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Education's primary motive of overall human development in India: Case based perspective of Dayalbagh Educational Institute

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Abstract: The Indian higher education system faces significant challenges in integrating value-based education, sustainability, and consciousness, often prioritizing academic achievements over holistic development. This case-based research explores how Dayalbagh Educational Institute (DEI) effectively addresses these challenges by incorporating sustainability, value, and consciousness into its educational framework. DEI was selected for its distinctive approach, which emphasizes moral and social responsibility, fostering not only academic success but also the ethical development of students. The study draws on document analysis and observations to illustrate how DEI's educational practices serve as a model for other institutions. The research underscores the urgent need for educational reforms in India that go beyond traditional metrics of success, addressing the gaps in moral education and sustainable practices. By fostering critical thinking, ethical decision-making, and social responsibility, DEI demonstrates how an education system can prepare students for future challenges while promoting a deeper consciousness about their role in society. The findings suggest that integrating value-based education with sustainability and consciousness not only enhances students' holistic development but also contributes to broader goals of national development. DEI's model offers practical insights and evidence for other educational institutions to adopt similar strategies, ensuring that future generations are better equipped to address societal challenges with a strong ethical foundation. This research thus provides a comprehensive view of the essential elements needed in modern education to create responsible and conscious global citizens.

Keywords: value; education; sustainability; consciousness

1. Introduction

Since inception, education has passed through various dimensions. The 'dimension' here indicates the ultimate purpose and objective of pursuing education. In the very beginning, the role of education was primarily confined to continuous value addition in the knowledge and attaining the wisdom. The early phases of Indian education have their genesis in Vedic education, then Buddhist education (around 6th century BC), and lately Islamic education (around 12th century). However, with the passage of time, several environmental factors affected the basic educational construct. These environmental factors were social, cultural, political, economic influences, etc. [1]. During the industrial revolution, there was a high demand for skilled workers to get them involved and hired for performing job tasks. The factories hunt for some trained individuals having expertise backed by an educational degree. Thus, the purpose of education was shifted to a more pragmatic aspect rather than being theoretical in order to make a person a qualified professional and capable of earning bread and butter. Presently, in the world of globalization,

where we reside and consider that the world is 'shrinking' due to the involvement of technological aspects in education.

It is important to note here that one should clearly establish the distinction between literacy and education [2]. The literacy refers to the capability to read and write, while the education refers to the knowledge acquisition. The popular example of this differentiation is that literacy means when one reads and understands about lynching, but if the person is able to understand it is wrong and why [3]. It can be concluded that merely the part of degree that someone holds is not sufficient to call him/her an educated person. As per the above example, for being considered an educated one, there has to be an element of ethics or value that governs one to decide between what is right and wrong. In the Indian context, there is a vacuum in value-based education since the existing system frequently prioritizes academic accomplishment and memorization over holistic development. This emphasis on conventional success measures ignores the development of moral and social principles, which are essential for creating citizens who are socially conscious. The gap between academic programs and real-world challenges is another way that the lack of sustainability in educational systems is apparent. The system contributes to social and environmental problems by failing to sufficiently train students for sustainable behaviors in their personal and professional lives. Because the educational system does not promote students' questioning, analyzing, and in-depth engagement with societal concerns, consciousness is also underdeveloped in terms of awareness and critical thinking. The need for educational reforms that integrate value-based learning, sustainability, and consciousness is critical to address these deficiencies and align the education system with the broader goals of national development. Hence, value orientation is an indispensable and inseparable part of education. Sustainability in education cultivates awareness and responsibility towards environmental, social, and economic challenges. It equips students with the knowledge and skills needed to address global issues, promote ethical decision-making, and ensure future generations contribute positively to a sustainable world [4]. Students' practical way of life must be the foundation of their aspirations to promote sustainability as a mindset that restores the receptive and responsive relationship with nature. This is especially true in the educational setting. This clearly affects areas of education outside the purview of the formal curriculum, including the attitudes and values embodied in the culture and procedures of the school. It also influences how much importance is placed on different kinds of relationships, activities, and life goals [5].

Raising consciousness in education is crucial as it fosters critical thinking, empathy, and ethical decision-making among students. By increasing awareness of social justice, peace, and global interconnectedness, education empowers individuals to engage thoughtfully with complex societal issues. This heightened consciousness encourages active citizenship and promotes a sense of responsibility towards creating positive change in communities and the world at large [6]. Overall, this casework highlights the multifaceted nature of education, encompassing professional development, continuous knowledge acquisition, and the cultivation of values, sustainability, and consciousness. As education strives to meet increasing global demands while remaining accessible and cost-effective, its role in fostering

sustainable practices becomes paramount. This study emphasizes the importance of integrating sustainability and values into educational frameworks to enhance student consciousness. The Dayalbagh Educational Institute (DEI) case study is used as a concrete example of how an organization can effectively incorporate these ideas. The goal of this integration is to produce responsible and diligent global citizens.

2. Present day education: Favorable or unfavorable?

With the advent of science and technology, or, say, information and communication technology (ICT), the education field has witnessed a tremendous shift from its initial phase. In the Indian context, the Ministry of Human Resource Development (MHRD) has made the best possible outreach of door-to-door education. This approach is designed to be cost-effective and accessible to a larger segment of the population. Examples are:

- Launching of structured MOOCs (Massive Open Online Courses);
- SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds), which is an integrated platform developed for online courses and assessment;
- NPTEL (National Programme on Technology Enhanced Learning) is formed for setting up India's first home-grown virtual technology university;
- NMEICT (National Mission on Education through Information and Communication Technology) creates scope for training teachers by focusing upon good content generation, research, and the latest advancements for knowledge integration, and so on.

There are still some of the issues that restrict the proper adoption of digital education. Some of the major challenges are concerns for cyber security, digital illiteracy, geographic and demographic constraints, and the unavailability of ICT infrastructure [7]. Concerns about AI's possible negative effects on student learning quality and educational value are among the potential disadvantages in education. By encouraging passive learning, an over-reliance on AI-driven tools may erode critical thinking and problem-solving abilities. Automated grading systems have the tendency to devalue learning and decrease individualized feedback by emphasizing quantity over depth. Furthermore, biases in information delivery or evaluation might be reinforced by AI algorithms, which compromise inclusivity and fairness. It is important to carefully weigh AI's contributions to maintaining human contact, encouraging innovation, and upholding educational rigor. These factors are crucial for achieving holistic learning outcomes and must be balanced against the challenges posed by AI [8]. Artificial intelligence (AI) is revolutionizing education by offering personalized learning experiences and improving administrative efficiency. AI-powered educational platforms analyze student data to tailor curriculum and assessments to individual learning styles, pacing, and comprehension levels. This adaptive learning approach enhances student engagement and academic performance. Furthermore, AI automates administrative tasks such as grading, scheduling, and resource allocation, allowing educators to focus more on teaching and student interaction. AI chatbots provide instant student support, answering queries and offering learning assistance round-the-clock. Incorporating AI in education also prepares students for the future workforce, where digital literacy and

problem-solving skills are increasingly valuable. However, ethical considerations such as data privacy and algorithmic biases must be carefully addressed to ensure equitable access and responsible use of AI in educational settings. Overall, AI holds promise in transforming education into a more inclusive, efficient, and effective learning environment. AI's potential drawbacks in education include concerns over its impact on the quality of student learning and educational value. Over-reliance on AI-driven tools may diminish critical thinking and problem-solving skills by promoting passive learning. Automated grading systems might prioritize quantity over depth, potentially devaluing the learning process and reducing personalized feedback. Moreover, AI algorithms can perpetuate biases in content delivery or assessment, impacting fairness and inclusivity. Balancing AI's benefits with these challenges requires careful consideration of its role in preserving educational rigor, fostering creativity, and maintaining human interaction essential for holistic learning outcomes.

3. Research methodology

- Objective of the study: The research objective is to explore the integration of sustainability, value, and consciousness in education, using DEI as a case study to demonstrate how these elements can collectively enhance students' holistic development. The goal of this research is to better prepare students for the problems of the future by analyzing DEI's holistic education policy. Also, offering evidence and practical ideas that other institutions can use to improve their own educational frameworks.

- Case Selection Rationale: DEI was chosen as the case study for this research work because of its distinctive and all-encompassing approach to education. This approach places a strong emphasis on the integration of sustainability, value-based learning, and the development of consciousness. DEI is renowned for its dedication to using cutting-edge teaching strategies to develop morally upright and socially conscious people. Because of this, it serves as a prime example for investigating how these three important factors—sustainability, value, and consciousness—can be successfully integrated into educational institutions.

- Data/material source: The researcher has used document analysis based on the relevant published papers in the institute's context, reports, and drawn interpretations from the researcher's own observation.

- Analysis of the case: The three components of DEI's educational framework were examined using a thematic analysis. All of the documents were carefully examined to find patterns and procedures that demonstrated the organization's adherence to these principles along with the ethnography-based personal observations of the researcher.

  - Value: DEI's emphasis on moral and ethical growth in its educational philosophy and policies were evaluated. This involved examining the curricula, extracurricular offerings, and the focus on service-oriented learning, which helps students develop their moral character.

- Sustainability: In order to investigate the sustainability element, an analysis of DEI's programs to promote social and environmental responsibility was conducted. Key data points in this analysis included institutional reports on sustainable campus operations, sustainability research, and educational initiatives aimed at fostering environmental consciousness.
- Consciousness: DEI's holistic educational method, which emphasizes the development of emotional, social, and spiritual consciousness in addition to academic capacities, served as my main analytical emphasis while examining this component of consciousness. Information about the institutional culture, student engagement programs, and teaching strategies that support this holistic development was obtained.
- Cross-Verification and Synthesis: The information gathered from various sources was cross-verified with the stakeholders to ensure consistency and accuracy.

4. Value and education

British writer Clive Staples Lewis said that "Education without values is as useful as it rather seems to make man a cleverer devil". Similarly, Swami Vivekananda quoted that "We want education by which character is formed, mind strength is increased, the intellect is expanded, and by which one can stand on one's own feet". If the statement given by Swami Vivekananda is analyzed, then it is evident that the primary focus of education should be building the 'character' and the facet of earning a livelihood or being independent comes at the last in his preference order. As per the former President of India, Dr. Abdul Kalam, education in its real sense is ultimately the pursuit of truth, and it is an endless journey through knowledge and enlightenment. It can be noted here also that 'truth' has been placed before knowledge and enlightenment.

Education should not merely be confined to learning; rather, it must ensure imparting values to students. Thus, value-based education is vital to contribute to the holistic development of the individual, then society, and then altogether the nation. If society has to have good citizens, the education system should try to design its entire curriculum towards value-based education not only to schools but at the college level too [1].

As per Gupta et al. [9], the present era education majorly includes modern technologies, where the inclination of parents and teachers is more towards knowledge building and ranks in examinations so as to capture good job opportunities in the employment market. The less focus is given to application of the learning outcomes in daily life that ought to be utilization of gathered knowledge for individual (human), society, and nation development. The core of this sequential development starts from the individual itself. Hence, the education policy makers overlook the primary purpose of education, which is to enlighten an individual's inner self for enabling a better understanding of life that has somewhat lagged behind in the race of modernization. The paper also concludes that if there is a failure to incorporate essential value-based education in the near future, the genuine

purpose of imparting education shall be lost in this materialistic world.

On the basis of the above instances contained in the papers, it is evident that value is an inherited component under education. It is inseparable and an obvious output other than contributing to professional development.

5. Sustainability and education

The introduction of ICT-aided education mechanisms has also enabled interactive mode rather than mono-sided. The provider as well as the beneficiary can save not only paper, cost, time, and resources but also life risks if we consider the pandemic strike that made restrictions on physical movements for everyone, including students or learners. A significant element of online education is increased access for those students living in remote areas or studying later in life. In this way, online education offers an alternative to institutional experience without a rigid schedule and provides educational opportunities to more people [10]. Thus, these advancements have undoubtedly propagated the concern for sustainability. It means that present human activities and abilities must ensure development meets current needs without compromising or damaging the ability of future generations to meet their own needs [11]. There emerges the concept of sustainable development, which is often said to be true development. Quality education has been identified as Goal Number Four under the Sustainable Development Goals (SDGs) defined by the United Nations Development Programme. This goal aims to ensure equitable and inclusive quality education and lifelong learning opportunities for everyone, everywhere. It also aims to promote access to affordable vocational training even in remote areas. In this way, the aim of sustainably developing education is all about ensuring education for all, especially for the coming generations. Therefore, the role of the IT infrastructure of a country, including high-speed internet availability, is quite crucial in this context.

Although a contrary point is raised by several educationalists, support that learning (including educational learning) is in its best state when it has the socialization aspect. Students learn best when they interact socially in a classroom. Social interaction in a classroom environment builds knowledge as well as improves problem-solving skills with critical thinking [12]. During the pandemic, survey-based research of 784 Romanian students revealed that the shift from offline to online education led to reported proficiency-based difficulties in understanding technical aspects. Students also experienced clarity-related issues in lecture delivery by the teacher. The paper concluded that the purpose of introducing the online education is only and only due to the consideration of the present pandemic situation and not at all developing the online education as a new education system [13]. Similarly, online education cannot replace traditional classroom-based teaching as it lacks efficacy, efficiency, and effectiveness [14].

SDGs were formed after reframing the previously existing Millennium Development Goals (MDGs), and these 17 SDGs positioned education at the heart of strategy in order to encourage sustainable development. With the help of a case study of postgraduate students of different disciplines, Annan-Diab and Molinari [15] highlight the relevance of an interdisciplinary approach in education for effective

sustainable development. The interdisciplinary approach can well examine the broad agenda of the SDGs with practices and barriers. It encourages students to syndicate knowledge from all disciplines in order to improve their understanding and action on sustainable development concerns.

Kopnina [16] stresses upon greater awareness of sustainable development in education and encourages teaching for sustainability through various alternative education methods that emphasize planetary ethics. The alternatives include indigenous learning for intellectual, emotional, and spiritual awareness with knowledge about the social surroundings. In short, it can be termed a holistic form of learning. Eco pedagogy is concerned with education about the environment, sustainability, and ecological citizenship; empowerment education deals with promotion of liberalization and awareness about human rights.

With the help of the above viewpoints, it is witnessed that sustainability progresses with education, and similarly, education requires the involvement of sustainability. So, there is a positive causality between education and sustainability where both go hand in hand.

6. Leading path to consciousness

As per Webster's third new international dictionary [17], consciousness is simply the state of perception or awareness of an inward psychological or spiritual fact or intuitively perceived knowledge of something in one's inner self. The term consciousness has always been an ambiguous issue for scientists and philosophers when it comes to defining its boundaries and domain. This ambiguity arises because it is difficult to determine how perceptions, thoughts, or feelings work in relation to the inner self and interaction with the outer existence [18]. The most commonly acceptable understanding of consciousness is associated with any kind of cognition experience, feeling, or perception that may be an awareness, awareness of awareness, or self-awareness that is either continuously varying or not. It is a constant concern about who we are and how we know.

There exists an understanding about the depths of knowing and learning that is unfolded through six interrelated strata clarifying what matters in life and in education: information, knowledge, intelligence, understanding, wisdom, and ultimately transformation. As per Hart [19], this altogether provides a process as well as direction for education that could prepare students both practically and remarkably for the extraordinary demands and requirements of the twenty-first century. This integrated approach embraces the education of mind and heart, which balances intuition with analytics, mastery with mystery, and underlines developing wisdom over accumulation of facts.

Mustakova Possardt [20] examined the implications of critical moral consciousness in education in childhood, adolescence, and adulthood. The paper proposes re-envisioning education in a direction of integrating mind and heart with developing both moral motivation and critical judgement and then integrating these into optimal consciousness. The actions, decision-making in situations of ethical dilemma, and outlook towards an issue are the reflections of the consciousness level that one has attained. Hence, it is important that education policy be framed as such

that it can build strategies and norms that can influence consciousness to be in the right direction.

After discussion about sustainability and value-based education, one can enter into the dimension of consciousness. Combining all these three important viewpoints of education, it can be understood that considering sustainability, having value orientation, and strengthening the balance of mind and heart is altogether a true meaning of human development.

7. Exploring the art of developing complete human at Dayalbagh Educational Institute

"Education, more education, education made perfect is the only panacea for our country's ills and evils. With more and real education I daresay we can easily raise the general level of intelligence of its teeming millions, create, in its future generations, the habit of clear and deep thinking and of appreciating new values that turn the acquisitive impulse of its people from its present direction to the direction of truth."

These golden words by August Founder of Dayalbagh, Revered Sir Anand Sarup Kt., clearly reflect the basic philosophy around which the education approach of Dayalbagh Educational Institute (DEI) is founded. DEI is a NAAC (National Assessment and Accreditation Council) 'A+' university situated in the city of Taj Mahal, Agra, and has held the status of a deemed-to-be university since 1981. It is often referred to as the ecological green belt of Agra due to the long green trees and agricultural land spread across thousands of acres belonging to the Dayalbagh community. The institute is built upon the belief of inculcating integrity through temperance, a spirit of truthfulness, courage, humility, accountability, simple living-high thinking, selfless service and sacrifice, and upholding the highest ethical standards.

The major mission of imparting education is based upon ensuring total quality management in every possible area, ultimately developing a well-rounded 'total quality human' imbibing uniqueness, innovation, comprehension, and value-based education. There are some stated core values that can be looked at one by one along with their practical application in the institute's daily routine.

- Achieving academic excellence

The modern academic world has a need for excellence through integrated, value-based, high-quality, affordable, inter-disciplinary, entrepreneurial, and experiential education, making it accessible to all facets of society. It should aim to enhance the humanities, general awareness, creativity, scientific temper, research, physical, mental, and spiritual elements, as well as the human sciences. This method places a strong emphasis on learning through introspection, reflection, and intuition in order to achieve wisdom and the highest state of awareness.

Application: The course curriculum of DEI is flavored with the value-based education-related compulsory subjects, irrespective of the main discipline that the students belong to. The subjects include Indian culture, which makes students primarily aware of the historical background of their own culture and values. It also includes a comparative study of religion to help students understand the ideologies of

various religious paths followed across the globe. These subjects do have a weight in the final evaluation.

The students are regularly motivated to expand their domain towards interdisciplinary studies. The research scholars are given opportunities in research fairs to express their research ideas and interact with the researchers of other disciplines to get their viewpoint. The amalgamation of one subject with the other opens the way and scope for future research.

DEI has been ranked number 1 in the Uttar Pradesh state of India by the government for excellent management of vocational courses. The aim is to make a student independent by opening the doors for his/her earning opportunity. Considering the aim of Kaushal Vikas Yojna, DEI runs several vocational courses in areas like dairy technology, apparel and textiles, renewable energy, food processing, artificial intelligence and robotics, commercial arts, banking and finance, accounting and taxation, digital manufacturing, tourism and hospitality management, automobiles, water sanitation and waste management, the internet of things (IoT), greenhouse technology, telecommunication, agriculture technology, etc. These students are facilitated for displaying their work and earning while they learn. Example: textile students stitch university uniforms. This altogether contributes to developing entrepreneurial minds. Dairy farming is the second most important component of agriculture in India, supporting rural households [21]. Aligning with the sustainable development goals of poverty eradication, hunger removal, and food security, various dairy-based courses are offered at the institute. These courses aim to engage the new generation of students in agribusiness while helping them connect with the nation's roots.

- Social responsibility

Through awareness of freedom and democratic values, as well as understanding duties and obligations to society, respect for the rights of others, and empowering underprivileged sections of society. The goal is to approach and support the least, the lowest, and the lost, ensuring meaningful contributions to national development. Selfless service and mutual respect are promoted by fostering a tolerant attitude, pride in national culture and unity, and the spirit of brotherhood while striving to establish a classless and casteless society. This includes creating the capacity and willingness to work with one's own hands, promoting respect for the dignity of labor, and cultivating a spirit of self-sacrifice to serve humanity.

Application: With the strong spirit for the Fatherhood of Almighty and brotherhood of man, DEI's students as well as teachers collectively work for the social welfare, like organizing free medical camps every 14 days for the nearby village community. The registered National Service Scheme (NSS) is an essential core course that is very active for the institute's undergraduates, with around 1000 students divided into various groups each year. These groups participate in a special mandatory seven-day NSS camp, undertaking responsibilities such as public area cleaning, delivering socially relevant messages through Nukkad Natak (street plays) in villages, organizing educational camps, and preparing meals for all camp students. All these activities are for the society service by the students themselves. Apart from this, there is a special NSS period once a week where students are engaged in classroom and building cleaning, including gardening activities. The rationale behind

this approach is to make the student aware of his/her responsibility as a citizen and also to develop respect for the workers/labors (dignity of labor) who try every moment hard to serve others in the form of domestic help or any other worker. Another support for this is that students should consider the institute as its own, like they consider and do for their own homes.

There is another core course as agricultural operations and rural development, where development of rural areas is a central subject theme because India is primarily dominated by rural areas with agricultural activities. Working in the agricultural fields is a daily, two-time routine of the Dayalbagh community, and students can voluntarily participate in agricultural activities such as wheat, paddy harvesting, regular nirai-gudai, etc. The purpose is to make a self-reliant society without depending upon external aids. If one can have courage to eat, then one must also sweat to make one self-worthy.

The youth parliament is conducted every year, where students portray themselves as parliamentary members. This participation makes the student generally aware about their duties and rights as a citizen.

- Systems thinking in the education system and total quality management

Leading to creativity and innovation based upon excellence, initiative, and involving all stakeholders.

Application: Most Revered Prof. Prem Saran. Satsangi Sahab, the former director of DEI, has successfully introduced and implemented systems thinking into the DEI's education philosophy. He has been a constant pioneer and a strong supporter of implementing systems' thinking not only to science and engineering-oriented subjects but also into fields like arts, social sciences, educational studies, etc. The basic ideology of systems' thinking is to consider a chosen domain as a system and treat its various components as sub-systems. There are numerous possible ways in which these sub-systems affect and get affected by other sub-systems of that system or even sub-systems from another system. DEI's faculty as well as students actively participate in the yearly National Systems conference to promote systems' thinking as a methodology and area of study.

- Sustainable development

Adopting sustainable ways wherever possible and making the students concerned about environmental sustainability.

Application: The DEI's system is continuously keen for sustainability in every possible aspect. There is a 'Sigma Six Q' model by DEI, which is an integration of six basic qualities promoting sustainability concerns: water quality, air quality, education and healthcare, innovation, agriculture and dairy practices, and most importantly, human values. All these qualities contribute to advocating the principle of better worldliness. Sustainable development is believed to be crucial for building the economy and can be progressed through continuous research and frugal innovation.

As far as concerning the sustainability aspect, the Ministry of New and Renewable Energy has recognized DEI campus as one of the sustainable campuses across the country. The information exchange is mostly being carried out in digital form, leading to paperless communication. This type of way of life is in consonance with the Indian Government's policy and action plan for environment protection and

sustainable development. India's rapidly expanding population and economy have resulted in a steady increase in the country's energy consumption. As a result, the enormous potential of solar energy in the Indian energy sector has been realized [22]. Also, the institute is successfully running on highly efficient solar power energy and is capable of supplying the generated electricity to nearby rural areas. The institute runs on solar power panels and uses solar cooking. Electric vehicles are used for campus and community transportation.

- Consciousness

"Making humans as 'homosprituals' from homosapiens". This aim of the institute clearly indicates the purpose of maintaining such an education policy that can contribute towards spiritual consciousness to build a better and more complete human being.

Application: Inter-disciplinary studies and research about the science of consciousness are carried out considering the east and west approaches towards consciousness. DEI has joined hands with the University of Waterloo (Canada) and Arizona (USA) for development in this area, where researchers, students, academicians, and teachers from different backgrounds contribute their work attached to consciousness studies. Spiritual consciousness has been studied on scientific grounds with the help of experiments and data [23].

8. Conclusion

In conclusion, it can be concluded that education is far from what we usually define it. It is about building the character of students. The students are the only outputs of any educational institute, and they are the future. So, it is the liability of institutions to prepare the future 'society'. There can be a debate about the support for either a prehistoric type of education or current scientific education. But for achieving better worldliness, a mixture of both is crucial for actual human development. After the discussion about DEI as a case example in this article, it is evident that educational institutes can make and follow such a model where the education is served along with various other benefits as well. DEI's educational pedagogy is such that at the same time it tries to develop a student physically, mentally, emotionally, and ethically. There are sustainable ways to impart education and also show the path to students for being sustainable by thinking about the future society. This is not merely by teaching innovation in the classroom but to come up with cost-effective and frugal innovative techniques for performing a task through practical projects and research. Being socially responsible towards society through selfless service is a kind of value-based orientation that indirectly progresses the level of consciousness. What we do and see in the external world enhances our inner self and tries to grow our consciousness to higher stages. In short, the DEI education model can serve as the base for other educational institutions to carry on the education in a sustainable, value-based manner, which will positively influence the consciousness level of the students.

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