagogies across disciplines. As teaching partners, librarians facilitate project-based learning, digital humanities, and research data management. Libraries provide free access to computers, Wi-Fi, and digital devices, ensuring equitable technology access for underserved populations. Some even lend Wi-Fi hotspots and tablets, enabling digital access beyond their physical walls. For individuals lacking such resources at home, libraries serve as invaluable gateways to information and opportunities, leveling the playing field and ensuring everyone has equal access to digital tools and resources.

Empowering Lifelong Learning or Promoting Continuous Education:

Libraries have long been champions of lifelong learning, and in the digital age, this pledge has only intensified. Through diverse programs, workshops, and training sessions, libraries empower individuals of all

ages to develop essential digital literacy skills. From basic computer tutorials for beginners to advanced coding workshops for aspiring programmers, libraries offer a continuum of learning opportunities personalized to meet their patrons' dissimilar requirements and interests. By nurturing a culture of curiosity and exploration, libraries inspire individuals to continuously expand their digital horizons and confidently adapt to new technologies.

Cultivating Information Literacy or Encouraging Information Fluency:

In an era of information explosion and extensive propaganda, the ability to critically evaluate and navigate digital content is more crucial than ever. Libraries serve as trusted guides in this regard, providing patrons access to a wealth of digital resources while teaching them how to discern credible sources from unreliable ones. Through information literacy programs and initiatives, libraries equip individuals with the skills to evaluate online information's accuracy, authority, and relevance, empowering them to make informed decisions and navigate the digital landscape responsibly.

Fostering Digital Inclusion or Enhancing Digital Equity:

Digital literacy is not merely about access to technology but also about ensuring everyone has the skills and confidence to harness its potential fully. Libraries play a pivotal role in promoting digital inclusion by advocating for policies and initiatives that address systemic barriers to access and participation. By partnering with local governments, educational institutions, and community organizations, libraries work to expand digital infrastructure, promote affordability, and enhance digital skills training initiatives, thereby ensuring that no one is left behind in the digital revolution.

Promoting Digital Citizenship or Cultivating Cyber Ethics:

Beyond basic digital skills, libraries also play a crucial role in promoting digital citizenship. Digital citizenship encompasses ethical behaviour, responsible online interactions, and understanding digital rights and responsibilities. Libraries offer educational programs and resources on online privacy, cyber security, digital protocol, and copyright laws. By fostering a culture of responsible digital activities,

libraries help individuals become diligent and empowered digital citizens who contribute positively to the online society.

Enabling Digital Inventiveness or Supporting Digital Creativity and originality:

Library looks like digital creativity and innovation incubators. They provide access to tools and resources that enable patrons to explore and express their creativity in digital formats. From multimedia production studios equipped with video editing software to 3D printers and coding kits, libraries offer various resources to support digital experimentation and innovation. By encouraging patrons to explore new technologies and pursue creative endeavours, libraries inspire a culture of innovation and entrepreneurship within their communities.

Eliminating Digital Inequality or Promoting Digital Equity:

Besides bridging the digital divide, libraries also address broader inequities in access to information and opportunities. They recognize that certain demographic groups, such as low-income individuals, minorities, and people with disabilities, may face unique challenges in accessing and utilizing digital resources. To address these inequities, libraries offer specialized programs and services tailored to the needs of underserved populations. Through targeted outreach initiatives, adaptive technology resources, or culturally relevant programming, libraries strive to ensure that all community members have equal opportunities to develop digital literacy skills and participate fully in the digital society.

Information Exchange, Knowledge Dissemination, Intellectual Sharing:

Libraries serve as hubs for collaboration and knowledge sharing, bringing together individuals, community organizations, and local businesses to address digital literacy challenges collectively. Through partnerships with schools, universities, non-profit organizations, and government agencies, libraries leverage collective expertise and resources to deliver comprehensive digital literacy initiatives. By fostering collaboration and knowledge exchange, libraries maximize their impact and effectiveness in promoting digital literacy across diverse communities.

Adapting Services for Diverse Requirements or Tailoring Services for Diverse Needs:

Libraries recognize their patrons' assorted needs and preferences and strive to adapt their digital literacy initiatives accordingly. They offer personalized assistance and support to individuals needing additional help developing digital skills, such as seniors, immigrants, or individuals with disabilities. Librarians are trained to provide one-on-one guidance, adaptive technology resources, and accessible materials to ensure that everyone, regardless of their background or abilities, can access and benefit from digital literacy programs.

Capacity Building for Economic Participation or Empowering Economic Opportunities:

Digital literacy is closely linked to economic empowerment, as expertise in digital skills opens up many employment and entrepreneurial opportunities. Libraries empower individuals to pursue economic opportunities by providing job search assistance, resume-building workshops, and entrepreneurship training programs. Through partnerships with local businesses and workforce development agencies, libraries connect patrons with job opportunities, training programs, and resources to help them succeed in today's digital economy.

Promoting Digital Community Engagement or Nurturing Digital Communities:

Libraries serve as pulsating hubs of community life, bringing people together to connect, collaborate, and share ideas. In the digital age, libraries foster online communities through social media platforms, online forums, and virtual events. They curate digital content and resources that reflect the interests and needs of their communities, creating spaces where individuals can engage with each other, share knowledge, and participate in meaningful discussions. By nurturing digital communities, libraries foster a sense of belonging and collective empowerment among patrons, enriching the social fabric of their communities.

Campaigning for Digital Rights and Access or Advocating for Digital Rights and Access:

Libraries are staunch advocates for digital rights and access, ensuring everyone can access and use digital information and resources freely and equitably. They advocate for policies that promote open access to information, protect user privacy, and safeguard digital freedoms. Libraries also work to address issues of digital censorship, net neutrality, and digital rights management, advocating for policies that uphold the principles of intellectual freedom and information access in the digital age.

Fostering Digital Activism or Empowering Digital Advocacy:

Libraries empower patrons to become advocates for digital rights, access, and literacy in their communities and beyond. In essence, an academic library is not merely gateways to information but also gives opportunity to transformative learning environments. By delivering digital literacy through instruction, technology access, and inclusive programming, they empower learners to navigate, analyze, and contribute confidently to the digital ecosystem. They provide education and resources on digital advocacy issues, empowering individuals to participate in public discourse, engage with policymakers, and advocate for policies that promote digital inclusion and equity. By fostering a culture of digital advocacy, libraries empower patrons to make a meaningful impact on digital policy and promote positive change in their communities.

Pioneering Digital Literacy Strategies or Innovation in Digital Literacy Initiatives:

Libraries continually innovate and adapt their digital literacy initiatives to meet the evolving needs and challenges of the digital age. They experiment with new technologies, teaching methodologies, and program formats to engage patrons and enhance learning outcomes. From virtual reality workshops to coding boot camps, libraries embrace innovative approaches to digital literacy education, inspiring creativity, curiosity, and lifelong learning in their communities.

Transdisciplinary Research and Co-creation or Collaborative Research and Knowledge Creation:

Libraries facilitate collaborative research and knowledge creation by providing access to digital tools, resources, and collaborative spaces. They support interdisciplinary research initiatives, digital humanities projects, and community-driven knowledge creation efforts, fostering collaboration and innovation among scholars, researchers, and community members. By serving as catalysts for collaborative research and knowledge creation, libraries contribute to advancing scholarship and enriching public discourse in the digital age.

The role of libraries in promoting digital literacy extends far beyond providing access to technology and information. Libraries serve as dynamic centers of learning, creativity, and community engagement, where individuals of all backgrounds can acquire the skills and knowledge they need to thrive in the digital age. As we continue to embrace the opportunities and challenges of the digital era, libraries remain steadfast in their commitment to promoting digital literacy and ensuring that everyone can harness the transformative power of technology for the betterment of society.

Conclusion:

As the boundaries of education and information continue to expand in the digital era, academic libraries have emerged not just as passive storehouses of knowledge, but as proactive accelerator of digital empowerment. Academic libraries have evolved from quiet repositories into dynamic architects of the digital learning landscape. In essence, academic libraries are the linchpins of modern education system and standing at the intersection of tradition and transformation, ensuring that every learner has the tools, skills, and support to flourish in a world defined by bytes as much as books.

Library help to bridging gaps, sparking innovation, and cultivating empowered lifelong learners. Digital literacy has transcended “optional” status to become an indispensable soft skill that fosters independence, ethical information use, and confidence across academic and digital communities. By embedding digital literacy into the fabric of academic life, libraries are equipping individuals with the tools to thrive in a world driven by data, connectivity, and innovation. In championing participatory, tech-enhanced education, libraries not only

curate content also they design inclusive, resilient learning ecosystems where every learner thrives at the intersection of tradition and transformation. Their evolving role underscores the importance of inclusive access, critical thinking, and lifelong learning as cornerstones of modern scholarship. Libraries serve as vital gateways to critical 21st-century competencies such as digital fluency, research knowledge, and media literacy.

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THE BHAGAVAD GITA AND THE ART OF EMOTIONAL RESILIENCE IN THE NEW WORLD ORDER

Suparna Sarkar ¹

Abstract :

Bhagavad Gita is the most influential classical religious scripture among all doctrines and philosophies. The objective of this paper is to explore the notion of resilience in Gita and to offer a deeper perspective in the new World order. In the ever changing tides of life, one of the greatest challenges we face is maintaining emotional stability. The world around us is filled with ups and downs personal struggles challenges with health, wealth, family and relationships as well as fleeting moments of happiness and sorrow. While these fluctuations are inevitable, the way we navigate them defines our peace of mind. In seeking emotional balance, the teachings of the Gita provide timeless wisdom, offering a path that allows individuals to remain steady amidst life's turbulence. Bhagavad Gita in which Shri Krishna Counsel the Arjuna surrounded in mire of illusion through dialogue and discussion endowed with divine knowledge which contains path of self-realization, gaining inner strength and skills of being resilient. Resilience embedded in understanding of equanimity of Gyan Yoga and knowledge of renouncing fruits of Karma Yoga. Bhagavad Gita offers a clearer insight for building resilience.

Key Words : *Mental Health, Depression, Anxiety, Psychological Distress, Supportive Therapy.*

Introduction:

The modern world is witnessing a paradigm shift in nearly every sphere of life. Rapid technological advancement, socio-political unrest, pandemics, climate-related disasters, and economic uncertainties have created a global environment of constant flux. These

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conditions have amplified mental health challenges, with rising rates of depression, anxiety, and identity crises. The term "New World Order" symbolizes not only geopolitical reconfigurations but also a psychological and cultural transformation where old structures dissolve and new patterns emerge.

In this age of complexity, emotional resilience—the ability to adapt, recover, and thrive in the face of adversity—has become an indispensable trait. Psychologists describe resilience as a dynamic process that enables individuals to maintain psychological stability despite exposure to stressors. However, while modern therapies provide coping mechanisms, they often lack the spiritual depth necessary to address the root causes of existential anxiety.

The Bhagavad Gita, a 700-verse spiritual discourse embedded in the Mahabharata, offers a timeless blueprint for cultivating inner strength. Set on the battlefield of Kurukshetra, the Gita unfolds as a dialogue between Prince Arjuna and Lord Krishna. At its core, it addresses the universal human dilemma: how to act with courage and clarity amidst chaos and moral ambiguity. The battlefield is not merely a physical war zone—it is a metaphor for the internal conflicts we face daily.

Modern readers can find in the Gita a profound guide to emotional resilience. Arjuna's breakdown—marked by panic, confusion, and despair—mirrors the psychological struggles of individuals today. Krishna's teachings, encompassing philosophy, ethics, and psychology, offer not only spiritual liberation but also practical tools for overcoming emotional turmoil.

Thus, this research explores how the Gita's teachings on Nishkama Karma (selfless action), Samatvam (equanimity), Atma-Jnana (self-knowledge), and Manonigraha (mind mastery) align with modern concepts of emotional resilience. It seeks to demonstrate the relevance of this ancient text in addressing the psychological needs of individuals navigating the uncertainties of the new world order.

Definition and Importance:-

Emotional resilience is the psychological capacity to withstand stress, adapt to change, and recover from adversity. According to the American Psychological Association (APA), resilience is not an innate trait but a skill that can be cultivated. It involves a combination of

behaviors, thoughts, and actions that allow individuals to cope effectively with life's challenges.

In the context of the new world order, where uncertainties dominate, resilience has become essential not only for survival but also for personal and professional growth. People who are resilient tend to:

Maintain a sense of purpose during crises.

Adapt quickly to changing circumstances.

Use adversity as an opportunity for growth.

Exhibit optimism and perseverance.

Components of Emotional Resilience:-

Modern psychological research (e.g., studies by Bonanno, Goleman, and Seligman) identifies several components:

1. Self-Awareness – Recognizing one's emotions as they arise.
2. Cognitive Reframing – Viewing challenges from a constructive perspective.
3. Self-Regulation – Managing emotional responses effectively.
4. Optimism and Hope – Believing in positive outcomes.
5. Purpose and Meaning – Aligning life with a deeper mission.
6. Social Connection – Building supportive relationships.

These components align remarkably well with the Gita's philosophical teachings, suggesting that ancient spiritual practices anticipated what modern science is rediscovering.

Modern Theories on Resilience:-

Cognitive Behavioral Theory (CBT): Focuses on changing negative thought patterns to improve emotional responses.

Logotherapy (Viktor Frankl): Emphasizes finding meaning even in suffering.

Mindfulness-Based Stress Reduction (MBSR): Encourages present-moment awareness to reduce stress.

Each of these theories finds its counterpart in Krishna's teachings—where mental control, purposeful action, and awareness of the self are central themes.

The Bhagavad Gita – Arjuna's Crisis as a Universal Archetype:-

The Bhagavad Gita unfolds at a moment of profound crisis. Arjuna, the great warrior, stands on the battlefield of Kurukshetra, torn between his duty (dharma) and his emotional attachments. This inner turmoil causes him to collapse physically and mentally:

"सीदन्ति मम गात्राणि मुखं च परिशुष्यति ।
वेपथुश्च शरीरे मे रोमहर्षश्च जायते ॥"(Gita 1.29)

Arjuna's breakdown is not a sign of weakness but a universal human experience. It symbolizes the psychological paralysis that occurs when conflicting values and emotions overwhelm an individual.

Arjuna's Symptoms and Modern Psychology:-

Arjuna exhibits symptoms akin to:

Panic Attack: Sudden fear, trembling, and inability to act.

Moral Injury: Distress from being unable to reconcile ethical principles with required actions.

Depression and Anxiety: Withdrawal, confusion, and despair.

Krishna's intervention can thus be viewed as a therapeutic dialogue, helping Arjuna regain clarity and courage.

The Battlefield as a Metaphor:-

Kurukshetra represents not only an external battlefield but also the inner battlefield of the human mind—a space where desires, fears,

duties, and doubts wage war. Every individual, at some point, faces their own Kurukshetra, whether in personal relationships, career challenges, or moral decisions.

Arjuna's surrender to Krishna—"I am your disciple, please guide me" (Gita 2.7)—marks the beginning of transformation. This willingness to seek wisdom is the first step toward resilience. Krishna's teachings thereafter provide a comprehensive framework for overcoming emotional collapse.

Krishna's Teachings as a Framework for Emotional Resilience:-

Lord Krishna's counsel to Arjuna in the Bhagavad Gita is not merely religious instruction; it is a psychological and philosophical framework for transforming fear into strength, confusion into clarity, and despair into purposeful action. This chapter elaborates on the four key teachings—Nishkama Karma, Samatvam, Atma-Jnana, and Manonigraha—that form the foundation of emotional resilience.

1. Nishkama Karma – The Practice of Detached Action

"कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।
मा कर्मफलहेतुर्भूर्मा ते संगोऽस्त्वकर्मणि॥"(Gita 2.47)

Krishna introduces the principle of Nishkama Karma, or action without attachment to outcomes. This teaching addresses one of the primary causes of emotional distress in modern times—result-oriented anxiety. When individuals tie their self-worth to success or failure, they become vulnerable to fear, stress, and disappointment.

Modern parallel: Acceptance and Commitment Therapy (ACT) encourages focusing on values-driven action rather than outcome obsession. By focusing on the process rather than the result, individuals can act with greater confidence and less fear of failure.

2. Samatvam – The Art of Equanimity -

"सुखदुःखे समे कृत्वा लाभालाभौ जयाजयौ।
ततो युद्धाय युज्यस्व नैवं पापमवाप्स्यसि॥"(Gita 2.38)

Krishna emphasizes Samatvam—the state of inner balance. Equanimity does not mean suppressing emotions but maintaining mental stability

amidst life's fluctuations. This is the hallmark of a resilient mind. Equanimity allows individuals to respond, not react, to adversity. In psychological terms, it aligns with emotional regulation and mindfulness. It transforms challenges into opportunities for growth.

3. Atma-Jnana – Self-Knowledge and the Eternal Self

"न जायते म्रियते वा कदाचिन्
नायं भूत्वा भविता वा न भूयः।
अजो नित्यः शाश्वतोऽयं पुराणो
न हन्यते हन्यमाने शरीरे॥" (Gita 2.20)

Krishna's teaching on the eternal nature of the self (Atman) provides a perspective that transcends fear of loss and death. By understanding that the essence of our being is indestructible, one develops profound inner security.

This realization reduces existential anxiety. Modern parallels include Viktor Frankl's Logotherapy, which emphasizes finding meaning beyond suffering. It provides a spiritual foundation for emotional strength.

4. Manonigraha and Dhyana – Mastery of the Mind:-

"उद्धरेदात्मनात्मानं नात्मानमवसादयेत्।
आत्मैव ह्यात्मनो बन्धुरात्मैव रिपुरात्मनः॥" (Gita 6.5)

Krishna teaches that the mind is both our greatest ally and our worst enemy. Emotional resilience requires training the mind through discipline, meditation, and self-control. Without mastery, the mind succumbs to fear, anger, and despair. Parallels with Cognitive Behavioral Therapy (CBT) and Mindfulness-Based Stress Reduction (MBSR). Encourages proactive mental conditioning to withstand crises.

The Gita and Modern Psychology – Building a Bridge:-

The Bhagavad Gita and modern psychology might seem to belong to different worlds—one rooted in spiritual philosophy, the other in scientific inquiry. However, both share the common goal of understanding and enhancing human well-being. The teachings of

Krishna align remarkably with the principles underlying cognitive and emotional therapies today.

1. The Gita as a Cognitive Reframing Tool - Cognitive reframing—changing one’s interpretation of stressful events—is central to modern therapeutic practices. The Gita constantly reframes Arjuna’s perception. From seeing the war as destruction, Krishna reframes it as a duty aligned with cosmic order. From seeing himself as weak, Krishna reminds Arjuna of his true nature as a warrior and eternal soul. Thus, the Gita serves as an ancient manual for cognitive restructuring, reducing emotional distress by shifting perspective.

2. The Gita’s Therapeutic Dialogue - Modern psychotherapy often involves a dialogue between therapist and patient. The Gita mirrors this structure: Krishna (therapist) uses questioning, reasoning, and reassurance to guide Arjuna (patient) from confusion to clarity. This demonstrates the Gita’s psychological sophistication.

3. Stress Management and the Gita - The Gita emphasizes balance (Yoga)—not withdrawal from life, but engaged action with inner calm. This mirrors stress reduction strategies where one manages external challenges without internal chaos. Practices like meditation, mindfulness, and deep breathing, rooted in yogic traditions, are now mainstream therapies for emotional regulation.

The Gita’s Relevance in the New World Order:-

The “New World Order” is characterized by uncertainty, instability, and rapid transformation. From global pandemics to artificial intelligence, from environmental crises to cultural conflicts, humanity faces unprecedented challenges. The Gita’s teachings offer timeless strategies for navigating this complex reality.

1. Post-Pandemic Trauma and Recovery - After COVID-19, millions experienced fear, grief, and social isolation. Krishna’s message—act without fear, grounded in dharma—helps individuals accept reality while focusing on constructive action.

"मां च योऽव्यभिचारेण भक्तियोगेन सेवते।
स गुणान्समतीत्यैतान् ब्रह्मभूयाय कल्पते॥" (Gita 14.26)

This verse suggests resilience through spiritual focus, a crucial element in trauma recovery.

2. Coping with Technological Overload - In the digital age, information overload and social media pressures erode mental stability. The Gita advocates detachment and mindful engagement—using technology without being enslaved by it. Practicing yoga (mental discipline) ensures that technology remains a tool, not a master.

3. Climate Anxiety and Collective Responsibility - Climate change induces fear and helplessness in many. Krishna’s teaching of selfless action (karma yoga) encourages individuals to contribute positively without despairing over uncontrollable outcomes. Small, meaningful actions aligned with dharma create resilience.

4. Leadership in Crisis - Global leaders often face moral dilemmas akin to Arjuna’s. The Gita provides a model of ethical leadership—decision-making rooted in duty, not self-interest. A leader who embodies samatvam remains calm under pressure and inspires others.

5. Global Relevance - The Gita transcends religious boundaries. Its call to courage, ethical action, and self-awareness is universal. In the new world order, where cultures blend and conflicts arise, the Gita offers a philosophy of harmony—acting rightly without attachment, leading with wisdom, and living with balance. Promotes inner dialogue where the higher self guides the emotional self.

Conclusion :-

The Bhagavad Gita is far more than a religious scripture; it is a manual for life’s battles. Arjuna’s journey from despair to resilience exemplifies the transformative power of wisdom. Krishna’s teachings—detached action (Nishkama Karma), equanimity (Samatvam), self-knowledge (Atma-Jnana), and mind mastery (Manonigraha)—offer a timeless framework for emotional resilience. They address not just symptoms but the root causes of emotional suffering by transforming one’s worldview. In the New World Order, where challenges are both external (pandemics, technology, climate change) and internal (stress, anxiety, moral dilemmas), the Gita remains strikingly relevant. It calls upon every individual to:

i) Act with courage, even amidst uncertainty.

ii) Maintain balance, despite life's fluctuations.

iii) Seek purpose, beyond material gains.

IV) Transform fear into strength, through self-awareness and spiritual insight.

"तस्मादुत्तिष्ठ कौन्तेय युद्धाय कृतनिश्चयः ॥" (Gita 2.37)

This final call to action is not just for Arjuna but for every human being navigating the battlefield of modern life.

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EMOTIONAL INTELLIGENCE AS EMPATHY AND INTERPERSONAL SENSITIVITY: A COMPREHENSIVE STUDY

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Abstract:

Emotional Intelligence (EI) has emerged as a central concept in psychological and educational research, especially in understanding human interaction, personal development, and professional effectiveness. In the 21st century Emotional intelligence (EI) has emerged as an important predictor of human performance and interpersonal success. Within EI, Empathy and Interpersonal Sensitivity are recognized as key components that influence the quality of personal well-being, social interactions and professional relationships. This study explores emotional intelligence from the perspective of empathy and interpersonal sensitivity, identifying their theoretical foundations, practical implications, and significance in modern society. Drawing on a variety of literature and case studies, the research explores how EI fosters empathetic behavior and enhances interpersonal awareness, contributing to emotional well-being, conflict resolution, and effective communication. This study further investigates the contextual and cultural factors that influence these constructs and concludes with insights for enhancing EI through psychological and educational interventions.

Keywords: *Emotional Intelligence, Empathy, Interpersonal Sensitivity, Social Skills, Emotional Competence, Self-regulation*

1. Introduction:

The 21st century, marked by globalization and technological advancement, requires not only cognitive excellence, but also emotional skills. In the contemporary era of rapid globalization,

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digital interaction and social complexity, the ability to understand and manage emotions is increasingly seen as essential to personal and professional success. This emotional and social competence is widely called Emotional Intelligence (EI), a term first conceptualized by **Salovey and Mayer (1990)** and later popularized by **Daniel Goleman (1995)**, refers to the capacity to identify, understand, manage, and utilize emotions effectively in oneself and others. Although Intelligence Quotient (IQ) has traditionally been used as a measure of intellectual potential, it is now widely recognized that IQ alone is not a sufficient predictor of success in life or work (**Bar-On, 2006**).

EI is linked to emotional and relational competence. Its two fundamental components - Empathy and Interpersonal Sensitivity, play a crucial role in shaping individual behaviors and social dynamics (**Salovey& Mayer, 1990**). In a world increasingly driven by communication, collaboration and cross-cultural interaction, the development of these characteristics has become more important than ever.

Emotional Intelligence is defined as the ability to perceive, evaluate, and manage one's own and others' emotions (**Mayer, Salovey& Caruso, 2004**). The core dimensions of EI typically include self-awareness, self-regulation, motivation, empathy and social skills. Among these, empathy and interpersonal sensitivity stand out as important for effective communication and relationship management. Empathy enables individuals to feel and understand what others are feeling, encouraging empathetic and pro-social behavior (**Davis, 1983**). Interpersonal Sensitivity, on the other hand, refers to the ability to accurately perceive the emotional cues of others, respond with consideration, and adjust communication accordingly (**Boyatzis, Goleman& Rhee, 2000**). This paper particularly focuses on two core components of EI: Empathy and Interpersonal Sensitivity, examining how these traits influence human behavior, communication and relationships.

1.1. Emotional Intelligence:

Emotional intelligence (EI) is the ability to understand, recognize, manage and use one's own and others' emotions in constructive ways. This ability helps individuals manage interpersonal relationships with discernment and empathy. (**Salovey& Mayer, 1990; Goleman, 1995**)

In contrast to IQ, which measures logical and analytical skills, EI emphasizes the emotional domain, dealing with how emotions influence thinking, behavior and interaction. **According to Salovey and Mayer (1990)** EI categorized into four branches:

- ❖ Perceiving emotions
- ❖ Using emotions to facilitate thought
- ❖ Understanding emotions
- ❖ Managing emotions

1.1.1. Key Components of Emotional Intelligence:

According to **Daniel Goleman (1995)**, EI is made up of **five core components**:

a. **Self-awareness:** The ability to recognize and understand one's own emotions, values, motives, strengths and weaknesses. It involves emotional self-reflection and increases personal insight and emotional clarity.

b. **Self-regulation:** The ability to manage and control emotional feelings and behaviour, adapt to changing situations and think before taking action. It is the key to stress management, patience and discipline and helps to deal with conflict calmly.

c. **Motivation:** It is not only for external rewards, but also creates the urge to achieve goals with inner strength and perseverance. It is associated with optimism, commitment and initiative and helps maintain motivation even in times of EI adversity.

d. **Empathy:** It helps in developing the ability to recognize, understand and consider the feelings of others, especially in role-playing when making decisions. It is the focus of emotional intelligence in social environments. And it fosters empathy and mutual respect.

e. **Social Skills (Interpersonal Skills):** This is the ability to manage relationships, motivate others, and effectively manage social networks. This includes communication, conflict management, and leadership, and it helps build trust and relationships.

1. 2. Empathy:

Empathy refers to the ability to understand, recognize and share the thoughts and feelings of another person (Davis, 1983). Empathy is widely considered a key component of Emotional Intelligence (EI), particularly under Goleman's (1995) framework, which emphasizes social awareness and relationship management. It is the ability to feel, understand and respond to the emotions of others in a meaningful way. In both personal and professional contexts, empathy is a cornerstone of emotional connection, pro-social behavior, conflict resolution and ethical decision-making (Davis, 1983; Batson, 2009).

1.2.1. Definition and Dimensions of Empathy:

Empathy is a multidimensional construct that includes both emotional and cognitive processes. Scholars generally divide empathy into the following three dimensions:

- ❖ **Cognitive Empathy:** The ability to understand another person's perspective or mental state (Hogan, 1969). This is consistent with perspective taking and is closely related to theory of mind.
- ❖ **Affective (Emotional) Empathy:** The ability to share or feel the emotional experiences of another person. It involves emotional resonance and automatic emotional responses (Decety & Jackson, 2004).
- ❖ **Compassionate Empathy (also called empathic concern):** Emotions go beyond understanding and sharing to include a motivating element - the urge to help or comfort others (Goleman, 2006; Batson, 2009).

1.3. Interpersonal Sensitivity:

Interpersonal Sensitivity is an important but often overlooked aspect of Emotional Intelligence (EI). It refers to the ability to accurately perceive, interpret and respond to the emotions, thoughts and behaviors of others in social contexts (Hall & Bernieri, 2001). As an extension of empathy, interpersonal sensitivity helps individuals detect subtle social cues, understand emotional dynamics, and manage interpersonal interactions with sensitivity and appropriateness.

1.3.1. Definition and Dimensions:

Interpersonal sensitivity encompasses a range of skills that reflect a person's social perception, emotional adjustment, and behavioral responsiveness. According to **Boyatzis et al., 2000** - Interpersonal Sensitivity refers to the ability to perceive and interpret social and emotional cues accurately. It reflects a person's responsiveness, non-verbal comprehension skills and respect in communication. It includes:

- ❖ **Non-Verbal Decoding Skills:** The ability to interpret facial expressions, tone of voice, body language and gestures (**Rosenthal et al., 1979**).
- ❖ **Empathic Accuracy:** The ability to accurately guess what another person is thinking or feeling (**Ickes, 1997**).
- ❖ **Behavioral Adaptability:** Adjust one's behavior according to the emotional and social needs of the interaction (**Hall & Andrzejewski, 2008**).

Thus, Interpersonal Sensitivity is not about being outgoing or dominant in conversation. Rather, it involves attentive listening, emotional intelligence, and genuine concern for the perspectives of others.

1.4. Need and Rationale of the Study:

In the increasingly interconnected and emotionally demanding world of the 21st century, Emotional Intelligence (EI) has emerged as an important skill influencing both personal and professional success. While EI encompasses a broad range of skills, levels of empathy and Interpersonal Sensitivity are particularly important in building meaningful social relationships, increasing emotional well-being and improving communication outcomes (**Goleman, 1995; Salovey & Mayer, 1990**). However, despite the growing body of research on EI, research focusing on these two key dimensions is relatively limited, particularly in diverse socio-cultural contexts such as India.

2. Historical Background and Literature Review:

2.1. Historical Background:

The concept of Emotional Intelligence (EI) was formally introduced by **Salovey and Mayer (1990)** as a form of social intelligence that enables individuals to observe their own and others' emotions, distinguish

between them and use this information to guide thinking and behavior. However, the fundamental components of EI- especially Empathy and Interpersonal Sensitivity have been discussed in philosophical and spiritual traditions for centuries. For example, Indian philosophical systems such as Vedanta and Buddhism have long emphasized emotional awareness, compassion and interpersonal harmony as essential aspects of personal development (**Neki, 1973**).

Empathy, a foundational aspect of EI, was first discussed in psychology in the early 20th century. Carl Rogers emphasized its importance in therapeutic settings, while later research extended its relevance to education, leadership, and social work. Interpersonal sensitivity, or the ability to perceive and respond appropriately to others' emotional states, has been explored through constructs like social intelligence (Thorndike, 1920), non-verbal decoding, and communication theory.

In India, the concept of developing sensitive interpersonal relationships and empathy has rooted in ancient practices such as yoga, meditation and the Guru-Shishya tradition, which promote emotional and moral development (**Rao, 2002**). Modern Indian psychology, particularly the work of **Girindrasekhar Bose, Narendra NathSen Gupta,** and **Ramakrishna Rao**, laid the initial foundation for integrating emotional and interpersonal components in psychological research in India (**Paranjpe, 2011**).

2.2. Literature Review: Indian Context

In India, interest in emotional intelligence increased significantly in the early 2000s, particularly in the fields of educational psychology, teacher training and organizational behavior. Research has shown that teachers with higher emotional intelligence demonstrate better classroom management, increased student participation, and more empathetic discipline strategies (**Mangal & Mangal, 2013; Singh, 2006**).

Research by **Chadda and Singh (2001)** adapted the framework of emotional intelligence to the Indian cultural context, emphasizing family relationships, respect for hierarchy and collective norms. Similarly, **Srivastava (2013)** found that interpersonal sensitivity is a strong predictor of social support systems in an Indian collectivist society.

Empathy has been studied in Indian healthcare and counseling, with professionals reporting that emotional adjustment enhances therapeutic efficacy (**Pillai & James, 2012**). Recently, EI has been included in corporate training modules, especially in leadership development and team building.

Indian scholars are now increasingly calling for the indigenization of emotional intelligence theory, acknowledging that Western models do not always capture the cultural nuances of emotional expression, empathy, and interpersonal behavior prevalent in India (**Tripathy & Mishra, 2010**).

In educational contexts, teachers with high empathy and interpersonal sensitivity create more effective and inclusive classrooms (**Kaur & Kaur, 2022**). Similarly, **Sharma (2021)** has shown that interpersonal sensitivity in managers increases employee retention and job satisfaction.

2.2. Literature Review: Global Context

Globally, EI gained mainstream attention after **Daniel Goleman's (1995)** book “**Emotional Intelligence: Why It Can Matter More Than IQ**”, which extended the concept beyond the academic field to popular psychology and organizational behavior. **Goleman (1998)** identified empathy among the five core components of EI and described it as essential to successful leadership, conflict resolution, and collaboration.

Multiple international studies have highlighted the role of empathy in improving social functioning, reducing aggression, and promoting moral development (**Eisenberg & Strayer, 1987; Decety & Jackson, 2004**). Interpersonal sensitivity, although less frequently identified in this way, is widely studied from the perspective of social skills, nonverbal communication, and emotional regulation (**Hall & Bernieri, 2001**).

In healthcare, empathy and interpersonal sensitivity are associated with improved patient outcomes, especially in the nursing and medical professions (**Hojat et al., 2002**). At work, high-EI individuals are more successful in managing teams, adapting to change, and coping with stress (**Cherniss, 2010**).

Recent research also explores the role of EI in intercultural communication. For example, **Matsumoto and Hwang (2013)** emphasize the importance of cultural empathy and contextual interpersonal sensitivity in international diplomacy and business, noting how the standards of emotional expression and sensitivity vary across societies.

For example, in organizational settings, emotionally intelligent leaders are more likely to build high-performing teams and inclusive work cultures (**George, 2000**). A meta-analysis by **Schutte et al. (2007)**; **Petrides & Furnham (2000)** found strong positive relationships between EI and empathy, and between EI and interpersonal communication skills.

Recent developments in psychology and neuroscience continue to validate the cognitive and neural basis of emotional intelligence, further strengthening its academic and practical importance (**LeDoux, 1996**; **Siegel, 2012**).

In Summary: The historical roots of emotional intelligence, especially empathy and interpersonal sensitivity, are rooted in both ancient traditions and modern psychological research. While Western research has made significant contributions to defining and measuring these constructs, Indian traditions and contemporary research provide culturally rich perspectives that must be integrated into future research. Therefore, a cross-cultural understanding is essential for the development of a truly global and applicable EI framework.

2. Significance of the Study:

An understanding of empathy and interpersonal sensitivity within EI is essential for educators, healthcare professionals, corporate leaders and individuals. These characteristics facilitate positive social interactions, team cohesion, leadership effectiveness and mental health. By exploring their roles, this study aims to highlight their practical value in fostering emotionally intelligent communities and organizations.

4. Objectives of the Study:

1. To examine the role of empathy and interpersonal sensitivity within EI.

2. To explore the application of EI in professional and social settings.
3. To analyze the impact of empathy and interpersonal sensitivity on communication and conflict resolution.
4. To recommend strategies for developing emotional intelligence within individuals and organizations.

5. Methodology:

This study adopted a qualitative content analysis approach. It synthesized findings from peer-reviewed journals, books, and global case studies, focusing on EI, empathy, and interpersonal skills.

6. Findings and Discussion:

6.1. The Role of Empathy and Interpersonal Sensitivity within Emotional Intelligence:

Emotional Intelligence (EI) is a multifaceted construct that encompasses the ability to effectively perceive, understand, manage, and use emotions in one and others (**Salovey & Mayer, 1990**). Among its core components, **empathy** and **interpersonal sensitivity** play important roles in shaping social interactions, emotional regulation and relationship management.

6.1.1. Empathy as a Core Component of EI:

Empathy is often described as the ability to understand or feel another person's experience, understood from his or her frame of reference. This involves both affective empathy (feeling the emotions of others) and cognitive empathy (understanding the emotional states of others) (**Davis, 1983**). Within the framework of EI, empathy is essential to increase empathy, improve communication, and facilitate pro-social behavior.

According to **Goleman (1995)**, empathy is one of the five core components of EI and is critical to effective leadership, conflict resolution and emotional connection. Individuals with high levels of emotional intelligence are better able to recognize and interpret the

emotional cues of others, which helps them respond appropriately in social contexts (**Bar-On, 2006**).

In the Indian context, compassion is closely associated with traditional values such as **karuna (compassion)** and **seva (service)**. Research has shown that empathy makes a significant contribution to **effective mentoring and teacher-student relationships**, especially in collectivist cultures where harmony and community welfare are highly valued (**Pillai & James, 2012; Mangal & Mangal, 2013**).

In professional environments such as teaching, nursing, counseling, and business management, empathy enables individuals to build trust, respond sensitively to emotional distress and foster an emotionally safe environment (**Hojat et al., 2002**). Furthermore, research shows that empathetic individuals have stronger moral reasoning and are less likely to engage in aggressive or unethical behavior (**Eisenberg & Eggum, 2009**).

6.1.2. Interpersonal Sensitivity as a Social Skill in EI:

Interpersonal Sensitivity refers to the ability to accurately perceive and respond appropriately to the emotions, motives, and needs of others. It is characterized by high levels of social perception, emotional awareness, and strategy (Hall & Bernieri, 2001). Although closely related to empathy, interpersonal sensitivity emphasizes behavioral responsiveness and communicative effectiveness in social environments.

In the context of EI, interpersonal sensitivity improves relationship management, teamwork, and conflict resolution, as it allows individuals to adjust their emotional expressions and verbal responses based on the social cues of others (**Meyer, Salovey & Caruso, 2008**). High interpersonal sensitivity is associated with success in roles that require frequent human interaction, such as customer service, healthcare and education.

A study conducted by **Srivastava (2013)** on Indian university students found a positive relationship between interpersonal sensitivity and perceived social support. This suggests that sensitive individuals are more effective at maintaining meaningful relationships and seeking help when needed - skills essential for emotional resilience and well-being.

Cross-cultural research has shown that interpersonal sensitivity is often shaped by cultural norms. For example, in high-context cultures such as India and Japan, non-verbal cues, politeness and social harmony are valued more than direct expressions, making interpersonal sensitivity more important in navigating social relationships (**Matsumoto & Hwang, 2013**).

6.1.3. Integrative Role within Emotional Intelligence:

Empathy and interpersonal sensitivity are not independent traits but rather **interdependent skills** that contribute to the overall functioning of emotional intelligence. They form the foundation of **social competence**, an area of EI that encompasses the ability to navigate complex interpersonal environments with emotional awareness and respect.

Together, empathy enables internal understanding of the emotional states of others, while interpersonal sensitivity facilitates external behavioral responses that are socially appropriate and constructive (**Cherniss, 2010**). Both are essential for producing emotionally intelligent leaders, empathetic professionals and socially responsible citizens.

In educational and organizational training programs, improving these dimensions of EI has been shown to improve **emotional climate, team collaboration** and **mental health outcomes** (**Brackett, Rivers & Salovey, 2011**).

6.2. Applications of Emotional Intelligence in Professional and Social Settings:

Emotional intelligence (EI) plays a transformative role in both professional and social contexts by enhancing interpersonal relationships, empathy, self-awareness and decision-making. Its practical relevance has been widely studied in a variety of fields, including education, healthcare, business, counseling and community involvement (**Goleman, 1995; Bar-On, 2006**).

6.2.1. Application of EI in Professional Settings:

a) *Education and Teaching:* Teachers with high emotional intelligence create emotionally supportive learning environments, effectively manage classroom dynamics, and understand students' needs and emotions. They demonstrate empathy and interpersonal sensitivity, which contribute to better student engagement, motivation, and academic success (**Brackett et al., 2010**). Indian research also supports that emotionally intelligent teachers improve student-teacher relationships and reduce classroom conflict (**Mangal and Mangal, 2013**).

b) *Business and Leadership:* In the corporate environment, EI is crucial to effective leadership, team performance, and organizational culture. Leaders with high EI inspire trust, manage pressure, deal with conflict constructively, and foster collaboration (**Cherniss, 2010**). **Goleman (1998)** identifies empathy and interpersonal sensitivity as key leadership traits that more accurately predict success than IQ or technical skills. A study by **Joseph and Newman (2010)** found a strong relationship between EI and job performance across industries.

c) *Healthcare and Nursing:* Health care professionals with higher EI are better equipped to handle emotionally difficult situations, empathize with patients, and make ethical decisions under stress. Empathy directly affects patient satisfaction, treatment adherence, and the therapeutic relationship (**Hojat et al., 2002**). Interpersonal sensitivity, particularly in intercultural patient care, helps reduce misunderstandings and improve outcomes (**Cherry et al., 2014**).

d) *Counselling and Social Work:* EI is a fundamental skill for counsellors and social workers, where empathetic listening, emotional regulation and non-verbal sensitivity are essential. This allows professionals to support the emotional needs of clients while maintaining boundaries and promoting self-improvement (**Nelson et al., 2011**). In the Indian context, emotional skills are emphasized in guidance services to address youth mental health and social cohesion (**Pillai and James, 2012**).

6.2.2. Application of EI in Social Settings:

a) Family and Relationships: Emotional intelligence contributes significantly to the quality of interpersonal relationships within families and friendships. Individuals with strong EI can communicate effectively, manage emotional conflict and express empathy - building strong bonds (Fitness, 2001). EI plays a preventive role in reducing relationship aggression and increasing marital satisfaction (Schutte et al., 2001).

b) Community Engagement and Conflict Resolution: In complex social dynamics, especially in multicultural and diverse communities, EI is crucial. Empathy enables people to understand different points of view, while interpersonal sensitivity ensures respectful interactions and cultural awareness. These skills are crucial for peaceful coexistence and social harmony (Matsumoto and Hwang, 2013).

In India, social leaders and grassroots activists use emotionally intelligent strategies to unite communities, mediate conflicts, and promote overall well-being. Values such as *seva* (service) and *sambodna* (empathy) are deeply rooted in culturally relevant EI applications (Panda and Reddy, 2015).

c) Digital and Online Interactions: With the rise of social media and virtual communication, EI is becoming increasingly important in managing digital interactions. Online empathy and emotional control prevent cyber bullying and foster positive digital citizenship (Uhls et al., 2014). High EI individuals are also better equipped to interpret emotional cues and promote respectful discussion in text-based communication.

Conclusion: In the classroom, hospital ward, boardroom or home, emotional intelligence -- particularly its components of empathy and interpersonal sensitivity --- enhances communication, collaboration, and emotional well-being. The application of EI supports not only individual success but also the overall functioning of social systems. Recognizing and developing these skills through training, policy, and education is crucial for modern society.

6.3. The Impact of Empathy and Interpersonal Sensitivity on Communication and Conflict Resolution:

Empathy and Interpersonal Sensitivity – key components of Emotional Intelligence (EI) – serve as foundational ingredients for effective communication and successful conflict resolution. They facilitate mutual understanding, emotional regulation, and constructive dialogue, which are essential for interpersonal and group harmony in professional, social, and cultural settings (Goleman, 1995; Mayer, Salovey, & Caruso, 2008).

6.3.1. Empathy and Communication:

Empathy improves communication, enabling individuals **to recognize, understand, and validate the emotional experiences of others**, even when they are not explicitly expressed verbally. It encourages **active listening**, increases trust, and reduces misunderstandings (Davis, 1994). Empathetic communicators are more receptive to emotional nuance and are better able to tailor their responses to the emotional states of others (Barrett et al., 2001).

In both personal and organizational settings, empathy improves **the quality of interpersonal communication** by reducing defensiveness and promoting openness. According to Chernis (2010), highly empathetic leaders and team members engage in more respectful, inclusive conversations, resulting in better morale and reduced turnover.

In the Indian context, empathetic practices based on cultural traditions such as *sahanubhuti* (shared feelings) and *samanvaya* (harmony) are essential for community bonding and collaborative communication (Pandey, 2011).

6.3.2. Interpersonal Sensitivity and Communication:

Interpersonal sensitivity refers to the ability to **perceive and accurately interpret subtle interpersonal cues** like tone of voice, facial expressions, and body language (Hall, 2001). This enhanced perceptual ability helps communicators detect inconsistencies, hesitations or discomfort that cannot be stated explicitly, **creating active emotional alignment**.

High interpersonal sensitivity also contributes to **the effectiveness of nonverbal communication**, which is a significant part of human interaction. Individuals with this trait can adjust their speech style, body language, and emotional expressions according to the relational context and social norms, which facilitates smooth exchanges (**Riggio & Reichard, 2008**).

6.3.3. Role in Conflict Resolution:

Empathy and sensitivity are central to **interpersonal and group conflict resolution**. They help parties understand each other's perspectives, identify emotional triggers and respond without aggression or ineffectiveness (**Deutsch, 2006**). Empathy reduces emotional reactivity and enhances cognitive reappraisal --- a key strategy for reducing conflict (**Gross, 2002**).

Research shows that empathetic individuals are more likely to use **collaborative and integrative conflict styles** rather than competitive or avoidant conflict (**Jordan & Troth, 2004**). Interpersonal sensitivity, by ensuring that the concerns of others' are correctly interpreted, avoids miscommunication and prevents conflicts from escalating due to misjudged motives (**Mesquita & Frijda, 1992**).

In mediating workplace conflict, emotionally intelligent managers using empathy and interpersonal sensitivity have been shown to **reduce workplace stress**, improve negotiation outcomes and foster an inclusive environment (**Fisher & Shapiro, 2005**).

6.3.4. Cultural Context and Sensitivity:

In multicultural societies like India, interpersonal sensitivity becomes even more important because it facilitates **cultural empathy** – the ability to respectfully engage with different emotional and communicative norms (**Matsumoto and Hwang, 2013**). In conflict-prone regions, emotional sensitivity and compassion-based conflict dialogue have been used in peace building and restorative justice efforts (**Lederack, 2003**).

Conclusion: In summary, empathy and interpersonal sensitivity not only increase the depth and value of communication but also serve as transformative tools for conflict resolution. Their integration with personal behavior, workplace dynamics and community involvement

results in more empathetic, effective and sustainable relationships.

6.4. Strategies for Developing Emotional Intelligence within Individuals and Organizations:

Emotional intelligence (EI) can be learned and strengthened over time through deliberate strategies. Both individuals and organizations can adopt structured practices to improve key EI dimensions like self-awareness, empathy, interpersonal sensitivity and emotional regulation. According to **Goleman (1998)**, developing EI is not only beneficial for personal well-being but also important for high-performing teams and ethical leadership.

6.4.1. Individual-Level Strategies:

a. Self-awareness and Reflection Exercises: Encouraging regular introspection and journaling helps individuals identify emotional patterns and triggers. Practices such as mindfulness meditation and emotional check-ins increase metacognitive awareness (Kabat-Zinn, 2003; Siegel, 2007). Emotional self-awareness is the foundation upon which other EI components are built (Mayer, Salovey, & Caruso, 2008).

b. Empathy Development through Perspective-Taking: Training in perspective-taking ---- imagining oneself in another's shoes -- improves both cognitive and emotional empathy. Research has shown that exposure to a variety of narratives through literature, storytelling, and role-playing exercises promotes empathetic development (**Davis, 1994; Kidd & Castano, 2013**).

c. Emotional Regulation Techniques: Teaching techniques such as deep breathing, cognitive restructuring and delayed response techniques improves emotional regulation and resilience (Gross, 2002). These methods help manage stress and reduce impulsivity in emotionally stressful situations.

d. Active Listening Skills: Active listening - focusing fully on the speaker without judgment or interruption - increases interpersonal sensitivity and trust. Training in listening skills can improve relationship dynamics and reduce miscommunication (Rogers & Farson, 1987).

6.4.2. Organizational-Level Strategies:

a. Leadership and EI-Based Training Programs: Organizations can implement structured emotional intelligence training programs targeting leadership development, communication, conflict management and team dynamics (Chernis, 2010). EI training has been shown to significantly improve performance and relationships in the workplace (Boyatzis, 2018).

b. Emotional Culture Building: Creating an emotionally intelligent work culture involves promoting openness, emotional safety, empathy and inclusive behaviour. Leaders play a vital role in modelling these values and setting the tone for collective emotional norms (Barsade and O'Neill, 2014).

c. EI Assessments and Feedback Mechanisms: By using validated tools such as the Emotional Quotient Inventory (EQ-i) or MSCEIT, organizations are able to assess employees' emotional skills and provide personalized feedback for growth (Mayer, Salovey, & Caruso, 2008; Bar-On, 2006).

d. Mentorship and Peer Support Systems: Mentoring programs and peer-to-peer coaching encourage the social learning of EI skills in real time. These systems provide a space for emotional exploration and reflection, which is crucial for personal and professional development (Goleman et al., 2013).

e. Conflict Resolution Frameworks Based on EI: Developing policies that encourage EI-driven communication during conflict resolution fosters respectful dialogue and reduces organizational toxicity (Jordan & Troth, 2004). Emotionally intelligent responses help reduce tension and lead to collaborative problem solving.

6.4.3. Educational and Policy Integration: Introducing EI into school and university curricula, especially in the form of Social and Emotional Learning (SEL), builds emotional skills from an early age. India's National Education Policy (NEP) 2020 recognizes the need for social-emotional education and emphasizes holistic development through the integration of life skills and emotional development (Ministry of Education, 2020).

Conclusion: Developing emotional intelligence is both a personal

journey and a systematic effort. By integrating self-awareness, empathy, communication training and organizational emotional culture, individuals and organizations can create environments that are not only productive but also humane and empathetic.

7. Challenges and Limitations:

- ❖ Cultural variations in emotional expression
- ❖ Misinterpretation of emotional cues
- ❖ Emotional burnout in empathetic professions
- ❖ Resistance to emotional training in traditional institutions
- ❖ Expressions of empathy vary across societies i.e. **Cultural Variations.**
- ❖ Standardized EI tests may lack cultural sensitivity i.e. **Measurement Issues**
- ❖ Too much emotional attunement may lead to burnout or over-involvement i.e. **Overemphasis Risk(Barrett, 2018).**

8. Recommendations:

- Integrate EI training in school and college curricula
- Promote empathy-building workshops for professionals
- Use culturally relevant EI assessment tools
- Encourage reflective practices like journaling and mindfulness

9. Conclusion: Emotional intelligence, especially aspects of empathy and interpersonal sensitivity, are essential in today's interconnected world. As society becomes more diverse and technologically mediated, the ability to understand and connect emotionally with others has become an important skill. Organizations need to invest in emotional training to foster more harmonious, productive, and empathetic environments.

Seen from the perspective of empathy and interpersonal sensitivity, emotional intelligence becomes a transformative tool in building harmonious, effective, and empathetic societies. As the world moves through emotional complexity and cultural diversity, investing in developing EI is not a luxury but a necessity for sustainable human progress.

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TEACHING SOFT SKILL: NECESSITY IN EDUCATION IN THE MODERN ERA

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Abstract:

In modern education soft skill refer to certain personal characteristics and social skills that help students succeed in their professional and personal lives. Education is the process to facilitate learning or the acquisition of knowledge, skills, values, beliefs and habits. The role of teachers is remarkably great in education system because they groom and edify their students in all aspects. Apart from regular curriculum, teachers need to train their students in communication skills, technical skills and soft skills today. This skill includes communication, leadership, problem- solving, decision making, teamwork, work ethics, conflict resolution, emotional intelligence etc. In a competitive labour market, individuals who demonstrate that they have a good combination of hard and soft skill often enjoy a greater demand for their service. There is great demand for soft skill in this modern and global high technology era. Education must thus focus not only on cognitive skill but also on nurturing holistic individuals who can navigate complex social and professional environment. Therefore, it is indispensable for teacher to focus in soft skills besides regular curriculum because soft skills or life skills are connected to successful career in life. In facts soft skills, referred to as life skill play a vital role in our lives specifically in our development and success. Acquire soft skills in modern educational teacher and teacher-training to help developed soft skill and students in soft skill also for their growth and success. This paper emphasizes the necessity of soft skills for a successful term of personality development and professional growth. Moreover, it explains the two concept soft skills and personality development and their interdependence. This paper focuses on the necessity of developing soft skill in the modern world and teaching of

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soft skills also. The relevant data is presented in support of the topic and based on the research finding, some suggestions are made with regard to soft skills in the end.

Key Words: *Soft skills, necessity, personality development, career, globalization, teaching, training, success.*

Introduction

The purpose of education is to make good human beings with skills and expertise, and enlightened human beings can be created by teachers. Similarly, it is applicable to other fields also because one can be successful when one's modus operandi is systematic with skills and prowess. In fact, there is a lot of difference between skilled work and unskilled work. When something is done without any planning and the proper use of skills, it cannot be finished successfully. That is what unskilled work achieves. Due to technological advancements, skilled people get more opportunities now-a-days. Therefore, everything is done with skill yields positive results. Skill refers to the ability to do something well or cleverly. In other words, skill is nothing but the ability to use one's knowledge efficaciously and readily in execution or performance. Skill is in common parlance with many meanings and numerous synonyms such as ability, competence, knack, aptitude, dexterity and talent. There are two skill sets: soft skills and hard skills. Soft skills are subjective skills that are much harder to quantify whereas hard skills are teachable abilities or skill sets that are easy to quantify. Soft skills can be developed by individuals in order to showcase them at workplaces or interviews and in social life also for personal and professional growth. Hard skills are taught by teachers and they can be applied in some situations.

Let us see the difference between hard skills and soft skills:

Hard skill	Soft skill
Hard skills are commonly defined as the technical skills that are required to carry out a specific job. They are tangible skills that can be easily measured to determine if an employee has the competency to perform the tasks	Soft skills are non-technical skills that allow people to manage themselves and interact with others in a positive manner. Colleges and universities are increasingly recognizing the importance of soft skills - to work

<p>assigned to him. The easiest way to remember hard skills is to think of them as skills that can be easily demonstrated. A simple example of hard skills includes:</p> <ul style="list-style-type: none"> • A plumber is able to read blue prints, drawing and specifications to lay out a plumbing system. • A mechanical engineer is able to investigate mechanical failures or unexpected maintenance problems. • A specialist physician is able to diagnose a patient's disease and determine an appropriate medical procedure. 	<p>efficiently and live life happily. These skills include:</p> <ul style="list-style-type: none"> • verbal and written communication skills • self-directed learning • creative thinking skills • problem solving skills • conflict resolution skills • time management skills • leadership skills • effective support networking skills • positive attitude • sense of humour • Working as a team
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Often, finding employees with outstanding soft skills is more difficult than finding employees with top notch hard skills. For this reason, many companies have started recruiting workers with strong soft skills besides hard skills. so, the best approach to adopt for career entry and advancement is that hard and soft skills must work together if an employee is going to set himself apart in the workplace.

In the end of 20th century, 'soft skills' was introduced in educational institutions and training entrées in some countries to train students and employees and later it was spread to other countries. Students and employees are trained predominantly in soft skills because they ignore these skills and give importance to only their academic achievements and hard skills. In this technological era, the importance of soft skills has risen in all walks of life. Mostly, people treat soft skills today as a commodity rather than a necessity. It is wrong to think that soft skills are useful only to succeed in interviews and at workplaces but they are also necessary to live life in all aspects successfully. Peggy Klaus, a noted author, says, *"Soft skills get little respect but they will make or break your career"*.

In business English classrooms, Teachers often focus on teaching hard skills, such as writing reports or running meetings. They do this

because it can be challenging for many business students to do these things in English and also because hard skills have an immediate and positive impact on their workdays. Students can benefit from other skills also called soft skills. Soft skills are interpersonal or people skills. They include things like active listening, teamwork, decision-making and influencing skills. Mastering these skills will help students progress more rapidly and become more independent learners. At present, students are trained in soft skills also in English classrooms mostly through business English courses. As English is widely used across the world in education, business, technology and so on, it is essential for students to be trained in soft skills besides hard skills or technical skills in English classrooms.

Literature Review

Barbara Cimatti clearly defines and emphasizes the importance of soft skills in the article “*Definition, Development, Assessment of Soft skills and Their Role for the Quality of Organizations and Enterprises* (2016)”. Manmohan Joshi in his book “*soft skills*” expounds the importance of soft skills in this modern era where these skills are required for humans. This book is a useful reference indeed. Other references also suggest that the importance of soft skills, besides academic achievements, is a need of the hour and people should be trained in soft skills for their successful career.

The literature review suggests that a majority of the studies on this topic have been done from the perspective of employers and employees and only a limited number of studies have focused on the perceptions and attitudes of students towards soft skills. In addition, a higher percentage of such studies were conducted in America and Europe with different learning environment and work culture than in many Asian countries. It is, therefore, worth exploring the value of soft skills from a new angle and context. The main objective of this study is to investigate the importance of soft skills for education and employment. Some areas covered by this study were: students’ perceptions of the value of soft skills, self-efficacy of the level of skills possessed by them, skills needing further improvement, participation in skill development programs, and the role of academic institutions in developing soft skills.

Let us examine the advantages of soft skills, the importance of soft skills in social life, at interviews and workplaces, and how teachers

train their students in soft skills in educational institutions or trainers at training centres, in a comprehensive way with relevant examples.

Soft skills and personality development

Most of the organizations require employees with certain abilities to work effectively. These abilities are known as hard skills or technical skills and one has to learn them in educational institutions or training institutes where they receive practical training besides theoretical knowledge. For instance, computer programmers need to learn how to use programming languages and photographers need to understand or learn how to use camera to take photographs.

Today, most organizations recognize that their employees' professional development or professional ethics plays a major role in keeping up their relationships with customers, clients, colleagues, co-workers, suppliers etc because their professional development helps the organizations grow rapidly. In this regard, soft skills, referred to as life skills, are essential for employees to play a vital role in the growth of organizations. Though there is no clear definition for 'soft skills', generally the term "soft skills" encompasses various skills such as attitude, communication, creative thinking, team work, work ethics, networking, decision making, positivity, time management, motivation, problem- solving, flexibility, critical thinking and conflict resolution. In fact, soft skills are not a replacement for hard skills or technical skills. They are complementary to hard or technical skills to unlock the potential of the employees. Neil Carberry, Director for Employment and Skills at CBI, opines, *"Business is clear that developing the right attitudes and attributes in people – such as resilience, respect, enthusiasm and creativity – is just as important as academic or technical skills. In an ever more competitive jobs market, it is such qualities that will give our youth unimaginable talent and also allow existing employees to progress to higher skilled, better paid role"*. Such is the power of soft skills. People focus on various aspects and develop them in the process of learning soft skills. Let us discuss some of them:

Communicative Skills:

- Ability to deliver idea clearly, effectively and with confidence either orally or in writing
- Ability to practise active listening skills and respond.

- Ability to present clearly and confidently to the audience.
- Ability to use technology during presentation.
- Ability to discuss and arrive at a consensus.
- Ability to communicate with individual from a different cultural background.
- Ability to expand one's own communicative skill.

Critical Thinking and Problem Solving Skills

- Ability to identify and analyze the problems in difficult situations and make a right evaluation.
- Ability to expand and improve thinking skills such as explanation, analysis and evaluation.
- Ability to find innovative ideas and look for alternative solutions.
- Ability to think beyond.
- Ability to make a conclusion based on facts and figures.
- Ability to withstand and give full responsibility.
- Ability to understand and accommodate oneself to the varied working environment.

Team Work

- Ability to build a good rapport and interaction with others and work effectively.
- Ability to understand and play the role of a leader and follower alternatively.
- Ability to recognize and respect others' attitude, behavior and beliefs.
- Ability to give contribution to the planning and coordinate group work.

Entrepreneurship skills

- Ability to identify job opportunities.
- Ability to propose business opportunities from time to time.
- Ability to build, explore and seek business opportunities.
- Ability to develop business with innovative ideas.
- Ability to use available technology.
- Ability to interact and convince others.

Professional and moral ethics

- Ability to understand the economy crisis, environment and social cultural aspects professionally.
- Ability to analyze and make problem solving decisions related to ethics.
- Ability to practise ethical attitudes besides having the responsibility towards society.
- Ability to maintain certain professional standards in any circumstances.
- Ability to keep up the moral ethics related to work and social issues.

Leadership Skills

- Ability to develop the knowledge of the basic theories of leadership.
- Ability to lead a project.
- Ability to understand and take turns as a leader and follower alternatively.
- Ability to supervise members of a group.
- Ability to coordinate the team.
- Ability to encourage the team or group at workplaces.

Soft skills enable people to showcase their skills and expose their personalities. Hence, these skills help them in their personality development. Soft skills and personality development are interlinked because one can develop his personality through soft skills or life skills only. Personality development means enhancing and grooming one's outer and inner self to bring about a positive change in one's life. Every human being has a distinct personality that can be polished, refined and developed. It is possible only through life skills. Personality development is gaining more importance day by day because it enables people to have a good impression in the society in which they live. It helps them build relationships and also helps them in career growth. In fact, it is a tool that helps a person to realize his/her capabilities, strengths making him/ her stronger and successful. For personality development, a person has to focus on the following elements:

- Self-awareness
- Goal setting
- Creativity

- Innovation
- Human values

Self – awareness: People can recognize their ‘self’– their character, their strengths and weaknesses, desires, likes and dislikes. Self-awareness is one of the prerequisites for effective communication, interpersonal communication and relations.

Goal-setting: Setting goals is a major step on the road to success. There are short - term goals and long - term goals. For short - term goals, a person has to work intensively with a proper planning. Similarly, he has to work with a proper modus operandi to achieve long term goals. Moreover, he has to work patiently until he accomplishes it.

Creativity: Firstly, a person has to understand this world in different ways. Then, he has to think of an idea and approach to convert it into action. Without putting his ideas into action, it cannot be called creativity but it is just imagination. Creativity helps people perceive an idea and think differently.

Innovation: It is an extension of creativity. A person has to think or do anything innovatively to yield desired results and he has to do it quite different from others. Thus, creativity and innovation are crucial for anyone to employ them in an organization’s growth.

Human values: Values play a vital role in a person’s life. They are a driving force for an individual to develop his or her personality. Values determine what we should do, how we should do and why we should do. According to Dorothy Lee (1959), “We can speak about human values, but we cannot know it directly, we infer value through its expression in behaviour”.

SWOT analysis is another concept that has to be taken into consideration by everyone in the process of developing his or her personality. SWOT is an acronym for strengths, weaknesses, opportunities and threats. One has to focus on SWOT for personality development by using soft skills. In fact, this analysis helps people in assessing themselves and taking appropriate steps for their progress. Therefore, acquiring and possessing soft skills helps people to succeed in their personal and professional life and also helps in developing their personality in terms of character, self-confidence, creativity and so on.

Soft skills, the employability skills, are interpersonal skills, rose to prominence in the early 1990s. Today, the main concern is on the need and importance of soft skills for students to seize the opportunities in this global market and also for employees to perform well at workplaces. The advantages are many if they acquire soft skills besides hard skills. The following are the some of the advantages:

- Soft skills enhance the leadership skills to improve teamwork, creativity, efficiency and productivity.
- Improve time - management, organizational skills and goal setting skills.
- Develop presentation skills – presentations, project explanations etc.
- Develop brainstorming and problem- solving strategies to increase creativity and collaborative outcomes.
- Enable people to communicate effectively and skillfully with co-workers, employees, clients, customers, friends, family members and so on.
- Enable people to recognize stress symptoms & develop stress deflecting strategies.
- Aid people in developing effective strategies for transition & change.
- Help in personality development.
- Help in personal growth as well as professional growth.
- Help in leading a happy life.

Hence, Soft skills or smart skills help people in their personal or professional growth. Apparently, the advantages are many. If a person develops these skills, he will have a bright career.

Teaching soft skills

Today, the need to train people in soft skills is an accepted fact because the employers mostly focus on hiring employees who are trained in soft skills and hard skills. So the onus is on teachers and trainers to prepare the students for interviews and also for workplaces by training them in soft skills and hard skills. Mostly, students are not trained in soft skills when compared with hard skills. At the same time, hard skills should not be neglected. In English or business English classrooms, ‘soft skills’ is a course taught by teachers in colleges and universities and also in training centres by trainers in order to prepare the students for their successful personal and professional development. As English is

widely used everywhere across the world, the job opportunities are also for English speaking people. So training in soft skills is a big advantage for young graduates who apply for jobs or start own industries.

Generally teachers and trainers follow three common methods in teaching soft skills. Interactive teaching is the first method among them. Through this, teachers act as instructors and they facilitate exercises that provide opportunities for practice, experience, reinforcement and reflection. In fact, this approach requires skilled instructors and a well-designed curriculum. The second method of teaching soft skills is to hire a trainer in workplace settings. On-the-job training work experience, internships and work-study programmes are all examples of teaching both hard and soft skills. The employers need to hire trainers or instructors to teach these skills for the employees in order to improve their performance. The third method is that teachers focus on teaching soft skills, besides regular curriculum, in the classrooms to improve the soft skills of their students. Thus, students should be encouraged to participate in experiential exercises like simulations and group work or public speaking. This approach can be applied without spending extra money and time. Mostly, this approach is being implanted in the US and in some countries of Europe and Asia. Let us discuss the best practices for teaching soft skills in classrooms:

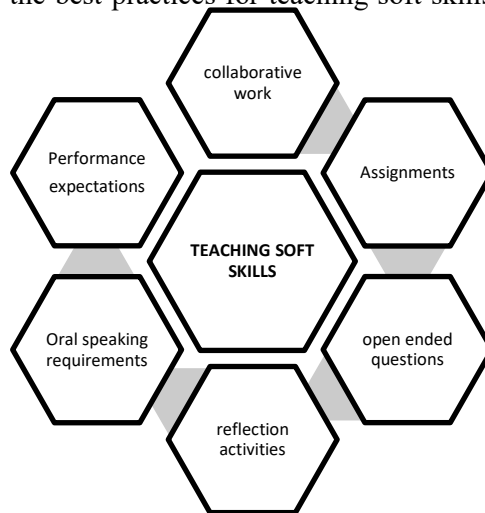


Fig: Best practices for teaching soft skills in classrooms

Teachers and trainers follow best practices in classrooms while teaching soft skills. Firstly, they need to focus on collaborative work.

Students make individual progress while working with others for a common goal. Students can learn how to manage the things and learn many things from others. Sometimes, they compete with others in doing the tasks, given by teachers or trainers, in a healthy atmosphere. It is possible only with collaborative learning. Students are trained by teachers or instructors or trainers in classrooms in collaborative learning and it helps them at workplaces later. This is one of the advantages for students to work with others for better results. Experiential learning helps the students in doing assignments and activities based on real life situations, engages them in reflective, data-driven and problem solving with no predetermined right answers. Teachers have to encourage experiential learning in classrooms while teaching soft skills. The instructors or trainers have to introduce open-ended questions in classrooms while teaching soft skills. In this process, students are encouraged to share their ideas, thoughts and feelings with facts in their responses to the questions asked by teachers or peers. Thus, the students are motivated to improve their communication skills. It is clear that the power of learning is in doing an activity. Reflection is the necessary bridge in the learning process in which students are involved in activity-based learning. Such useful activities should be given by teachers in the classrooms. As a result, students can assess themselves and improve their performance. Public speaking and communication skills are crucial for teachers or trainers because they have to train the students in these skills as a part of soft skills. Students should be encouraged to speak on any topic, participate in group discussions and debates and give presentations. Oral communication skills are a part of soft skills. Teachers and trainers have to prepare their students to perform well at workplaces because the growth of an organization depends on the performance of employees. Even the employers expect the same. It is possible only when the employees work hard by using their skills. Hence, these best practices should be incorporated into classrooms while training the students in soft skills.

Students and employees think that they can have successful career without soft skills. But it is wrong because they lose opportunities if they do not acquire these skills. Let us analyze the surveys conducted in America and Europe regarding the shortage of soft skills among the young graduates and job seekers.

soft skills or interpersonal skills are a necessity for young graduates and also important for business people, employers and entrepreneurs to

develop their business and marketing. Therefore, teaching soft skills is the need of the hour because millions of young graduates fail in seizing the opportunities across the world. The responsibility is on the shoulders of teachers, trainers and employers to promote the teaching or training of soft skills in educational institutions and training centres in order to make the students and job seekers industry ready. At the same time, they need to train the students morally also. Moreover, soft skills are essential for business people, employers and entrepreneurs to expand their business and marketing.

Conclusion

In this paper, the need and importance of soft skills in modern world where there is a huge demand for skilled people has been discussed. The role of teachers and trainers in teaching soft skills in the process of preparing them for employment and the best practices they follow in classrooms while training the students in soft skills have been emphasized. Moreover, the advantages of soft skills have been explained and the latest surveys on skill shortage have been presented with logical conclusions. In fact, many students feel that their actual soft skills are less than the desired levels. It is also found that communication skills are perceived to be the least important by the students and probably that is why they do not try to improve these skills. It is a matter of concern as many previous studies, investigating competencies sought after by potential employers, reported that communication skills were among the most desired soft skills. Thus, there is need to create awareness among the students about the importance of communication skills for career advancement and how to develop and practise such skills.

The purpose of this study was to investigate the importance of soft skills for education and employment. Our education system needs to strive to integrate soft skills into all subjects in order to train the students in the skill sets required by organizations now and in future. This way, students can truly unleash their full potential to create life-affirming solutions for a massively challenging world. Soft skills as a course should be taught in schools and colleges in view of the growing demand for these skills. Moreover, it should be taught not only for career but also for a happy living. At this juncture, it should not be forgotten that soft skills help people maintain their moral standards also.

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**PORTRAYAL OF THE CONFLICT BETWEEN CAPITALIST
MODERNITY AND RURAL ECOLOGY IN TARASANKAR
BANDOPADHYAY'S HANSULI BANKER UPKATHA**

Nilanjana Chakraborty ¹

Abstract

Hansuli Banker Upakatha depicts the clash between the traditional vs. modernity at a simplified level. The text highlights the two characters Banwari who seems to exemplify the old traditional values and Karali who embodies the colonial modernity. Colonial modernity disturbs the lives of the Kahar community and their customs are totally alien to capitalist modernity. The novel reveals a realistic depiction of life in the village surrounded by the forest area. It lightens the lives of the tribal communities that inhabit the forest, their customs and their struggles. The forest is portrayed as a fragile ecosystem that is constantly under threat from the human intervention. Through Karali, the novelist points out how capitalist aggression and partial industrialism intrude the lives of the tribal people and destroy the nature-based lifestyle that is nurtured by them.

Keywords: *Nature, Capitalist aggression, Industrialism, Colonialism, Feudal lifestyle*

Bengali regional novelist Tarkalankar Bandopadhyay is known as the artist of the rural Bengal. In almost all the novels, he describes the spirit of the place, the nature of landscape and the clash between the traditional and modern way of life and livelihood processes of people in the Rarh region. His works describe an excellent resource base to provide an authentic and indispensable source of human experience of place for recreating the region in a specific time frame. The novel reflects the underlying social structure, individual

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experience of the members of the community, cultural values, social stigma, ethnic identity crisis, landscape of a community based society genuinely and scientifically from the perspective of a writer. *Hansuli Banker Upakatha* is published in 1951 and it is composed by Tarasankar Bandopadhyay. The novel portrays the life in rural Bengal, the realities of the Zamindari picture that is responsible for much of the social inequalities in Bengal, as well as the changes in social perceptions with time (“Hansuli Banker Upakatha”). This paper attempts to depict the clash between the two ways of lifestyle and the perspectives of the two characters, Banwari and Karali. The paper also tries to describe the encroachment and the capitalist aggression into the rural setting and that is mediated through Karali’s character.

The backdrop of the novel is set in the year of 1941. The narrative of the novel is as follows: the Kahars are inhabiting the riverside. The narrator says that Basbadhi is a small village, Kahars are living beside the two ponds. They are basically associated with agricultural work, drawing the “palki” (Bandopadhyay 5-19). They are co-existing with nature. They sincerely worship the God Kalaruddu as their ultimate protector. They perform various ceremonies to appease the god and to save themselves from the tremendous anger of the God. At the outset of the novel, it is found that on such a fearful night, people of Hansuli are discussing a recurrent whistle that is coming from the forest (Bandopadhyay 10). The whistle turns out to be the hissing sound of the snake “chandrobora” (a snake) that is later killed by Karali in the novel. They assume the snake to be sacred carrier of their God and the killing of it by Karali causes a series of problems. The narrative thereafter explores the rivalry between Banwari, who secretly admires Karali and young Karali who does not believe in the ‘pitibidhan’, breaks law and insists other Kahars to serve at the railway factory disobeying the forbiddance of Banwari.

A terrifying sound disturbs the peace of the village as the whistling sound is coming from the forest area in Basbadhi. A whistle has awakened from the bamboo forest of Basbadhi (Bandopadhyay 5). Suchand after listening this whistle has uttered that the villagers are not worshipping God and all the things of Hansuli Bank are for the mercy of the God (Bandopadhyay 11-12). Suchand thinks it may be the wrath of their God. Banwari, the head of the Kahar tribe, believes in the tales recounted by the eldest woman alive of the tribe, Suchand. Much of the narration of the novel is voiced through Banwari though there is also the presence of the third-person narrator too. Suchand talks

about the tribe's mythological origin, the main God, Kalaruddu, the "proloy" or "apocalypse" from which Kalaruddu has once saved Choudhury and the saheb, memsaheb of Nilkuti are drowned in that (Bandopadhyay 13). She also recapitulates the conventions coming down from generations, the wrath of gods and the various ceremonies that they should perform in order to please the gods and others. Suchand is the archetypal storyteller whose tales and accounts are the basis of social and moral conducts of the tribe. The term Upakatha brings the association of lore and "kathakata", the archetypal Indian tradition of telling a tale to an unlearned audience. Upakatha is a form of oral storytelling that adjoins in a fable-like pattern the world of the humans and the nonhumans to construct a humorous yet instructive narrative. Upakatha gives the novelist a possibility of telling a tale in the body of the narrative, and in the way of reviving the technique of "kathakata". A tale can seldom represent the intersections of the mythological and the historical. Thus the Upakatha is representing the complex realities of the Kahar community highlighting their societal issues, customs and the changing dynamics within their community due to the influence of modernisation and war (Bhattacharya 20-21). This tradition of Upakatha gets thwarted as a result of growing industrialisation in the village. In this novel, a story is told of the Kahar, tribal people whose lives are deeply affected by suburban industrialisation and soaring prices of essential commodities during the Second World War. The reference of war in this novel is the extension of colonial imperialism. It brings partial industrialisation and capitalist modernity and these are encroaching and uprooting tribal lives and rural customs.

The character in the narrative Karali can be portrayed as the enlightened spokesperson as a result of industrialisation. He is introduced as someone who is working at the railway factory in Chandanpur. It is told in the novel that Karali is the boy of this locality. He works in the factory of Chandanpur. He is different from other Kahars in his speech and behaviour. He does not care for anything. He earns as well as spends. He goes to Chandanpur at morning and returns at evening to the village. Now he goes out in search of that hissing sound (Bandopadhyay 17). Karali's logic, liberated rationalist view are different from those of Kahars and Karali's view becomes a way to comprehend industrial and capitalist intrusion in the village. His effort in investigation after the source of the whistling sound in the forest is described in the novel's beginning. He uses a torch to search in the surrounding bamboo groves (Bandopadhyay 16-17). The use of electric light is associated with Whites and with the police. Karali

carries this hegemony of the Whites or the colonisers. Karali kills the snake and he does not feel remorseful; rather he mentions the case of a Chandanpur factory Saheb who kills snakes because they are poisonous (Bandopadhyay 40). After killing the snake with fire, Karali stands bravely in the bamboo forest and he is reacting by screaming to come there and call the others (Bandopadhyay 34). Banwari discovers that it is the python that is burning in the fire. Even the dog which dies by snake-bite, Banwari says that it is their God who has done that. Karali's utterance startles the other Kahars. Banwari secretly admires him (Bandopadhyay 37). Later when Suchand says the snake to be the sacred carrier of the tribe's God Kalaruddu, everyone including Banwari believes that it is true (Bandopadhyay 40). Karali gets angry and assumes that his bravery will be insulted. Suchand says that the snake to be the secret carrier of their God as she has seen that it is sleeping peacefully in the simul tree (Bandopadhyay 39). He also says dismissively to Banwari that the snake is nothing more than a snake (Bandopadhyay 151). He refuses to believe that the snake has any symbolic or mythological significance to the tribe but he thinks it is a creature which can kill a human being and thus should be slaughtered as soon as possible. According to the Hindu philosophy, snakes are associated with Lord Shiva, one of the principal deities. He is often depicted with a snake around his neck. Lord Vishnu, another important deity in Hinduism, is also depicted as resting on the coiled serpent. Believed to inhabit underground realms or water bodies, the Nagas are worshipped and respected in different regions of India and here a similarity can be traced in the reverence of snakes between the Hinduism and Kahar tribe. Snakes have been a part of the Indian ecosystem for thousands of years and their interactions with human beings have evolved over time. Deforestation, urbanisation destroy the natural habitats of snakes (Snakes & India: A Mythological Link). Karali by killing the snake even if it is a predator disturbs the food chain and also the peace of the Kahar community. When Karali has decided to carry the snake to Chandanpur, Banwari prevents him (Bandopadhyay 47). If one tries to see the killing of the snake in terms of the concept of food chain, it can be said that each and every creature is important in ecosystem. Food chain can reveal how each organism depends on someone else for survival. Vandana Shiva, Indian environmental activist in an interview has said that human beings are the part of the Earth and human freedom and human wellbeing depends on other species. Human beings are not superior to other species, they are inter-beings. Anthropocentrism is a violent concept (Shiva). War is accelerating that concept of anthropocentrism where human beings

overpower each and everything. War may be said to be the growth of imperialist agenda and the impact of Second World War is evident in India particularly in the novel. The Kahar tribe fear the Chandanpur world and its way of business-dealings and social life; they are scared that the Chandanpur world may invade their safe wilderness. This fear comes true as the tribe is finally uprooted and disintegrated by war, industrialisation. Banwari has heard that war has started in earth among Sahebs and as a result prices of commodities soar (Bandopadhyay 94). Banwari thinks that Karali by working in the factory, brings lots of spoilt things to the village. Banwari has heard that war has been arrived. In fact Banwari has also warned Karali not to go to Chandanpur. But Karali refuses to do cultivation rather he wants to work in factory for there he can find the scope to have double income (Bandopadhyay97). Banwari knows the battle of Ram and Ravan, the invasion of Bargi and also knows that the war causes only worries to Hansuli Bank but their God will protect their land. The airbase and airplanes become the signs of some war that is the growth of imperialist agenda. Banwari utters at a time in the novel that above the Hansuli Bank, the ominous aeroplane flies (Bandopadhyay 152). At the end of the novel, it is found that the warfare and others replace the place of the tribe's God. The place of their God is no more. In that place, motor vehicles are making the place busy (Bandopadhyay 301).

In the backdrop of war, the transfer of economic power and wealth is evident from the landlord Choudhuris to the once subject-peasants, the Ghoses. Still they encourage and sponsor the Charak festival which is primarily a tribal festival. They also celebrate Nabanna, another festival. These cultural practices point to a slowly feudal socio-ecological era where tribal people as peasants work for manibs and get their share of produce (Bandopadhyay 144). Karali does not have faith in these festivals and customs. In fact the belief in ghosts is also the part of the tribe's life. But Karali situates the credulous world of the tribe against the 'new' rational world of Chandanpur and he also pays no heed to Suchand's tales which the people of Bansbadi do hear. Karali brings the rational world into the territory of the tribe through the dauntless task of searching the snake and killing it. Karali involves in a movement towards social and intellectual mobility and that is in conflict with the ideas of the elders of the village and especially Banwari. Banwari upholds the values of the older time and Karali is a rebel who tries to change his way of life. Banwari is the headman of Kahar locality and he is loyal and subordinate to the quasi-feudal masters of the village and town. He also pays deep deference to the

God. On the other hand, Karali expresses outward signs of the bodily change and the novel shows through him how capitalist aggression works in rural setting. Banwari says that Karali is wearing coat and pant. He was dressed with the clothes of war. He has taken up the job of war (Bandopadhyay 194). Karali is found to wear urban clothes, smoking cigarette and uttering “Hello man” identified as a ‘foreigner’ and a monster in the upokotha that the villagers have always heard of but never seen before (Bandopadhyay 230). He also by building “khotaghor’ in the village, defies ancestral rule (Bandopadhyay 231). When resisted by Such and, Banwari and others, he reports to the court of law and contemptuously dismisses their resistance with proofs in his support (Bandopadhyay 213). He espouses these instruments of modernisation- law, court, logic, document. He also lends money from a Marwoari of Chandanpur station and that is completely new in the upokotha of Hasuli Bank (Bandopadhyay 176). His use of hurricane, speaking English or Hindi or his complaint against Barokorta in the union office at Chandanpur for not getting the due kerosene that is allotted to the Kahars – all these have turned Karali into an outsider who revolts with the instruments of borrowed modernity to break with the feudal violence that prevails over Kahars. He is termed as the representative of the industrial and capitalist aggression and transformation of ecological balance. The traditional forest-based living is destroyed. At the end of the novel, it is evident that the trees are cut down in Hasuli Bank. There is the old banyan tree. That tree is also cut down (Bandopadhyay 307). Eco-criticism spreads into several subfields. Ecocide becomes one of the arenas of it. The word derives from the Greek *oikos* which means home and the Latin word *cadere* which means to kill. Ecocide is the destruction of the environment by humans. It threatens all human populations who are dependent on natural resources for maintaining ecosystems and ensuring their ability to support future generations (“Ecocide”). According to Vandana Shiva, capitalist patriarchy denies the creativity of nature, and hence the Rights of Mother Earth. Human beings destroy the ecological process and they do not realise nature’s capital as real capital.(Shiva). Vandana Shivain one of the interviews has shared her view that colonialism and industrialism have destroyed the Earth and indigenous cultures through false assumptions. The assumptions are that human beings are separate from nature and not a part of nature; the nature is dead matter, mere raw material for industrial exploitation; indigenous cultures are inferior and primitive and needs to be civilised through civilising missions of permanent colonisation; nature and cultures need improvement through manipulation and external inputs. She advocates

to protect the Earth and indigenous cultures as colonialism and industrialism have brought the collapse. Indigenous people have lived in harmony with nature, respecting the Earth and her limits(Shiva).

At the concluding section of the novel, it is mentioned that Banwari dies and the villagers are eventually migrating to the railway factory and the narrator laments that the small rivulet of the tale has mingled the great river of history (Bandopadhyay 310). Colonial modernity has reshaped life of Kahar community and the ecology of the rural region but has not dismantled their lives. At the end of this tale, only the cutting of the trees is found. People are going to Chandanpur and they are getting mixed in the wave of population (Bandopadhyay 307) . It can be seen at the end of the novel that Karali again comes back to the village, clearing grounds in the Hasuli Bank and planting seeds and trees for resettlement. The novel represents a space in which pre-colonial temporalities, structures of myth, ritual and everyday life are residual. This is one of the approaches of looking at this novel. Researches can open up different prospects in this field to read this novel. This novel is the testimonial of an effort of creating the importance for preservation of natural environment and portrays how the forces of colonial modernity rupture, encroach and uproot tribal lives and rural cultures.

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HARNESSING SOFT SKILLS TO BUILD INTERPERSONAL ABILITY FOR A BETTER FUTURE

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Abstract

Soft skills, often described as the invisible thread that binds people together, have become increasingly important in a globalised, digitised, and automated world. Unlike hard skills, soft skills focus on human interaction, emotional intelligence, communication, teamwork, adaptability and resilience – qualities that enable effective interpersonal ability. This paper examines how effective use of soft skills can build interpersonal ability for a better future. Adopting a qualitative narrative analysis based on secondary data sources (international reports, corporate surveys, autobiographies, media accounts and academic studies), the research reveals six domains for identifying the transformative role of soft skills. Ten case studies analyse employability, leadership, education, healthcare, crisis management, digital workplaces, women in leadership, cross-cultural communication, youth development and community service. Findings explore that interpersonal ability built on soft skills is indispensable not only to career growth but also to sustainable human relationships, education, social cohesion and crisis resilience. This paper concludes with the implication that societies, educational institutions and organisations must embed soft skills as essential life competencies to ensure a more humane, collaborative and equitable future.

Keywords: *Soft skills, Interpersonal ability, Teamwork, Employability, Leadership, Emotional intelligence*

Introduction

In today's complex world of rapid globalisation and technological disruption, academic achievement or technical expertise cannot be the only key to success in life. Instead, interpersonal ability (the

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capacity to build meaningful relationships, resolve problems and collaborate effectively) has emerged as a decisive factor. This ability is nurtured through soft skills which are tied to communication, empathy, problem-solving, adaptability, teamwork, leadership and emotional intelligence.

Historically, education systems emphasised cognitive learning and technical training. Education enhanced the quality of individuals by refining their knowledge, skills, abilities, personality and attitude, while workplaces valued measurable outputs. Engineering, law, and medicine were considered the prime drivers of social progress. However, the twenty-first century is the witness of a paradigm shift. Artificial intelligence, automation and global markets are reshaping the meaning of work and life. In this context the question arises: “What skills prepare individuals not only to survive but also to thrive in such a world?” A World Economic Forum (2023) report highlights that by 2030, most jobs will require interpersonal and socio-emotional skills as much as technical competencies. Therefore, uniquely human qualities of creativity, empathy, leadership and resilience are increasingly recognised as future skills. Societies are found to rely increasingly on soft skills, the human-centred abilities that make communication, collaboration and adaptation possible.

This paper examines how effective use of soft skills can build and strengthen interpersonal ability to create a better future. By analysing stories and cases from secondary data sources, the study demonstrates that soft skills are not peripheral but central to employability, education, leadership crisis resilience and social cohesion.

Conceptual framework

Defining Soft Skills

Soft skills refer to a set of non-technical abilities that govern how individuals interact, communicate and collaborate with others. They include:

- Communication (oral, written, digital)
- Teamwork and collaboration
- Leadership and conflict resolution
- Creativity and cultural sensitivity
- Emotional intelligence and empathy

- Problem-solving and adaptability

Defining Interpersonal Ability

Interpersonal ability is the applied dimension of soft skills. It is the practical manifestation of soft skills in human interaction. It refers to listening, negotiating, emphasising, mentoring, resolving conflicts and maintaining relationships. It represents how effectively individuals use soft skills to connect with others.

Why Interpersonal Ability Matters for the Future

- ✓ In Education: It shapes teacher-student and peer relationships.
- ✓ In the Workplace: It determines employability and career growth.
- ✓ In Leadership: It creates sustainable influence.
- ✓ In Crisis: It strengthens resilience and compassion.
- ✓ In digitalisation: It prevents isolation and maintains connection.

Thus, the conceptual framework establishes a symbiotic relationship: soft skills are the foundation, interpersonal ability is the outcome, and a better future is a vision.

Review of Related Literature

Global reports: The World Economic Forum (2023) identifies creativity, resilience and collaboration as essential skills for the future. UNESCO (2020) emphasises human-centred education that integrates life skills alongside academics.

Employability studies: LinkedIn 2022 reported that 92% of employers prioritise soft skills such as communication and teamwork in recruitment.

Leadership Research: Goleman (1995) introduces emotional intelligence, showing that empathy and self-awareness predict leadership effectiveness. Boyatzis (2018) expanded on this by linking emotional intelligence to organisational success.

Educational Perspectives: Darling-Hammond (2017) argued that teacher effectiveness depends on relational capacity as much as subject mastery.

Sociological Insights: Heckman and Kautz (2014) demonstrated that non-cognitive skills strongly influence social mobility and life outcomes.

Together, the literature suggests a universal recognition: soft skills and interpersonal ability are cornerstones up individual and collective progress.

Objectives of the study

- To analyse the role of soft skills in strengthening interpersonal ability through secondary data.
- To identify key domains where soft skills create transformative social and professional outcomes.
- To highlight implications for education, organizations, and society in embedding soft skills for a better future.

Methodology

This research adopts a qualitative narrative analysis approach based on secondary data, focusing on how stories and case studies illustrate the value of soft skills in shaping interpersonal ability.

Design Research Design

The study employs an interpretive design, analysing stories, case studies, and accounts from secondary sources to uncover how soft skills shape interpersonal ability and, by extension, human futures.

Data Sources

- International Reports: UNESCO, WHO, WEF, OECD.
- Corporate Surveys: LinkedIn Global Talent Report (2022), McKinsey (2021).
- Autobiographies and Biographies: Satya Nadella (Hit Refresh), Indra Nooyi, Nelson Mandela.
- Media Accounts: Crisis response stories, Covid-19 frontline experiences.
- Academic Journals: Studies on emotional intelligence, employability and education.

Data Collection

Sources were identified through academic databases, institutional websites and media archives. Narratives were selected if they provided concrete examples of soft skills shaping interpersonal outcomes.

Analytical strategy

Narrative Identification: Selecting relevant cases across diverse domains.

Coding: Assigning thematic codes – communication, empathy, leadership, adaptability, crisis management.

Interpretation: Analysing how each story reflects the relationship between soft skills and interpersonal ability.

Synthesis: Connecting narratives into broader findings and themes.

Rationale for Secondary Data

Secondary data allows for rich, diverse, and global perspectives without the limitations of small-scale primary data. It also provides credibility, as reports and biographies are peer-reviewed, verified, or published by recognised institutions.

Narrative Analysis and Case Studies

Ten case studies illustrate how soft skills shape interpersonal ability and features.

Case study 1: Employability and Communication

LinkedIn's Global Talent Report (2022) claimed that technical skills alone are not sufficient. Employers often choose candidates who can communicate effectively and work in teams. One IT recruiter said: “The candidate with better communication, not the one with better code, got the job.”

Theme: Employability hinges on communication.

Case study 2: Leadership with Empathy (Satya Nadella)

As CEO of Microsoft, Nadella transformed corporate culture by prioritizing empathy and collaboration. His book *Hit Refresh* (2017) highlights how listening and compassion drove innovation.

Theme: Leadership thrives on emotional intelligence.

Case study 3: Education and Teacher-Student Relations

UNESCO's *Futures of Education Report* (2020) documents how students value teachers who listen and encourage. A South African student recalled: "When my teacher asked me what I thought, I feel respected."

Theme: Education is the most effective when interpersonal ability is central.

Case study 4: Healthcare and Compassion

WHO's COVID-19 field reports (2021) highlight how nurses comforted patients with empathy. One nurse said: "People needed a listener as much as medicine."

Theme: In healthcare, compassion is as vital as treatment.

Case study 5: Digital Interpersonal Skills

McKinsey (2021) reported that employees struggled in hybrid workplace not because of technology, but because of the poor online etiquette. Eye contact, listening and respect needed adaptation to virtual platforms.

Theme: Interpersonal ability must evolve with technology.

Case study 6: Recognition in Leadership (Indra Nooyi)

Nooyi wrote personal letters to employees' families, strengthening loyalty at PepsiCo. She noted: "People work for those who respect them."

Theme: Recognition deepens human connection.

Case study 7: Women in Leadership

Secondary literature shows women leaders often succeed through collaboration and empathy. For example, Jacinda Arden (former Prime Minister of New Zealand) was praised for compassionate communication during crisis like the Christchurch shootings and the pandemic.

Theme: Gender inclusive leadership emphasizes soft skills

Case Study 8: Cross-Cultural Communication

Multinational corporations highlight cross-cultural competence as a key skill. A Deloitte (2020) report showed that intercultural training improved team performance and reduced conflict.

Theme: Soft skills bridge cultural divides.

Case study 9: Youth and Life Skills

India's National education Policy (2020) emphasizes life skills such as collaboration and problem-solving. Pilot programs show improved student confidence when soft skills are taught alongside academics.

Theme: Soft skills empower youth to overcome uncertain futures.

Case study 10: Community service and Social Cohesion

Narratives from National Service Scheme (India) highlight how teamwork and empathy in community projects build civic responsibility and interpersonal maturity among students.

Theme: Community engagement strengthens interpersonal growth.

Thematic Findings

- From these narratives, several themes emerge:
- Employability is shaped by communication and teamwork.
- Leadership grounded in empathy ensures sustainability.
- Education thrives on teachers student relationships.
- Healthcare requires compassion as much as knowledge.
- Digital workplace demand new interpersonal adaptations.
- Recognition and respect build organisational loyalty.

- Women leaders highlight collaboration and empathy.
- Cross-cultural competence reduces conflict and enhances collaboration.
- Youth development depends on life skills.
- Community service nurtures social responsibility.

Discussion

These narratives confirm that soft skills and interpersonal ability are interdependent. They also reveal-Universal Relevance: Across workplaces, schools, politics, and healthcare, interpersonal ability is central. Future-Oriented: As automation rises, human-centred skills become irreplaceable. Transformative Potential: From recruitment to leadership, soft skills can determine success or failure. Crisis Resilience: Compassion and adaptability help communities withstand shocks.

Implications

- ❖ Education: Curriculum must integrate life skills and skills training.
- ❖ Workplace: HR must evaluate and develop soft skills alongside technical ones.
- ❖ Policy: Governments should recognise of skills in national skills frameworks.
- ❖ Research: Longitudinal studies should track how interpersonal ability impacts societal outcomes.

Conclusions

Integration of soft skills is the foundation of building interpersonal ability, which in turn shapes futures from classrooms to boardrooms, from community to nations, soft skills develop connection, empathy and collaboration. As the world faces rapid technological, social, and environmental change, soft skills remain the timeless human advantage that ensures the better, more humane future.

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বিকল্প মতের প্রতি সহিষ্ণুতা (Tolerance towards divergence) :

সমালোচনামূলক চিন্তাসম্পন্ন ব্যক্তি ভিন্নমতকে গভীর মনোযোগ সহকারে শ্রবণ করেন এবং তার শক্তি ও দুর্বলতা নিরীক্ষণ করেন। তার মধ্যে থাকে সহনশীলতা ও দার্শনিক উদারতা।

আত্মপর্যালোচনা ও বোধসম্পন্ন সংশয় (Self-reflection and intellectual humility) :

নিজের চিন্তনের সীমাবদ্ধতা উপলব্ধি করতে পারাও অত্যন্ত গুরুত্বপূর্ণ। আত্মসমালোচনার মধ্য দিয়েই চিন্তা প্রগাঢ়তর ও পরিশুদ্ধ হয়ে ওঠে।

বাস্তবতাসম্পৃক্ত সিদ্ধান্তগ্রহণ (Reality oriented judgement) :

চিন্তাশীল ব্যক্তি কেবলমাত্র ভাবনার আবরণে আবদ্ধ থাকেন না। তার সিদ্ধান্ত গৃহীত হয় বাস্তব পরিস্থিতি ও প্রমাণের আলোকে।

মূল্যবোধনির্ভর দৃষ্টিভঙ্গি (Ethical grounded of thought) :

সমালোচনামূলক চিন্তাভাবনা কেবল চিন্তাশক্তির উৎকর্ষ নয়, এর অন্তরে নিহিত থাকে মানবিকতা, ন্যায়বোধ ও নৈতিকতার অবিচ্ছেদ্য সংযোগ।

বহুমাত্রিক চিন্তাশক্তি (Multidimensional perspective) :

সমালোচনামূলক চিন্তনে কোনো বিষয়কে নানাদিক, স্তর ও প্রেক্ষাপট থেকে বিচার করা হয়। চিন্তনের প্রতিটি স্তরে নতুন নতুন দৃষ্টিভঙ্গী লুক্কায়িত থাকে।

জ্ঞান অন্বেষণ পরিপূর্ণ মানসিকতা (Intellectual curiosity) :

সমালোচনামূলক চিন্তনের অন্তর্নিহিত শক্তি হল অন্তর্হীন জানার আকাঙ্ক্ষা। জ্ঞানের প্রতি অগাধ শ্রদ্ধা ও অজ্ঞানকে জানার জন্য আকুলতা।

প্রাসঙ্গিকতা ও প্রসঙ্গ সচেতনতা (Contextual sensitivity) :

একটি ঘটনা বা বক্তব্য কেবল নিজের মধ্যে পূর্ণ নয়, বরং তার পরিপ্রেক্ষিত ও প্রেক্ষাপট অনুধাবন করাও অত্যন্ত গুরুত্বপূর্ণ। সমালোচনামূলক চিন্তন এই প্রসঙ্গবিচারকে অত্যন্ত গুরুত্ব দেয়।

সমস্যা মানবজীবনের অবিচ্ছেদ্য অংশ। ব্যক্তিজীবন, সমাজ জীবন, রাষ্ট্রজীবন সর্বত্র জটিলতা দ্বন্দ্ব অনিবার্য। এই সমস্যা সমাধানের জন্য প্রয়োজন গভীর উপলব্ধি, যুক্তিভিত্তিক বিচারের প্রয়োগ, বিবেচনাসম্পন্ন বিশ্লেষণ। তাই এই পরিসরে সমালোচনামূলক চিন্তাভাবনা অপরিহার্য।

অনেক সময় সমস্যার বহিঃরূপ প্রকৃত সমস্যাকে আড়াল রাখে। সমালোচনামূলক চিন্তাশীল ব্যক্তি তাত্ত্বিক বিশ্লেষণের মাধ্যমে সমস্যার মূল অনুসন্ধান করেন। ফলে সমাধান যথাযথ ও কার্যকর হয়ে ওঠে। সমস্যা সমাগত হলে তার একাধিক দিক ও সম্ভাব্য সমাধানের একাধিক পথ উন্মোচন সমালোচনামূলক চিন্তনের দ্বারা সম্ভব হয়। সমালোচনামূলক চিন্তন যুক্তি, প্রমাণ, অভিজ্ঞতা ও তথ্যের আলোকে সিদ্ধান্ত গ্রহণে সাহায্য করে। সমস্যা সমাধানের ক্ষেত্রে যেভাবে সমালোচনামূলক চিন্তন সাহায্য করে তা হল :

- **প্রকৃত সমস্যার নিরূপণ(Accurate problem identification):** সমালোচনামূলক চিন্তাভাবনা সমস্যার প্রকৃত রূপ ও অন্তর্নিহিত কারণ উন্মোচন করে সেই সমস্যাকে যথাযথভাবে নিরূপণে সাহায্য করে।
- **পরিস্থিতি অনুযায়ী অভিযোজন (Adaptation according to the situation):** পরিবর্তনশীল অবস্থা ও নতুন তথ্য অনুযায়ী দ্রুত কৌশল সংশোধন সম্ভব হয়।
- **ভিন্ন দৃষ্টিভঙ্গীর সমন্বয় (Integration of different perspectives) :** ভিন্নমত ও বিকল্প মতকে বিবেচনায় এনে তাকে সমন্বিত ও পূর্ণঙ্গ সমাধান তৈরী করে।

তাই সমালোচনামূলক চিন্তাভাবনা কেবলমাত্র সমস্যা সমাধানের কৌশল মাত্র নয়, এটি চিন্তার জগতে এক আলোকবর্তিকা যা যুক্তি পথে অগ্রসর হতে সাহায্য করে। এটি মনুষ্যের মননকে যেমন শৃঙ্খলাবদ্ধ যুক্তি ও প্রমাণের দ্বারা আবদ্ধ করে, তেমন মুক্ত

চিন্তার সীমানা প্রসারিত করে নানা সম্ভাবনার দ্বারা উন্মোচন করে। যে কোন সমস্যার অন্তর্নিহিত কারণ উন্মোচন, বিকল্প সমাধানের উদ্ভাবন ও সুদূরপ্রসারী প্রভাবের পূর্বানুমান—সবই সমালোচনামূলক চিন্তার পরিচায়ক। যে মন সমালোচনামূলক চিন্তায় দীক্ষিত তার কাছে সমস্যার রূপ ভীতিজনক নয় বরং তা হয়ে ওঠে জ্ঞানচর্চার সোপান ও সৃজনশীলতার প্রাঙ্গণ। বর্তমান সমাজব্যবস্থা জটিল ও বহুমাত্রিক বাস্তবতার সম্মুখীন—যেখানে রয়েছে তথ্যের অবিরাম স্রোত, তার মধ্যে হতে সত্য ও অসত্য, প্রয়োজনীয় ও অপ্রয়োজনীয়কে পৃথক করা ক্রমেই কঠিন হয়ে উঠেছে। সামাজিক যোগাযোগ মাধ্যম, প্রযুক্তিগত বিপ্লব ও বিশ্বায়নের ঢেউ একদিকে যেমন অনেক নতুন সুযোগ এনে দিয়েছে, তেমনি বিভ্রান্তি, ভ্রান্ত তথ্য ও মানসিক পক্ষপাতের সুযোগও বহুগুণ বৃদ্ধি পেয়েছে। এই প্রেক্ষাপটে সমালোচনামূলক চিন্তাভাবনা মানুষের কাছে হয়ে উঠেছে এক মানসিক অস্ত্র, যা তাকে তথ্য যাচাই, যুক্তি নিরীক্ষণ ও যৌক্তিক উপসংহার টানার ক্ষমতা প্রদান করে। আজকের প্রতিযোগিতামূলক কর্মক্ষেত্রে, দ্রুত পরিবর্তনশীল প্রযুক্তি ও বৈশ্বিক সংকট মোকাবিলায় এর প্রয়োগ অপরিসীম, সমালোচনামূলক চিন্তাভাবনা কেবল সমস্যার সমাধানই করে না, বরং সিদ্ধান্ত গ্রহণে সৃজনশীলতা, দূরদৃষ্টি ও দৃঢ়তা প্রদান করে। তাই আজকের যুগে সাফল্যের পথে ও অস্তিত্বের লড়াইয়ে সমালোচনামূলক চিন্তাভাবনা এক অনিবার্য সহচর।

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শিরোনাম: সৃজনশীলতা পুরনো সমস্যাকে নতুন চোখে দেখা

Mitali Majumder ¹

অধ্যায় ১: ভূমিকা

মানব সভ্যতার অগ্রযাত্রা, জ্ঞানচর্চা, সংস্কৃতি এবং বিজ্ঞানের প্রতিটি ধাপে যে শক্তিটি নীরবে, অথচ দৃঢ়ভাবে কাজ করে গেছে, সেটি হলো — সৃজনশীলতা। সৃজনশীলতা এমন এক ধরণী শক্তি, যা মানুষকে কেবল সমস্যার বাইরে এনে দাঁড় করায় না, বরং সমস্যার গভীরে প্রবেশ করে তার অনুপম এক সমাধান খুঁজে বের করে। এই ক্ষমতা প্রতিটি মানুষের মধ্যে সুপ্তভাবে অবস্থান করে, কিন্তু সচেতন চর্চা, শিক্ষাগত পদ্ধতি ও মানসিক প্রশিক্ষণের মাধ্যমে এটি বিকশিত হয় অসাধারণ মাত্রায়।

আজকের বৈশ্বিক প্রেক্ষাপটে, যেখানে আমরা প্রতিনিয়ত নানা ধরণের জটিল ও বৈচিত্র্যময় সমস্যার সম্মুখীন হচ্ছি—সেখানেই সৃজনশীলতাই হয়ে উঠছে একটি শক্তিশালী হাতিয়ার। এটি কেবল প্রতিক্রিয়াশীল নয়, বরং প্রোঅ্যাকটিভ। অর্থাৎ, এটি কেবল সমস্যার উত্তর খোঁজে না, বরং সমস্যা সৃষ্টির কারণ, প্রেক্ষাপট এবং ভবিষ্যতের সম্ভাব্য প্রতিক্রিয়াও চিন্তা করতে শেখায়।

সৃজনশীলতা আমাদের শেখায় কিভাবে সীমাবদ্ধতাকে সম্ভাবনায় রূপান্তর করা যায়। এটি একাধারে ব্যক্তিগত বিকাশ, সামাজিক উন্নয়ন, বৈজ্ঞানিক উৎকর্ষতা এবং অর্থনৈতিক অগ্রগতির জন্য অপরিহার্য। আমাদের এই নিবন্ধে আমরা বিশদভাবে বিশ্লেষণ করব, কীভাবে সৃজনশীলতা আমাদের পুরনো সমস্যাকে নতুন চোখে দেখার এক অসামান্য ক্ষমতা দান করে।

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আপনার পাঠানো ছবির লেখাটি থেকে একটি বিশেষ উদ্ধৃতি এখানে উল্লেখযোগ্য:

"সৃজনশীলতার জন্য প্রথমে আমাদের চিন্তাশক্তিকে উদ্ভাবন করতে হবে, আর এই উদ্ভাবন চিন্তাশক্তি থেকে জ্ঞান এর সৃষ্টি হয়, এই জ্ঞান মানুষের সমৃদ্ধ ও পরিপূর্ণ করে তোলে। সমস্যা সমাধানে সৃজনশীলতা গুরুত্বপূর্ণ দক্ষতা, যা ব্যক্তিকে নতুন, কার্যকর ও মৌলিক উপায়ে সমস্যা সমাধান খুঁজে পেতে সাহায্য করে।"

এই অনুচ্ছেদেই লুকিয়ে আছে আমাদের প্রবন্ধের মূল আত্মা।

সৃজনশীলতা কাকে বলে -

সৃজনশীলতা হলো মানুষের এমন এক অন্তর্নিহিত মানসিক ক্ষমতা, যা তাকে প্রচলিত চিন্তাধারার বাইরে গিয়ে নতুন ধারণা, নতুন উপায় ও নতুন সৃষ্টির পথে এগিয়ে দেয়। এটি কেবল শিল্পকর্ম, সাহিত্য বা সঙ্গীতের মধ্যে সীমাবদ্ধ নয়; বরং বিজ্ঞান, প্রযুক্তি, ব্যবসা, শিক্ষা, সমাজ পরিবর্তন—প্রায় সবক্ষেত্রেই সৃজনশীলতার অপরিসীম ভূমিকা রয়েছে। সহজভাবে বলতে গেলে, সৃজনশীলতা মানে হচ্ছে পুরনো সমস্যাকে নতুন চোখে দেখা, ভিন্ন দৃষ্টিভঙ্গি গ্রহণ করা এবং এমন সমাধান বের করা যা আগে কেউ ভাবেনি বা চেষ্টা করেনি।

সৃজনশীলতার বৈশিষ্ট্য

১. নতুন ধারণা সৃষ্টির ক্ষমতা – সৃজনশীল মানুষ এমন কিছু কল্পনা করতে পারে যা বাস্তবে তখনও বিদ্যমান নয়।
২. সমস্যার অভিনব সমাধান – তারা প্রচলিত পদ্ধতিকে ভেঙে ভিন্ন উপায়ে সমাধান খুঁজে বের করে।
৩. ঝুঁকি নেওয়ার মানসিকতা – নতুন কিছু করার মধ্যে অনিশ্চয়তা থাকে, তবুও তারা সাহসের সঙ্গে এগিয়ে যায়।
৪. বিভিন্ন অভিজ্ঞতা থেকে শিক্ষা নেওয়া – সৃজনশীলতা কল্পনা ও বাস্তব অভিজ্ঞতার মেলবন্ধনে আরও শক্তিশালী হয়।

বাস্তব উদাহরণ

ইতিহাসে অসংখ্য উদ্ভাবক ও শিল্পী সৃজনশীলতার মাধ্যমে বিশ্বকে বদলে দিয়েছেন।

- লিওনার্দো দা ভিঞ্চি – কেবল একজন শিল্পী নয়, বরং বিজ্ঞানী, প্রকৌশলী, ও উদ্ভাবকও ছিলেন। তাঁর চিত্রকর্ম মোনালিসা যেমন শিল্পকলার অসাধারণ উদাহরণ, তেমনি তাঁর নকশা করা উড়ন্ত যন্ত্র আধুনিক বিমানের ধারণার ভিত্তি তৈরি করেছে।
- থমাস এডিসন – বৈদ্যুতিক বাল্ব, ফোনোগ্রাফ, মুভি ক্যামেরা—এসব উদ্ভাবনের পেছনে তাঁর সৃজনশীল চিন্তাশক্তি কাজ করেছে।
- রবীন্দ্রনাথ ঠাকুর – সাহিত্য, সংগীত, চিত্রকলা—প্রতিটি ক্ষেত্রে তাঁর সৃজনশীলতা তাঁকে বিশ্বমঞ্চে অনন্য করে তুলেছে।

দৈনন্দিন জীবনে সৃজনশীলতা:

সৃজনশীলতা শুধু বড় বড় উদ্ভাবনে সীমাবদ্ধ নয়। দৈনন্দিন জীবনে এর প্রয়োগ আমরা প্রায়ই দেখি—

- একজন রাঁধুনি নতুন রেসিপি বানালেন।
- একজন শিক্ষক নতুন শিক্ষণপদ্ধতি চালু করলেন যাতে ছাত্ররা সহজে শিখতে পারে।
- একজন দোকানদার অভিনব বিজ্ঞাপন দিয়ে ক্রেতা আকর্ষণ করলেন।

সৃজনশীলতার গুরুত্ব

- ব্যক্তিগত উন্নয়ন – এটি মস্তিষ্কে সক্রিয় ও নমনীয় রাখে, নতুন চ্যালেঞ্জ মোকাবিলায় আত্মবিশ্বাস দেয়।
- সমাজের অগ্রগতি – সৃজনশীলতার ফলে নতুন প্রযুক্তি, চিকিৎসা পদ্ধতি, শিল্পকর্ম সৃষ্টি হয় যা জীবনকে উন্নত করে।
- অর্থনৈতিক উন্নয়ন – নতুন পণ্য, সেবা ও ব্যবসায়িক ধারণা অর্থনীতিকে গতিশীল করে তোলে।

সৃজনশীলতা বিকাশের উপায়

১. পাঠাভ্যাস ও শেখার আগ্রহ – নতুন বিষয় সম্পর্কে জানা কল্পনাশক্তি বাড়ায়।
২. খোলা মনের চর্চা – ভিন্ন মতামত গ্রহণ ও বিভিন্ন অভিজ্ঞতার মূল্যায়ন করা।
৩. নতুন কিছু চেষ্টা করা – অচেনা কাজে হাত দিলে নতুন অভিজ্ঞতা ও ধারণা জন্মায়।
৪. প্রশ্ন করার অভ্যাস – “কেন” ও “কীভাবে” প্রশ্ন করা সৃজনশীল চিন্তাকে ত্বরান্বিত করে।

সৃজনশীলতা মানুষের এমন এক সম্পদ, যা দিয়ে অসম্ভবকে সম্ভব করা যায়। এটি ছাড়া সভ্যতার অগ্রগতি থেমে যেত। তাই জীবনের প্রতিটি ক্ষেত্রে সৃজনশীলতাকে লালন করতে হবে, তা শিল্পে হোক, বিজ্ঞানে হোক বা দৈনন্দিন সমস্যার সমাধানে। একজন সৃজনশীল মানুষ কেবল নিজের জীবনই বদলাতে পারে না, বরং পুরো সমাজকেও বদলে দিতে পারে।

অধ্যায় ২: সৃজনশীলতার ইতিহাস ও ধারা

গুহাচিত্র থেকে শুরু করে আধুনিক যুগের কৃত্রিম বুদ্ধিমত্তা—সব ক্ষেত্রেই সৃজনশীলতার প্রকাশ লক্ষ্য করা যায়।

প্রত্নতাত্ত্বিক গবেষণায় দেখা যায়, হাজার হাজার বছর আগে আমাদের পূর্বপুরুষেরা যখন গুহার দেওয়ালে চিত্র অঙ্কন করছিলেন, তখনও তারা তাদের অভিজ্ঞতা, পরিবেশ, সংকট, অনুভূতি—এসবের নতুন প্রকাশভঙ্গি খুঁজে নিচ্ছিলেন। সেটিই ছিল সৃজনশীলতার প্রাথমিক রূপ।

- প্রাচীন যুগে সৃজনশীলতা: মিশরের পিরামিড, মায়ান সভ্যতার স্থাপত্য, সিন্ধু সভ্যতার পয়ঃনিষ্কাশন ব্যবস্থা—সবকিছুর পেছনেই ছিল নতুন কিছু ভাবার, নতুন কিছু করার অদম্য চেষ্টা। এই সব উদ্ভাবন ছিল সৃজনশীলতার ফলাফল।
- মধ্যযুগে সৃজনশীলতা: এই সময়ে ধর্ম, সাহিত্য, সংগীত ও স্থাপত্যশিল্পে সৃজনশীলতা অনন্য রূপে প্রস্ফুটিত হয়। ইউরোপে রেনেসাঁ আন্দোলনের সময় যেমন লিওনার্দো দা ভিঞ্চি কিংবা মাইকেলেঞ্জেলোর সৃষ্টিকর্ম

সৃজনশীলতার নতুন দিগন্ত উন্মোচন করে, তেমনি আমাদের উপমহাদেশে এই সময়ে তৈরি হয় মহাকাব্য, সংগীত ও আধ্যাত্মিক সাহিত্য।

- আধুনিক যুগে সৃজনশীলতা: বিজ্ঞান, প্রযুক্তি, চিকিৎসাবিজ্ঞান, গণযোগাযোগ, সাহিত্য, চলচ্চিত্র, শিল্পকলা—সবক্ষেত্রেই সৃজনশীলতা নতুন মাত্রা পায়। ১৯শতকের শিল্পবিপ্লব থেকে শুরু করে ২১ শতকের কৃত্রিম বুদ্ধিমত্তার যুগ পর্যন্ত সৃজনশীলতা মানব সভ্যতাকে সামনে এগিয়ে নিয়েছে।
- বাংলার প্রেক্ষাপটে: বাংলা ভাষা ও সাহিত্যেও সৃজনশীলতার এক গৌরবময় ইতিহাস রয়েছে। মাইকেল মধুসূদন, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, সুকান্ত ভট্টাচার্য থেকে শুরু করে আধুনিক লেখকরা ভাষার মাধ্যমে সমাজ ও মানবতাবোধে যে নতুন চিন্তার জোয়ার এনেছেন, তা আজও পথ দেখায়।

অধ্যায় ৩: সৃজনশীলতা বনাম প্রতিভা — বিভ্রান্তি ও সত্যতা

অনেক সময় আমরা সৃজনশীলতা ও প্রতিভাকে এক করে ফেলি। কিন্তু প্রকৃতপক্ষে, এই দুটি ধারণা এক নয়। প্রতিভা অনেকটা জন্মগত, যেখানে সৃজনশীলতা চর্চা ও অভ্যাসের মাধ্যমে অর্জনযোগ্য।

- প্রতিভা: প্রতিভা হলো এমন একটি অন্তর্জাত ক্ষমতা যা কারো মধ্যে জন্ম থেকেই থাকে। যেমন, কেউ খুব দ্রুত গান শিখে ফেলতে পারে বা অন্ধে অসম্ভব দক্ষতা দেখাতে পারে। কিন্তু এই প্রতিভা সঠিকভাবে রূপ না পেলে তা নিষ্ফল হতে পারে।
- সৃজনশীলতা: সৃজনশীলতা হল সেই দক্ষতা, যা চিন্তাভাবনা, গবেষণা, তীক্ষ্ণ পর্যবেক্ষণ এবং কল্পনাশক্তির সম্মিশ্রণে জন্ম নেয়। একজন ব্যক্তি দিনে দিনে এটি নিজের মধ্যে গড়ে তুলতে পারে।
- উদাহরণ: একজন চিত্রশিল্পী স্বভাবজাত প্রতিভাবান হতে পারেন, কিন্তু একই শিল্পী যদি নতুন রঙের ব্যবহার, ভিন্ন দৃষ্টিভঙ্গি, প্রতীক বা বিমূর্ততার মাধ্যমে তার কাজকে নতুন উচ্চতায় নিয়ে যান—তবে সেটি হয় সৃজনশীলতা।
- মূল পার্থক্য: প্রতিভা হলো সম্ভাবনা, আর সৃজনশীলতা হলো সেই সম্ভাবনার ব্যবহারিক বাস্তবায়ন। প্রতিভা নিয়ে বসে থাকলে তা নিষ্ফল; কিন্তু সৃজনশীলতা দিয়ে সীমাবদ্ধ প্রতিভাও বিস্ময় সৃষ্টি করতে পারে।

- একসাথে কাজ: সবচেয়ে গুরুত্বপূর্ণ বিষয় হলো — প্রতিভা ও সৃজনশীলতা একসঙ্গে কাজ করলে একজন ব্যক্তি কিংবা জাতি অভূতপূর্ব অগ্রগতি সাধন করতে পারে।

অধ্যায় ৪: সৃজনশীলতার উপাদান ও ধাপসমূহ

সৃজনশীলতা কোনো আকস্মিক বা অলৌকিক ঘটনা নয়। এটি একটি প্রক্রিয়া—যার মধ্যে একাধিক উপাদান ও ধাপ কাজ করে সমন্বিতভাবে। নিচে সৃজনশীলতার মৌলিক উপাদান এবং এর পর্যায়ক্রমিক ধাপসমূহ বিশ্লেষণ করা হলো:

সৃজনশীলতার প্রধান উপাদান:

1. কৌতূহল (Curiosity):

সৃজনশীলতার শুরু হয় প্রশ্ন থেকে — “কেন?”, “কীভাবে?”, “অন্যভাবে করলে কী হতো?”। যেমন, নিউটনের আপেলের পতনের প্রতি কৌতূহল থেকেই শুরু হয়েছিল মহাকর্ষের আবিষ্কারের পথ।

2. ধারণা-সংগ্রহ (Information Gathering):

সৃজনশীল মন তথ্য ভালোবাসে। বই, পর্যবেক্ষণ, অভিজ্ঞতা, ডিজিটাল মাধ্যম—সবকিছু থেকেই সে ধারণা সংগ্রহ করে।

3. সংযোগ-ক্ষমতা (Associative Thinking):

সৃজনশীলতা মানে একদম নতুন কিছু নয়, বরং পুরনো ধারণাগুলোকেই নতুন উপায়ে জোড়া লাগানো। যেমন Uber অ্যাপ: গাড়ি + মোবাইল অ্যাপ + জিপিএস = রাইড শেয়ারিং।

4. কল্পনাশক্তি (Imagination):

বাস্তবতার গণ্ডি পেরিয়ে ভবিষ্যতের ছবি আঁকার শক্তি। যেমন, বিজ্ঞান কল্পকাহিনী থেকেই জন্ম নিয়েছে বহু আধুনিক প্রযুক্তি।

5. ঝুঁকি নেওয়ার মানসিকতা:

একজন সৃজনশীল ব্যক্তি ব্যর্থতাকে ভয় পান না। বরং ব্যর্থতাকে গ্রহণ করে শিখে নেন কীভাবে নতুনভাবে শুরু করা যায়।

6. সমালোচনামূলক চিন্তা:

শুধুমাত্র নতুন ধারণা যথেষ্ট নয়; তাকে পর্যালোচনা, সংশোধন ও প্রয়োগযোগ্য করে তোলাও জরুরি।

সৃজনশীলতার ধাপসমূহ (Graham Wallas-এর মডেল অনুসারে):

1. Preparation (প্রস্তুতি):সমস্যা বোঝা, তথ্য সংগ্রহ ও প্রাসঙ্গিক বিষয়ে গবেষণা।
2. Incubation (সঞ্চারণ):চেতনার বাইরে চিন্তার পরিণত হওয়া। অনেক সময় যখন আমরা সরাসরি ভাবছি না, তখনই সমাধান তৈরি হচ্ছে মাথার ভেতর।
3. Illumination (আলোকপ্রাপ্তি):হঠাৎ করে 'Eureka!' মুহূর্ত—যেখানে চিন্তার স্ফুরণ ঘটে।
4. Verification (সত্যতা যাচাই):সৃজনশীল সমাধান বাস্তবতা ও কার্যকারিতার ভিত্তিতে যাচাই করা।

আজকের দিনে ডিজাইন থিঙ্কিং (Design Thinking) মডেল, যেমন IDEO-এর পদ্ধতিও সৃজনশীল সমস্যার সমাধানে ব্যাপকভাবে ব্যবহৃত হচ্ছে।

অধ্যায় ৫: শিক্ষাক্ষেত্রে সৃজনশীলতা

আজকের দিনে শিক্ষাব্যবস্থা কেবল তথ্যভিত্তিক জ্ঞান নয়, বরং সমস্যা সমাধান, সমবায়, বিশ্লেষণাত্মক ও সৃজনশীল চিন্তাভাবনাকেই বেশি গুরুত্ব দিচ্ছে। সৃজনশীলতা শিক্ষাক্ষেত্রে কেবল চিত্রাঙ্কন বা গল্প লেখার মধ্যেই সীমাবদ্ধ নয়; বরং এটি গণিত, বিজ্ঞান, ইতিহাস এমনকি ভাষার চর্চায়ও প্রতিফলিত হয়।

কেন সৃজনশীলতা দরকার শিক্ষাক্ষেত্রে?

1. তথ্য মুখস্থ নয়, বিশ্লেষণ চর্চা: Google-এর যুগে তথ্যের অভাব নেই, কিন্তু তথ্যকে বিশ্লেষণ করে প্রাসঙ্গিক সমাধান তৈরি করাই বড় গুণ।
2. ভিন্ন চিন্তায় নেতৃত্ব: শিক্ষার্থীদের ‘একটি মাত্র সঠিক উত্তর’ থেকে বের করে এনে বহু-উত্তরের পথে চালিত করতে হবে।
3. টেকনোলজির সহায়তায় চিন্তা বিকাশ: আজকের ডিজিটাল শিক্ষায় AI টুলস (যেমন ChatGPT), AR/VR, এবং ডিজাইন সফটওয়্যার শিক্ষার্থীদের নতুনভাবে ভাবতে সাহায্য করে।

সৃজনশীল শিক্ষার বাস্তব উদ্যোগ (বাংলাদেশ ও বিশ্ব):

বাংলাদেশে: ‘Rising Star’ ও ‘10 Minute School’-এর মতো প্ল্যাটফর্ম নতুন চিন্তা ও উপস্থাপনার উদাহরণ।

আন্তর্জাতিক: Finland-এর স্কুলগুলিতে ছাত্রদের হাতে প্রকল্প তুলে দেওয়া হয়। তারা নিজেরাই গবেষণা করে, সমাধান খোঁজে।

কিভাবে শিক্ষাপদ্ধতি বদলানো যায়?

পাঠ্যপুস্তক-নির্ভরতা কমিয়ে বাস্তবভিত্তিক শিখন

আন্তঃবিষয়ভিত্তিক শিক্ষা (interdisciplinary learning)

খোলা প্রশ্ন, বিতর্ক, খেলাধুলা, ও নাট্যচর্চার মাধ্যমে চিন্তার প্রসার

ব্যর্থতার প্রশয় দেওয়া — “ভুল করলে শেখা যায়” এই মনোভাব গড়ে তোলা

অধ্যায় ৬: বিজ্ঞান ও প্রযুক্তিতে সৃজনশীলতা

আজকের বিজ্ঞান ও প্রযুক্তি সম্পূর্ণভাবেই সৃজনশীলতার উপর নির্ভরশীল। নতুন প্রযুক্তি মানেই নতুন সমস্যা, এবং নতুন সমস্যার জন্য চাই নতুন চিন্তা — অর্থাৎ সৃজনশীল সমাধান।

আধুনিক যুগে সৃজনশীল প্রযুক্তি উদ্ভাবন:

1. কৃত্রিম বুদ্ধিমত্তা (AI): ChatGPT, DALL-E, Midjourney ইত্যাদি টুল দিয়ে এখন ছবি, কবিতা, প্রবন্ধ — সবই তৈরি হচ্ছে। কিন্তু এই AI নিজে চিন্তা করে না; মানুষের সৃজনশীলতাই তাকে পরিচালিত করে।
2. টেকসই প্রযুক্তি (Sustainable Tech): জলবায়ু পরিবর্তন মোকাবেলায় উদ্ভাবিত হয়েছে সোলার রোড, vertical farming, plastic-eating bacteria ইত্যাদি।
3. স্পেস টেকনোলজি: SpaceX-এর reusable rocket ধারণা বিজ্ঞান ও সৃজনশীলতার অসাধারণ সংমিশ্রণ। পূর্বে যা একবার ব্যবহারে শেষ হতো, এখন তা বারবার ব্যবহার হচ্ছে।
4. ক্লাইমেট-টেক এবং গ্রিন ইনোভেশন: বিশ্বের বহু স্টার্টআপ এখন সৃজনশীলভাবে খুঁজছে কীভাবে কার্বন নিঃসরণ কমানো যায়। উদাহরণ: CO₂ capture through algae farms।
5. স্বাস্থ্য প্রযুক্তি: 3D printed organs, বায়োনিক হাত/পা, এবং ন্যানো-রোবট সবই সৃজনশীল বিজ্ঞানের ফসল।

বাং উদ্ভাবনের কিছু সৃজনশীল দৃষ্টান্ত:

‘মেডিসিন অ্যাট হোম’ অ্যাপ: গ্রামের রোগীদের জন্য সহজে ওষুধ সরবরাহ।

‘শিখুন’ প্ল্যাটফর্ম: গ্রামের স্কুলে অনলাইন লার্নিং সিস্টেম চালু করা।

ড্রোন দিয়ে কৃষিজমি পরীক্ষা: কোন জমিতে কতটা সার দরকার তা ড্রোন দ্বারা নির্ধারণ।

উপসংহার এই অধ্যায়গুলির প্রেক্ষিতে:

বিজ্ঞান ও প্রযুক্তিতে সৃজনশীলতা শুধু আর্ট বা সাহিত্য নয় — এটি জীবনের প্রতিটি স্তরে, প্রতিটি সমস্যায় নতুন চোখে দেখার ক্ষমতা এনে দেয়। এভাবেই ভবিষ্যতের

সমাজ গঠিত হবে এমন মানুষদের দ্বারা, যারা চিন্তা করে বাইরে বাক্সের (think outside the box)।

অধ্যায় ৭: ব্যবসা ও উদ্যোক্তায় সৃজনশীলতা

যেখানে সবাই একই পদ্ধতিতে ব্যবসা চালায়, সেখানে একজন সৃজনশীল উদ্যোক্তা অন্যদের থেকে আলাদা হয়ে ওঠেন। সৃজনশীলতা এখানে কেবল নতুন পণ্য তৈরি নয়; বরং নতুন কৌশল, বাজার বিশ্লেষণ, গ্রাহক অভিজ্ঞতা এবং ব্র্যান্ড পরিচিতির প্রতিটি ধাপে কাজে লাগে।

সৃজনশীল ব্যবসার উদাহরণ:

1. Apple: প্রযুক্তির দুনিয়ায় বিপ্লব ঘটিয়েছে সৃজনশীল ডিজাইন, ফিচার এবং ইউজার-ইন্টারফেস দিয়ে। তারা পণ্যের বাইরের বক্সকেও শিল্পে পরিণত করেছে।
2. Patagonia (USA): পরিবেশবান্ধব ফ্যাশনের ব্র্যান্ড, যারা পুরনো জামা সারিয়ে ফেরত নেওয়ার অফার দিয়ে বিশ্বকে এক নতুন ব্যবসার মডেল শিখিয়েছে।
3. বাংলাদেশে: Pathao ও Shohoz: কেবল পরিবহন নয়, এখন খাবার, কুরিয়ার, এমনকি স্বাস্থ্যসেবা পর্যন্ত যুক্ত করেছে এক অ্যাপের মধ্যে।

Trishna.ai: AI ভিত্তিক বাংলা ভাষায় কাস্টমার কেয়ার চ্যাটবট তৈরি করেছে — সম্পূর্ণ নিজস্ব চিন্তার ফসল।

উদ্যোক্তার সৃজনশীল বৈশিষ্ট্য:

- সমস্যা দেখার ভিন্ন দৃষ্টি,
- বুঁকি নেওয়ার সাহস,
- নেটওয়ার্ক তৈরি করার ক্ষমতা,
- প্রযুক্তির সদ্ব্যবহার,
- পরিবর্তনের সঙ্গে মানিয়ে নেওয়ার নমনীয়তা।

নতুন ধারার ব্যবসা:

- Subscription Model: Netflix, Spotify
- Community Driven Products: Kickstarter
- Zero Waste Business: Refillable shops, compostable packaging
- Digital First Branding: ইনস্টাগ্রাম বা TikTok থেকেই ব্র্যান্ড তৈরি

সৃজনশীলতা ছাড়া উদ্যোক্তা হওয়া আজকের দুনিয়ায় অসম্ভব। যিনি সমস্যা দেখেন নতুনভাবে, সমাধান দেন অন্যভাবে—তিনিই আগামী দিনের বিজয়ী।

অধ্যায় ৮: সাহিত্য ও শিল্পকলায় সৃজনশীলতা

সাহিত্য ও শিল্পকলার জগৎ সৃজনশীলতার চিরন্তন অভয়ারণ্য। ভাষা, রঙ, ছন্দ, ছবি কিংবা নাট্যরূপ – সবই হচ্ছে চিন্তার এমন এক বহিঃপ্রকাশ, যা যুগ যুগ ধরে মানুষের আবেগ, ইতিহাস ও স্বপ্নকে তুলে ধরেছে।

সাহিত্যে সৃজনশীলতা:

সৃজনশীল সাহিত্য কেবল গল্প বলা নয়, বরং বাস্তবকে ভিন্ন দৃষ্টিতে উপস্থাপন।

- রবীন্দ্রনাথ ঠাকুরের ‘শিশু’ কবিতা সিরিজে যেমন শিশুদের চোখে পুরো দুনিয়াকে দেখানো হয়েছে।
- আধুনিক লেখায়: সাই-ফাই, মাইক্রোফিকশন, ভিজুয়াল কবিতা ইত্যাদি এখন সাহিত্যকে ডিজিটাল রূপ দিচ্ছে।
- AI এবং সাহিত্য এখন একত্রে কাজ করছে:
- Sudowrite বা GrammarlyGO লেখকদের সহায়তা করছে ভাবনা গুছিয়ে আনতে।

শিল্পকলায় সৃজনশীলতা:

চিত্রকলায় এখন ‘AI art’, ‘3D projection mapping’, ‘augmented reality gallery’ এর মতো সৃজনশীল মাধ্যম ব্যবহার হচ্ছে।

বাংলাদেশের শিল্পীরা: জলের মত ভাসা, চরিত্র বিমূর্ত, লোকশিল্প এবং আধুনিকতা একত্র করে নতুন রূপ আনছেন।

বিপ্লব ঘটছে:

- Instagram Art
- NFT ও Digital Art
- Sound Sculptures ও Immersive Installations

সৃজনশীল প্রকাশের নতুন রূপ:

- Spoken Word Poetry: মঞ্চে দাঁড়িয়ে তাৎক্ষণিক কবিতা
- Flash Fiction: ১০০ শব্দে গল্প
- Film Poetry: দৃশ্য ও কণ্ঠে মিশ্র কবিতা
- দিব্যচিত্রকলা (Generative Art): AI দিয়ে ছবি তৈরি

সাহিত্য ও শিল্পকলা কেবল বিনোদন নয়—এগুলি চিন্তার বিপ্লব। আর সৃজনশীলতা এখানে ক্যানভাসের রঙের মতো, যা প্রতিবারই নতুন আঙ্গিকে প্রকাশ পায়।

অধ্যায় ৯: সামাজিক পরিবর্তনে সৃজনশীলতা

সৃজনশীলতা শুধু ব্যক্তিগত বা পেশাগত উন্নয়নের জন্য নয়—এটি সমাজ গঠনের জন্যও অপরিহার্য। যখন প্রচলিত পদ্ধতি ব্যর্থ হয়, তখন সৃজনশীলতা নতুন পথ তৈরি করে দেয়।

সামাজিক পরিবর্তনের সৃজনশীল উদাহরণ:

1. Narayan Krishnan (ভারত):

পাঁচতারা হোটেলের শেফ চাকরি ছেড়ে গরীবদের রান্না করে খাওয়ান। তাঁর মডেল পুরো দুনিয়ার জন্য একটি উদাহরণ।

2. Mohammad Yunus (বাংলাদেশ):

ক্ষুদ্রঋণ ধারণার মাধ্যমে বিশ্বব্যাপী দরিদ্রদের জন্য আর্থিক স্বাধীনতার পথ খুলে দিয়েছেন।

3. Arunachalam Muruganatham (India):

নারীদের জন্য সস্তা স্যানিটারি ন্যাপকিন তৈরি করে গোটা সামাজিক ট্যাবু ভেঙে দিয়েছেন।

4. Plastic Roads (Netherlands):

ফেলা প্লাস্টিক দিয়ে রাস্তা তৈরি করে তারা পরিবেশ সুরক্ষা এবং অবকাঠামো উভয় সমস্যার সৃজনশীল সমাধান দিচ্ছে।

কিভাবে সমাজে সৃজনশীলতা বাস্তব হয়:

- শিক্ষিত তরুণদের Startups: গ্রামীণ সমস্যার সমাধানে ডিজিটাল হেলথ, পরিবেশ, শিক্ষা বিষয়ক উদ্যোগ।
- ডিজিটাল অ্যাক্টিভিজম: ইন্সটাগ্রাম ক্যাম্পেইন, ইনফোগ্রাফিক্স ও ছোট ভিডিও এখন সামাজিক সচেতনতা তৈরি করে।

উদাহরণ:

- Jaago Foundation: অনলাইনে গ্রামীণ শিশুদের শহরের শিক্ষকের সঙ্গে যুক্ত করা।
- Bhumijo: ঢাকার রাস্তার পাশে স্যানিটেশন সুবিধা বাড়ানো হয়েছে সৃজনশীল ডিজাইন ও মোবাইল অ্যাপের মাধ্যমে।

সৃজনশীলতা সমাজকে শুধুমাত্র পরিবর্তন করে না—এটি আশার আলো দেখায়। প্রতিটি নতুন ভাবনা, প্রতিটি উদ্যোগ, একেকটি সামাজিক বিপ্লবের সূচনা।

উপসংহার:এই তিনটি অধ্যায়ের মাধ্যমে আমরা দেখলাম, সৃজনশীলতা কেবল শিল্প বা ব্যক্তিগত চর্চার বিষয় নয় — এটি ব্যবসা থেকে শুরু করে সমাজ গঠন, শিক্ষা থেকে প্রযুক্তি—সব ক্ষেত্রেই পরিবর্তনের চাবিকাঠি।

অধ্যায় ১০: রাজনীতি ও নেতৃত্বে সৃজনশীলতা

রাজনীতি সাধারণত পরিচালিত হয় কৌশল, দৃষ্টিভঙ্গি ও জনসংযোগের মাধ্যমে। কিন্তু সৃজনশীলতা ছাড়া নেতৃত্ব কখনোই দীর্ঘস্থায়ী প্রভাব ফেলতে পারে না। পরিবর্তিত বিশ্বের চাহিদা অনুযায়ী যারা নতুন পন্থায় চিন্তা করতে পারে, তারাই প্রকৃত নেতা।

সৃজনশীল রাজনীতি মানে কী?

- প্রচলিত সমস্যাকে নতুন দৃষ্টিকোণ থেকে দেখার ক্ষমতা
- জনসাধারণের সঙ্গে আবেগঘন সংযোগ তৈরির দক্ষতা
- ভবিষ্যতের কথা ভেবে এখনই সাহসী সিদ্ধান্ত নেওয়া

উদাহরণ:

- Justin Trudeau (Canada): বহু সংস্কৃতির রাজনীতি, উন্মুক্ততা ও টেকসই উন্নয়নের ধারণা দিয়ে এক ভিন্নধর্মী নেতৃত্ব গড়ে তুলেছেন।
- Jacinda Ardern (New Zealand): সহানুভূতির মাধ্যমে নেতৃত্ব, কোভিড মোকাবেলায় তার মানবিক দৃষ্টিভঙ্গি ছিল এক অনন্য উদাহরণ।
- Narendra Modi (India): ডিজিটাল ইন্ডিয়া বা স্টার্টআপ ইন্ডিয়া প্রজেক্ট—একটি সৃজনশীল রাষ্ট্রনির্মাণের প্রচেষ্টা।

দৃষ্টান্ত:

Narayan Chandra Chanda (খুলনার মৎস্য প্রকল্প): জলের উপর প্লাস্টিক ড্রাম দিয়ে ভাসমান কৃষি তৈরি করেছেন—এটি রাজনৈতিক সদৃশতা ও সৃজনশীলতার মিল।

ভবিষ্যতের নেতৃত্ব কেমন হবে?

- প্রযুক্তিনির্ভর
- পরিবেশবান্ধব
- অন্তর্ভুক্তিমূলক
- সামাজিক উদ্ভাবনী শক্তির উপর ভিত্তিকৃত
- সৃজনশীল নেতৃত্ব এমন এক শক্তি, যা কেবল ভোটে জয় নয়—মানুষের অন্তরজয়েও সক্ষম।

অধ্যায় ১১: স্বাস্থ্য ও চিকিৎসাক্ষেত্রে সৃজনশীলতা

আধুনিক চিকিৎসা কেবল ওষুধ বা অস্ত্রোপচারের ওপর নির্ভর করে না—এখন সৃজনশীল পদ্ধতি ও প্রযুক্তি ব্যবহারে বিপ্লব ঘটছে।

বর্তমান উদ্ভাবন:

1. AI Diagnosis: Google Health বা IBM Watson AI এখন ক্যান্সার বা চোখের রোগ শনাক্ত করতে পারে দ্রুত ও নির্ভুলভাবে।
2. Telemedicine: COVID-পরবর্তী বিশ্বে ভার্চুয়াল ডাক্তার সেবা এখন প্রত্যন্ত অঞ্চলেও চিকিৎসা পৌঁছে দিচ্ছে।
3. Wearable Technology: Smartwatch এখন হৃদস্পন্দন, ঘুম, এমনকি ডায়াবেটিস পর্যবেক্ষণ করছে। এগুলোর তথ্য থেকে চিকিৎসকেরা দ্রুত সিদ্ধান্ত নিতে পারছেন।

বাংলাদেশে উদাহরণ:

- CMED Health: সাধারণ ফোন দিয়েই রক্তচাপ, রক্তের অক্সিজেন বা ব্লাড সুগার মাপার ডিজিটাল কিট।
- AamarLab: অনলাইন টেস্ট বুকিং, ঘরে বসে ব্লাড টেস্ট — স্বাস্থ্যসেবার ডিজিটাল রূপ।

ভবিষ্যতের দিকনির্দেশনা:

- Bioengineered organs
- AI-powered mental health therapy
- VR-based pain distraction techniques
- 3D printed prosthetics

চিকিৎসাক্ষেত্রে সৃজনশীলতা মানে কেবল উন্নত চিকিৎসা নয়—আরো মানবিক, সশ্রয়ী এবং সমতামূলক সেবা নিশ্চিত করা।

অধ্যায় ১২: পরিবেশ ও জলবায়ু পরিবর্তনে সৃজনশীলতা

বিশ্ব যখন জলবায়ু সংকটে ভুগছে, তখন সৃজনশীল চিন্তাই হতে পারে টেকসই পৃথিবীর চাবিকাঠি।

বর্তমান উদ্ভাবন:

1. Carbon Capture Trees (AI-enhanced):

এমন কৃত্রিম গাছ তৈরি হয়েছে যা এক দিনে ৩৫০ গাছের মতো CO₂ শোষণ করতে পারে।

2. Floating Farms:

জলবায়ু পরিবর্তনের কারণে যেসব জমি ডুবে যাচ্ছে, সেখানে ভাসমান সবজি ও ধানচাষ করা হচ্ছে।

3. Plastic-eating Bacteria:

জেনেটিকালি পরিবর্তিত কিছু ব্যাকটেরিয়া আবিষ্কৃত হয়েছে যারা প্লাস্টিক খেয়ে পরিবেশকে পরিষ্কার করতে পারে।

4. Vertical Forests (Milan, Italy):

বিল্ডিংয়ের প্রতিটি তলায় গাছ লাগিয়ে তৈরি হচ্ছে সবুজ ভবিষ্যৎ শহর।

উদাহরণ:

Shidhulai Swanirvar Sangstha: নৌকা-স্কুল, নৌকা-লাইব্রেরি ও নৌকা-চিকিৎসা। বন্যাপ্রবণ এলাকার শিক্ষার্থীদের জন্য সৃজনশীল সমাধান।

Waste Concern: বর্জ্য থেকে সার উৎপাদন করে 'Green Jobs' তৈরি করছে।

ভবিষ্যতের পরিবেশ বান্ধব ধারণা:

- Solar Roadways
- Self-healing concrete
- Smart Trees (sensor-based pollution control)
- Ocean Cleanup Drones

জলবায়ু সংকটের সময়ে সৃজনশীল চিন্তাই আমাদের অস্তিত্ব রক্ষার প্রধান হাতিয়ার।

অধ্যায় ১৩: প্রযুক্তি ও ভবিষ্যতের সৃজনশীল চ্যালেঞ্জ

প্রযুক্তির অগ্রগতিতে সৃজনশীলতার সীমা কোথায়, সেটাই এখন প্রশ্ন। কৃত্রিম বুদ্ধিমত্তা, মেটাভার্স, কোয়ান্টাম কম্পিউটিং — প্রতিটি ক্ষেত্রেই মানুষকে নতুন করে ভাবতে বাধ্য করছে। উন্নত প্রযুক্তির কিছু চ্যালেঞ্জ ও সম্ভাবনা:

প্রযুক্তি সম্ভাবনা চ্যালেঞ্জ

AI দ্রুত কাজ, কনটেন্ট সৃষ্টি, চিকিৎসাচাকরি হারানো, তথ্যের সত্যতা

Metaverse ভার্চুয়াল শিক্ষা, শিল্প, ব্যবসাবাস্তব সংযোগের ঘাটতি

Quantum Computing ওষুধ আবিষ্কারে বিপ্লবজটিলতা, ব্যয়বহুলতা

Blockchain স্বচ্ছতা, NFT, অর্থনৈতিক বিকেন্দ্রীকরণনিরাপত্তা, পরিবেশগত প্রভাব

সৃজনশীল চ্যালেঞ্জগুলো কী?

যান্ত্রিক নির্ভরতা না হয়ে ওঠা

মানুষ-কেন্দ্রিক প্রযুক্তি তৈরি

নীতিনৈতিক দৃষ্টিভঙ্গি বজায় রাখা

তথ্য ও আবেগের ভারসাম্য বজায় রাখা

Creative Future কেমন হতে পারে?

- AI-human co-creation studios
- Fully immersive virtual exhibitions
- Emotion-sensitive AI systems
- Space-based creativity hubs (NASA already experimenting!)

সৃজনশীলতা কেবল প্রযুক্তিকে অনুসরণ করে না — এটি প্রযুক্তিকে পথ দেখায়।

উপসংহার: সৃজনশীলতার নতুন দিগন্তে মানবতার অগ্রযাত্রা

সৃজনশীলতা কখনোই কেবল একটি গুণ নয়—এটি মানব সভ্যতার টিকে থাকার, বিকাশের, ও নবায়নের মূল চালিকা শক্তি। ইতিহাসের পাতায় চোখ রাখলেই দেখা যায়, মানবজাতি যতবার সংকটে পড়েছে, ততবারই সৃজনশীলতা তাকে নতুন পথ দেখিয়েছে।

পুরনো সমস্যাগুলোর একঘেয়ে সমাধানের বাইরে গিয়ে যখন আমরা “নতুন চোখে” তাকাই—ঠিক তখনই জন্ম হয় সত্যিকারের পরিবর্তনের। শিল্প, সাহিত্য, রাজনীতি, প্রযুক্তি, শিক্ষা কিংবা পরিবেশ—সব ক্ষেত্রেই সেই এক জিনিস আমাদের চালিত করেছে: সৃষ্টিশীল চিন্তার সাহস।

আজকের এই প্রযুক্তিনির্ভর, বৈচিত্র্যময় ও সংকটে ভরা পৃথিবীতে, সৃজনশীলতাকে আর বিলাসিতা বলে গণ্য করা যায় না—এটি একান্ত প্রয়োজনীয়। জলবায়ু পরিবর্তন, তথ্য যন্ত্রণা, সামাজিক বৈষম্য, মানসিক স্বাস্থ্য সমস্যা—প্রতিটি চ্যালেঞ্জের সামনে

দাঁড়িয়ে এখন আমাদের দরকার সেইসব চিন্তাশীল মস্তিষ্ক, যারা প্রচলিত গণ্ডির বাইরে গিয়ে ভাবতে পারে।

এখানে সৃজনশীলতা মানে শুধু নতুন কিছু বানানো নয়—এটি হল:

- মানুষের অনুভূতিকে বোঝা,
- প্রযুক্তির সঙ্গে মানবতাকে মিশিয়ে চলা,
- এবং সবচেয়ে বড় কথা, নতুন ভবিষ্যৎ কল্পনা করার সাহস রাখা।

শিক্ষার্থীর পাঠ্যবইয়ের প্রশ্ন হোক বা বিজ্ঞানীর গবেষণাগারের জটিল প্রশ্ন—সবখানেই পুরনো সমস্যাগুলিকে যদি নতুন চোখে দেখা যায়, তাহলেই উদ্ভব হবে এক নতুন দিগন্তের।

- ভবিষ্যৎ তাদেরই, যারা প্রশ্ন করে।
- ভবিষ্যৎ তাদেরই, যারা নতুনভাবে দেখে।
- ভবিষ্যৎ তাদেরই, যারা পরিবর্তনের সাহস রাখে।
- এবং সৃজনশীলতা—এই সাহসের নাম।

সৃজনশীলতা মানুষের এক বিশেষ মানসিক শক্তি, যা তাকে নতুনভাবে চিন্তা করতে, ভিন্নভাবে কল্পনা করতে এবং পুরনো সমস্যার অভিনব সমাধান খুঁজে বের করতে সাহায্য করে। মানব সভ্যতার ইতিহাসে যত অগ্রগতি হয়েছে, তার প্রায় সবকটির পেছনে সৃজনশীলতার অবদান রয়েছে। যখন আমরা বলি “পুরনো সমস্যাকে নতুন চোখে দেখা”, তখন আসলে বোঝাই যে একই সমস্যাকে আগের মতো না দেখে, নতুনভাবে বিশ্লেষণ করা, অন্য দৃষ্টিকোণ থেকে বিচার করা এবং সেই অনুযায়ী নতুন সমাধান তৈরি করা। এই প্রক্রিয়াই সৃজনশীলতার মূল প্রাণশক্তি।

মানুষের জীবনচক্রে সমস্যা আসা স্বাভাবিক। কিন্তু সৃজনশীলতা ছাড়া সেই সমস্যাগুলোর সমাধান হয় একঘেয়ে ও সীমিত। সৃজনশীল মানুষ সমস্যাকে কেবল বাধা হিসেবে নয়, বরং সুযোগ হিসেবে দেখে। তারা ভাবেন, কিভাবে একই সমস্যাকে নতুনভাবে বোঝা যায় এবং কেমন করে সেই বোঝাপড়া থেকে ভিন্ন সমাধান তৈরি করা সম্ভব। উদাহরণস্বরূপ, বিদ্যুতের আগে মানুষ আলোর জন্য তেলের প্রদীপ ব্যবহার করত। কিন্তু থমাস এডিসন যদি কেবল প্রদীপের তেল

বাড়ানো বা সলতের মান উন্নত করার কথা ভাবতেন, তবে বৈদ্যুতিক বাল্ব হয়তো আমাদের হাতে আসত না। তিনি সমস্যাকে নতুন চোখে দেখেছিলেন—আলোর উৎস সম্পূর্ণ ভিন্নভাবে কল্পনা করেছিলেন। এটাই সৃজনশীলতার প্রকৃত রূপ।

সৃজনশীলতা জন্মগত হলেও তা চর্চা ও অভিজ্ঞতার মাধ্যমে বিকশিত হয়। একজন চিত্রশিল্পী হয়তো ছোটবেলা থেকেই রঙের প্রতি আকৃষ্ট, কিন্তু তাঁর কল্পনাশক্তি পূর্ণতা পায় ক্রমাগত অনুশীলন, শিল্পচর্চা এবং নতুন অভিজ্ঞতার মাধ্যমে। একইভাবে একজন বিজ্ঞানীর গবেষণা তখনই সাফল্য পায়, যখন তিনি প্রচলিত তত্ত্ব ভেঙে নতুন সম্ভাবনার দিকে মনোযোগ দেন। সৃজনশীলতার এই গুণ কেবল ব্যক্তিগত উন্নয়নে নয়, বরং সামগ্রিক সামাজিক পরিবর্তনেও প্রভাব ফেলে। সমাজে যখন কোনো সমস্যা দীর্ঘদিন ধরে বিদ্যমান থাকে, তখন সেটিকে ভিন্নভাবে দেখা এবং নতুন সমাধান খোঁজা সমাজকে এগিয়ে নিয়ে যায়।

বাংলা সাহিত্যেই সৃজনশীলতার অসংখ্য উদাহরণ আছে। রবীন্দ্রনাথ ঠাকুর বাংলা কবিতায় নতুন ধারা এনেছিলেন। তাঁর আগে বাংলা কবিতার কাঠামো ছিল অনেকটাই প্রচলিত ছন্দ ও ধরণে সীমাবদ্ধ। কিন্তু রবীন্দ্রনাথ সেই ধারা ভেঙে মুক্তছন্দের প্রচলন করেন, কবিতায় প্রকৃতির ভাষা ও মানুষের অন্তর্গত অনুভূতিকে নতুনভাবে প্রকাশ করেন। তিনি কেবল কবিতা নয়, গল্প, উপন্যাস, গান, নাটক—সব ক্ষেত্রেই নতুন দৃষ্টিভঙ্গি প্রয়োগ করেছেন। তাঁর সৃজনশীলতা কেবল সাহিত্যকে সমৃদ্ধ করেনি, বরং বাংলার সংস্কৃতিরও নতুন পরিচয় গড়ে তুলেছে।

সৃজনশীলতার প্রকৃত সৌন্দর্য হলো এটি সীমাবদ্ধতাকে সুযোগে পরিণত করতে পারে। ধরুন, একজন শিক্ষক একটি গ্রামে পড়ান, যেখানে বইপত্র ও প্রযুক্তির অভাব রয়েছে। তিনি যদি সৃজনশীল হন, তবে এই সীমাবদ্ধতাকে পেরিয়ে যাবেন। হয়তো তিনি স্থানীয় গল্প, লোকগান বা খেলাধুলাকে পাঠদানের উপায় হিসেবে ব্যবহার করবেন, যাতে ছাত্ররা আনন্দের সঙ্গে শিখতে পারে। এভাবেই সৃজনশীলতা বাস্তব জীবনের সমস্যাকে নতুন উপায়ে সমাধান করে।

বিজ্ঞান ও প্রযুক্তির জগতে সৃজনশীলতা এক বিপ্লব ঘটিয়েছে। চাকার আবিষ্কার, ছাপাখানা, বিদ্যুৎ, টেলিফোন, ইন্টারনেট—সবই এসেছে তখন, যখন কেউ প্রচলিত সমাধানের বাইরে গিয়ে সমস্যাকে নতুন চোখে দেখেছে। ইন্টারনেটের উদ্ভাবন হয়েছে যোগাযোগ সমস্যার এক অভিনব সমাধান হিসেবে। আগে যোগাযোগ মানে

ছিল চিঠি বা টেলিগ্রাম, যা সময়সাপেক্ষ। কিন্তু আজ আমরা কয়েক সেকেন্ডে পৃথিবীর যেকোনো প্রান্তে তথ্য পাঠাতে পারি, যা একসময় কল্পনারও বাইরে ছিল। এই বিপ্লব সম্ভব হয়েছে কেবল সৃজনশীল চিন্তার কারণেই।

সৃজনশীলতা শুধু বড় উদ্ভাবনের মধ্যেই সীমাবদ্ধ নয়, বরং আমাদের দৈনন্দিন জীবনেও তার প্রভাব রয়েছে। একজন গৃহিণী যখন রান্নায় নতুন স্বাদ আনতে ভিন্ন উপকরণ ব্যবহার করেন, সেটিও সৃজনশীলতা। একজন কৃষক যখন ফসল চাষে নতুন প্রযুক্তি বা প্রথা প্রয়োগ করেন, তখন তিনি শুধু নিজের উৎপাদনশীলতা বাড়ান না, বরং কৃষিক্ষেত্রেও নতুন সম্ভাবনার দ্বার উন্মোচন করেন।

তবে সৃজনশীলতা চর্চার জন্য প্রয়োজন খোলা মন ও মুক্ত চিন্তা। যে মন ভয়, সংকোচ ও পূর্বধারণায় ভরা, সেখানে সৃজনশীলতা বিকশিত হয় না। তাই মুক্ত পরিবেশ, নতুন অভিজ্ঞতা ও ব্যর্থতাকে গ্রহণ করার সাহস—এসবই সৃজনশীলতাকে লালন করার জন্য অপরিহার্য। সৃজনশীল মানুষ জানে, ব্যর্থতা শেষ নয়, বরং নতুন সমাধানের পথে একটি ধাপ।

আজকের বিশ্বে সৃজনশীলতার প্রয়োজন আগের চেয়ে অনেক বেশি। প্রযুক্তি দ্রুত বদলাচ্ছে, সমাজের চাহিদা বদলাচ্ছে, আর এর সঙ্গে পাল্লা দিয়ে এগোতে হলে সমস্যাকে নতুনভাবে দেখতে হবে। শিক্ষাক্ষেত্রে সৃজনশীলতা মানে হচ্ছে ছাত্রদের মুখস্থ বিদ্যা শেখানো নয়, বরং তাদের এমনভাবে শেখানো যাতে তারা নিজেরাই সমস্যার সমাধান বের করতে পারে। ব্যবসায়িক জগতে সৃজনশীলতা মানে শুধু পণ্য বিক্রি নয়, বরং মানুষের প্রয়োজন বুঝে নতুনভাবে সেই প্রয়োজন মেটানো। চিকিৎসা ক্ষেত্রে সৃজনশীলতা মানে রোগ নিরাময়ের জন্য নতুন ও কার্যকরী উপায় উদ্ভাবন করা। সৃজনশীলতার আরেকটি গুরুত্বপূর্ণ দিক হলো এর বহুমাত্রিকতা। এটি এক ব্যক্তির মধ্যেই সীমাবদ্ধ নয়; বরং দলগত বা সামষ্টিক সৃজনশীলতাও সমাজে বড় পরিবর্তন আনে। যখন বিভিন্ন ক্ষেত্রের মানুষ একত্রে সমস্যাকে নতুন চোখে দেখে, তখন আরও কার্যকর সমাধান জন্ম নেয়। উদাহরণস্বরূপ, প্রাকৃতিক দুর্যোগ মোকাবিলায় প্রকৌশলী, চিকিৎসক, প্রশাসক ও স্বেচ্ছাসেবীরা একসঙ্গে কাজ করলে তারা কেবল তাৎক্ষণিক সাহায্যই নয়, বরং দীর্ঘমেয়াদে টেকসই সমাধান বের করতে পারে।

অতএব, সৃজনশীলতা কেবল একটি মানসিক গুণ নয়, বরং এটি মানব অগ্রগতির চালিকাশক্তি। পুরনো সমস্যাকে নতুন চোখে দেখার মধ্যেই লুকিয়ে আছে নতুন সম্ভাবনা ও উন্নতির পথ। জীবনের প্রতিটি ক্ষেত্রে এই দৃষ্টিভঙ্গি গ্রহণ করা জরুরি— শিল্পে, বিজ্ঞানে, ব্যবসায়, শিক্ষায় কিংবা দৈনন্দিন সমস্যার সমাধানে। সৃজনশীল চিন্তা আমাদেরকে সীমাবদ্ধতা থেকে মুক্তি দেয়, দিগন্তকে প্রসারিত করে এবং অসম্ভবকে সম্ভব করে তোলে। তাই সৃজনশীলতাকে কেবল একটি প্রতিভা নয়, বরং জীবনের অপরিহার্য দক্ষতা হিসেবে গ্রহণ করতে হবে, যাতে আমরা নিজেদের জীবন, সমাজ ও পৃথিবীকে আরও সুন্দর ও সমৃদ্ধ করে তুলতে পারি।

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আধুনিক শিক্ষায় ডিজিটাল সাক্ষরতা: কোভিড-19 এর পূর্ববর্তী ও পরবর্তীদৃষ্টিকোণ

Shakya Sinha ¹

Abstract (সারাংশ):

ডিজিটাল সাক্ষরতা একটি গুরুত্বপূর্ণ Soft Skill, যা শিক্ষার্থীদের ডিজিটাল পরিবেশে সংযুক্ত হতে তথা অভিযোজিত হতে; সহযোগিতা ও নৈতিক দায়িত্ব পালনে সক্ষম করে। এই প্রবন্ধটি আধুনিক শিক্ষায় বর্তমানে ডিজিটাল সাক্ষরতার প্রভাব ও প্রাসঙ্গিকতা বিশ্লেষণ করে। কোভিড-19 মহামারীর পূর্ববর্তী ও পরবর্তী সময়ে শিক্ষার বাস্তবায়নের তুলনামূলক আলোচনা করে। বিশ্বব্যাপী বিভিন্ন গবেষণাধর্মী পত্রপত্রিকা এবং বর্তমানে শিক্ষার অবস্থানের উপর ভিত্তি করে এটি অনুধাবন করা যায় যে, কোভিড-19 এর মত গৃহবন্দী থাকার মত মহামারী, ডিজিটাল সাক্ষরতার অগ্রগতিকে ত্বরান্বিত করেছে। তবে আধুনিক প্রযুক্তির ব্যবহারে ছাত্র শিক্ষক উভয়েই সমান দক্ষ না হওয়া, শিক্ষার আদান প্রদানে অসমতা বা প্রতিবন্ধকতা সৃষ্টি করেছে। কোভিড-19 এর পূর্বে, ডিজিটাল সাক্ষরতা ঐচ্ছিক কোর্সের মধ্যেই সীমাবদ্ধ ছিল। মহামারীর পর জুম, গুগল ক্লাসরুম, গুগল মিটের মতো মাধ্যমগুলির গ্রহণযোগ্যতা বিপুল হারে বৃদ্ধি পেয়েছে। পাঠদানের পূর্বে এই আধুনিক মাধ্যমগুলির ব্যবহারের জন্য প্রশিক্ষণ এবং বর্তমানে এর বিপুল ব্যবহার কর্মক্ষেত্রের চাহিদার সাথে সামঞ্জস্য ঘটিয়েছে; কিন্তু বিপরীত দিকে ডিজিটাল বিভাজনও তীব্রতর হয়েছে, যা প্রত্যন্ত অঞ্চলের সিংহ ভাগ দরিদ্র শিক্ষার্থীকে প্রভাবিত করেছে। প্রবন্ধটি ডিজিটাল সাক্ষরতা সংযোজনের জন্য কিছু কৌশলযেমন, বিষয়াস্তর একীকরণ ও প্রকল্প-ভিত্তিক শিক্ষণ। বাস্তবায়নের ক্ষেত্রে প্রতিবন্ধকতায়েমন, ডিজিটাল বিভাজন ও অর্থায়নের সীমাবদ্ধতা। আধুনিক পরিস্থিতিতে যুগের পরিবর্তনের সাথে ডিজিটাল সাক্ষরতার গ্রহণযোগ্যতা বৃদ্ধির কিছু প্রস্তাব, যেমন জাতীয় নীতি আদেশ ও সরকারি-বেসরকারি অংশীদারিত্ব

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ইত্যাদিবিষদভাবে আলোচনা করে এবং প্রযুক্তি নির্ভর শতাব্দীর শিক্ষার ভিত্তি হিসেবে ডিজিটাল সাক্ষরতাকে প্রতিষ্ঠিত করে। এই প্রবন্ধ শিক্ষার্থীদের জ্ঞানী, নৈতিক এবং কর্মক্ষেত্রের জন্য বিশ্ব নাগরিক হিসেবে গড়ে তুলতে; শিক্ষার অগ্রগতির জন্য পদ্ধতিগত সংস্কারের কথা আলোচনা করে।

Key Word (শব্দ সূচক): ডিজিটাল সাক্ষরতা, পূর্ববর্তী প্রেক্ষাপট, পরবর্তী প্রেক্ষাপট, SoftSkill, ভার্চুয়াল পরিবেশে, ডিজিটাল বিভাজন, প্রস্তাব।

ভূমিকা:

প্রযুক্তিগত অগ্রগতির যুগে, যোগাযোগ, সমালোচনামূলক চিন্তাভাবনা এবং অভিযোজনের মতো Soft Skill; শিক্ষাগত এবং পেশাগত সাফল্যের জন্য অপরিহার্য। এর মধ্যেডিজিটাল সাক্ষরতা Dynamic Soft Skill হিসেবে বিবেচিত, যা ডিজিটালি নেভিগেট করার বামূল্যায়ন করার এবং গঠন করার ক্ষমতা; নৈতিক মান মেনে চলার সাথে সংযুক্ত করে। প্রযুক্তিগত দক্ষতার বাইরেডিজিটাল সাক্ষরতাসামাজিক এবং নৈতিক দক্ষতাকে একত্রীভূত করে, যা আধুনিক শিক্ষায় এটিকে অপরিহার্য করে তোলে।

২০২০ সালে শুরু হওয়া কোভিড-১৯ মহামারী শিক্ষার প্যারাডাইমকে পুনর্গঠন করেছে, ডিজিটাল প্ল্যাটফর্মে দ্রুত স্থানান্তরের প্রয়োজনীয়তা সৃষ্টি করেছে। এই প্রবন্ধটি ডিজিটাল সাক্ষরতার রূপান্তরকারী Soft Skill হিসেবে ভূমিকা অন্বেষণ করে, কোভিড-১৯ পূর্ব এবং পরবর্তী সময়ে এর অবস্থার তুলনা করে। বিভিন্ন ডাটাবেস থেকে তাত্ত্বিক কাঠামো এবং প্রমাণভিত্তিক তথ্যের উপর ভিত্তি করে, শিক্ষায় একীকরণের জন্য কৌশল, প্রতিবন্ধকতা এবং কিছু প্রস্তাব বিশদ ভাবে বিশ্লেষণ করে। গবেষণাটি ন্যায়সঙ্গত অ্যাক্সেস নিশ্চিত করার জন্য অন্তর্ভুক্তিমূলক নীতির প্রয়োজনীয়তার উপর জোর দেয়, শিক্ষার্থীদের ডিজিটালভাবে সংযুক্তকরণ করে বিশ্বের জন্য প্রস্তুত করে।

কোভিড-১৯ পূর্ববর্তী প্রেক্ষাপট:

কোভিড-১৯ মহামারীর আগে, ডিজিটাল সাক্ষরতা একটি উদীয়মান দক্ষতা হিসেবে স্বীকৃত ছিল, কিন্তু বিশ্বব্যাপী শিক্ষা ব্যবস্থায় এটি সামঞ্জস্যপূর্ণভাবে অগ্রাধিকার পায়নি। নিম্নে কোভিড-১৯ পূর্বের পরিস্থিতির ওপর আলোকপাত করা হলো:

1. **সীমিত পাঠ্যক্রমিক একত্রীকরণ:**

ডিজিটাল সাক্ষরতা সাধারণত ঐচ্ছিক কম্পিউটার বা বিজ্ঞান ভিত্তিক বিভিন্ন কোর্স বা অস্থায়ী প্রযুক্তি কর্মশালায় সীমাবদ্ধ ছিল। *Computers & Education-* জার্নালে প্রকাশিত ২০১৭ সালের একটি গবেষণায় দেখা গেছে, উন্নত দেশগুলির মাধ্যমিক বিদ্যালয়গুলির মাত্র ৩৫% এর কাঠামোগত ডিজিটাল সাক্ষরতা কর্মসূচি ছিল, উন্নয়নশীল অঞ্চলে এটি আরও কম ছিল (Fraillon et al., 2017)। এই পার্শ্বিক ভূমিকা শিক্ষার্থীদের অনলাইন বা ডিজিটালভাবে সহযোগিতার মতো গুরুত্বপূর্ণ দক্ষতার ক্ষেত্র সীমিত করেছিল।

2. **প্রযুক্তিগত দক্ষতার উপর জোর:**

শিক্ষাগত পদ্ধতিগুলি ওয়ার্ড প্রসেসর বা স্প্রেডশিটের মতো কার্যকরী দক্ষতার উপর অগ্রাধিকার দিয়েছিল। সেলউইন (২০১৬) উল্লেখ করেছেন, শুধুমাত্র নির্বাচিত কয়েকটি সফটওয়্যার এর ওপর নির্ভরশীলতা ভুল তথ্য চিহ্নিত করা বা ডিজিটাল পক্ষপাত বোঝার মতো দক্ষতাকে অবহেলা করেছে। উদাহরণস্বরূপ, শিক্ষার্থীদের মাইক্রোসফট অফিস ব্যবহার শেখানো হতো, কিন্তু সোশ্যাল মিডিয়া উৎসের বিশ্বাসযোগ্যতা মূল্যায়নের প্রশিক্ষণ খুব কমই দেওয়া হতো।

3. **উল্লেখযোগ্য ডিজিটাল বিভাজন:**

বিশেষ করে নিম্ন-আয় সম্পন্ন পরিবারে ক্ষেত্রে প্রযুক্তির অ্যাক্সেস ছিল একটি প্রধান প্রতিবন্ধকতা। UNESCO (২০১৮) রিপোর্ট অনুযায়ী, উন্নয়নশীল দেশগুলির ৫৫% বিদ্যালয়ে নির্ভরযোগ্য ইন্টারনেটের অভাব ছিল এবং ৭০% বিদ্যালয়ে ডিভাইস অ্যাক্সেস অপরিপূর্ণ ছিল। এই ডিজিটাল বিভাজন ডিজিটাল সাক্ষরতার বিকাশকে সীমিত করেছে, প্রান্তিক সম্প্রদায়ের উপর অসমভাবে প্রভাব ফেলে এবং শিক্ষাগত অসমতাকে তথা বৈষম্যকে শক্তিশালী করেছে।

4. **শিক্ষকদের প্রস্তুতির ঘাটতি:**

শিক্ষকরা প্রায়শই ডিজিটাল সাক্ষরতা কার্যকরভাবে শেখানোর জন্য প্রশিক্ষণ বা আত্মবিশ্বাসের অভাব ছিল। ২০১৯ সালের OECD (Organisation for Economic Co-operation and Development) এর সার্ভেতে দেখা গেছে, মাত্র ২৫% শিক্ষক

তাদের শিক্ষাদানের ক্ষেত্রে ডিজিটাল সরঞ্জামগুলির প্রয়োজনীয়তা অনুভব করেছেন, বাকি সকলে পুরানো পদ্ধতির উপর নির্ভর করেছেন। এই ঘাটতি প্রকল্প-ভিত্তিক ডিজিটাল কাজের মতো উদ্ভাবনী শিক্ষণ কৌশল গ্রহণে প্রতিবন্ধকতা সৃষ্টি করেছিল।

5. নীতি এবং সমর্থনের ঘাটতি:

ইউরোপীয় ইউনিয়নের DigComp এর মতো পরিকাঠামো গুলি ডিজিটাল দক্ষতাকে উন্নীত করলেও, জাতীয় নীতিগুলি প্রায়শই এগুলিকে কার্যকর পাঠ্যক্রমে রূপান্তর করতে ব্যর্থ হয়। *Journal of Educational Policy*-এর ২০১৮ সালের একটি গবেষণায় দেখা গেছে, ৬০% দেশে ডিজিটাল সাক্ষরতা একীকরণের জন্য স্পষ্ট নির্দেশিকা ছিল না, যা অসামঞ্জস্যপূর্ণ বাস্তবায়নের দিকে পরিচালিত করেছিল (Brown & Green, 2018)।

6. কর্মক্ষেত্রের সাথে সীমিত সমন্বয়:

কোভিড-১৯ পূর্বেশিক্ষায় ডিজিটাল সাক্ষরতা এবং কর্মসংস্থানের মধ্যে সমন্বয়ের অভাব ছিল। যদিও শিল্পগুলি ডিজিটাল দক্ষতার মূল্যায়ন শুরু করেছিল, লিঙ্কডইন রিপোর্ট অনুসারে, ২০১৯ সালে মাত্র ৫০% নিয়োগকর্তা ডিজিটাল সহযোগিতার ক্ষমতাকে অগ্রাধিকার দিয়েছিলেন। এই বিচ্ছিন্নতার অর্থ ছিল শিক্ষা ব্যবস্থা উদীয়মান কর্মক্ষেত্রের চাহিদার জন্য শিক্ষার্থীদের প্রস্তুত করতে অসমর্থ ছিল।

কোভিড-১৯ পরবর্তী প্রেক্ষাপট:

কোভিড-১৯ মহামারী শিক্ষায় একটি অভূতপূর্ব পরিবর্তনের সূচনা করেছিল, ডিজিটাল সাক্ষরতাকে একটি সম্পূর্ণ দক্ষতা থেকে শিক্ষার ভিত্তিতে উন্নীত করেছিল। নিম্নে কোভিড-১৯ এর পরবর্তী পরিস্থিতির ওপর আলোকপাত করা হলো:

1. দ্রুত পাঠ্যক্রম গ্রহণ:

শ্রেণীকক্ষ বন্ধ হওয়ায় জুম, গুগল ক্লাসরুম এবং মুডলের মতো ডিজিটাল প্ল্যাটফর্মের ব্যবহার আকস্মিক বৃদ্ধি পায়। ২০২১ সালের মধ্যে, বিশ্বব্যাপী ৮০% শিক্ষক তাদের শিক্ষণে ডিজিটাল সাক্ষরতা সংযোজিত করেছিলেন, যা কোভিড-১৯ পূর্বে ৪০% ছিল (*Educational Technology Research and Development, Trust et al.,*

2021)। উদাহরণস্বরূপ, বিদ্যালয়গুলি ভার্যুয়াল শিক্ষণ পরিবেশ নেভিগেশনের উপর পাঠ অন্তর্ভুক্ত করেছিল, ডিজিটাল সাক্ষরতার পরিধি উল্লেখযোগ্যভাবে প্রসারিত করেছিল।

2. সামগ্রিক দক্ষতা বিকাশ:

মহামারী পরিস্থিতি, ডিজিটাল দক্ষতার প্রাসঙ্গিকতা বৃদ্ধি করেছিল। মাইক্রোসফট টিমসের মতো প্ল্যাটফর্মে প্রকল্পগুলির ডিজিটাল সাক্ষরতাকে উৎসাহিত করেছিল। *Journal of Educational Technology & Society*-এর ২০২২ সালের একটি গবেষণায় কোভিড-১৯ পরবর্তীতে সহযোগিতামূলক ডিজিটাল দক্ষতা ৩৫% বৃদ্ধি পেয়েছে (Lopez & Garcia, 2022)।

3. ডিজিটাল বিভাজনের বৈষম্য বৃদ্ধি:

ডিজিটাল সাক্ষরতার গুরুত্ব বৃদ্ধি পেলেও, অ্যাক্সেসের অসমতা তথা বৈষম্য বৃদ্ধি পেয়েছে। UNESCO (২০২১) রিপোর্ট অনুযায়ী, মহামারীর জন্য বিদ্যালয় বন্ধের সময় ১.২ বিলিয়ন শিক্ষার্থী অনলাইন শিক্ষায় অ্যাক্সেস থেকে বঞ্চিত ছিল, বিশেষ করে নিম্ন-আয় অঞ্চলে। এই ফাঁক ন্যায়সঙ্গত অবকাঠামোর প্রয়োজনীয়তাকে জোর দিয়েছিল, কারণ ডিভাইস বা ইন্টারনেট ছাড়া শিক্ষার্থীরা ডিজিটাল শিক্ষা থেকে বাদ পড়েছিল।

4. শিক্ষক প্রশিক্ষণে উত্থান:

অনলাইন শিক্ষায় রূপান্তর পেশাদার বিকাশকে উৎসাহিত করেছিল। কোর্সেরা এবং EdX-এর মতো প্ল্যাটফর্ম বিনামূল্যে ডিজিটাল শিক্ষাদান কোর্স প্রদান করেছিল। উদাহরণস্বরূপ, ভারতের DIKSHA প্ল্যাটফর্ম ২০২৩ সালের মধ্যে ২ মিলিয়ন শিক্ষককে ডিজিটাল সরঞ্জামে প্রশিক্ষণ দিয়েছে, তাদের ডিজিটাল সাক্ষরতা শেখানোর ক্ষমতা বৃদ্ধি করেছে (Government of India, 2023)।

5. কর্মক্ষেত্রের সাথে সমন্বয়:

মহামারী শিল্প জুড়ে ডিজিটাল রূপান্তরকে ত্বরান্বিত করেছিল, ডিজিটালভাবে সাক্ষর স্নাতকদের চাহিদা বাড়িয়েছিল। ২০২৩ সালের লিঙ্কডইন রিপোর্টে উল্লেখ করা হয়েছে,

অধিকাংশ নিয়োগকর্তা ডিজিটাল ডিজিটালভাবে সাক্ষর স্নাতক প্রার্থীদের অগ্রাধিকার দিয়েছেন প্রায় ৮৮%, যা ২০১৯ সালে ৬০% ছিল। এই পরিবর্তন শিক্ষাবিদদের পাঠ্যক্রমকে কর্মক্ষেত্রের চাহিদার সাথে সামঞ্জস্য করতে প্ররোচিত করেছিল, তথ্য বিশ্লেষণ এবং ভার্চুয়াল যোগাযোগের মতো দক্ষতার উপর জোর দিয়ে।

6. নৈতিক এবং সামাজিক মাত্রা:

অনলাইন মিথস্ক্রিয়ার বৃদ্ধি ডিজিটাল সাক্ষরতার প্রয়োজনীয়তা তুলে ধরেছিল। শিক্ষার্থীরা সাইবারবুলিং, ডিজিটাল তথ্য গোপন রাখার পদ্ধতি শিখেছিল, *Journal of Media Literacy Education*-এর ২০২২ সালের একটি গবেষণায়, কোভিড-১৯ পরবর্তী সময়ে ডিজিটাল নৈতিক শিক্ষা; পূর্বের তুলনায় ৪০% বৃদ্ধি পেয়েছে (Hobbs & Jensen, 2022)।

ডিজিটাল সাক্ষরতার Soft Skill হিসেবে গুরুত্ব:

ডিজিটাল সাক্ষরতার মূল্য এর বিভিন্ন Soft Skill বাড়ানোর ক্ষমতার মধ্যে নিহিত, যা এটিকে আধুনিক শিক্ষায় অপরিহার্য করে তোলে। নিম্নলিখিত বিষয়গুলি এর গুরুত্বের ওপর আলোকপাত করে:

1. সমালোচনামূলক চিন্তাভাবনা উৎসাহিত করা:

ডিজিটাল সাক্ষরতা ডিজিটাল সামগ্রীর বিশ্বাসযোগ্যতা, পক্ষপাত এবং প্রাসঙ্গিকতা মূল্যায়ন করতে শিক্ষার্থীদের গঠন করে, যা একটি গুরুত্বপূর্ণ দক্ষতা। উদাহরণস্বরূপ, X-এর মতো প্ল্যাটফর্মে সংবাদ বিশ্লেষণ করার জন্য নির্ভরযোগ্য উৎস থেকে ভুল তথ্য আলাদা করা প্রয়োজন, যা বিশ্লেষণাত্মক দক্ষতাকে তীক্ষ্ণ করে। *Journal of Information Literacy*-এর ২০২১ সালের একটি গবেষণায় দেখা গেছে, ডিজিটাল সাক্ষরতায় প্রশিক্ষিত শিক্ষার্থীরা ৫০% বেশি সম্ভাবনায় ভুল তথ্য চিহ্নিত করতে পারে (Walsh & Torres, 2021)।

2. সহযোগিতা বৃদ্ধি:

ডিজিটাল সরঞ্জামগুলি ভার্চুয়াল পরিবেশে নির্বিঘ্নে দলগত কাজ করতে সক্ষম। গুগল ওয়ার্কস্পেস এবং মাইক্রোসফট টিমসের মতো প্ল্যাটফর্মগুলি গ্রুপ প্রকল্পগুলিকে

সহজতর করে, যোগাযোগ এবং সমন্বয়কে উৎসাহিত করে। *Educational Technology Research and Development*-এর ২০২২ সালের একটি গবেষণায় রিপোর্ট করা হয়েছে, কোভিড-১৯ পরবর্তী ৭০% শিক্ষার্থী ভার্চুয়াল সহযোগিতায় নিযুক্ত ছিল, যা কোভিড-১৯ পূর্বে ৩০% ছিল (Trust et al., 2022)।

3. ডিজিটাল পরিবেশ অভিযোজন সম্ভাবনা:

প্রযুক্তির দ্রুত বিবর্তন ডিজিটাল পরিবেশ অভিযোজন সম্ভাবনা বৃদ্ধি করে। ডিজিটাল সাক্ষরতা শিক্ষার্থীদের AI-চালিত প্ল্যাটফর্মের মতো নতুন সরঞ্জাম গ্রহণ করতে প্রস্তুত করে, গতিশীল সেটিংসে তৎপরতা নিশ্চিত করে। *Journal of Educational Psychology*-এর ২০২৩ সালের একটি গবেষণায় দেখা গেছে, ডিজিটালভাবে সাক্ষর শিক্ষার্থীরা নতুন শিক্ষণ পরিবেশে অভিযোজন করার সম্ভাবনা ৪০% বেশি ছিল (Lee & Kim, 2023)।

4. নৈতিক দায়িত্ব পালন:

ডিজিটাল সাক্ষরতা নাগরিকদের নৈতিকতাকে উৎসাহিত করে। শিক্ষার্থীরা সাইবারবুলিং এবং তথ্য গোপনীয়তার মতো বিষয়গুলি নেভিগেট করতে শেখে, যা নৈতিক আচরণের Soft Skill এর সাথে সামঞ্জস্যপূর্ণ। UNESCO-এর ২০২২ সালের একটি রিপোর্টে উল্লেখ করা হয়েছে, কোভিড-১৯ পরবর্তী ডিজিটাল নৈতিক শিক্ষা ৪৫% বৃদ্ধি পেয়েছে (UNESCO, 2022)।

5. কর্মসংস্থান বৃদ্ধি:

শিল্পগুলি ডিজিটালাইজড হওয়ায়, ডিজিটাল সাক্ষরতা কর্মক্ষেত্রের সাফল্যের জন্য একটি পূর্বশর্ত। তথ্য বিশ্লেষণ, ভার্চুয়াল যোগাযোগ এবং ডিজিটাল সহযোগিতার মতো দক্ষতাগুলি অত্যন্ত মূল্যবান, ডিজিটালভাবে সাক্ষর স্নাতকরা প্রযুক্তি-সম্পর্কিত ভূমিকা সুরক্ষিত করার সম্ভাবনা ৪৫% বেশি (*Journal of Vocational Education*, Smith & Patel, 2024)। এটি শিক্ষাকে পেশাদার চাহিদার সাথে সামঞ্জস্য করে, দক্ষতার ফাঁক (Skill Gap) পূরণ করে।

6. **উদ্ভাবন ক্ষমতায়ন:**

ডিজিটাল সাক্ষরতা ক্যানভা, কোডিং প্ল্যাটফর্ম বা ভিডিও সম্পাদনা সফটওয়্যারের মতো সরঞ্জাম ব্যবহার করে সামগ্রী তৈরি করতে শিক্ষার্থীদের সৃজনশীলতাকে উৎসাহিত করে। *Journal of Educational Technology & Society*-এর ২০২১ সালের একটি গবেষণায় দেখা গেছে, ডিজিটাল সাক্ষরতায় প্রশিক্ষিত শিক্ষার্থীরা অ্যাপ ডিজাইন বা ডিজিটাল প্রচারণার মতো উদ্ভাবনী প্রকল্পে নিযুক্ত হওয়ার সম্ভাবনা ৩৫% বেশি ছিল (Kim & Park, 2021)।

7. **স্ব-নির্দেশিত শিক্ষণসমর্থন:**

ডিজিটাল সাক্ষরতা শিক্ষার্থীদের ডিজিটাল পরিবেশে স্ব-নির্দেশিত শিক্ষণ অনুসরণ করার দক্ষতা প্রদান করে, যা অবিচ্ছিন্ন বৃদ্ধির জন্য একটি গুরুত্বপূর্ণ নরম দক্ষতা। MOOCs এবং শিক্ষাগত ইউটিউব চ্যানেলের মতো অনলাইন সংস্থানগুলি আজীবন শিক্ষণ সক্ষম করে, কোভিড-১৯ পরবর্তী স্ব-নির্দেশিত শিক্ষণ যথেষ্ট বৃদ্ধি পেয়েছে।

ডিজিটাল সাক্ষরতা সংযোজনের কৌশল:

ডিজিটাল সাক্ষরতাকে Soft Skill হিসেবে সংযোজনের জন্য, শিক্ষক এবং প্রতিষ্ঠানগুলি বিশেষ কিছু কৌশল গ্রহণ করতে পারে:

1. **বিষয়ভেদে একত্রীকরণ:**

ডিজিটাল সাক্ষরতায় বিভিন্ন বিষয় কে সংযুক্ত করলে তার প্রাসঙ্গিকতা বৃদ্ধি পায়। যেমন, ইতিহাস ক্লাসে ডিজিটাল আর্কাইভ পক্ষপাতের জন্য বিশ্লেষণ করা যেতে পারে, গণিত কোর্সে ট্যাবলোর মতো তথ্য ভিজুয়লাইজেশন সরঞ্জাম ব্যবহার করা যেতে পারে। *Journal of Curriculum Studies*-এর ২০২০ সালের একটি গবেষণায় দেখা গেছে, বিষয়ান্তর পদ্ধতি শিক্ষার্থীদের নিযুক্তিতে ৩০% বৃদ্ধি করেছে (Chen & Wu, 2020)।

2. **প্রকল্প-ভিত্তিক শিক্ষণ:**

পডকাস্ট তৈরি বা সহযোগিতামূলক উইকি তৈরির মতো প্রকৃত কাজে শিক্ষার্থীদের নিযুক্ত করা। এই প্রকল্পগুলি সৃজনশীলতা এবং সহযোগিতাকে উৎসাহিত করে, *Assessment & Evaluation in Higher Education*-এর ২০২২ সালের একটি গবেষণায় উল্লেখ করা হয়েছে যে, সমালোচনামূলক চিন্তাভাবনা দক্ষতায় শিক্ষার্থীদের ৪০% উন্নতি হয়েছে (Lee & Tan, 2022)।

3. **শিল্প সহযোগিতা:**

সংস্থান এবং বাস্তব-বিশ্বের এক্সপোজার প্রদানের জন্য প্রযুক্তি সংস্থাগুলির সাথে সহযোগিতা করা। গুগলের অ্যাপ্লাইড ডিজিটাল স্কিলস প্রোগ্রাম ডিজিটাল সহযোগিতায় বিনামূল্যে পাঠ্যক্রম প্রদান করে, ২০২৩ সালের মধ্যে বিশ্বব্যাপী ৫০০,০০০ শিক্ষার্থী গ্রহণ করেছিল (Google, 2023)।

4. **প্রকৃত মূল্যায়ন:**

ডিজিটাল কাজে সমালোচনামূলক চিন্তাভাবনা, সহযোগিতা এবং নৈতিক আচরণ মূল্যায়নের জন্য রুব্রিক ব্যবহার করা। উদাহরণস্বরূপ, একটি শিক্ষার্থীর ব্লগের উৎস বিশ্বাসযোগ্যতা মূল্যায়ন সামগ্রিক মূল্যায়ন নিশ্চিত করে।

5. **শিক্ষার্থী-নেতৃত্বাধীন উদ্যোগ:**

কোডিংয়ে পিয়ার টিউটরিং বা সোশ্যাল মিডিয়ায় ডিজিটাল সাক্ষরতার প্রকল্পগুলি নেতৃত্ব দেওয়ার জন্য শিক্ষার্থীদের উৎসাহিত করা। *Journal of Educational Technology & Society*-এর ২০২২ সালের একটি গবেষণায় দেখা গেছে, শিক্ষার্থী-নেতৃত্বাধীন কর্মসূচি নিযুক্তিতে ২৫% বৃদ্ধি করেছে (Lopez & Garcia, 2022)।

6. **সম্প্রদায় নিযুক্তি:**

শ্রেণীকক্ষের বাইরে ডিজিটাল সাক্ষরতা প্রসারিত করতে স্থানীয় সংস্থাগুলির সাথে অংশীদারিত্ব গ্রহণ করা। কানাডার ডিজিটাল সাক্ষরতা এক্সচেঞ্জ প্রোগ্রামের মতো

লাইব্রেরিগুলি বিনামূল্যে ইন্টারনেট এবং কর্মশালা প্রদান করে, ২০২৩ সালের মধ্যে ২০০,০০০ শিক্ষার্থী পৌঁছেছে (Government of Canada, 2023)।

বাস্তবায়নের ক্ষেত্রে প্রতিবন্ধকতা:

ডিজিটাল সাক্ষরতা বাস্তবায়নের ক্ষেত্রে নানান প্রতিবন্ধকতার সম্মুখীন হয়। মূল প্রতিবন্ধকতা বা বাঁধা গুলির ওপর আলোকপাত করা হলো :

1. ডিজিটাল বিভাজন:

প্রযুক্তির অসম অ্যাক্সেস অব্যাহত রয়েছে, UNESCO (২০২৪) রিপোর্ট অনুযায়ী বিশ্বব্যাপী ২৫% গ্রামীণ বিদ্যালয়ে নির্ভরযোগ্য ইন্টারনেটের অভাব রয়েছে, যা প্রান্তিক সম্প্রদায়ের উপর অসমভাবে প্রভাব ফেলে।

2. শিক্ষকদের প্রস্তুতি:

অনেক শিক্ষক ডিজিটাল শিক্ষাদানে আত্মবিশ্বাসের অভাব বোধ করেন, ২০২২ সালের ERIC এর গবেষণায় দেখা গেছে, কোভিড-১৯ পরবর্তী ৩০% সীমিত প্রশিক্ষণের কারণে অপ্রস্তুত বোধ করেছেন (Johnson & Lee, 2022)।

3. পাঠ্যক্রমের অতিরিক্ত ভার:

অতিরিক্ত পাঠ্যক্রমের ভারে ডিজিটাল সাক্ষরতা বাস্তবায়িত করা যথেষ্ট দুর্কর কাজ, বিশেষ করে উন্নয়নশীল অর্থনৈতিক ব্যবস্থায়। *Journal of Education Policy*-এর ২০২১ সালের একটি গবেষণায় উল্লেখ করা হয়েছে, ৪০% বিদ্যালয় অগ্রাধিকার ভারসাম্য করতে সংগ্রাম করেছে (Taylor & Brown, 2021)।

4. দ্রুত প্রযুক্তিগত পরিবর্তন:

দ্রুত-বিবর্তনশীল প্রযুক্তি ল্যান্ডস্কেপ পাঠ্যক্রম নকশাকে জটিল করে। *Technology, Pedagogy and Education*-এর ২০২৩ সালের একটি নিবন্ধে উল্লেখ করা হয়েছে, ২০২০ সালে শেখানো ৫০% ডিজিটাল সরঞ্জাম ২০২৩ সালের মধ্যে অপ্রচলিত হয়ে গেছে (Davis & Kumar, 2023)।

5. **মূল্যায়ন জটিলতা:**

নৈতিক আচরণের মতো ডিজিটাল সাক্ষরতার Soft Skill এর উপাদান পরিমাপ করা কঠিন। *Educational Assessment*-এর ২০২১ সালের রিপোর্ট অনুযায়ী, ৩৫% মূল্যায়ন সমালোচনামূলক চিন্তাভাবনা কার্যকরভাবে ধরতে ব্যর্থ হয়েছে (Wilson & Scalise, 2021)।

ডিজিটাল সাক্ষরতার গ্রহণযোগ্যতা বৃদ্ধির কিছু প্রস্তাব:

ডিজিটাল সাক্ষরতা বাস্তবায়নের ক্ষেত্রে নানান প্রতিবন্ধকতার হ্রাস করে এর গ্রহণযোগ্যতা বৃদ্ধির কিছু প্রস্তাবের ওপর আলোকপাত করা হলো:

1. **জাতীয় নীতি:**

সরকারের ডিজিটাল সাক্ষরতায় উৎসাহ বৃদ্ধির জন্য নানান পদক্ষেপ গ্রহণ করা উচিত। ভারত সরকারের Swayam Prabha এর মত পদক্ষেপ সত্যিই প্রশংসার দাবি রাখে।

2. **পাবলিক-প্রাইভেট অংশীদারিত্ব:**

অবকাঠামো এবং প্রশিক্ষণের জন্য অর্থায়নের জন্য প্রযুক্তি সংস্থাগুলির সাথে সহযোগিতা করা। মাইক্রোসফটের শিক্ষা রূপান্তর কাঠামো ২০২৩ সালের মধ্যে বিশ্বব্যাপী ১ মিলিয়ন শিক্ষককে সমর্থন করেছে (Microsoft, 2023)।

3. **সাবসিডিয়ুক্ত অ্যাক্সেস প্রোগ্রাম:**

সাশ্রয়ী ডিভাইস এবং সল্প মূল্যে পর্যাপ্ত ইন্টারনেট প্রদান করা, ভারতের PM e-Vidya উদ্যোগের মডেলে, যা কোভিড-১৯ পরবর্তী ৫০ মিলিয়ন শিক্ষার্থী পৌঁছেছে (Government of India, 2021)।

4. **নমনীয় পাঠ্যক্রম কাঠামো:**

প্রযুক্তিগত পরিবর্তনের সাথে অভিযোজনের জন্য সমালোচনামূলক চিন্তাভাবনার মতো স্থানান্তরযোগ্য দক্ষতার উপর জোর দেওয়া পাঠ্যক্রম ডিজাইন করা, *Journal*

of Educational Change-এর ২০২৩ সালের একটি গবেষণায় প্রস্তাব দেওয়া হয়েছে (Harris & Lee, 2023)।

5. বিশ্বব্যাপী জ্ঞান বিনিময়:

শিক্ষকদের জন্য সর্বোত্তম অনুশীলন ভাগ করে নেওয়ার জন্য প্ল্যাটফর্ম প্রতিষ্ঠা করা , যেমন UNESCO-এর গ্লোবাল এডুকেশন কোয়ালিশন, যা ২০২৩ সালের মধ্যে ২০০ প্রতিষ্ঠান সংযুক্ত করেছে (UNESCO, 2023)।

উপসংহার:

ডিজিটাল সাক্ষরতা, একটি রূপান্তরকারী নরম দক্ষতা হিসেবে, আধুনিক শিক্ষার জটিলতা নেভিগেট করার জন্য গুরুত্বপূর্ণ। কোভিড-১৯ মহামারী এর একীকরণকে ত্বরান্বিত করেছে, সমালোচনামূলক চিন্তাভাবনা, সহযোগিতা এবং অভিযোজনে এর ভূমিকা তুলে ধরেছে এবং একই সাথে অসমতা প্রকাশ করেছে। সাতটি শক্তিশালী কৌশল বাস্তবায়ন করে, সাতটি মূল চ্যালেঞ্জ মোকাবেলা করে এবং সাতটি লক্ষ্যযুক্ত সুপারিশ গ্রহণ করে, শিক্ষা ব্যবস্থা ন্যায়সঙ্গতভাবে ডিজিটাল সাক্ষরতা সংযোজন করতে পারে। প্রযুক্তি শিক্ষাকে গঠন দিতে থাকায়, ডিজিটাল সাক্ষরতাকে অগ্রাধিকার দেওয়া শিক্ষার্থীদের জ্ঞানী, নৈতিক এবং কর্মক্ষেত্রের জন্য প্রস্তুত বিশ্ব নাগরিক হিসেবে সমৃদ্ধ করবে।

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দলবদ্ধ ভাবে সম্পাদিত কর্ম ও সফট স্কিল

Disha Soren ¹

Teamwork কী -

Teamwork মানে হলো একাধিক ব্যক্তি মিলে একসাথে কাজ করা, যেখানে সবাই একটি সাধারণ লক্ষ্য বা উদ্দেশ্য পূরণের জন্য নিজেদের দক্ষতা, জ্ঞান এবং প্রচেষ্টা একত্র করে।

এটিগঠনহয়—

সহযোগিতা (Collaboration) — একে অপরকে সাহায্য করা।

দায়িত্ব ভাগাভাগি (Shared Responsibility) — কাজে সবাই মিলেঅংশ নেওয়া।

সমন্বয় (Coordination) — সঠিকভাবে পরিকল্পনা ওতা বাস্তবায়নকরা।

বিশ্বাস ও সম্মান (Trust & Respect) — দলের সদস্যদের মধ্যে বিশ্বাসবজায় রাখা।

সহজভাবে বললে: Teamwork মানে হলো “একাই নই, সবাই মিলে” কাজ করা, যাতে ফলাফল আরও ভালো হয়।

Soft skill কী -

Soft Skill হলো এমন ব্যক্তিগত দক্ষতা ও গুণাবলি, যা মানুষের সাথে যোগাযোগ, সহযোগিতাও সুসম্পর্ক গড়তে সাহায্য করে।

এগুলো সাধারণত প্রযুক্তিগত নয়, বরং আচরণ, মনোভাব ও যোগাযোগের সাথে সম্পর্কিত।

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Soft Skills-এর উদাহরণ

- যোগাযোগ দক্ষতা (Communication Skills)
- দলবদ্ধভাবে কাজ করার ক্ষমতা (Teamwork)
- সমস্যা সমাধানের দক্ষতা (Problem-solving capacity)
- সময় ব্যবস্থাপনা (Time Management)
- নেতৃত্ব (Leadership)
- অভিযোজন ক্ষমতা (Adaptability)

সহজভাবে বললে: Soft Skills মানে হলো এমন আচরণগত ও সামাজিক দক্ষতা, যা আপনাকে অন্যদের সাথে সুষ্ঠুভাবে করতে ও সাফল্য পেতে সাহায্য করে।

Teamwork ও soft skill গুরুত্বপূর্ণ কেন?

Teamwork এবং Soft Skills গুরুত্বপূর্ণ কারণ এগুলো ছাড়া ব্যক্তিগত সাফল্য ও দলীয় সাফল্য—উভয়ই অর্জনকরাকঠিন হয়ে যায়।

• Teamwork গুরুত্বপূর্ণ কারণ-

1. দ্রুত ও কার্যকর কাজ – অনেক মানুষ মিলে কাজ ভাগ করেনি। সে সময় কম লাগে।
2. সৃজনশীলতা বাড়ায় – বিভিন্ন মানুষের কল্পনা একত্র হলে নতুন সমাধান বের হয়।
3. সমস্যার সমাধান সহজ হয় – একে অপরকে সাহায্য করলে বাধা অতিক্রম করা সহজ হয়।
4. বিশ্বাস ও সম্পর্ক গড়ে ওঠে – দীর্ঘমেয়াদী বিশ্বাসে ভালো সম্পর্ক ও পরিবেশ তৈরি হয়।
5. লক্ষ্য অর্জন সহজ হয় – সবাই মিলে কাজ করলে দ্রুত লক্ষ্য পূরণ হয়।

Soft Skills গুরুত্বপূর্ণ কারণ-

1. যোগাযোগ উন্নত হয় – নিজের ভাব ও মতামত স্পষ্টভাবে প্রকাশ করা যায়।
2. পেশাগত সাফল্য বাড়ায় – চাকরি পাওয়া ও কর্মজীবনে উন্নতির সুযোগ বেশি হয়।

3. সমন্বয়ভালোহয়-দলওসহকর্মীদেরসাথেসহযোগিতারমাধ্যমে সমন্বয়সহজহয়।
4. সমস্যাসমাধানেরক্ষমতাবৃদ্ধি -
প্রতিকূলপরিবেশেশান্তথেকেসিদ্ধান্তনেওয়ারক্ষমতাবাড়ে।
5. নেতৃত্বওপথপ্রদর্শনাতৈরিকরা -
অন্যদেরঅনুপ্রাণিতকরেওজীবনেরপথেএগিয়েযেতেসাহায্যকরে।

অতএব সহজভাবেবলা যায়: Teamwork ছাড়া বৃহৎকাজকরা সম্ভব নয়; এবংSoft Skills ছাড়া সেই কাজ সুন্দরভাবে করা যায় না।

Soft skill কী

- **Soft Skill-এর সংজ্ঞা:**

Soft Skill হলো এমন ব্যক্তিগত গুণাবলি ও আচরণগত দক্ষতা, যা একজন মানুষকে অন্যদের সাথে সুন্দরভাবে যোগাযোগ করতে, সহযোগিতা করতে, এবং বিভিন্ন পরিস্থিতিতে মানিয়ে নিতে সাহায্য করে।

এগুলো সাধারণত প্রযুক্তিগত (Technical) নয়, বরং আচরণ, মনোভাব, যোগাযোগ ও সামাজিক দক্ষতা সম্পর্কিত।

অতএবসহজভাবেবলা যায়:

“Soft Skill মানে হলো এমন মানবিক ও সামাজিক দক্ষতা, যা কর্মজীবন ও ব্যক্তিজীবনে সফল হতে সাহায্য করে।”

উদাহরণ: যোগাযোগ দক্ষতা, নেতৃত্ব, দলবদ্ধভাবে কাজ করা, সময় ব্যবস্থাপনা, সমস্যা সমাধান ইত্যাদি।

Soft Skills-এর গুরুত্ব :

Soft skill এর গুরুত্ব নিম্নে আলোচিত করা হলো-

1. যোগাযোগ দক্ষতা বাড়ায়

Soft Skills থাকলে আপনি নিজের ভাব, মতামত ও অনুভূতি স্পষ্টভাবে প্রকাশ করতে পারেন এবং অন্যদের কথাও ভালোভাবে বুঝতে পারেন।

উদাহরণ: অফিস মিটিংয়ে নিজের চিন্তাধারাব্যাখা করা।

2. দলবদ্ধভাবে কাজের ক্ষমতা বাড়ায়

Soft Skills যেমন সহযোগিতা ও সহমর্মিতা টিমওয়ার্ক সফল করতে সাহায্য করে।

উদাহরণ: গ্রুপ প্রজেক্টে সবার সাথে সমন্বয়ের সাথে এগোনো।

3. সমস্যা সমাধানে সাহায্য করে

ধৈর্য, সৃজনশীলতা ও বিশ্লেষণী ক্ষমতা সমস্যা দ্রুত সমাধান করতে সাহায্য করে।

উদাহরণ: কাজের সময় কোনো বাধা এলে শান্ত থেকে সমাধান বের করা।

4. পেশাগত উন্নতির সুযোগ বাড়ায়

নিয়োগকর্তারা শুধু টেকনিক্যাল জ্ঞান নয়, Soft Skills-ও দেখে।

উদাহরণ: ভালো নেতৃত্ব ও যোগাযোগ দক্ষতার কারণে পদোন্নতি পাওয়া।

5. সম্পর্ক উন্নত করে

সহানুভূতি ও শোনার ক্ষমতা ব্যক্তিগত ও পেশাগত সম্পর্ককে মজবুত করে।

উদাহরণ: সহকর্মীর সমস্যায় সাহায্য করা।

6. পরিবর্তনের সাথে মানিয়ে নেওয়ার ক্ষমতা দেয়

Soft Skills থাকলে নতুন পরিস্থিতি ও প্রযুক্তির সাথে সহজে মানিয়ে নেওয়া যায়।

উদাহরণ: নতুন সফটওয়্যার শিখে কাজে লাগানো।

সংক্ষেপে বলা যায়: Soft Skills শুধু কর্মজীবনে নয়, ব্যক্তিগত জীবনেও সাফল্য ও সুসম্পর্ক গড়ে তোলার জন্য অপরিহার্য।

Teamwork কী

Teamwork-এর সংজ্ঞা:

Teamwork হলো একাধিক ব্যক্তি মিলে একটি সাধারণ লক্ষ্য অর্জনের জন্য একসাথে কাজ করা, যেখানে প্রত্যেকে নিজের দক্ষতা, জ্ঞান ও প্রচেষ্টা ভাগ করে নেয় এবং দলের সাফল্যের জন্য সমন্বিতভাবে কাজ করে।

সহজভাবে বলা যায়:

“Teamwork মানে — একাই নয়, সবাই মিলে কাজ করা, যাতে ফলাফল ভালো হয়।“

Teamwork-এর বৈশিষ্ট্য-

1. সাধারণ লক্ষ্য (Common Goal)

একটি দল তখনই কার্যকর হয়, যখন সবাই একই উদ্দেশ্যে কাজ করে।

উদাহরণ: একটি ক্রিকেট দলের লক্ষ্য ম্যাচ জেতা — সবাই সেই লক্ষ্যের জন্য নিজের সেরা দক্ষতা প্রকাশ করে।

2. সহযোগিতা (Collaboration)

দলের সদস্যরা একে অপরকে সাহায্য করে, পরামর্শ দেয় এবং প্রয়োজনে একে অপরের কাজ এগিয়ে দেয়।

উদাহরণ: কোনো প্রজেক্টে একজন রিপোর্ট লিখেছে, আরেকজন ডাটা সংগ্রহ করছে — দুজনেই একে অপরকে সহায়তা করছে।

3. দায়িত্বভাগাভাগি (Shared Responsibility)

বড় কাজকে ছোট ছোট অংশে ভাগ করে প্রত্যেকে নিজের দায়িত্ব পালন করে। এতে কাজ দ্রুত ও সঠিকভাবে শেষ হয়।

উদাহরণ: গ্রুপ প্রজেক্টেশনে একজন স্লাইড বানাবে, আরেকজন তথ্য সংগ্রহ করবে, আরেকজন উপস্থাপন করবে।

4. সমন্বয় (Coordination)

দলের প্রত্যেকের কাজের সাথে অন্যদের কাজ মিলে যেতে হবে, যাতে কোনো অংশ বাদ না পড়ে বা একে অপরের সাথে সংঘর্ষ না হয়।

উদাহরণ: নাটকের মহড়ায় সবাইকে একই সময়ে উপস্থিত হতে হয়, নাহলে দৃশ্য ঠিক মতো হয় না।

5. বিশ্বাস ও সম্মান (Trust & Respect)

দলের মধ্যে পারস্পরিক বিশ্বাস ও সম্মান থাকলে কাজের পরিবেশ ইতিবাচক হয়।

উদাহরণ: একজন সদস্যের উপর বিশ্বাস রেখে তাকে গুরুত্বপূর্ণ কাজ দেওয়া, এবং তার মতামতকে গুরুত্ব দেওয়া।

6. যোগাযোগ (Communication)

দলের মধ্যে খোলামেলা ও পরিষ্কার যোগাযোগ হলে ভুল বোঝাবুঝি কমে যায় এবং কাজ সহজ হয়।

উদাহরণ: টিম মিটিংয়ে সবাই নিজের মতামত স্পষ্টভাবে বলে ও অন্যদের কথা মনোযোগ দিয়ে শোনে।

7. সমস্যা সমাধানের দক্ষতা (Problem-solving)

টিমওয়ার্কে সমস্যা আসবেই, কিন্তু দল মিলে সমাধান বের করলে সেটা দ্রুত ও কার্যকর হয়।

উদাহরণ: কোনো মেশিন খারাপ হলে একজন ঠিক করার চেষ্টা করছে, অন্যজন বিকল্প উপায় খুঁজছে।

Teamwork এর গুরুত্ব-

Teamwork-এর গুরুত্ব নিম্নে আলোচিত করা হলো-

1. কাজদ্রুতসম্পন্নহয় - কাজভাগাভাগিকরেকরলেদ্রুতকাজশেষহয়।
2. সৃজনশীলতাবাড়ে - বিভিন্নমানুষেরচিন্তাধারামিলেনতুনসমাধানেরপথবেরহয়।
3. সমস্যাসমাধানসহজহয় - সবাইমিলে সমস্যারসমাধানকরার চেষ্টা করলে, তার দ্রুত হয়েযায়।
4. বিশ্বাসওসম্পর্কতৈরিহয় -একসাথে কাজ করলেপারস্পরিকসম্পর্কওবন্ধুত্বগড়েওঠে।
5. দায়িত্ববোধবাড়ে - প্রত্যেকেনিজেরকাজের প্রতিসচেতনহয়ে ওঠে।
6. বড়লক্ষ্যঅর্জনসম্ভবহয় - জটিলকাজদলবদ্ধ ভাবে করলে বড় লক্ষ্য সহজে অর্জন করাযায়।

অতএবসহজভাবেবলাযায়: Teamwork মানুষকে একে অপরের দক্ষতা ব্যবহার করে পারস্পরিক সহযোগিতা ও সমন্বয়ের মাধ্যমে লক্ষ্য পূরণে সাহায্য করে।

Soft skill ও Teamwork এর সম্পর্ক

Soft Skill ওTeamwork-এরসম্পর্কখুবঘনিষ্ঠ,
কারণসফলটিমওয়ার্ককরতেগেলেভালsoft skillথাকা জরুরি।

Teamwork ও soft skill এর সম্পর্ক ব্যাখ্যা -

1. যোগাযোগ (Communication)

টিমওয়ার্কে পরিষ্কারভাবে কথা বলা, শোনা এবং মতামত বোঝা খুব দরকার। এটা সরাসরি Soft Skills-এর অংশ।

উদাহরণ: প্রজেক্ট মিটিংয়ে সবাইকে নিজের কাজের অগ্রগতি জানানো।

2. সহযোগিতাওসহমর্মিতা (Collaboration & Empathy)

টিমে অন্যদের অনুভূতি বোঝা ও সাহায্য করা Soft Skills-এর গুরুত্বপূর্ণ দিক, যা টিমওয়ার্ককে শক্তিশালী করে।

উদাহরণ: একজন সদস্য সমস্যায় পড়লে, তাকে সাহায্য করা।

3. নেতৃত্ব (Leadership)

দলের মধ্যে নেতৃত্ব দেওয়া বা সমন্বয় করা একটি Soft Skill, যা টিমওয়ার্ককে সঠিক পথে চালায়।

উদাহরণ: কাজ ভাগ করে দেওয়া এবং সবাইকে উৎসাহ দেওয়া।

4. সমস্যাসমাধান (Problem-solving)

টিমওয়ার্কে সমস্যা এলে Soft Skills ব্যবহার করে সমাধান বের করা সহজ হয়।

উদাহরণ: সময়মতো কাজশেষনা হলে বিকল্প পরিকল্পনা করা।

5. মানিয়েনেওয়ারক্ষমতা (Adaptability)

টিমের প্রয়োজন অনুযায়ী নিজের ভূমিকা পরিবর্তন করা Soft Skills-এর একটি বড় দিক, যা টিমওয়ার্কের সাফল্য নিশ্চিত করে।

উদাহরণ: হঠাৎ অন্যের কাজ নিজের হাতে নেওয়া।

অতএব সংক্ষেপেবলায়: Soft Skills হলো টিমওয়ার্কের ভিত। Soft Skills না থাকলে টিমওয়ার্ক কার্যকর হয় না, আর ভালো Soft Skills থাকলে টিমওয়ার্ক অনেক বেশি সফল হয়।

সাধারণজীবনেTeamwork ওSoft skill উদাহরণ

• সাধারণজীবনেTeamwork-এর উদাহরণ-

1. স্কুলপ্রজেক্ট

কয়েকজনশিক্ষার্থী মিলে তথ্য সংগ্রহকরে, স্লাইড তৈরি ও উপস্থাপন করা।

এখানে কাজ ভাগাভাগি, সমন্বয় ও পারস্পরিক সাহায্য- এগুলিTeamwork-এর উদাহরণ।

2. খেলাধুলা (Football/Cricket)

প্রত্যেক খেলোয়াড় নিজের পজিশনে কাজ করে, কিন্তু লক্ষ্য একটাই—জয় লাভ করা।

সহযোগিতা, পরিকল্পনা ও একে অপরকেসাহায্য করা Teamwork-এর স্পষ্ট উদাহরণ।

3. পারিবারিকঅনুষ্ঠান

বিয়ে বা উৎসবে সবাই একসাথে রান্না, সাজসজ্জা ও অতিথি আপ্যায়ন করা। এখানে সমন্বয়, দায়িত্ব ভাগাভাগি ও সময় ব্যবস্থাপনা Teamwork হিসেবে দেখা যায়।

• সাধারণজীবনেSoft Skills-এর উদাহরণ-

1.দৈনন্দিনকথোপকথন

বন্ধুর সাথে কথা বলার সময়তারকথা শোনা, বোঝা ও ভদ্রভাবে উত্তর দেওয়া। এটা Communication ও Empathy—Soft Skills-এর অংশ।

2.সমস্যাসমাধান

পড়াশোনায় কোনো সমস্যায় পড়ে বন্ধুর সাহায্যে সমাধান খোঁজা। Problem-solving ও সহযোগিতা Soft Skills-এর উদাহরণ।

3.সময়মেনেকাজশেষকরা

অ্যাসাইনমেন্ট সময়মতো জমা দেওয়া।

এটা Time Management—Soft Skills-এর গুরুত্বপূর্ণ দিক।

💡 দুইয়ের মিল:

Teamwork উদাহরণে Soft Skills সবসময় থাকে — যেমন যোগাযোগ, দায়িত্ববোধ, সমস্যা সমাধান।

সাধারণ জীবনের প্রতিটি যৌথ কাজেই এই দুটো একসাথে কাজ করে।

উপসংহার

Teamwork ও Soft Skills — এই দুটো একে অপরের পরিপূরক। সফল টিমওয়ার্কের জন্য ভালো Soft Skills যেমন যোগাযোগ, সহযোগিতা, সমস্যা সমাধান ও সময় ব্যবস্থাপনা অপরিহার্য। আবার টিমওয়ার্কের মাধ্যমে এসব Soft Skills আরও বিকশিত হয়। ব্যক্তিগত জীবন হোক বা পেশাগত ক্ষেত্র — এই দুই

গুণ মানুষকে লক্ষ্য অর্জনে, সম্পর্ক উন্নত করতে এবং চ্যালেঞ্জ মোকাবিলায় সহায়তা করে। Soft Skills হলো টিমওয়ার্কের ভিত, আর টিমওয়ার্ক হলো Soft Skills চর্চার ক্ষেত্র। যেমন Helen Keller বলেছেন, “Alone we can do so little; together we can do so much.”

গ্রন্থপঞ্জি

গ্রন্থপঞ্জি/Reference

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শিক্ষার্থীর জীবন ও সফট স্কিল: আধুনিক চাহিদা ও বাস্তবতা

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আধুনিক শিক্ষা শুধু পুস্তকীয় জ্ঞানের মধ্যেই সীমাবদ্ধ নয়, বরং এটি জীবনের নানা বাস্তব চাহিদা ও দক্ষতার সঙ্গে ওতপ্রোতভাবে জড়িত। বর্তমান যুগ প্রযুক্তিনির্ভর এবং দ্রুত পরিবর্তনশীল, তাই শিক্ষা ব্যবস্থাকেও হতে হচ্ছে অভিযোজিত, নমনীয় এবং জীবনঘনিষ্ঠ। বর্তমান বিশ্বের শিক্ষাব্যবস্থা কেবলমাত্র একাডেমিক সাফল্যের উপর গুরুত্ব আরোপ না করে, শিক্ষার্থীদের সামগ্রিক মানসিক ও সামাজিক সুস্থতা নিশ্চিত করার দিকেও মনোযোগ দিচ্ছে। একবিংশ শতাব্দীর এই গতিময় ও প্রতিযোগিতামূলক যুগে সফট স্কিল বা নরম দক্ষতা শিক্ষার্থীদের ব্যক্তিত্ব গঠনে ও মানসিক সুস্থতায় গুরুত্বপূর্ণ ভূমিকা পালন করছে। এখানে অনুসন্ধান করা হবে কীভাবে সফট স্কিল শিক্ষার্থীদের শারীরিক ও মানসিক সুস্থতা রক্ষা, পারস্পরিক সম্পর্ক উন্নয়ন, আত্মবিশ্বাস বৃদ্ধি এবং সঠিক সিদ্ধান্ত গ্রহণে সহায়তা করে।

সফট স্কিল" (Soft Skills) বলতে এমন কিছু ব্যক্তিগত ও আন্তঃব্যক্তিক দক্ষতাকে বোঝায়, যা একজন মানুষকে তার ব্যক্তিগত, শিক্ষাগত ও পেশাগত জীবনে সফল হতে সাহায্য করে। এগুলো প্রযুক্তিগত বা একাডেমিক দক্ষতা নয়, বরং মানুষের আচরণ, মানসিকতা, যোগাযোগের ধরন ও সামাজিক দক্ষতার সাথে সম্পর্কিত।

নীচে সফট স্কিল নিয়ে কিছু শক্তিশালী ও প্রেরণাদায়ক বক্তব্য দেওয়া হলো:

Soft skills get little respect but will make or break your career.”

— Peggy Klaus

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“Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.”

— Daniel Goleman

“The most important single ingredient in the formula of success is knowing how to get along with people.”

— Theodore Roosevelt

সফট স্কিল-এর প্রকৃতি:

1.সফট স্কিল মূলত ব্যক্তির আচরণ, মনোভাব ও মূল্যবোধের প্রতিফলন। এটি কেবল জ্ঞানের বিষয় নয়, বরং ব্যক্তিগতভাবে কীভাবে একজন ব্যক্তি অন্যের সঙ্গে আচরণ করেন তা প্রকাশ করে।

2.সফট স্কিলের ব্যবহার নির্ভর করে পরিস্থিতি ও প্রেক্ষাপটের ওপর।

3.সফট স্কিল শুধুমাত্র একটি দিক নয়, বরং এটি ব্যক্তির সামগ্রিক ব্যক্তিত্ব, আবেগ নিয়ন্ত্রণ, সামাজিক সচেতনতা ও আচরণগত শিষ্টাচারের সমন্বয়ে গঠিত।

4.একজন শিক্ষার্থী, শিক্ষক, কর্মচারী কিংবা ব্যবসায়ী—সবার জন্যই সফট স্কিল জরুরি। অর্থাৎ এটিচিরকালীন ও বহুমাত্রিক।

5.এটি উন্নয়নযোগ্য ও অভ্যাসনির্ভর বিষয়।

6.সফট স্কিল চোখে দেখা যায় না, কিন্তু কার্যকর।

7.সহানুভূতি, সহনশীলতা, সততা, দায়িত্ববোধ, ও শ্রদ্ধাবোধ এর মতো সফট স্কিল গুলো একজন ব্যক্তিকে "ভালো মানুষ" ও "ভালো সহকর্মী" হিসেবে গড়ে তোলে।

8. এটি চাকরি বা কর্মক্ষেত্রে টিকে থাকার ও উন্নতির প্রধান ভিত্তি ইত্যাদি।

সফট স্কিলের প্রধান বৈশিষ্ট্য :

1. সফট স্কিল দীর্ঘমেয়াদি ফলপ্রসূতা প্রদান করে।
2. এটি সংবেদনশীল ও নমনীয়।
3. ব্যক্তির অন্তর্মুখী ও বহির্মুখী উভয় দিককে স্পর্শ করে।
4. যেকোনো পেশা, বয়স বা সমাজে সফট স্কিল প্রয়োজনীয় এবং প্রযোজ্য।
5. সদাচার, দায়িত্ববোধ, শ্রদ্ধাশীলতা, সহানুভূতি ইত্যাদি মানবিক গুণাবলির সঙ্গে সম্পর্কিত।
6. সফট স্কিল চর্চা ও অভ্যাসের মাধ্যমে বিকাশ করা যায়, এটি জন্মগত নয়।
7. নিজের ভুল থেকে শিখতে আগ্রহী হওয়া এবং ক্রমাগত উন্নতির লক্ষ্যে কাজ করা।
8. সফট স্কিলের মধ্যে সমস্যা বিশ্লেষণ এবং সঠিক সিদ্ধান্ত গ্রহণের ক্ষমতাও রয়েছে।
9. সফট স্কিল কার্যক্ষমতা বাড়াতে এবং লক্ষ্য অর্জনে সহায়ক।
10. এটি মানসিক চাপ ও আবেগকে সঠিকভাবে নিয়ন্ত্রণ করে পরিস্থিতি সামলাতে পারে ইত্যাদি।

সফট স্কিলের প্রধান উপাদানসমূহ:

1. যোগাযোগ দক্ষতা (Communication Skills): কার্যকরভাবে কথা বলা, শ্রবণ করা, লিখিত ও অমৌখিক বার্তা প্রেরণ করা।
2. আত্ম-প্রবণতা ও আত্ম-সংযম (Self-awareness & Self-regulation): নিজের অনুভূতি ও মনোভাব বোঝা ও নিয়ন্ত্রণ করা।

3. নেতৃত্ব (Leadership): দলের সদস্যদের প্রেরণা দেওয়া এবং সঠিক দিক নির্দেশনা প্রদান।
4. সময় ব্যবস্থাপনা (Time Management): কাজের অগ্রাধিকার নির্ধারণ ও সময় সঠিকভাবে ব্যবহার করা।
5. আবেগ নিয়ন্ত্রণ (Emotional Intelligence): নিজে ও অন্যদের আবেগ বুঝে সঠিকভাবে পরিচালনা করা।
6. সৃজনশীলতা (Creativity): নতুন ধারণা ও উদ্ভাবনী সমাধান আনা।
7. মনোবল ও স্থিতিস্থাপকতা (Resilience & Motivation): প্রতিকূলতা মোকাবেলা করার মানসিক শক্তি এবং কাজের প্রতি উৎসাহ।
8. আত্ম-প্রবণতা ও আত্ম-সংযম (Self-awareness & Self-regulation): নিজের অনুভূতি ও মনোভাব বোঝা ও নিয়ন্ত্রণ করা।
9. সহযোগিতা ও দলগত কাজ (Teamwork & Collaboration): অন্যদের সঙ্গে মিলেমিশে কাজ করার ক্ষমতা।
10. বিচক্ষণতা (Judgment & Decision Making): সঠিক ও বুদ্ধিমত্তার সাথে সিদ্ধান্ত নেওয়া।
11. মেধা ও বুদ্ধিমত্তা (Intelligence & Wit): দ্রুত ও সঠিকভাবে পরিস্থিতি বুঝে কার্যকর প্রতিক্রিয়া দেওয়া।
12. মানসিক চাপ মোকাবেলা (Stress Management): চাপের মধ্যে নিজেকে নিয়ন্ত্রণে রাখা এবং মানসিক সুস্থতা বজায় রাখা।
13. বিশ্বাসযোগ্যতা (Trustworthiness): অন্যদের বিশ্বাস অর্জন করা এবং তা ধরে রাখা।
14. সমস্যা সমাধান দক্ষতা (Problem Solving Skills): সৃষ্টিশীল ও যুক্তিপূর্ণভাবে সমস্যা চিহ্নিত ও সমাধান করা।

15. পরিবর্তন গ্রহণের ক্ষমতা (Adaptability & Flexibility): পরিবর্তিত পরিস্থিতি ও নতুন চ্যালেঞ্জের সঙ্গে খাপ খাওয়ানো ইত্যাদি।

সফট স্কিলের সম্পর্কে প্রাথমিক ধারণা থেকে এই কথাটি বলা যায় যে এটা হলো এক সুগুণ দক্ষতা যা ব্যক্তিগত স্তর থেকে শুরু কোরে সমাজ পর্যন্ত বিস্তৃত। বিদ্যালয় যেহেতু সমাজের একটি অংশ তাই বিদ্যালয় এর উপর ও এর প্রভাব খুব স্বাভাবিক ভাবেই লক্ষ করা যায়। আর বিদ্যালয় গঠিত হয় শিক্ষার্থী ও শিক্ষক দের নিয়ে। তাই সফট স্কিল এর ধারণা ও জ্ঞান থাকা শিক্ষক দের যেমন দরকার তেমনি এই বিষয় টি শিক্ষার্থী মধ্যে সঞ্চার করাও প্রয়োজন।

শিক্ষার্থীর জীবন ও সফট স্কিল :

শিক্ষার্থীর জীবন কেবলমাত্র বইয়ের জ্ঞান অর্জনের মধ্যেই সীমাবদ্ধ নয়, এটি জীবন যাপনের নানা দক্ষতা ও মানসিক গুণাবলির বিকাশের ক্ষেত্রও বটে। আধুনিক শিক্ষাব্যবস্থায় সফট স্কিল বা নরম দক্ষতা শিক্ষার্থীদের সামগ্রিক ব্যক্তিত্ব গঠনে গুরুত্বপূর্ণ ভূমিকা রাখে। সফট স্কিল হলো সেই নৈপুণ্য যা শিক্ষার্থীকে শুধুমাত্র পরীক্ষায় ভালো করার জন্য নয়, বরং জীবনের নানা চ্যালেঞ্জ মোকাবিলা করতে সক্ষম করে।

শিক্ষার্থীদের জন্য সফট স্কিলের গুরুত্ব :

1. সাম্প্রতিক বিশ্বে টেকনিক্যাল স্কিলের সঙ্গে এগুলো সমান জরুরি।
2. কারণ এগুলো শিক্ষার্থীকে পরীক্ষার বাইরে জীবনের বাস্তব চ্যালেঞ্জ মোকাবিলা করতে সক্ষম করে।
3. এগুলি শিক্ষার্থীর আত্মবিশ্বাস ও সামাজিক দক্ষতা বৃদ্ধি করে।
4. ভবিষ্যতে কর্মজীবনে টিমওয়ার্ক, নেতৃত্ব ও যোগাযোগে এগুলো অতুলনীয়।
5. শিক্ষার্থীরা স্কুল, কলেজ বা বিশ্ববিদ্যালয়ে শিক্ষক, সহপাঠী, এবং অন্যান্যদের সঙ্গে কার্যকর যোগাযোগের মাধ্যমে তথ্য আদান-প্রদান ও সুসম্পর্ক গড়ে তোলে। সফট

স্কিল থাকার ফলে তারা সহজেই নিজেদের ভাবনা প্রকাশ করতে ও অন্যের কথা বুঝতে পারে।

6. সফট স্কিল তাদের চিন্তাশক্তি ও সৃজনশীলতা বিকাশে সহায়তা করে যাতে তারা কার্যকর সমাধান বের করতে পারে।

7. সফট স্কিল যেমন আবেগ নিয়ন্ত্রণ এবং স্ট্রেস ম্যানেজমেন্ট তাদের মানসিক সুস্থতা বজায় রাখতে সাহায্য করে।

8. সফট স্কিল শিক্ষার্থীকে আত্মবিশ্বাসী ও দায়িত্বশীল করে তোলে, যা তাদের সামাজিক ও পেশাগত জীবনে ইতিবাচক প্রভাব ফেলে।

9. শিক্ষার্থীদের জীবনে নানা চাপ থাকে: একাডেমিক চাপ, সামাজিক প্রত্যাশা, পারিবারিক চাপ, আত্ম-চিন্তা ইত্যাদি। সফট স্কিল যেমন আবেগ নিয়ন্ত্রণ (Emotional Intelligence), মানসিক চাপ মোকাবেলা (Stress Management), ধৈর্য ও সহনশীলতা বিকাশ করে। এগুলো শিক্ষার্থীদের মানসিক স্বাস্থ্য ভালো রাখতে সাহায্য করে, যার ফলে তারা চাপের মধ্যে স্থিতিশীল ও কার্যকরভাবে কাজ করতে পারে।

10. এটি প্রতিযোগিতামূলক বিশ্বে টিকে থাকার জন্য অপরিহার্য।

11. শিক্ষার্থীদের সামাজিক দক্ষতা বৃদ্ধি ও সম্পর্ক উন্নয়ন।

12. শিক্ষার্থীদের নেতৃত্ব ও দায়িত্বশীলতা বিকাশ সাধন।

13. এটি শিক্ষার্থীদের পরিবর্তনের সঙ্গে খাপ খাওয়ানো ও অভিযোজন ক্ষমতা বৃদ্ধি ঘটায়।

14. শিক্ষার্থীদের মধ্যে সৃজনশীলতা (Creativity) এবং নতুন ধারণা উদ্ভাবনের ক্ষমতা বিকাশ করে সফট স্কিল।

15. এটি অন্তর্দৃষ্টির উন্নয়ন ঘটায় ইত্যাদি।

সফট স্কিল ও শিক্ষার্থীদের জীবনে প্রভাব :

1. শিক্ষার প্রতি আগ্রহ ও মনোযোগ বাড়ায়।
2. ব্যক্তিগত ও সামাজিক জীবনকে সুন্দর করে তোলে।
3. শিক্ষার্থীকে আত্মনির্ভরশীল ও স্বজনশীল করে গড়ে তোলে।
4. পড়াশোনা ও সামাজিক জীবনের মধ্যে সুসমতা বজায় রাখতে সাহায্য করে।
5. সফট স্কিল শিক্ষার্থীদের কর্মজীবনে আত্মবিশ্বাসী ও দক্ষ ব্যক্তি হিসেবে গড়ে তোলে।
6. শিক্ষার্থীরা সফট স্কিলের মাধ্যমে পরিবর্তিত পরিস্থিতি ও নতুন পরিবেশে দ্রুত খাপ খাওয়াতে শিখে, যা দ্রুত পরিবর্তনশীল বিশ্বে তাদের টিকে থাকার ক্ষমতা বৃদ্ধি করে।
7. এটি শিক্ষার্থীদের মধ্যে ব্যক্তিগত ও সামাজিক দায়িত্ববোধ গড়ে তোলে।
8. এটি পরস্পরের প্রতি সম্মান ও সহানুভূতি বৃদ্ধি করে।
9. মুক্তচিন্তা ও সমালোচনামূলক চিন্তাধারার বিকাশ।
10. শিক্ষা জীবনের চাপ কমানো ও আনন্দময় করা।
11. শিক্ষার্থীরা সফট স্কিল অর্জনের মাধ্যমে নিজের মূল্যায়ন ও সম্মান বাড়াতে পারে, যা তাদের আত্মপরিচয়কে সুদৃঢ় করে।
12. শিক্ষার্থীদের পরীক্ষার সময় চাপ কমাতে সাহায্য করে, যা ভালো ফলাফল এনে দেয়।
13. সাংবাদিকতা, বিতর্ক এর বিষয় গুলিতে সাহায্য করে।
14. এটা শিক্ষার্থীদের আন্তর্জাতিক দক্ষতা ও প্রতিযোগিতায় সক্ষমতা বৃদ্ধি করে।

15. সফট স্কিল শিক্ষার্থীদের মধ্যে সামাজিক দায়বদ্ধতা ও নৈতিকতার বোধ সৃষ্টি করে ইত্যাদি।

শিক্ষার্থীদের সফট স্কিল উন্নয়নে করণীয়

1. নিয়মিত যোগাযোগ দক্ষতা উন্নয়নের জন্য বিভিন্ন কার্যক্রমে অংশগ্রহণ করা।
2. আত্মসমালোচনা ও আত্মউন্নয়নের মাধ্যমে নিজের ভুল থেকে শিখতে চাওয়া।
3. শিক্ষার্থীদের মধ্যে সফট স্কিলের গুরুত্ব সম্পর্কে সচেতনতা তৈরি করতে হবে।
4. সফট স্কিল কে পাঠ্যক্রমে অন্তর্ভুক্ত করা।
5. সফট স্কিল গড়ে তুলতে শিক্ষার্থীদের জন্য দলবদ্ধ কাজ, বিতর্ক, রোল-প্লে, সিমুলেশন, প্রকল্প কাজ ইত্যাদি আয়োজন করতে হবে।
6. অভিজ্ঞ শিক্ষক, সিনিয়র শিক্ষার্থী বা মেন্টরের মাধ্যমে সফট স্কিল উন্নয়ন।
7. সম্ভাষণ, শ্রবণ, লেখার দক্ষতা বাড়াতে বিভিন্ন কার্যক্রম ও কর্মশালা আয়োজন করা জরুরি।
8. নেতিবাচক ফিডব্যাক গ্রহণ করা ও তা থেকে শেখার মানসিকতা বিকাশে সহায়তা করা।
9. শিক্ষা প্রতিষ্ঠানে পজিটিভ পরিবেশ গড়ে তোলা।
10. নিয়মিত সফট স্কিল বিষয়ক প্রশিক্ষণ ও সেমিনারের মাধ্যমে শিক্ষার্থীদের সচেতনতা ও দক্ষতা বৃদ্ধি করা।
11. অনলাইন প্ল্যাটফর্ম, ভার্চুয়াল দলীয় প্রকল্প, ভিডিও কনফারেন্সিং ইত্যাদির মাধ্যমে শিক্ষার্থীরা সফট স্কিল দক্ষতা উন্নয়নে নতুন দিক উন্মোচিত করতে পারে।
12. বিদেশি শিক্ষার্থী ও বিভিন্ন সংস্কৃতির মানুষের সঙ্গে মেলামেশার মাধ্যমে শিক্ষার্থীদের আন্তর্জাতিক মানসিকতা ও সাংস্কৃতিক সংবেদনশীলতা বৃদ্ধি পায়।

13. সুস্থ দেহে মস্তিষ্ক সঠিকভাবে কাজ করে, তাই শারীরিক ও মানসিক স্বাস্থ্য বজায় রাখার জন্য নিয়মিত ব্যায়াম, পর্যাপ্ত ঘুম ও সঠিক খাদ্যাভ্যাসের উপর গুরুত্ব দেওয়া।
14. নিয়মিত সফট স্কিলের অগ্রগতি মূল্যায়ন করা এবং প্রয়োজনমত সংশোধনী পদক্ষেপ গ্রহণ।
15. সম্প্রতি সৃষ্ট সামাজিক ও প্রযুক্তিগত পরিবর্তনের সাথে খাপ খাওয়ানো ইত্যাদি।
16. নেতিবাচক পরিস্থিতিতেও ইতিবাচক দৃষ্টিভঙ্গি রাখা ও ধৈর্য্য ধরে কাজ করার অভ্যাস তৈরির মাধ্যমে সফট স্কিল বিকাশ।
17. পরিবারের সদস্যদের মাধ্যমে সামাজিক ও ব্যক্তিগত দক্ষতা অর্জনে সহযোগিতা এবং সঠিক দৃষ্টিভঙ্গি গঠন।
18. শিক্ষার্থীদের নিয়মিত তাদের কাজ ও আচরণের উপর ভাবনা-চিন্তা করতে শেখানো, যা তাদের আত্ম-উন্নয়নে সহায়ক।
19. বাস্তব জীবনের পরিস্থিতি অনুকরণ করে কেস স্টাডি এবং রোল প্লে-এর মাধ্যমে সফট স্কিল চর্চার সুযোগ সৃষ্টি করা।
20. মনের সুস্থতার গুরুত্ব বোঝানো ও প্রয়োজনীয় ক্ষেত্রে মানসিক স্বাস্থ্য পেশাদারদের সাহায্য নেওয়ার পরামর্শ দেয়া ইত্যাদি।

শিক্ষার্থীদের সফট স্কিল উন্নয়নে সমস্যা

1. পরীক্ষার চাপ, হোমওয়ার্ক ও প্রকল্প কাজের কারণে শিক্ষার্থীদের হাতে সফট স্কিল চর্চার জন্য পর্যাপ্ত সময় থাকে না।
2. শিক্ষার্থী, অভিভাবক ও শিক্ষকই সফট স্কিলের গুরুত্ব ঠিকভাবে বুঝতে পারেন না।
3. শিক্ষাঙ্গনে সফট স্কিল শেখানোর জন্য আধুনিক ও উদ্ভাবনী পদ্ধতির অভাব থাকে।

4. শিক্ষার্থীরা মাঝে মাঝে নিজেদের দক্ষতা উন্নয়নে আগ্রহ হারিয়ে ফেলে বা অনুপ্রেরণা পাচ্ছে না।
5. শিক্ষার্থী ও শিক্ষকের এই প্রযুক্তিগত দক্ষতার অভাব থাকায় সফট স্কিল শেখানো ও শেখা কঠিন হয়ে পড়ে।
6. সফট স্কিলগুলি পরিমাপ ও মূল্যায়ন করা তুলনামূলক কঠিন হওয়ায় শিক্ষাব্যবস্থায় এগুলোকে গুরুত্ব দেয়া কম হয়।
7. সামাজিক বা সাংস্কৃতিক পরিবেশে আত্মপ্রকাশ বা দলগত কাজের সুযোগ কম থাকে, যা সফট স্কিল বিকাশে বাধা হয়ে দাঁড়ায়।
8. বিশ্ববিদ্যালয় ও স্কুল পর্যায়ে প্রাতিষ্ঠানিক প্রশিক্ষণের অভাব।
9. শিক্ষার্থীরা জীবনে যাদের অনুকরণ করে, তারা যদি সফট স্কিলে দুর্বল হয়, তাহলে তাদের আচরণেও এর প্রভাব পড়ে। সঠিক রোল মডেলের অনুপস্থিতি একটি বড় সমস্যা।
10. যেসব শিক্ষার্থী যোগাযোগে দুর্বল, বিশেষ করে যারা মাতৃভাষা ছাড়া অন্য ভাষায় (যেমন ইংরেজি) যোগাযোগ করতে অস্বস্তি বোধ করে, তারা আত্মপ্রকাশে পিছিয়ে পড়ে।
11. অনেক শিক্ষার্থী নতুন কিছু করতে গেলে ব্যর্থতার ভয় পায় বা কী বলবে, এই ভেবে পিছিয়ে থাকে। এর ফলে তারা চর্চা বা আত্মপ্রকাশ থেকে বিরত থাকে।
12. কখনো কখনো সমাজে মেয়েদের বা পিছিয়ে পড়া শ্রেণির শিক্ষার্থীদের মত প্রকাশ বা নেতৃত্ব প্রদর্শনের সুযোগ কম থাকে, যা তাদের সফট স্কিল বিকাশে বাধা সৃষ্টি করে ইত্যাদি।

শিক্ষার্থীদের সফট স্কিল উন্নয়নে সমস্যার সমাধান

A. পাঠ্যক্রমে সফট স্কিল অন্তর্ভুক্তকরণ

এক্ষেত্রে প্রথম কাজটিই হলো প্রাতিষ্ঠানিক পাঠ্যক্রমে সফট স্কিল ভিত্তিক বিষয় অন্তর্ভুক্ত করা এবং ভাষা, যোগাযোগ, সহমর্মিতা, দলগত কাজ ইত্যাদি নিয়ে কর্মশালা বা অনুশীলনমূলক ক্লাস রাখা যেতে পারে। এছাড়া শিক্ষকদের সফট স্কিল প্রশিক্ষণ দিয়ে, তারা যেন শিক্ষার্থীদের দক্ষতা গঠনে সক্ষম হন সেই ব্যবস্থা করা।

B. পরিবার ও সামাজিক সহায়তা

সামাজিক পরিসরে পারস্পরিক সম্মান, সহযোগিতা ও আন্তঃসম্পর্ক গঠনের পরিবেশ তৈরি করা জরুরি এবং এর সাথে পরিবারকে শিক্ষার্থীদের সফট স্কিল উন্নয়নে সচেতন করে তুলতে হবে।

C. যথাযথ প্রযুক্তির ব্যবহার

অনলাইন ডিসকাশন, ডিজিটাল টুল ও অনলাইন লার্নিং প্ল্যাটফর্ম ব্যবহার করে সফট স্কিল বিষয়ক কোর্স ও ভিডিও সরবরাহ করা যেতে পারে।

D. পরিমাপ ও ফিডব্যাকের ব্যবস্থা

শিক্ষার্থীদের নিয়মিত ফিডব্যাক প্রদান ও স্ব-মূল্যায়নের সুযোগ রাখা উচিত ও সফট স্কিলের উন্নয়ন পরিমাপের জন্য কার্যকর মূল্যায়ন পদ্ধতি তৈরি করা জরুরি।

E. সহপাঠক্রমিক কার্যাবলীর ব্যবস্থা

নাট্যচর্চা, সঙ্গীত, বিতর্ক, খেলাধুলা, সমাজসেবা ইত্যাদিতে শিক্ষার্থীদের অংশগ্রহণ উৎসাহিত করতে হবেএর মাধ্যমে তারা যোগাযোগ, দলগত কাজ ও নেতৃত্বের অভিজ্ঞতা অর্জন করবে।

F. মানসিকতার পরিবর্তন

সফট স্কিল বিষয়ে মানসিকতার পরিবর্তন এর ক্ষেত্রে সেমিনার, ওয়ার্কশপ বা মিডিয়া ক্যাম্পেইন গুরুত্বপূর্ণ ভূমিকা রাখতে পারে তাই বিদ্যালয় গুলিতে এই গুলির ব্যবস্থা করতে হবে।

G. কাউন্সেলিং ও গাইডেন্স

শিক্ষাপ্রতিষ্ঠানে দক্ষ কাউন্সেলর নিযুক্ত করে শিক্ষার্থীদের ব্যক্তিত্ব ও আগ্রহ অনুযায়ী সফট স্কিল উন্নয়নে দিকনির্দেশনা দেওয়া যেতে পারে।

H. শিক্ষামূলক নানা কর্মসূচি গ্রহণ

শিক্ষা মূলক ভ্রমণ, ক্যাম্প, প্রতিযোগিতা ইত্যাদি কর্মসূচি তে উপস্থিত হবার জন্যে শিক্ষার্থী দের উৎসাহিত করা প্রয়োজন

I. ভাষাগত দুর্বলতা দূরীকরণ

ভাষাভিত্তিক ক্লাব, বক্তৃতা চর্চা, পড়া-লেখা-শোনা অনুশীলন এর মাধ্যমে কার্যকর ভাষা প্রশিক্ষণ প্রদান করা উচিত। এছাড়াও নাটক, গল্প বলা, রোল-প্লে ইত্যাদির মাধ্যমে শিক্ষা গ্রহণে উৎসাহ দিতে হবে।

J. পিয়ার গ্রুপের ইতিবাচক প্রভাব তৈরী

ইতিবাচক ও সহায়ক গ্রুপ কালচার গড়ে তুলতে হবে ও পিয়ার মেন্টরিং" পদ্ধতি চালু করতে হবে।

ভারতবর্ষে শিক্ষার্থীদের সফট স্কিলের বাস্তবতা

ভারতের শিক্ষাক্ষেত্রে গত কয়েক দশকে অনেক অগ্রগতি সাধিত হয়েছে। তবে এখনো পর্যন্ত দেশের অনেক শিক্ষা প্রতিষ্ঠান একাডেমিক জ্ঞানের ওপর অধিক গুরুত্ব দিয়ে থাকে এবং সফট স্কিলের বিকাশকে গৌণ মনে করে। বাস্তব চিত্র বিশ্লেষণ করলে নিচের দিকগুলো স্পষ্ট হয়—

1. ভারতের অধিকাংশ রাজ্য ও কেন্দ্রীয় শিক্ষা বোর্ড (যেমন CBSE, ICSE) এখনো পর্যন্ত মূলত ফলাফলনির্ভর, পরীক্ষাকেন্দ্রিক মূল্যায়ন প্রক্রিয়া অনুসরণ করে।
2. NSDC ও NASSCOM-এর একাধিক গবেষণায় দেখা গেছে, ভারতের বড় বড় কর্পোরেট সংস্থা সফট স্কিলকে চাকরির জন্য একটি অপরিহার্য যোগ্যতা হিসেবে বিবেচনা করছে। তবে তাদের মতে অধিকাংশ শিক্ষার্থী সফট স্কিলে দুর্বল, যার ফলে তারা চাকরি পেলেও দীর্ঘস্থায়ী হয় না।
3. ভারতবর্ষের সকল শিক্ষা প্রতিষ্ঠানে এখনো প্রযুক্তিকে সঠিকভাবে ব্যবহার করা সম্ভব হয়ে ওঠেনি। যার ফলে প্রযুক্তিগত দিক থেকে শিক্ষার্থীরা পিছিয়ে আছে।
4. প্রতিযোগিতামূলক পরীক্ষার (IIT-JEE, NEET, UPSC) প্রবল চাপে শিক্ষার্থীরা এই বিষয়ে মনোযোগী হতে পারছে না।
5. UNESCO ও NCERT-এর রিপোর্ট অনুযায়ী, ভারতের অধিকাংশ শিক্ষক সফট স্কিল শিক্ষাদানে উপযুক্ত প্রশিক্ষণ পাননি। ফলে এই শিক্ষার প্রসার ও প্রচারে সমস্যা দেখা দিচ্ছে।
6. ভারতবর্ষ বহু ভাসাভাষীর দেশ, সেই কারণে যোগাযোগ গত দক্ষতা একটি সমস্যা রূপে সামনে এসেছে।

তবে বর্তমানে ভারতবর্ষের বেশ কিছু প্রতিষ্ঠান সফট স্কিল এর বিষয়ে তাদের প্রতিষ্ঠানের কর্মীদের প্রশিক্ষণ দিচ্ছে যেমন Tata Group, Infosys, Wipro Byju's, Unacademy, Coursera (India) ইত্যাদি।

এই সম্পূর্ণ আলোচনার পরিপ্রেক্ষিতে আমরা বলতে পারি সফট স্কিল বর্তমান শিক্ষা ব্যবস্থায় এক বিশেষ প্রভাব বিস্তারকারী বিষয়। এর মাধ্যমে আমরা শিক্ষার্থীদের সর্বাঙ্গীণ বিকাশ ঘটাতে পারব এবং শিক্ষার্থীর জ্ঞান অর্জনের পাশাপাশি তার কর্মদক্ষতা নিজে থেকে জানা, অপরকে বোঝা, পরিবেশ সচেতনতা, সমাজ সচেতনতা, যোগাযোগ ইত্যাদির মতন গুরুত্বপূর্ণ বিষয়গুলিও উন্নতি সাধন করা সম্ভব হবে। তাই আধুনিক যুগে সফট স্কিল এর উপর গুরুত্ব দেয়া ও শিক্ষার্থী দের এই বিষয়ে উৎসাহিত করা একান্ত প্রয়োজন।

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পাশ্চাত্য দর্শনের ইতিহাসে নির্বিচারবাদ থেকে সবিচারবাদে উত্তরণ

ডঃ সাবিনা জেসমিন¹

মানুষের চিন্তা, অনুভূতি, আচরণ প্রভৃতি সবকিছুকে কেন্দ্র করে গড়ে ওঠে দর্শন। জগৎ ও জীবন সম্বন্ধে মানুষের অসীম কৌতূহল, বিস্ময় এবং সেই সম্পর্কিত নানা সমস্যা ও তার সমাধানের প্রচেষ্টার মধ্য দিয়েই দর্শন সংক্রান্ত আলোচনা উৎপত্তি। দর্শনের সুখ উপলব্ধিতে, দর্শন প্রকৃতপক্ষে ভাব-ভাবনা-সমীক্ষায় অবস্থান করে। অর্থাৎ শুধুমাত্র অস্তিত্বশীলতাই জীবন নয়। আমাদের সকল অস্তিত্বের মাঝে আছে পূর্ণতা আর তার সন্ধান পাওয়ার মাঝেই লুকিয়ে আছে বেঁচে থাকার সার্থকতা। মানুষ কেবল অবয়বে বাঁচে না, মানুষ বাঁচে মননশীলতায়, মনুষ্যত্বে। সুস্থ, স্বাভাবিক জীবনবোধ থেকে জন্ম নেয় দার্শনিক চিন্তা। এই চিন্তার মধ্যেই আছে আত্মার তৃপ্তি, চিন্তার প্রশান্তি। দর্শন স্বভাবতই সত্য তথা তত্ত্বের অন্বেষণ করে। সকল প্রকার স্বার্থ সম্পর্কশূন্য, শুদ্ধ চিন্তার মাধ্যমে দার্শনিক নিঃসংশয় সত্যকে জানতে চায়। দর্শন মানুষের বিচার-বুদ্ধিকে মার্জিত করে। কোনো একটি মত দীর্ঘদিন ধরে নির্বিচারে অনেকে মেনে নিচ্ছে বলেই যে সেটি সঠিক হবে তা বলা যায় না। এগুলি এক ধরনের সংস্কার হতে পারে যা সমাজের প্রথা হিসাবে জায়গা করে নেয়। দর্শনের বিচারে যে কোনো মতবাদকে যুক্তির কষ্টিপাথরে যাচাই করে দেখে তবেই সেটিকে সত্য বলে প্রতিপন্ন করা উচিত। ভালোভাবে বিচার না করে কোনো সিদ্ধান্তকেই গ্রহণ করা উচিত নয়। উল্লেখ্য যে, কি ভারতীয় কি পাশ্চাত্য – সকল দার্শনিক ধারনাই পূর্বসূরীদের মতবাদকে বিচার ও যাচাইকরণের মধ্য দিয়ে গড়ে উঠেছে।

দর্শন মানুষের দৃষ্টিভঙ্গীকে বৈজ্ঞানিক স্তরে উন্নীত করেছে। অতিরিক্ত ভাবপ্রবণতা যে কোনো বস্তু বা বিষয়ের বিচারের ক্ষেত্রে আমাদের দৃষ্টিকে আচ্ছন্ন করে রাখতে পারে। তাই কোনো প্রকার ভাবের অভিব্যঞ্জনা নয়, পরিশীলিত মানস-ধর্ম সহযোগে

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স্বকীয় দৃষ্টিভঙ্গী গড়ে তোলাই হলো দর্শনের লক্ষ্য। বিচার হবে যুক্তিসঙ্গত। বিশ্লেষণ ও সংশ্লেষণের মাধ্যমে বস্তুগত বিচার বস্তুর প্রকৃত স্বরূপ উদ্ঘাটন করে। যে কোনো মতবাদকে বিচার-বিশ্লেষণের মাধ্যমে যাচাই করে গ্রহণ করতে হবে। মানুষের বোধ শক্তির জাগরণে দর্শনের অবদান স্বীকার্য। সভ্যতার প্রান্তিকে সমাজের সকল শ্রেণীর মানুষের কল্যানসাধন, সমাজের অভিপ্রেত লক্ষ্যে নৈতিক দৃষ্টিভঙ্গী, ইচ্ছার স্বাধীনতা, লোকায়ত নীতি, মানসিক প্রগতি – সব কিছুইই মান নির্ধারিত হয় দার্শনিক চিন্তাধারার উৎকর্ষে।

সক্রেটিসের মতে কোনো কিছুকে নিশ্চিতভাবে গ্রহণ বা বর্জন করার পূর্বে বিচার-বিশ্লেষণ একান্ত প্রয়োজন। তাঁর কথায় – “an unexamined life is not worth living” অর্থাৎ একটি অপরিষ্কৃত জীবন নিতান্তই মূল্যহীন। সক্রেটিস মানুষকে তার নিজস্ব চিন্তার দায়বদ্ধতার ব্যাপারে সচেতন করতে চেয়েছেন। একজন চিন্তাশীল ব্যক্তি কুসংস্কার, একঘেষেমী বা বাঁধাধরা চিন্তা, প্রথাগত ধারার ক্ষেত্রেও এক কথায় কিছু না মেনে নিয়ে বরং বিপরীতে গিয়ে জ্ঞানের অন্বেষণ করে। চিন্তাশীল হওয়া ও বিচার-ভাবনা করা এক ধরনের বৌদ্ধিক দিক থেকে স্বনির্ভর হওয়া। একজন মুক্ত চিন্তক যে কেবল বুদ্ধি দ্বারাই পরিচালিত হবেন তা নয়, তিনি বুদ্ধির সাথে কল্পনা, আবেগ ও যুক্তির ভারসাম্য রক্ষা করবেন প্রত্যেকটি বিশ্বাসকে জ্ঞানে উন্নীত করতে হলে যুক্তির কষ্টিপাথরে যাচাই করে নিতে হবে। একজন নিরপেক্ষ বিচারককে মুক্ত চিন্তার অধিকারী হতে হয়। নিজের চিন্তার বিষয় সম্বন্ধে নিরন্তর সচেতন থাকা, নিজের প্রত্যেকটি বিশ্বাসকে যুক্তির দ্বারা যাচাই করার অভ্যাস তৈরি করা হবে একজন মুক্ত চিন্তকের কর্তব্য। অপরের মতকে শঙ্কার সঙ্গে বোঝার চেষ্টা করাও তাঁর কর্তব্যের অধীন।

প্রাচীনকালে পাশ্চাত্যে বিভিন্ন দেশের মানুষ যখন অতিকথা বা কল্পকথা, পৌরাণিক কাহিনী ও বিচারবিযুক্ত ধর্মীয় আলোচনায় বিশ্বাসী ছিল, সেই সময় থেকেই গ্রীস দেশের অধিবাসীদের মধ্যে বিচারশীল মনোভাব লক্ষ্য করা যায়। একেবারে গোড়ার দিকে গ্রীসের অধিবাসীদের মধ্যে তত্ত্বদর্শন থাকলেও তার ভিত্তি ছিল যুক্তিহীন এবং অবৈজ্ঞানিক। প্রাচীনকাল থেকে গ্রীকদর্শনের তিনটি পর্যায় লক্ষ্য করা যায়। প্রথম পর্যায়টি হলো প্রাক সক্রেটিস দর্শন। এই সময় সোফিস্টদের দর্শনের উল্লেখ পাওয়া যায়। এই সময়কার গ্রীক দার্শনিকগণ ছিলেন মূলত প্রকৃতিবাদী (naturalist)। বাহ্য প্রকৃতি ছিল তাঁদের মুখ্য আলোচ্য বিষয়। প্রাচীন গ্রীক দার্শনিক পারমিনাইডিস

(Parmenides) ও অনুগামীদের মতে, অপরিণামী দ্রব্যই হলো প্রকৃত সত্তা এবং পরিবর্তন হল অবভাসমাত্র। বিপরীত দিকে হেরাক্লিটাস (Heraclitus) ও তাঁর অনুগামীদের মতে পরিবর্তনই সত্য আর অপরিণামী দ্রব্য অবভাস মাত্র। এই সময়কার গ্রীক দার্শনিকদের মধ্যে সকল বিষয়ে মতৈক্য না থাকলেও তাঁরা সকলেই একদিকে যেমন নিসর্গবাদী অপরদিকে তেমনি অদ্বৈতবাদীও (Monist)।

দ্বিতীয় পর্যায়টি হলো সেফিস্টদের কাল থেকে অ্যারিস্টটলের সময় পর্যন্ত। এই সময়কার দার্শনিকগণ হলেন সফ্রেটিস, প্লেটো, অ্যারিস্টটল। বলা বাহুল্য এই দার্শনিকগণ তৎকালীন গ্রীক দর্শনকে চরম উৎকর্ষে উন্নীত করেন। তৃতীয় পর্যায়টি হলো অ্যারিস্টটল পরবর্তী পর্যায়। এই সময়ে দার্শনিক তত্ত্ব-চিন্তার কোনো উন্নতিসাধন তো হয়ই নি, বরং চরম অবনতি ঘটেছিল। দ্বিতীয় পর্যায়ে মূলত বিচার বিশ্লেষণযুক্ত বিজ্ঞানসম্মত দর্শনের আত্মপ্রকাশ ঘটে।

দর্শনের ইতিহাস পর্যালোচনা করলে দেখা যায় মানব-মনের সকল ক্রিয়া-প্রতিক্রিয়াই কোনো না কোনো দেশ কালের আধারে সীমাবদ্ধ। প্লেটো, অ্যারিস্টটল যে সময়ে যে পরিবেশে তাঁদের দার্শনিক মতবাদ প্রচার করেছিলেন সেই সময়ে তাঁদের দর্শন ভাবনা ছিল সম্পূর্ণ প্রাসঙ্গিক ও স্বাভাবিক। তৎকালীন গ্রীস দেশের পটভূমিকে বাদ দিয়ে তাদের দর্শন দাঁড়াতে পারে না। তেমনি মধ্যযুগে ধর্মযাজকদের শাসন অনেকটা শিথিল হয়ে পড়েছিল। যখন ধর্মযাজকদের শাসন জোরালোভাবে আধিপত্য বিস্তার করেছিল তখন দর্শনের মুক্ত চিন্তার দুর্বলতা প্রকট হয়ে উঠেছিল। কিন্তু এই শাসন শিথিল হওয়ার পর মানুষ ক্রমশঃ নিজস্ব বিচারবুদ্ধিকে কাজে লাগিয়ে সব কিছু যাচাই করতে শুরু করেছিল। বিভিন্ন ধরনের বৈজ্ঞানিক আবিষ্কারের ফলে পাশ্চাত্য চিন্তাধারায় কিছুটা জ্ঞানের প্রসার ঘটে। বিচারবিযুক্ত কুসংস্কার ও অলৌকিক ঘটনায় বিশ্বাস ধীরে ধীরে অপসারিত হতে থাকে। পরবর্তীকালে সুনিশ্চিত বৈজ্ঞানিক ভিত্তির উপর দর্শন প্রতিষ্ঠিত হয় আধুনিক যুগে। আধুনিক দর্শনের জনক বলে ধরে নেওয়া হয় রেনে দেকার্তকে। আধুনিক যুগের দার্শনিক দেকার্ত থেকে কান্ট, হেগেল প্রমুখ দার্শনিকদের ভাবনা “ধ্রুপদী দর্শন” নামে পরিচিত। এক্ষেত্রে হেগেল-এর একটি উক্তি বিশেষভাবে উল্লেখযোগ্য – “Philosophy is it’s time as expressed in thought,” অর্থাৎ প্রত্যেক যুগের দর্শনচিন্তা সেই সময়কার সামগ্রিক পরিবেশের উপর নির্ভরশীল। এই সব বিচার করে দর্শনকে তিনটি যুগে ভাগ করা হয়েছে – প্রাচীন যুগ, মধ্যযুগ এবং আধুনিক যুগ।

প্রাচীন যুগ :

পাশ্চাত্য দেশগুলির মধ্যে প্রথম দর্শন চর্চা শুরু হয় গ্রীস দেশে। এজন্য এই যুগকে অনেক সময় গ্রীক দর্শনের যুগও বলা হয়ে থাকে। এই যুগের ব্যাপক পরিধিকে আমরা তিনটি ভাগে ভাগ করতে পারি - (১) প্রাক সোফিস্ট যুগ (Pre Sophist Period), (২) সোফিস্ট যুগ (Sophist Period), এবং (৩) অ্যারিস্টটল পরবর্তী যুগ (Post Aristotelean Period)।

প্রাক সোফিস্ট যুগের প্রথম তিনজন দার্শনিক হলেন থেলস্ (Thales), অ্যানাক্সিমিনিস (Anaximenes), এবং অ্যানাক্সিম্যান্ডার (Anaximander)। এদের একত্রে বলা হয় আইয়োনিক সম্প্রদায়ভুক্ত দার্শনিক (Philosophers of Ionic School)। এই সকল দার্শনিক প্রকৃতির মৌলিক উপাদানের সন্ধান করেছেন। থেলস্-এর মতে, জলই জগতের সমুদায় বস্তুর মৌলিক উপাদান। অধ্যাপক স্টেস (W.T. Stace)-এর মতে থেলস্ হলেন দর্শনের জনক। থেলস্ই সর্বপ্রথম অতিপ্রাকৃত বা ঈশ্বরভিত্তিক ধর্মীয় ব্যাখ্যা পরিহার করে বিজ্ঞানসম্মতভাবে নৈসর্গিক পদার্থের মাধ্যমে জগতের ব্যাখ্যা দিয়েছেন। অ্যানাক্সিমিনিস জগতের অন্তর্নিহিত মৌলিক পদার্থকে যেমন এক ও অসীমরূপে গণ্য করেছেন, তেমনি আবার এই মৌলিক পদার্থকে নির্দিষ্ট বিশিষ্ট পদার্থও বলেছেন। তাঁর মতে, জগতের মৌলিক উপাদান “জল” নয়, বায়ু। বায়ু থেকেই জগতের যাবতীয় বস্তু - জল, মাটি, পাহাড়-পর্বত, চন্দ্র-সূর্য ইত্যাদির উৎপত্তি এবং বায়ুতেই সবকিছুর পরিসমাপ্তি। আনাক্সিম্যান্ডার-এর মতে, জগতের মূল উপাদান যার থেকে জগতের সকল পদার্থের উৎপত্তি ও যাতে সকল কিছুর বিলুপ্তি তা হলো আকারহীন, অনির্দিষ্ট, অবিশেষ এবং সকল পদার্থের মধ্যেই সাধারণভাবে উপস্থিত পদার্থ। অর্থাৎ তাঁর মতে জগতের মূল পদার্থ নির্গুন ও অসীম অথচ প্রচ্ছন্নভাবে সর্ব গুণের আকর।

পিথাগোরিও সম্প্রদায়ের মতে সংখ্যা হলো জগতের মৌলিক উপাদান এবং জাগতিক বস্তুমাত্রই সংখ্যার অভিব্যক্তি। সংখ্যার প্রয়োগ ছাড়া জাগতিক বস্তুর কল্পনা অসম্ভব। ইলিয়াটিক দার্শনিক জেনোফেনিস প্রথম একেশ্বরবাদ বা অদ্বৈতবাদের কথা বলেছিলেন। তৎকালীন গ্রীস সমাজে বহু নিসর্গ দেবতা বা ঈশ্বরে বিশ্বাস ছিল। পারমেনাইডিস (Parmenides)ও জগতের অনিত্যতা ও পরিবর্তনশীলতার অন্তরালবর্তী অপরিবর্তনীয় সত্তার কথা বলেছেন। তাঁর মতে অপরিবর্তনীয়, শ্বাস্বত

সত্তাই হল চরম সত্য বা সত্তা (Being), আর যা কিছু অস্থায়ী পরিণামী তা হল অ-সত্তা (Non-being)। হেরাক্লিটাস (Heraclitus)-এর মতে পরিবর্তনই সত্য। তাঁর কথায় “একই নদীতে আমরা দুবার অবগাহন করতে পারি না, কেননা নদীর জলপ্রবাহ সর্বদা প্রবাহমান”। তাঁর মতে জগতের পরিবর্তনের মূলে আছে “বিশুদ্ধ আগুন”; তাই আগুন-ই হলো জগতের মূল উপাদান। আনাক্সাগোরাস সর্বপ্রথম জড় অতিরিক্ত এক অজড় মননশক্তির কথা বলেছেন। তিনি জগতের নিমায়ক বুদ্ধিশক্তি Nous-এর উল্লেখ করেছেন যা জড়-অতিরিক্ত শক্তি হলেও সর্বত্র পরিব্যাপ্ত। পরবর্তীকালে সোফিস্ট সম্প্রদায়ের অন্তর্ভুক্ত প্রোটাগোরাস, জর্জিয়াস – এদের মুখ্য আলোচ্য বিষয় হলো “জগতে মানুষের অবস্থান ও তার গুরুত্ব”। জগৎ সম্বন্ধে বিচারবিযুক্ত জ্ঞান বর্জন করে তাঁরা মানুষের জ্ঞানের পরিধি নিয়ে আলোচনা করছেন। প্রোটাগোরাসের বিখ্যাত উক্তি হল “ব্যক্তি-মানবই সবকিছুর পরিমাপক” (Man is the measure of all things)। তাঁর মতে বিষয়গতভাবে সত্য বলে কিছু নেই, সত্য মাত্রই ব্যক্তিনির্ভর। জর্জিয়াসের মত অনুসরণ করে বলা যায় প্রকৃত অর্থে জ্ঞান সম্ভব নয়, পরিবর্তনশীল ইন্দ্রিয়সংবেদন যথার্থ জ্ঞান দিতে পারে না। এক কথায় বলা যায় সোফিস্টরা সংশয়বাদী।

সোফিস্ট মতের প্রতিবাদস্বরূপ সক্রেটিস বলেন মানুষই যদি সবকিছুর পরিমাপক হয় তাহলে সত্য মিথ্যার কোনো মানদণ্ড থাকবে না। তাঁর মতে, জ্ঞান মাত্রই প্রত্যয় নির্ভর (All knowledge is knowledge through concepts)। জ্ঞানকে, জ্ঞানের সত্যতাকে প্রত্যয় নির্ভররূপে গণ্য করে সক্রেটিস প্রকৃতপক্ষে জ্ঞানের বিষয়গত সত্যতাকে প্রতিপাদন করতে চেয়েছেন। প্লেটোর মতে, জ্ঞান হবে অশ্রুত এবং সন্দিগ্ধক। প্লেটোর কথায় জ্ঞান সম্ভব, এর উৎস ইন্দ্রিয়-অভিজ্ঞতা নয়, প্রকৃত উৎস হল প্রত্যয় বা ধারণা। তাঁর মতে প্রত্যয় কেবল মনস্থ নয়, সেগুলির বাস্তব সত্তাও আছে। অর্থাৎ জ্ঞান হলো সত্তার সঙ্গে চিন্তা বা প্রত্যয়ের অনুরূপতা। অ্যারিস্টটলের মতে সামান্য আকার ও জড় উপাদানের সমন্বয়ে মূর্ত দ্রব্য গঠিত। বিশুদ্ধতার চরম স্তরে “উপাদানহীন আকার” রূপে তিনি ঈশ্বরের অস্তিত্ব প্রমাণ করেছেন। সক্রেটিস-প্লেটো-অ্যারিস্টটল – এঁদের দর্শন একদিকে যেমন মানবতাবাদী, তেমনি আবার আত্মাও ধারণার উপর প্রাধান্য দেওয়ায় অধ্যাত্মবাদীও বটে।

মধ্য যুগ :

যষ্ঠ শতাব্দী থেকে চতুর্দশ শতাব্দী পর্যন্ত সময়কাল দর্শনের ইতিহাসে মধ্য যুগ হিসাবে পরিচিত। এই সময়কালকে খ্রিস্টীয় দর্শনের যুগও বলা যায়। মধ্যযুগকে দুটি ভাগে ভাগ করা যায় – প্রাচীন যাজকের যুগ (Patristic Period) এবং স্কলাস্টিক যুগ (Scholastic Period)। মধ্যযুগীয় দর্শনচর্চা শুরু হয় আফ্রিকার খ্রিস্টান অগাস্টিন অফ হিপ্পোর সময়ে। তাঁর মতে যথার্থ প্রজ্ঞা ও ন্যায্যপরায়ণতা একমাত্র খ্রিস্টীয় ধর্মবিশ্বাস ও স্বর্গীয় করুণার সাহায্যে লাভ করা যায়। অ্যানসেলেমকে স্কলাস্টিক দর্শনের জনক বলা হয়। অ্যানসেলেম এবং অন্যান্য যৌক্তিক ঈশ্বরবাদীরা পূর্বের বিচারবিযুক্ত ঘোষণা ও চার্চের নির্ভরযোগ্য লেখকদের রচনাসমূহকে সুসংহত করে তুলতে চেষ্টা করেছিলেন। ত্রয়োদশ শতাব্দীতে ইহুদী দার্শনিকেরা বৌদ্ধিক মননের উল্লেখ করেছেন। পরবর্তীকালে টমাস অ্যাকুইনাসের লক্ষ্য হলো ধর্মতত্ত্বের সঙ্গে দার্শনিক বিচারের যোগসাধন ঘটিয়ে ধর্মকে সকলের কাছে যুক্তিগ্রাহ্য করা। দর্শন সাধারণত বুদ্ধি-বিচার-বিশ্লেষণমূলক; দর্শনে বিচারবিযুক্ত বিশ্বাসের স্থান নেই বললেই হয়। অ্যাকুইনাস ধর্মতত্ত্বে দর্শনের প্রয়োজনীয়তা স্বীকার করলেও ধর্মতত্ত্বের অনুগামীরূপেই তা স্বীকার করেছেন। অর্থাৎ তিনি যে দর্শনের উল্লেখ করেছেন তা হলো “ধর্মতত্ত্বসম্মত দর্শন”।

মধ্যযুগ ছিল দর্শনের ইতিহাসে অন্ধকারময় যুগ। এটি ছিল দর্শনের ইতিহাসে ঘোর তমসাবৃত অধ্যায়, যখন চার্চের পুরোহিতদের অনুশাসনে ধর্মের অলৌকিক কুহেলিকায় আবৃত হয়ে মানববুদ্ধি একপ্রকার দাসত্বের শৃঙ্খলকে বরণ করে নিয়েছিল। এই সময়কার দর্শন সম্পূর্ণভাবে ঈশ্বরতত্ত্বের অধীন। এখানে আছে কিছু শূন্যগর্ভ তর্ক এবং অর্থহীন অলৌকিক ঘটনাবল্ল বাগাড়ম্বর। মধ্যযুগে সবিচার বিশ্লেষণমূলক দর্শনের খুব একটা সন্ধান পাওয়া যায় না।

আধুনিক যুগ :

১৪০০ খ্রিস্টাব্দ থেকে দর্শনের ইতিহাসে আধুনিক যুগের সূচনা ধরে নেওয়া হয়। প্রাচীন যুগে বিচারবিযুক্তভাবে আধিবিদ্যক তত্ত্বগুলিকে জ্ঞানবিদ্যার সাথে অভিন্ন ভাবে দেখা হতো। মধ্যযুগীয় দর্শন ছিল ঈশ্বরতত্ত্বের সাথে সম্বন্ধযুক্ত। কিন্তু আধুনিক যুগের দার্শনিকগণ পূর্ব প্রতিষ্ঠিত মানদণ্ডের সাহায্যে কোনো বিষয়ের বিচার ব্যতিরেকে তার স্বরূপ জানতে চান এবং পরে বিভিন্ন পরীক্ষার মধ্য দিয়ে বিচারমূলক আলোচনায়

প্রবৃত্ত হন। আধুনিক দর্শনের বৈশিষ্ট্য প্রসঙ্গে অধ্যাপক থিলি (F. Thilly) বলেছেন, পাশ্চাত্য দর্শনের সূচনা হয় বিচারশীল মননে বা সবিচার চিন্তায়, আগুবাধ্য বিশ্বাসের বিরোধিতায়, ধর্মীয় সংস্কার মুক্তিতে – এক কথায়, মুক্ত বা স্বাধীন চিন্তার বিকাশে। প্রাচীন গ্রীক দর্শনের দৃষ্টিভঙ্গী যেখানে সংশ্লেষণাত্মক, সেখানে আধুনিক দর্শনের দৃষ্টিভঙ্গী বিশ্লেষণাত্মক। আধুনিক দর্শনের আলোচ্য বিষয় অতীন্দ্রিয় ঈশ্বরের পরিবর্তে ইন্দ্রিয়গ্রাহ্য বিশ্বপ্রকৃতি। আধুনিক দর্শনের ইতিবাচক দিকটি হলো মানবতার দিক। দর্শনের তিনটি যুগ – (i) প্রাচীন যুগ; (ii) মধ্যযুগ ও (iii) আধুনিক যুগের দর্শনের আলোচনা প্রসঙ্গে ফলকেনবার্গের কথায় প্রাচীন গ্রীক দর্শন হলো “জাতীয় দর্শন” (National Philosophy) কেননা এখানে গ্রীক জাতির মতাদর্শই প্রকাশিত হয়েছে। মধ্যযুগীয় দর্শন “বহুজাতিক দর্শন” (Cosmopolitan Philosophy), কেননা স্কলাস্টিক ধর্মমূলক দর্শনকে ধর্মপ্রচারকগণ বিভিন্ন আঞ্চলিক ভাষায় নানা ভাষাভাষীদের মধ্যে বিভিন্ন দেশে প্রচার করেন। আধুনিক দর্শন “জাতীয় এবং আন্তর্জাতিক দর্শন” (national and international philosophy)। আধুনিক যুগের দার্শনিকগণ স্বীয় মাতৃভাষায় গ্রন্থ রচনা করলেও পরে সেগুলি বিভিন্ন ভাষায় অনূদিত হয়। ফলত দেশ – কালের গণ্ডি পেরিয়ে আধুনিক দর্শন সমগ্র বিশ্বে পরিব্যাপ্ত হয়েছে। কাজেই আধুনিক দর্শন হলো সর্বজনীন।

A History of Modern Philosophy গ্রন্থে W. K. Wright আধুনিক যুগকে কয়েকটি ভাবে বিভক্ত করেছেন। প্রথমটি হলো নবজাগরণের যুগ (Renaissance Period)। বেকন, হবস, দেকার্ত, স্পিনোজা, লাইবনিজ প্রমুখ দার্শনিকদের চিন্তা-ভাবনার উন্মেষ ঘটে এই সময়। এঁদের মধ্যে আধুনিক দর্শনের জনক রেনে দেকার্ত সংশয়পদ্ধতির পথ অনুসরণ করে একটি সুনিশ্চিত বৌদ্ধিক ভিত্তির উপর দর্শনকে প্রতিষ্ঠা করেছিলেন। দ্বিতীয় যুগ হলো জ্ঞানালোকের যুগ (Period of Enlightenment)। ব্রিটিশ অভিজ্ঞতাবাদী দার্শনিক লক্, বার্কলে, হিউম এই যুগের চিন্তানায়ক। তৃতীয়টি হলো ভাববাদী চিন্তার যুগ। আধুনিক দর্শনের ক্রমাবিকাশের এই তৃতীয় যুগের দার্শনিকগণ হলেন কান্ট, ফিকটে, হেগেল প্রমুখ। ১৮৩১ সাল থেকে বর্তমান কাল পর্যন্ত যুগ হলো দর্শনের সাম্প্রতিক কাল। এই যুগের দার্শনিকগণ হলেন সোপেনহওয়ার, কোং, মিল, স্পেন্সার, জেমস, ডিউই, আলেকজান্ডার, হোয়াইটহেড, ব্র্যাডলে, মুর, রাসেল প্রমুখ। যৌক্তিক প্রত্যক্ষবাদী দার্শনিক হলেন এয়ার, ভিটগেনস্টাইন, কার্নাপ প্রমুখ। অস্তিবাদী ও প্রতিভাস বিজ্ঞানী

হলেন কিয়েরকেগার্ড, হাইডেগার, সার্ত্রে, হুসার্ল, নিটশে প্রমুখ দার্শনিক। বলা বাহুল্য আধুনিক যুগের দর্শন সংক্রান্ত আলোচনা আজও অব্যাহত।

যদিও দর্শনের লক্ষ্য হলো সুসংহত জ্ঞান লাভ করা এবং সেটি হওয়া উচিত যুক্তিসঙ্গত ও বিচার-বিশ্লেষণমূলক, কিন্তু প্রাক সক্রিটিস যুগের দর্শন ছিল বিচার বিয়ুক্ত। এর পরবর্তী অর্থাৎ সক্রিটিস, প্লেটো, অ্যারিস্টটল-এর দর্শন অনেকটা সুসমন্বিত ও যুক্তিসঙ্গত। এঁরা মননশীল বৌদ্ধিক বিচারের উপরে গুরুত্ব আরোপ করেছিলেন। মধ্যযুগীয় দর্শন প্রকৃত অর্থে ধর্মসম্মত দর্শনের অতিরিক্ত কিছু নয়। এই সময়কার দর্শন ছিল যাজকদের মতানুসারী। ধর্মীয় আশ্রয়মুক্ত হয়ে এই সময়কার দর্শন কোনোভাবেই স্বীয় মহিমায় প্রতিষ্ঠিত হতে পারে নি। আধুনিক যুগের দার্শনিকগণ দর্শনকে মানবতার স্তরে উন্নীত করে এক অন্য মাত্রা এনে দিয়েছিলেন। দর্শন বলতে আমরা বুঝি যা বোধশক্তি বা মননশীলতার উপর প্রতিষ্ঠিত। বুদ্ধিবাদী দার্শনিকগণ দেকার্ত, স্পিনোজা, লাইবনিজ - বুদ্ধিকেই জ্ঞানের উৎস বলে স্বীকার করেছেন। অপরপক্ষে অভিজ্ঞতাবাদী দার্শনিক লক্, বার্কলে, হিউম - অভিজ্ঞতাকে জ্ঞানের উৎস বলে মেনে নিয়েছেন। পরবর্তীকালে জার্মান দার্শনিক ইম্যানুয়েল কান্ট দেখালেন যে কোনো একপক্ষীয় মত বিনা বিচারে মেনে নেওয়া যায় না। প্রথমে তিনি লাইবনিজের চিন্তাধারার প্রভাবিত হয়ে বিশুদ্ধ বুদ্ধিকে স্বীকার করেছিলেন। কিন্তু হিউমের দর্শন পাঠ করার পর তাঁকে বলতে শোনা যায় - “বুদ্ধিবাদের নির্বিচার নিদ্রা থেকে হিউমই আমাকে জাগ্রত করেন” (Hume awoke me from my dogmatic slumber)। কান্ট দেখিয়েছেন জাগতিক জ্ঞানলাভের ক্ষেত্রে আমরা প্রয়োজনীয় তথ্য পাই অভিজ্ঞতা থেকে, কিন্তু জ্ঞান গঠনের ক্ষেত্রে বুদ্ধির ভূমিকা অনস্বীকার্য। এইভাবে তিনি সবিচার পদ্ধতি প্রয়োগ করে আধুনিক যুগের দর্শনকে যুক্তিসম্মত, সুসংহত, উন্নত পর্যায়ের রূপ দিয়েছিলেন।

তথ্যসূত্র:

- ১। ভট্টাচার্য, ডঃ সমরেন্দ্র: পাশ্চাত্য দর্শনের ইতিহাস, বুক সিভিকিট প্রাইভেট লিমিটেড, ২০১৮।
- ২। সরকার, স্বপ্না: পাশ্চাত্য দর্শন সমীক্ষা, প্রগতিশীল প্রকাশক, কলকাতা - ৭৩, ২০১৫।

- ৩। সাঁতরা, অরুণকুমার: পাশ্চাত্য দর্শন সমীক্ষা, ইন্ডিয়ান প্রথেসিভ পাবলিশিং কোং প্রাইভেট লিমিটেড, কলকাতা - ৭৩, ১৯৭৯।
- ৪। সেন, মধুচ্ছন্দা ও চক্রবর্তী নীলাম্বর: সবিচার চিন্তন - একটি ভূমিকা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ২০২১।

স্বামী বিবেকানন্দের শিক্ষা ভাবনা

সঞ্জিত কুমার বিশ্বাস¹

উনিশ শতকের অন্তিম পর্বে ভারতবর্ষের জাতীয় ও আত্মিক জাগরণের অন্যতম পুরোধা ছিলেন স্বামী বিবেকানন্দ। তিনি শুধু এক জন ধর্ম প্রচারক বা সমাজসংস্কারকই নন, বরং এক অসাধারণ মানবতাবাদী চিন্তক, যার শিক্ষা-দর্শন আজও সমানভাবে প্রাসঙ্গিক ও প্রেরণাদায়ী। তাঁর চিন্তাধারার কেন্দ্রে ছিল ‘মনুষ্যত্বের উন্মেষ’—তিনি বিশ্বাস করতেন, শিক্ষার মূল লক্ষ্য হচ্ছে শক্তিশালী, আত্মবিশ্বাসী ও নৈতিকতাসম্পন্ন মানুষ গড়ে তোলা। এই মানবিক শিক্ষা-ভাবনাই তাঁকে অন্যান্য শিক্ষাচিন্তকদের থেকে পৃথক করে তুলেছে।

ঔপনিবেশিক শাসনের প্রেক্ষাপটে ভারতীয় সমাজ যখন সাংস্কৃতিক হীনমন্যতায় ভুগছিল, তখন বিবেকানন্দ শিক্ষাকে জাতীয় জাগরণের অস্ত্র হিসেবে দেখেছেন। পাশ্চাত্য শিক্ষাব্যবস্থার একান্ত পাঠ্যপুস্তক কেন্দ্রিক ও মুখস্থনির্ভর কাঠামোর বিরুদ্ধে তিনি উচ্চারণ করেছিলেন আত্মনির্ভর, চরিত্রনির্মাণ ও সেবাভিত্তিক শিক্ষার কথা। তাঁর মতে, “We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet.” এই উক্তি তাঁর শিক্ষা-দর্শনের সারমর্ম প্রকাশ করে।

স্বামীজির শিক্ষাভাবনার ভিত গড়ে উঠেছে প্রাচীন ভারতের গুরুকুল ব্যবস্থা, উপনিষদীয় জ্ঞান, ভগবদগীতার কর্মযোগ এবং যোগদর্শনের উপর ভিত্তি করে। একইসঙ্গে, তিনি পাশ্চাত্যের বিজ্ঞানমনস্কতা ও যুক্তিবাদীতার দ্বারাও প্রভাবিত হয়েছেন। তাই তাঁর শিক্ষাচিন্তায় দেখা যায় এক অভিনব সমন্বয়—যেখানে প্রাচ্য ও পাশ্চাত্যের যুগ্মশ্রোত মিলিত হয়ে এক নতুন শিক্ষার দর্শন রূপ লাভ করেছে।

¹ সহকারী অধ্যাপক, রাষ্ট্রবিজ্ঞান বিভাগ, চাকদহ কলেজ, চাকদহ, নদীয়া

বিশ্বজনীনতা, নারীর শিক্ষা, দরিদ্র জনগণের শিক্ষার অধিকার এবং ধার্মিক মূল্যবোধ—এই সমস্ত ক্ষেত্রেও স্বামী বিবেকানন্দ অগ্রণী ভূমিকা পালন করেছেন। তাঁর শিক্ষাদর্শন শুধু তাত্ত্বিক পর্যায়ে সীমাবদ্ধ ছিল না, বরং তা বাস্তব জীবনে রূপায়ণের লক্ষ্যে তিনি প্রতিষ্ঠা করেছিলেন রামকৃষ্ণ মঠ ও মিশন, যে প্রতিষ্ঠান আজও তাঁর মানবিক শিক্ষার আদর্শে অনুপ্রাণিত হয়ে সামাজিক ও শিক্ষামূলক কার্যক্রম পরিচালনা করে চলেছে।

বর্তমান সময়ে যখন শিক্ষাব্যবস্থা প্রতিযোগিতামূলক, কর্পোরেট ও কেরিয়ারমুখী প্রবণতার দ্বারা প্রভাবিত তখন বিবেকানন্দের মানবিক ও চারিত্রিক শিক্ষা-দর্শন নতুন আলোর দিশা আজও দিয়ে চলেছে। আত্মবিকাশ, নৈতিকতা এবং মানবসেবাকে শিক্ষার মূল উদ্দেশ্য হিসেবে পুনঃস্থাপনের যে প্রয়াস স্বামীজির চিন্তায় পাওয়া যায়, তা আজকের সমাজে সমান ভাবে প্রাসঙ্গিক।

এই আলোচনায় স্বামী বিবেকানন্দের শিক্ষা-ভাবনার মূল দিকগুলি বিশ্লেষণ করা হল—তাঁর দর্শনের উৎস, চরিত্রনির্মাণ ও মানবগঠনের প্রতি দৃষ্টিভঙ্গি, নারী ও প্রান্তিক জনগোষ্ঠীর শিক্ষার অধিকার এবং শিক্ষার মাধ্যমে আত্মোন্নয়ন ও জাতি-নির্মাণের প্রচেষ্টা। স্বামী বিবেকানন্দের শিক্ষা-দর্শন কেবলমাত্র একটি ঐতিহাসিক অনুষ্ণ নয় বরং বর্তমান ও ভবিষ্যতের জন্যও এক স্থায়ী পথনির্দেশ।

ঐতিহাসিক প্রেক্ষাপট ও বিবেকানন্দের মননের গঠন

উনিশ শতকের ভারত ছিল সামাজিক, সাংস্কৃতিক ও রাজনৈতিক পরিবর্তনের এক উত্তাল সময়। ব্রিটিশ ঔপনিবেশিক শাসনের ফলে পাশ্চাত্য শিক্ষা ও চিন্তাধারার অনুপ্রবেশ ঘটেছিল, যা ভারতীয় সমাজে একদিকে নতুন চেতনার সঞ্চার করলেও, অন্যদিকে একটি গভীর আত্মপরিচয় সংকটের জন্ম দেয়। পাশ্চাত্য বিজ্ঞান, যুক্তিবাদ ও মানবতাবাদের মুখোমুখি হয়ে ভারতীয় ঐতিহ্য, ধর্ম ও সমাজব্যবস্থা একধরনের আত্মরক্ষামূলক প্রতিক্রিয়া তৈরি করেছিল। এই দ্বৈত সংকটের মাঝখানে স্বামী বিবেকানন্দের মননের গঠন সম্পন্ন হয়, যা তাঁকে করে তোলে আধুনিক ভারতীয় শিক্ষা ও সমাজচিন্তার এক মহান স্থপতি।

নরেন্দ্রনাথ দত্ত (পরবর্তীকালে স্বামী বিবেকানন্দ) জন্মগ্রহণ করেন 1863 সালের 12ই জানুয়ারি কলকাতার এক শিক্ষিত ও সংস্কৃতিবান পরিবারে। শৈশবে তিনি পাশ্চাত্য

দর্শন, সাহিত্য ও বিজ্ঞান অধ্যয়ন করলেও, তাঁর আত্মিক অনুসন্ধান তাঁকে শ্রীরামকৃষ্ণ পরমহংসের সান্নিধ্যে নিয়ে যায়, যেখানে তিনি ভারতীয় আধ্যাত্মিকতার গভীরতা উপলব্ধি করেন। এই দুই প্রান্তিক জগত— একদিকে পাশ্চাত্য যুক্তিবাদ, অন্যদিকে ভারতীয় আত্মজ্ঞান— তাঁর চিন্তায় এক নতুন ধারা সৃষ্টি করে।

বিবেকানন্দ বিশ্বাস করতেন, পাশ্চাত্য শিক্ষা শুধু বাহ্যিক জ্ঞান ও তথ্য সরবরাহ করে; অথচ ভারতীয় দর্শন মানুষকে তার আত্মপরিচয় ও নৈতিক ভিত্তিকে জানার পথ দেখায়। এই দ্বৈত সূত্র থেকে তিনি গঠন করেন এক বিকল্প শিক্ষাদর্শ— যা আধুনিকতা ও ঐতিহ্যের সম্মিলন, বিজ্ঞান ও ধর্মের সমন্বয় এবং আত্মবিকাশ ও জাতীয় কল্যাণের এক সংহত ধারণা। তাঁর দৃষ্টিতে, ভারতীয় সমাজের পুনর্জাগরণ সম্ভব শুধুমাত্র এমন একটি শিক্ষার মাধ্যমে যা আত্ম-উপলব্ধি ও সামাজিক দায়িত্ববোধকে কেন্দ্র করে গঠিত হবে।

এইভাবে, স্বামী বিবেকানন্দের মননের গঠন কোনো বিচ্ছিন্ন ঘটনা নয়, বরং ঔপনিবেশিক বাস্তবতা ও আধ্যাত্মিক ঐতিহ্যের একটি সৃজনশীল মিথস্ক্রিয়ার ফসল। তাঁর শিক্ষা ভাবনা একাধারে আধ্যাত্মিক, সামাজিক ও রাষ্ট্রনৈতিক— যা পরবর্তীকালে ভারতীয় জাতীয়তাবাদ ও শিক্ষা আন্দোলনের ভিত গঠনে অনুঘটকের কাজ করে।

শিক্ষা: আত্মজ্ঞান ও শক্তির প্রকাশ

স্বামী বিবেকানন্দের শিক্ষা-ভাবনার কেন্দ্রীয় উপাদান হলো “আত্মজ্ঞান” তথা নিজের অন্তর্নিহিত শক্তি ও সম্ভাবনার উপলব্ধি। তিনি বলেছিলেন “Education is the manifestation of the perfection already in man.” এই একটি বাক্য তাঁর শিক্ষা-চিন্তার মর্মকেন্দ্র। তিনি বিশ্বাস করতেন, প্রতিটি মানুষের মধ্যে ‘পূর্ণতা’ বিরাজমান এবং শিক্ষার প্রকৃত উদ্দেশ্য হলো সেই পূর্ণতার প্রকাশ। শিক্ষা তাঁর কাছে কেবল পুঁথিগত বিদ্যা বা তথ্য আহরণের প্রক্রিয়া নয় বরং আত্ম-উন্মোচনের একটি যাত্রা।

এই দৃষ্টিভঙ্গি উপনিষদের “তৎ ত্বম অসি” মতবাদের একটি আধুনিক রূপ। “তৎ ত্বম অসি” উপনিষদের একটি বিখ্যাত মহাবাক্য। এর আক্ষরিক অর্থ — “তুই সেই” বা “তুমি সেই”। দার্শনিক অর্থে, এখানে “তৎ” (তৎ) অর্থ ব্রহ্ম বা পরমসত্তা, “ত্বম” অর্থ আত্মা বা ব্যক্তিসত্তা এবং “অসি” অর্থ আছো বা তুমি সেই। অর্থাৎ, তোমার আত্মা

আর পরমাত্মা অভিন্ন— ব্যক্তি আত্মা এবং সর্বজনীন ব্রহ্মের মধ্যে কোনও ভেদ নেই। এখানে শিক্ষা হয়ে দাঁড়ায় একধরনের সাধনা যার মাধ্যমে ব্যক্তি তার অন্তর্নিহিত সত্তার সাথে যুক্ত হয় এবং নিজের উপর আস্থা অর্জন করে যার ফলে ব্যক্তি পরমাত্মার সাথে মিলনের পথে অগ্রসর হয়। এই আত্মজ্ঞানই ব্যক্তি ও সমাজকে শক্তিশালী ও আত্মনির্ভর করে তোলে।

বিবেকানন্দ এও মনে করতেন যে, শিক্ষা মানে কেবল পেশার জন্য প্রস্তুতি নয়; বরং তা জীবনের জন্য প্রস্তুতি। যদি শিক্ষা ব্যক্তি-মানসে আত্মবিশ্বাস, সংকল্প ও নৈতিক দৃষ্টিভঙ্গির বিকাশ না ঘটায় তবে তা অর্থহীন। শিক্ষা হওয়া উচিত এমন যা মানুষকে জীবনের প্রতিকূলতা মোকাবিলা করতে সাহায্য করে এবং তাকে তার সামাজিক ও আধ্যাত্মিক দায়িত্ব পালনে প্রস্তুত করে তোলে। এই প্রেক্ষিতে তিনি পাশ্চাত্য ধাঁচের পরীক্ষাকেন্দ্রিক ও তথ্য-ভিত্তিক শিক্ষা ব্যবস্থার সমালোচনা করেন। তাঁর মতে, বাহ্যিক জ্ঞান যতই অর্জিত হোক না কেন যদি তা আত্মিক উন্নয়ন ও বাস্তব জীবনের প্রয়োগে সহায়ক না হয় তবে সে শিক্ষা সমাজকে সচল ও শক্তিশালী করতে ব্যর্থ হবে।

স্বামী বিবেকানন্দ শিক্ষাকে একটি সর্বাঙ্গীণ মানবোন্নয়নের হাতিয়ার হিসেবে দেখেছেন। তাঁর দৃষ্টিতে, আত্মজ্ঞান ও অন্তর্নিহিত শক্তির বিকাশই হল প্রকৃত শিক্ষার ভিত্তি যা আজও আমাদের শিক্ষাদর্শকে এক মৌলিক প্রশ্নের মুখোমুখি দাঁড় করায়— “আমরা কী তৈরি করছি: চাকরিপ্রার্থী না আত্মনির্ভর মানুষ?”

শিক্ষার লক্ষ্য

ব্রিটিশ ভারতে শিক্ষার হাল দেখে তার কঠোর সমালোচনা করে বিবেকানন্দ বলেছিলেন, যে শিক্ষায় নিজের পায়ে দাঁড়াতে ধরা যায় - সেই হচ্ছে শিক্ষা। শুধুমাত্র পুঁথিগত বিদ্যার মাধ্যমে ডিগ্রী অর্জন শিক্ষা হতে পারে না। শিক্ষা মানুষকে জীবনে দায়িত্বশীল, কর্মঠ ও স্বাবলম্বী হতে সাহায্য করে। তিনি চেয়েছিলেন এমন শিক্ষা যার দ্বারা চরিত্র গঠিত হয়, বল বৃদ্ধি পায় ও বুদ্ধিবৃত্তির বিকাশ হয়। ব্রহ্মচর্য, শ্রদ্ধা ও আত্মবিকাশ হল শিক্ষার মূলমন্ত্র। তাই তিনি বলেছিলেন শিক্ষার চরম উদ্দেশ্য মুক্তি, সকল প্রকার বন্ধন ও দুর্বলতা থেকে মুক্তি। বিবেকানন্দের ভাষায়, 'Salvation from bondage of all kinds- spiritual, economic, social and political.'

বিবেকানন্দ শিক্ষার লক্ষ্যকে দুটি ভাগে ভাগ করেছিলেন। যথা-1) শিক্ষার আপাত লক্ষ্য এবং 2) শিক্ষার চরম লক্ষ্য। আপাত লক্ষ্যের মধ্যে রয়েছে দৈহিক বিকাশ, মানসিক বিকাশ, চরিত্রের বিকাশ, ব্রহ্মচর্যের অনুশীলন এবং বৃত্তি শিক্ষা। অপরদিকে চরম লক্ষ্য হল ব্যক্তিসত্তার বিকাশ, আত্ম বিকাশ ঘটানো। আত্মার বৈরাগ্য সাধন, সর্বজনীন ভাতৃত্ববোধের উত্তরণ এবং আত্ম উপলব্ধি। বিবেকানন্দ শিক্ষার লক্ষ্য হিসেবে আরো বলেছেন দৈহিক বিকাশ যা আধ্যাত্মিক উন্নয়নের প্রাথমিক শর্ত। সেজন্য তিনি বলেছেন দুর্বলতায় পাপ। মানসিক বিকাশের ক্ষেত্রে তিনি বলেছেন, 'Expansion is life, contraction is death.' মানসিক বল বৃদ্ধি, বুদ্ধির বিকাশ ও হৃদয়ের প্রসারণই হল শিক্ষার ভিত্তি। এজন্য কায়মনবাক্যে ব্রহ্মচর্য পালন করতে হবে। বিবেকানন্দ আত্মবিশ্বাস অর্থাৎ আমার দ্বারা সবকিছু সম্ভব অর্থাৎ নিজের বিশ্বাসের উপর গুরুত্ব দিয়েছেন। তিনি বলেছেন, বিশ্বাসী হও, শক্তি-সবল হও, নিদ্রিত আত্মাকে আহ্বান কর, দেখ তা কিভাবে জেগে উঠে শক্তি আনবে, গৌরব আনবে, যা কিছু উৎকৃষ্ট তা আনবে।

সর্বোপরি স্বামীজীর মতে, শিক্ষার মূল লক্ষ্য হল আত্ম উপলব্ধি। তিনি বলেছিলেন, আমার যদি আবার জন্ম হয় তাহলে আমি প্রথমে মনকে নিয়ন্ত্রণ করা অভ্যাস করব। কেননা মনকে একাগ্র ও নির্লিপ্ত করার মধ্য দিয়ে আত্ম উপলব্ধি করা সম্ভব, যার ফলে জগতের সমগ্র শিক্ষা লাভ করা যায়।

শিক্ষা ও চরিত্র গঠন: মূল্যবোধের ভিত

স্বামী বিবেকানন্দ শিক্ষা ও চরিত্র গঠনকে একে অপরের পরিপূরক বলে মনে করতেন। তাঁর মতে, শিক্ষা যদি মানব চরিত্র গঠনে সহায়ক না হয়, তবে সে শিক্ষা কেবল বাহ্যিক জ্ঞানার্জনের ভান মাত্র। তিনি স্পষ্টভাবে বলেন, "We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet." এই দৃষ্টিভঙ্গিতে চরিত্র গঠন বলতে কেবল নৈতিক উপদেশ নয় বরং একটি সামগ্রিক আত্মিক ও সামাজিক প্রস্তুতির কথা বোঝানো হয়েছে। একজন শিক্ষার্থীকে সত্যনিষ্ঠ, আত্মবিশ্বাসী, দায়িত্ববান ও সহানুভূতিশীল হিসেবে গড়ে তোলার উদ্দেশ্যেই বিবেকানন্দ শিক্ষার পুনর্বিদ্যাস চেয়েছিলেন।

চরিত্র গঠনের গুরুত্ব নিয়ে তাঁর চিন্তা উপনিষদীয় এবং গীতা-ভিত্তিক নৈতিক দর্শনের সঙ্গে সম্পর্কযুক্ত। তিনি বিশ্বাস করতেন, নৈতিক দৃঢ়তা, ইচ্ছাশক্তি ও আত্ম-সংযম— এই গুণগুলোই মানবজীবনের মূল ভিত্তি। এই ভিত্তি ছাড়া শিক্ষা কেবল তথ্যের স্তূপ হয়ে দাঁড়ায় যার কোনও দিশা থাকে না। স্বামী বিবেকানন্দ বলেছেন, “ মাথায় কতগুলো তথ্য ঢুকানো হল, সারা জীবন হজম হল না- তাকে শিক্ষা বলে না। বিভিন্ন ভাবে এমনভাবে নিজের করে নিতে হবে, যাতে আমাদের জীবন গঠিত হয়, যাতে মানুষ তৈরি হয়, চরিত্র গঠিত হয়। যদি তোমরা পাঁচটিভাব হজম করে জীবন ও চরিত্র গঠন করতে পার, তবে যে ব্যক্তি একটি গ্রন্থাগারের সব পুস্তক মুখস্থ করেছে তার অপেক্ষা তোমার অধিক শিক্ষা হয়েছে বলতে হবে। “

বর্তমান শিক্ষাব্যবস্থায় যেখানে পেশাভিত্তিক ও পরীক্ষানির্ভর দৃষ্টিভঙ্গির প্রাধান্য সেখানে বিবেকানন্দের শিক্ষা-ভাবনা এক শক্তিশালী বিকল্প। কারণ আজকের সমাজে নৈতিক অবক্ষয়, আত্মবিশ্বাসের ঘাটতি ও সামাজিক দায়িত্ববোধের অভাব প্রকটভাবে দেখা যাচ্ছে। এই সঙ্কট থেকে উত্তরণের জন্য প্রয়োজন এমন একটি শিক্ষা যা আত্মনিয়ন্ত্রণ, কর্তব্যবোধ ও মানবিকতাবোধের উন্নয়নে সহায়ক। তিনি শিক্ষকদের প্রতি আহ্বান জানিয়েছিলেন— শিক্ষার্থীদের কেবল তথ্য দেবেন না, তাদের চরিত্রের ভিত মজবুত করতে সাহায্য করুন। কারণ একজন সুস্থ চরিত্রের মানুষই সমাজে আলোকবর্তিকা হিসেবে কাজ করতে পারে।

তাই, স্বামী বিবেকানন্দ যে “চরিত্র গঠনের শিক্ষা”র কথা বলেছেন, তা আজও অত্যন্ত প্রাসঙ্গিক। এটি কেবল আদর্শবাদ নয় বরং একটি বাস্তবধর্মী মানবসম্পদ উন্নয়নের রূপরেখা। তাঁর মতে, জ্ঞান, মনোবল ও আত্মবিশ্বাসের একত্রিত বিকাশই চরিত্র গঠনের মূলে অবস্থিত যা ব্যক্তি ও সমাজ উভয়ের কল্যাণ নিশ্চিত করতে সক্ষম।

মানবকেন্দ্রিক ও “ম্যান-মেকিং” শিক্ষা: এক পূর্ণ বিকাশের রূপরেখা

স্বামী বিবেকানন্দের শিক্ষাদর্শে “Man-making education” একটি কেন্দ্রীয় ধারণা। তিনি ঘোষণা করেছিলেন—“Man-making is my mission.” তিনি শিক্ষাকে কেবল তথ্যগত দক্ষতা বা পেশাগত প্রস্তুতির মাধ্যম হিসেবে দেখেননি বরং একে মানুষের পূর্ণ বিকাশের, বিশেষত আত্মিক ও নৈতিক বিকাশের প্রক্রিয়া হিসেবে দেখেছেন। “ম্যান-মেকিং” শিক্ষার মূল লক্ষ্য ছিল এমন মানুষ তৈরি করা যারা

আত্মনির্ভর, সাহসী, মানবিক ও নৈতিকভাবে দৃঢ়। তাঁর মতে, শিক্ষা হতে হবে শারীরিক, মানসিক, বৌদ্ধিক ও আত্মিক—এই চারটি স্তরের সমন্বিত বিকাশের উপযোগী। একজন ব্যক্তি কেবল মেধাবী হলেই চলবে না,তাকে হতে হবে আদর্শবান, দায়িত্বশীল এবং সমাজসচেতন।

এই দৃষ্টিকোণ থেকে বিবেকানন্দ আধুনিক শিক্ষাব্যবস্থার এক শক্তিশালী সমালোচক ছিলেন। তাঁর মতে, “The education which does not help the common mass of people to equip themselves for the struggle of life, is not education at all.” অর্থাৎ, শিক্ষা যদি মানুষের জীবনের সংগ্রামে টিকে থাকার সাহস ও দক্ষতা না দেয়, তবে তা অনর্থক। এই বাস্তবধর্মী দর্শন তাঁকে একটি “life-oriented” শিক্ষার প্রবক্তা করে তোলে।

এই শিক্ষার আরেকটি গুরুত্বপূর্ণ দিক হল মানবিক দৃষ্টিভঙ্গির বিকাশ। স্বামীজির মতে, প্রকৃত শিক্ষা সেই যা মানুষের ভেতর সহানুভূতি, সহনশীলতা ও সেবাবোধ জাগ্রত করে। তিনি এমন একটি সমাজ কল্পনা করেছিলেন, যেখানে শিক্ষিত ব্যক্তি শুধু নিজের উন্নতি নয় বরং গোটা সমাজের কল্যাণে সচেষ্টি থাকবে। তাই স্বামী বিবেকানন্দের “ম্যান-মেকিং এডুকেশন” কোনো শ্লোগান নয়; এটি একটি সুসংহত জীবনদর্শনের প্রতিফলন, যা ব্যক্তি, সমাজ ও রাষ্ট্রের স্থায়ী উন্নয়নের ভিত্তি রচনা করতে পারে।

ধর্ম ও নৈতিক মূল্যবোধ ভিত্তিক শিক্ষা: আত্মশুদ্ধির উপায়

স্বামী বিবেকানন্দের শিক্ষা-চিন্তার একটি মৌলিক স্তম্ভ হল ধর্ম ও নৈতিক মূল্যবোধ। তবে এখানে “ধর্ম” শব্দটি কোনো নির্দিষ্ট সম্প্রদায়, আচার বা মতবাদকে বোঝায় না। তিনি ধর্মকে দেখেছেন একটি সার্বজনীন আত্মিক সত্য হিসেবে যা মানবজীবনের নৈতিক দিকনির্দেশনা প্রদান করে। তাঁর মতে, “Religion is not in doctrines, in dogmas, nor in intellectual argumentation. It is being and becoming. Religion is realization.” এই ব্যাখ্যা অনুযায়ী, ধর্ম হল ব্যক্তির আত্মসংশোধন ও আত্মবিকাশের অভ্যন্তরীণ প্রক্রিয়া। বিবেকানন্দ মনে করতেন, শিক্ষা যদি ধর্মীয় মূল্যবোধের ভিত্তিতে না গঠিত হয় তবে তা জীবনের দিশা দিতে ব্যর্থ হয়।

তাঁর মতে, বর্তমান শিক্ষাব্যবস্থা যদি নৈতিক চেতনা, সহানুভূতি, সহনশীলতা, সততা ও আত্মত্যাগের মতো গুণাবলি চর্চায় অনুপ্রাণিত না করে, তবে সে শিক্ষা আত্মবিস্মৃত এক প্রজন্ম তৈরি করবে। আর এই আত্মবিস্মৃততা থেকেই সমাজে অসহিষ্ণুতা, দুর্নীতি ও অবক্ষয় জন্ম নেয়। বিবেকানন্দের ধর্মবোধ আসলে একটি মানবতাবাদী দর্শন। তিনি যে ‘আত্মন’ বা ‘পরমসত্য’র কথা বলেন, তা কেবল ব্যক্তিগত মুক্তির জন্য নয়; বরং সামাজিক দায়িত্ব ও কর্মবোধের প্রেরণা হিসেবেও কাজ করে। তিনি বলেছিলেন, “Each soul is potentially divine. The goal is to manifest this Divinity within by controlling nature, external and internal.” এই ‘দেবত্ব’ প্রকাশের মাধ্যমেই সম্ভব ব্যক্তিগত ও সামাজিক উন্নয়ন। শিক্ষাকে তিনি এই দেবত্ব উপলব্ধির পথে একটি সেতুবন্ধন হিসেবে দেখেছেন।

তাঁর মতে, নৈতিক শিক্ষা ধর্মীয় অনুশাসনের মাধ্যমে আত্মিক শক্তিকে জাগিয়ে তোলে এবং একজন শিক্ষার্থীকে আত্মনির্ভর, বিবেকবান ও দায়িত্বশীল মানুষে পরিণত করে। ধর্ম ও নৈতিকতার এধরনের সংহত পাঠ্যক্রম প্রবর্তনের প্রয়োজনীয়তা আজও বিদ্যমান বিশেষত এমন সময়ে যখন শিক্ষা কেবল পেশা ও চাকরির প্রয়োজনে সীমিত হয়ে পড়ছে। স্বামী বিবেকানন্দ তাই কেবল আধ্যাত্মিক শিক্ষক ছিলেন না, তিনি ছিলেন নৈতিক মানবগঠনের এক সুদূরপ্রসারী চিন্তাবিদ। ধর্মীয় শিক্ষা তাঁর কাছে কুসংস্কার নয়, বরং ব্যক্তিত্ব নির্মাণের একটি অপরিহার্য উপাদান যা সমাজ ও রাষ্ট্রকে দীর্ঘস্থায়ী ভিত্তি প্রদান করে।

নারী শিক্ষা ও জাতীয় উন্নয়নের ভিত্তি

স্বামী বিবেকানন্দ নারীদের মুক্তি ও শিক্ষাকে ভারতীয় সমাজের পুনর্জাগরণের এক অপরিহার্য পূর্বশর্ত বলে মনে করতেন। তাঁর দৃষ্টিভঙ্গি শুধু নারী সহানুভূতির নয় বরং এক গভীর সামাজিক ও দার্শনিক চেতনার ফলাফল। তিনি বলেছিলেন, “There is no hope of rise for that family or country where there is no estimation of women, where they live in sadness.” এই উক্তির মধ্যে রয়েছে নারীসমাজের প্রতি তাঁর সম্মান, উদ্বেগ এবং স্বপ্ন। স্বামীজির মতে, একজন নারী যদি শিক্ষিত, আত্মবিশ্বাসী ও কর্মক্ষম হয়ে ওঠে তবে সে শুধুমাত্র পরিবার নয়, গোটা সমাজকে আলোকিত করতে পারে।

ঐতিহাসিকভাবে, ঔপনিবেশিক ভারতে নারীশিক্ষা ছিল সীমিত, সমাজে নারীকে গৃহবন্দি ও দুর্বল মনে করা হত। এই প্রেক্ষাপটে স্বামী বিবেকানন্দ নারীর আত্মসম্মান ও জ্ঞানার্জনের অধিকারকে পুনরুদ্ধার করতে চেয়েছিলেন। তিনি বিশ্বাস করতেন, নারীকে প্রকৃত মানুষ হিসেবে গড়ে তুলতে না পারলে জাতি কখনো উন্নতি করতে পারে না। নারীশিক্ষার ব্যাপারে তাঁর চিন্তা ছিল গভীর ও বাস্তবধর্মী। তিনি নারীদের শুধু সাহিত্য বা সংস্কৃতির শিক্ষাই চাননি বরং আত্মরক্ষা(self-defence), স্বাস্থ্যচর্চা, বিজ্ঞান ও কর্মসংস্থানমুখী শিক্ষার ওপরও জোর দিয়েছিলেন। তাঁর মতে, নারীদের উচিত নিজের শরীর, মন ও পরিবেশ সম্পর্কে সচেতন হওয়া এবং আত্মনির্ভরশীল হওয়ার দিকে এগিয়ে যাওয়া।

স্বামীজির দৃষ্টিতে, নারীশিক্ষা একটি জাতীয় কর্তব্য। সমাজকে তিনি আহ্বান জানিয়েছিলেন— নারীর ক্ষমতায়ন কেবল সহানুভূতির কারণে নয় বরং উন্নয়নের জন্য। কারণ, যদি সমাজের অর্ধেক অংশ অশিক্ষিত ও পরনির্ভরশীল থাকে তবে জাতীয় উন্নয়ন অসম্ভব। তাঁর শিক্ষা ভাবনার অন্যতম বৈশিষ্ট্য ছিল এই যে, তিনি নারী ও পুরুষ— উভয়কে সমান মর্যাদায় দেখতে চেয়েছেন। নারীকে কখনো দুর্বল বা করুণা-নির্ভর করে তোলার পক্ষে তিনি ছিলেন না। তিনি বলতেন, “Educate your women first and leave them to themselves; then they will tell you what reforms are necessary for them.” এই বক্তব্য আজকের নারী-উন্নয়ন ও লিঙ্গ সমতা ভিত্তিক শিক্ষানীতির জন্য দারুণভাবে প্রাসঙ্গিক। তাঁর দৃষ্টিভঙ্গি আধুনিক নারীবাদের সঙ্গে মিল রেখে এক ‘সক্রিয় নারীচেতনা’র কথা বলে।

শ্রম ও কারিগরি শিক্ষার গুরুত্ব: উৎপাদনমুখী শিক্ষার রূপরেখা

স্বামী বিবেকানন্দ শিক্ষা ও শ্রমের মধ্যে একটি অবিচ্ছেদ্য সম্পর্ক স্থাপন করেছিলেন। তিনি বিশ্বাস করতেন যে, প্রকৃত শিক্ষা কেবল অভিজাত শ্রেণির জন্য পুঁথিগত বিদ্যা নয় বরং সমাজের সর্বস্তরের মানুষের জন্য এমন একটি হাতিয়ার, যা তাদের জীবিকা অর্জনে, আত্মনির্ভরতায় এবং সামাজিক সম্মানে সাহায্য করবে। তাঁর বক্তব্য, “The poor, the illiterate, the ignorant, the afflicted—let these be your God. Know that service to them is the highest religion.” এই দর্শনের অন্তরে ছিল শ্রম, সেবা ও উৎপাদনকে শিক্ষার মূলধারা হিসেবে গ্রহণ করার আহ্বান।

বিবেকানন্দের মতে, শিক্ষাব্যবস্থা তখনই কার্যকর হবে যখন তা বাস্তব জীবনের সঙ্গে সংযুক্ত হবে। তিনি কল্পনা করেছিলেন এমন একটি শিক্ষা ব্যবস্থা, যেখানে ছাত্রছাত্রীরা কেবল বই পড়ে নয়, হাতে-কলমে কাজ শেখে— যেমন কৃষি, কারিগরিবিদ্যা, হস্তশিল্প, সেলাই, লোহা,কাঠের কাজ ইত্যাদি। এবিষয়ে স্বামী বিবেকানন্দের অভিমত হল, “ স্বাধীনভাবে স্বদেশী বিদ্যার সঙ্গে ইংরেজি আর বিজ্ঞান পড়ানো, চাই কারিগরি শিক্ষা যাতে শিল্প বাড়ে; লোকে চাকরি না করে দু - পয়সা করে খেতে পারে।” এই শ্রমভিত্তিক শিক্ষা কেবল আত্মনির্ভরতার শিক্ষা নয় বরং আত্মমর্যাদারও শিক্ষাদান করে।

তাঁর শিক্ষা-চিন্তায় ‘দারিদ্র্য’ বা ‘নিম্নবর্গ’ কোন লজ্জার বিষয় ছিল না বরং এই শ্রেণির সেবা ও ক্ষমতায়নকেই তিনি জাতির পূর্ণতার দিকচিহ্ন বলে মনে করতেন। শ্রমজীবী মানুষের প্রতি তাঁর সহানুভূতি নয় বরং এক বাস্তবমুখী সমতা-চিন্তার প্রকাশ ছিল শিক্ষার মাধ্যমে তাদের উত্থান নিশ্চিত করার আহ্বান। তিনি বলেছেন, “ প্রতিদিন সন্ধ্যার সময় গরিব, অনুন্নত,এমনকি চন্ডালকে পর্যন্ত জড়ো কর; তারপর ম্যাজিক লণ্ঠন ও অন্যান্য দ্রব্যের সাহায্যে জ্যোতিষ, ভূগোল প্রভৃতি চলিত ভাষায় শিক্ষা দাও।”

আজকের শিক্ষাব্যবস্থায় যেখানে হাতে-কলমে কাজ শেখার থেকে দূরে সরে গিয়ে শুধুই তথ্যনির্ভর শিক্ষা প্রাধান্য পাচ্ছে, সেখানে বিবেকানন্দের এই ভাবনা বিশেষভাবে প্রাসঙ্গিক। আত্মনির্ভরতার শিক্ষা, স্থানীয় অর্থনীতির সাথে সংযুক্তি ও গ্রামীণ যুবকদের কর্মসংস্থানের ব্যবস্থা—এই বিষয়গুলো তাঁর শ্রমভিত্তিক শিক্ষার দর্শনে স্পষ্টভাবে প্রতিফলিত। এই দৃষ্টিভঙ্গির সফল বাস্তবায়ন স্বামীজির আদর্শে অনুপ্রাণিত রামকৃষ্ণ মিশন, বেলেড় মঠ সহ অন্যান্য প্রতিষ্ঠানগুলোতে পরিলক্ষিত হয়, যেখানে নৈতিকতা ও শ্রমের সম্মিলনে ছাত্রদের গড়ে তোলা হয়। এই ধারা বর্তমান দক্ষতা-ভিত্তিক শিক্ষানীতির সঙ্গে সমন্বয় ঘটিয়ে জাতীয় উন্নয়নের একটি শক্তিশালী ভিত্তি গঠন করতে পারে।

জাতীয় শিক্ষা ও ভারতীয় সভ্যতার পুনরুজ্জীবন

স্বামী বিবেকানন্দ শিক্ষা-চিন্তায় জাতীয় আত্মপরিচয় ও সাংস্কৃতিক পুনর্জাগরণের উপর বিশেষ গুরুত্ব দিয়েছিলেন। ঔপনিবেশিক ভারতীয় শিক্ষাব্যবস্থাকে তিনি কড়া সমালোচনার চোখে দেখেছিলেন, কারণ তা ভারতীয় ইতিহাস, দর্শন, সংস্কৃতি ও

ভাষাকে উপেক্ষা করে কেবল পাশ্চাত্যকেন্দ্রিক জ্ঞান ও মানদণ্ডে শিক্ষার্থীদের গড়ে তুলত। তিনি বলেন, “We must have life-building, man-making, character-making assimilation of ideas.” ‘assimilation of ideas’ কথাটি দিয়ে তিনি বোঝাতে চেয়েছেন এমন একটি শিক্ষা যা জ্ঞানের বহুমুখী উৎস থেকে গ্রহণযোগ্য কিন্তু তার মূল ভিত্তি থাকবে নিজের জাতিসত্তা ও আত্মমর্যাদার ওপর প্রতিষ্ঠিত।

তাঁর মতে, শিক্ষার মাধ্যমে যদি জাতীয় গৌরব, সাংস্কৃতিক উত্তরাধিকার ও ঐতিহাসিক চেতনা না গড়ে ওঠে, তবে তা কেবল অনুকরণমূলক হয়ে ওঠে। তিনি পাশ্চাত্যের জ্ঞান ও বিজ্ঞানকে অস্বীকার করেননি কিন্তু তার অন্ধ অনুসরণ নয় বরং আত্মসম্মান ও আত্মনির্ভরতার সঙ্গে গ্রহণের কথা বলেছেন বিবেকানন্দের শিক্ষা দর্শনে ‘ভারতীয়ত্ব’ ছিল আত্মগর্ব ও কর্তব্যবোধের অভিব্যক্তি। তিনি ভারতের আধ্যাত্মিক ঐতিহ্যকে আধুনিক সমাজ বিনির্মাণের ভিত হিসেবে দেখেছিলেন। এই দৃষ্টিভঙ্গি তাঁকে গড়ে তুলেছিল এক ‘রাষ্ট্রীয় শিক্ষাদর্শ’-এর অগ্রদূত হিসেবে, যা বর্তমান ‘নতুন শিক্ষানীতি (2020)’-তে দৃশ্যত প্রতিফলিত হয়েছে।

তিনি এমন একটি জাতীয় শিক্ষাব্যবস্থা চেয়েছিলেন যা জাতির প্রতিটি নাগরিককে আত্মবিশ্বাসী, দায়িত্ববান ও সেবামূলক মনোভাবসম্পন্ন নাগরিক হিসেবে গড়ে তুলবে। তাঁর মতে, দেশের উন্নতি তখনই সম্ভব যখন মানুষ তার দেশের সভ্যতার প্রতি শ্রদ্ধাশীল, তার ভাষা ও সংস্কৃতিতে গর্বিত এবং তার ইতিহাস সম্পর্কে সচেতন হবে। বর্তমানে বিশ্বায়নের চাপে জাতীয় চেতনা ও সাংস্কৃতিক পরিচয় যেমন হুমকির মুখে তেমনি তথাকথিত ‘গ্লোবাল’ শিক্ষার নামে অনেক সময় মূল্যবোধহীনতা প্রসার পাচ্ছে। এই প্রেক্ষাপটে বিবেকানন্দের ‘জীবনগঠনের শিক্ষা’ (Life-building education) ধারণা জাতীয় শিক্ষা সংস্কারে এক দৃঢ় ভিত্তি প্রদান করতে সক্ষম।

গুরু-শিষ্য সম্পর্ক ও আদর্শ শিক্ষকতা: আত্মিক আলো ও শিক্ষার সেতুবন্ধন

স্বামী বিবেকানন্দ শিক্ষক ও শিক্ষার্থীর সম্পর্ককে শুধুমাত্র বিদ্যা-বিনিময়ের পেশাদার সম্পর্ক হিসেবে দেখেননি, বরং এটি তাঁর কাছে ছিল এক গভীর আত্মিক ও মানবিক যোগাযোগ। তিনি বিশ্বাস করতেন, একজন প্রকৃত শিক্ষক কেবল তথ্য প্রদান করেন না, বরং শিক্ষার্থীর অন্তর্নিহিত শক্তিকে জাগিয়ে তোলেন। তিনি বলেছিলেন, “The true teacher is he who can immediately come down to the level of

the student and transfer his soul to the student's soul and see through and understand through his mind.” এই বক্তব্য উপনিষদীয় গুরু-শিষ্য পরম্পরার একটি আধুনিক রূপ। এখানে গুরু হলেন দিশারী— যিনি আলো দেখান, কিন্তু কখনও চাপিয়ে দেন না। তাঁর কাজ হলো শিক্ষার্থীর অন্তর্নিহিত সম্ভাবনাকে জাগানো, তাকে ভাবতে শেখানো, আত্মবিশ্বাসী করে তোলা।

বিবেকানন্দের মতে, আদর্শ শিক্ষককে আত্মনিষ্ঠ, সহানুভূতিশীল ও নৈতিকভাবে সুগঠিত হতে হবে। কারণ, ছাত্ররা কেবল বক্তৃতা নয়, শিক্ষকের চরিত্র থেকেও শেখে। বিবেকানন্দ বলেছেন, তিনি প্রকৃত শিক্ষা দিতে পারেন, যার কিছু দেওয়ার আছে কারণ শিক্ষা প্রদান বলতে কেবল কথা বলা বোঝাই না বা কিছু মতবাদ বোঝানো নয়, শিক্ষা প্রদান বলতে বোঝায় ভাব- সঞ্চয়। এ কারণেই তিনি শিক্ষকদের বলেছিলেন, “What we want are Western science coupled with Vedanta, Brahmacharya as the guiding motto and also Shraddha and faith in one's self.” এই বাক্যে তিনি বৈজ্ঞানিক মনন, আধ্যাত্মিকতা, আত্মসংযম এবং আত্মবিশ্বাস— এই চারটি গুণকে আদর্শ শিক্ষকের অবিচ্ছেদ্য বৈশিষ্ট্য বলে চিহ্নিত করেছেন।

আজকের ভোগবাদী ও প্রতিযোগিতামূলক শিক্ষা পরিবেশে শিক্ষক-শিক্ষার্থী সম্পর্ক অনেক সময়েই যান্ত্রিক ও বিচ্ছিন্ন হয়ে পড়ছে। এই বাস্তবতায় বিবেকানন্দের চিন্তা শিক্ষার মানবিক দিকটি পুনরুদ্ধার করার ক্ষেত্রে গুরুত্বপূর্ণ ভূমিকা রাখতে পারে। শিক্ষককে তিনি ‘প্রেরণার উৎস’ হিসেবে দেখেছেন, যিনি কেবল বিষয় শেখান না, জীবন দর্শনও শেখান। স্বামীজি বলেছেন, “ শেখাচ্ছি মনে করেই শিক্ষক সব মাটি কর। বেদান্ত বলে: এই মানুষের ভেতরেই সব আছে। কেবল সেগুলি জাগিয়ে দিতে হবে, এইমাত্র শিক্ষকের কাজ। “ তাই তাঁর মতে, শিক্ষা মানে জ্ঞানের পঠন নয় বরং আলোকবর্তিকা জ্বালানোর এক ক্রিয়া, যার কেন্দ্রবিন্দু হল গুরু-শিষ্য সম্পর্কের আত্মিক সংযোগ।

সমাজসেবামূলক শিক্ষা: দরিদ্র নারায়ণ সেবা ও মানবিক দায়িত্ববোধ

স্বামী বিবেকানন্দ শিক্ষাকে নিছক ব্যক্তিগত উন্নয়নের হাতিয়ার হিসেবে দেখেননি বরং তিনি শিক্ষা দ্বারা জাতি ও সমাজের পরিবর্তনের স্বপ্ন দেখেছিলেন। তাঁর মতে, শিক্ষা যদি মানুষের হৃদয়ে মানবপ্রেম, দায়িত্ববোধ ও সেবার মানসিকতা সৃষ্টি না

করে, তবে তা ব্যর্থ। তিনি বলেছিলেন, “They alone live who live for others, the rest are more dead than alive.” এই উক্তি তে তাঁর সমাজসেবামূলক দর্শনের মর্মকথা নিহিত। শিক্ষা তখনই কার্যকর যখন তা সমাজের দুর্বল, বঞ্চিত ও প্রান্তিক জনগণের পাশে দাঁড়াতে মানুষকে উদ্বুদ্ধ করে।

বিবেকানন্দ ' দরিদ্র নারায়ণ ' ধারণার মাধ্যমে গরিব মানুষকে ঈশ্বরতুল্য মর্যাদা দিয়েছেন। তাঁর মতে, গরিবদের সেবা করাই হল প্রকৃত ধর্ম ও শিক্ষার পরম লক্ষ্য। স্বামীজী বলেছেন, “ দরিদ্রদেব ভব, মূর্খদেব ভব। দরিদ্র,মূর্খ,অজ্ঞানী, কাতর- এরাই তোমার দেবতা হোক, এদের সেবায় পরম ধর্ম জানবে।” এই ভাবনা তাঁকে একটি অন্তর্মুখী আধ্যাত্মিকতা থেকে বহির্মুখী সমাজকেন্দ্রিক আধ্যাত্মিকতার দিকে নিয়ে যায়, যেখানে সেবাই হল প্রকৃত সাধনা। শিক্ষার এই দৃষ্টিভঙ্গিতে নৈতিকতা ও মানবিকতা একাকার হয়ে গেছে। বিবেকানন্দ এমন এক সমাজ কল্পনা করেছিলেন, যেখানে শিক্ষিত ব্যক্তি তার জ্ঞান ও সামর্থ্য দিয়ে প্রান্তিক মানুষের উন্নয়নে কাজ করবে। তিনি বারবার বলেছিলেন, শিক্ষিত হওয়া মানেই উচ্চতম বেতন পাওয়া নয়, বরং এটি সামাজিক দায়িত্ব পালনের সুযোগ।

এই চিন্তা থেকেই রামকৃষ্ণ মিশনের শিক্ষাপ্রতিষ্ঠানগুলো শুধু পাঠদান নয়, সমাজসেবাও করে— যেমন স্বাস্থ্য পরিষেবা, ত্রাণ কার্যক্রম, গ্রামীণ উন্নয়ন ইত্যাদি যা একাধারে বিবেকানন্দের শিক্ষাদর্শ এবং সামাজিক দায়িত্বের বাস্তবায়ন। বর্তমান বিশ্ব যেখানে একদিকে প্রযুক্তিগত উন্নয়নে অগ্রসর, অপরদিকে মূল্যবোধহীনতা ও আত্মকেন্দ্রিকতায় নিমজ্জিত, সেখানে স্বামী বিবেকানন্দের সমাজসেবামূলক শিক্ষার ধারণা এক নবজাগরণের বার্তা প্রদান করে।

আধুনিক প্রেক্ষাপটে বিবেকানন্দের শিক্ষাদর্শের প্রাসঙ্গিকতা

একবিংশ শতাব্দীর বিশ্ব যখন প্রযুক্তির দ্রুত পরিবর্তন ও কৃত্রিম মেধার সর্বগ্রাসী প্রভাবের মুখোমুখি, তখন শিক্ষা ব্যবস্থাও এক গভীর সঙ্কট ও সন্ধিক্ষণের মধ্য দিয়ে চলেছে। আধুনিক শিক্ষা অনেক সময়েই কেবলমাত্র দক্ষতা, কর্মসংস্থান ও ভোগবাদের উপর কেন্দ্রীভূত। এই প্রেক্ষাপটে স্বামী বিবেকানন্দের শিক্ষা-দর্শন নতুন করে প্রাসঙ্গিক হয়ে উঠেছে।

তাঁর শিক্ষা-ভাবনার মূল লক্ষ্য ছিল মানুষের আত্মোন্নয়ন, নৈতিক বিকাশ এবং সমাজ-সচেতনতা। বর্তমান শিক্ষায় যেখানে প্রতিযোগিতা, মানসিক চাপ ও যান্ত্রিকতা বেড়ে চলেছে, সেখানে বিবেকানন্দ স্মরণ করিয়ে দেন, “Education is the manifestation of the perfection already in man.” এই উক্তি শিক্ষাকে পুনরায় মানুষ-কেন্দ্রিক করে তোলে। তাঁর দৃষ্টিতে শিক্ষার উদ্দেশ্য কেবল বাহ্যিক জ্ঞান অর্জন নয়, বরং মানুষের অন্তর্নিহিত দেবত্বকে উদ্ভাসিত করা। এইধরনের ভাবনা আজকের মানসিক স্বাস্থ্য সমস্যায় জর্জরিত শিক্ষার্থীদের জন্য বিশেষভাবে গুরুত্বপূর্ণ।

আধুনিক সমাজে নৈতিক মূল্যবোধের অবক্ষয়, পারিবারিক বন্ধনের দুর্বলতা এবং সমাজে পারস্পরিক সহানুভূতির অভাব লক্ষ্যণীয়। এই পরিপ্রেক্ষিতে বিবেকানন্দের শিক্ষা-ভাবনা মানুষের অন্তর্নিহিত ধর্মীয় ও মানবিক চেতনা শিক্ষা ও মূল্যবোধের সংহতি ঘটাতে পারে। তিনি জাতীয় শিক্ষার ক্ষেত্রে যা যা চেয়েছিলেন— যেমনঃ

মাতৃভাষাভিত্তিক শিক্ষা, নারীর শিক্ষার প্রসার, চরিত্র গঠনমূলক পাঠক্রম, সমাজসেবামূলক দৃষ্টিভঙ্গি ইত্যাদি। এগুলো আজও অধিকাংশ উন্নয়নশীল দেশের শিক্ষা ব্যবস্থার জন্য দিকনির্দেশক হতে পারে।

বিশ্বায়নের যুগে সাংস্কৃতিক একরূপতার মধ্যেও বিবেকানন্দ শিক্ষা ব্যবস্থায় ভারতীয়ত্ব, আধ্যাত্মিকতা এবং আত্মবিশ্বাস বজায় রাখার আহ্বান জানিয়েছিলেন। তাঁর কথায়, “We must have life-building, man-making, character-making assimilation of ideas.” আজকের তথ্যবাহুল্যপূর্ণ সমাজে যেখানে তথ্য আছে, কিন্তু প্রজ্ঞা অনুপস্থিত— সেখানে তাঁর এই শিক্ষা-ভাবনা শিক্ষাকে একটি পরিপূর্ণ মানবিক রূপ দিতে পারে।

উপসংহার

স্বামী বিবেকানন্দের শিক্ষা-চিন্তা কেবল এক ঐতিহাসিক মনীষার চিন্তা নয়; এটি এক চিরন্তন দর্শন— যা যুগে যুগে মানবসমাজকে আলো দেখাতে সক্ষম। তাঁর মতে, শিক্ষা হল মানুষের আত্মা ও চেতনার বিকাশের মাধ্যম। এটি কেবল পুঁথিগত বিদ্যার অধিগ্রহণ নয়, বরং এক মানবিক ও নৈতিক অভিযাত্রা। তাঁর শিক্ষা-ভাবনায় জ্ঞান ও সেবার মেলবন্ধন, মন ও হৃদয়ের সংযোগ এবং আধ্যাত্মিকতা ও কর্মের সমন্বয়

ঘটেছে। আধুনিক যুগের নানা সঙ্কটের প্রেক্ষাপটে এই সমন্বয় আমাদের শিক্ষাব্যবস্থাকে আরও অর্থবহ, মানবিক ও টেকসই করে তুলতে পারে। স্বামী বিবেকানন্দের শিক্ষা-দর্শন আমাদের মনে করিয়ে দেয়— শিক্ষা মানে কেবল পাস করা নয়, বরং গঠন করা একটি উন্নততর মানুষ ও সমাজ। এই ভাবনাই আজকের শিক্ষার আসল পুনর্জাগরণ।

আসলে স্বামী বিবেকানন্দ ভারতীয় জনগণের মনে আত্মবিশ্বাস ও দেশপ্রেম জাগিয়ে স্বাভাবিক করতে চেয়েছিলেন। কেননা তিনি মনে করতেন, 'Strength must come to the nation through education.' তিনি আরো বলতেন, ভারত আবার উঠবে তবে জড়ের শক্তিতে নয়, চৈতন্যের শক্তিতে। সর্বোপরি বিবেকানন্দ তাঁর শিক্ষা ভাবনার মধ্য দিয়ে এক নতুন ভারত গড়ার আহ্বান জানিয়েছিলেন।

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