



Undetectable Brain Damage: A Question on Creativity

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Abstract: Every individual is unique, having different potential, and it is the responsibility of education to promote, protect, and preserve an individual's unique potential and identity. Unhealthy competition and unnecessary emphasis on scores in exams are killing students' creativity and are giving birth to a banking system of education that has undetectable brain damage. This banking system of education produces such young minds that they cannot think freely; they think in a trained way, having zero creativity. One of the principles on which NEP (2020) is based is creativity and critical thinking, and it aims to produce engaged, productive, and contributing citizens. So, this paper raises four research questions: First, why is the present system of Indian school education a banking system of education? Second, how is the banking system of education affecting creativity? Third, how is creativity related to undetectable brain damage, fourth, what are the necessary steps we immediately need to take to promote creativity and prevent undetectable brain damage? The researcher has gone through various resources to answer all these questions. These questions on education are need of an hour, as schools prepare the next generation.

Keywords- Undetectable, Brain-damage, Creativity, Education-system, Productive, blockage.

INTRODUCTION

Every individual comes into this world with lots of curiosity, abilities, and capabilities, and their journey of exploring this world begins with their family and later extends to their neighborhood, school, and finally society. They all jointly decide how the infant will be in the future. It is the 21st century, in which we are living; it is known for its scientific inventions, technological development, and artificial intelligence. These things are the product of the creativity or creative thinking of an individual. "Creativity is the connecting and rearranging of knowledge in the minds, which allows to think flexibly to generate new, often surprising ideas that others judge to be useful (Plsek, 2003, p. 28)". Creativity refers to a new way of seeing or doing things and includes four components: fluency, flexibility, originality, and elaboration. According to Chaudhary (2022), creativity is a form of 'divergent thinking', which means a problem can have multiple possible solutions. Life is exciting and adventurous if it has the freedom to explore. As per the PISA report (2021), the basic concern of education should be to enable children to make sense of life and develop their potential. It considered creativity one of the important skills that can help students adapt to a constantly and rapidly changing world, beyond core literacy and numeracy. Gyanlab's (2017) report on creativity and the Indian education system shows that 100% of surveyed corporate people consider creative thinking an important skill for recruitment. Life Skills and Citizenship Education (LSCE) considered Creativity "a core life skill".

Various researchers have studied creativity in relation to different variables related to school and students among them Dalal, & Rani (2013) studied the relationship between creativity and intelligence; Kumar (2020) problem-solving ability and creativity; while Mattoo (2011) performed a comprehensive study to measure vocational interests and academic achievement at different levels of creative thinking ability Pradhan (2013) measured the relationship between creativity and adjustment; Yadav (2015) analyzed creative thinking about intelligence and self-concept; Sharma, (n.a.) studied the effect of school and home environments on creativity of children. But neither particular study examined the Indian education system in the context of banking education nor inquired how blockages to creativity affect students. This all motivated the researcher to do this study.

RESEARCH QUESTION

1. Why the present system of the Indian school education system is a banking system of education?
2. How the banking system of education is affecting creativity?
3. How creativity is related to undetectable brain damage?
4. What are the steps we immediately need to take that will promote creativity and save us from undetectable brain damage?

RESEARCH METHOD

A comprehensive review of the literature has been conducted on the Indian school system in reference to creativity and the banking system of education to answer research questions.

IMPORTANT CONCEPTS DEFINITION

Indian School System

Indian school system broadly covers four levels lower primary, upper primary, and high and higher secondary.

The banking system of education

Banking education is a system of education where the student is just a passive receptor, a blank container, while the teacher is a narrator, a depositor, and has the responsibility to fill this blank container. A child is not considered the creator of his world but is prepared to fit into it.

Creativity

PISA (2021) defines creative thinking as “the competence to engage productively in the generation, evaluation, and improvement of ideas, that can result in original and effective solutions, advances in knowledge, and impactful expressions of imagination (p.8).”

Undetectable brain damage

Peat “destruction of the subtle nature of the brain that makes it dull and mechanical, is the result of pain, anger and frustration”.

DISCUSSION AND INTERPRETATION

Why the Indian school education system is a banking system of education?

School education can be considered the foundation of the whole education system, as its effectiveness will not only determine the effectiveness of higher education but also the growth and development of a nation and its people. Paulo Freire was one of the most influential radical educators of his time, given the concept of Banking Education. This system of Education works like a bank, where the teacher plays the role of depositor while the student is a blank account in which the teacher deposits the content. If we see Fig.1 we can find out how the present Indian school education system has become a banking education. It is teacher-centric, boring, and one-way; students passively receive knowledge without any interest; there is no place for their curiosity. Teachers whose students got a higher score in their subject are the best teachers, while students who attained a higher score are good; the rest are poor learners; they are not meritorious, they don't have a future, and in front of them, there is a big question: what will they do? We see the same dichotomy between the world and human beings that exists in banking education in the Indian education system: an individual lives in the world, so they should be prepared for this world. So basically, educated individuals are the adopted people made to better fit in this world. As per banking education, our education system is producing "necrophily", which is not a person but a thing with memory rather than experience. This system of education has stolen the students' thinking abilities.

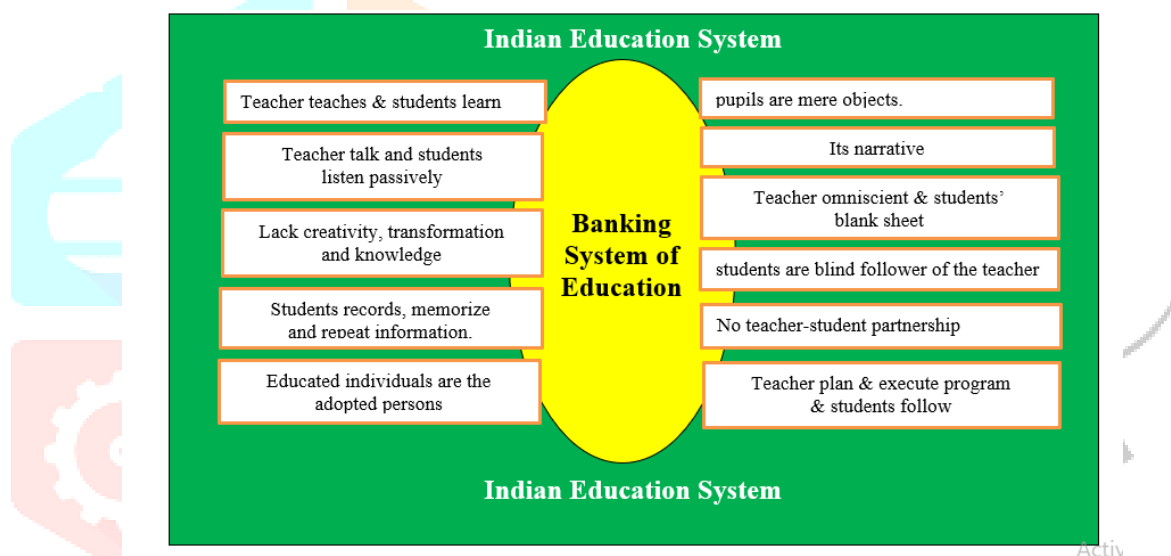


Fig.1 Position of the Indian education system in relation to the Banking System of Education

Broadly, learning at the school level has three objectives: first, to provide information; second, to apply this information; and Last, to develop creativity and the ability to engage with the unexpected and the novel. However, our current 'system' of education is limited to just the first objective (Mehra, 2021), as the teaching-learning style is predominantly based on memorizing facts and reproducing them in examinations; minimal emphasis is placed on the development of analysis and problem-solving abilities.

How is the banking system of education affecting creativity?

The young school generation, especially young, creative, competent ones with passions and dreams, are foot soldiers of innovation (Mehra, 2021), but the banking system of education is negatively affecting their creativity as it binds them in a rigid system with zero opportunity to work on themselves, on their curiosity. Rote learning is the enemy of the three Cs (Creativity, Critical thinking, and curiosity). A study finds that 59% of parents believe that the education system failed to foster creative thinking; they believe schools have little role in fostering creative thinking (Gyanlab, 2017). A hectic schedule, rigid rules, and limited resources at school provide little room for reflection and introspection. It does not consider the students' feelings, emotions, or potentialities. The stress of getting good marks, chaotic environments, restrictive routines/boredom, monotony, the belief that only higher score achievers are good, fear of exams, and self-criticism (negative thinking and constant self-criticism and self-doubt) are other factors that limit creative behavior. As per Peat, the whole essence of creativity lies in freshness, freedom, and newness, but present

education has no place for all this. On the other hand, teaching approaches that emphasize the acquisition of facts over the development of thinking skills suppress creative expression.

How is creativity related to undetectable brain damage?

Among many factors, economic and social factors most influence students to pursue boring, unworthy education (FAIRGAZE, 2020), which results in pain, anger, and frustration among them. This pain, anger, and frustration block creativity and causes Undetectable Brain Damage, a destruction of the subtle nature of the brain which makes it dull and mechanical. Blocks to creativity prevent students from accessing their internal strengths and potentialities, which affects their work performance and ultimately their well-being. Its worst effect occurs when one depends on creativity for their livelihood; it causes them anxiety and fear, and they begin to doubt their ability to create and become distressed, which may ultimately cause depression and feelings of worthlessness (GoodTherapy, 2019). "Adolescence is a critical period for the development of self-identity (NCF, 2005, p.16)"; at that stage, blockages to the creative abilities or inner potentialities of students may impact their identity or sense of self; their "self-esteem may lead to the development of self-doubt (GoodTherapy, 2019)". When students, far from boring routine work, engage in creative goals, become absorbed in that, try to do their best, and are interested in learning more skills to attain perfection, as Krueger (2022) says, creativity impacts student's intrinsic motivation. Before producing any new idea, product, or solution, a creative person passes through many failures but still engages in it until they do not attain their goal. The whole process of creativity plays a very significant role in developing a healthy personality that can face challenges and stay positive and confident even in difficult times. As Article 29 of the Convention on the Rights of the Child clarifies, "creativity is critical to the development of the child's personality and mental and physical talents to their fullest potential" (UN General Assembly, 1989, as cited in LSCE). As per Life Skills and Citizenship Education (LSCE), "Creativity supports academic performance and helps uncover children's various talents; it allows adaptability in various life situations; learners develop a sense of self-efficacy and persistence, which leads to feeling empowered. Creativity is positively affected by intelligence and self-concept; high self-concept students show more originality, flexibility, and fluency in creative thinking as compared to low self-concept (Yadav, 2015); high creative students are more intelligent than low creative students (Dalal, & Rani 2013). Mattoo (2011), high creative students have greater interest in scientific activities than low creative ones and high creatives have higher achievement than low creatives.

The necessary steps to promote creativity

Various committees and commissions report national as well as international level advocates for developing creativity among students., as it is among the core skills required to survive in the 21st century. These committees, at their level, provided many guidelines and suggestions to promote creativity in schools and classrooms. NCF's (2005), guiding principles suggest connecting knowledge to life outside the school, shifting away from rote methods, and enriching the curriculum to provide for the overall development of children (p.5). It also suggests 'child-centered' education. "Child-centered pedagogy means giving primacy to children's experiences, their voices, and their active participation (NCF, 2005, p.13)". Peat, in answer to, how can our children be more creative? suggests that the first step is to allow *ourselves* to be creative, to allow energy to bubble up from below, to free children to play, to act in a way as they want, unconditioned, and not directed by anything outside itself. He clearly says that we need teachers, politicians, and parents who are highly creative. Chaudhary (2022) urges massively trained teachers to nurture creative thinking. Sawhney (2015), creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and the application of innovation to teaching. He also suggests that if we want creativity to flourish, we should place it in assessment by valuing it. Things that need to change in our Education System are rote learning, the marking system, the interrelationship between real life and education, problem-solving abilities, and recognition of talent. It's the prime duty and responsibility of parents and teachers to provide support for creative development to help the child understand their divergent thoughts and provide space for proper growth and development. They should provide conducive experiences and guidance and should recognize the individual's creative talent (Dalal, & Rani, 2013). Why do we, as parents or teachers, not understand that learning is a natural process that every child enjoys, but due to our pressure, they hate this learning and become dull? We have to tell our children that they don't have to learn to pass exams or get a job but to understand themselves.

CONCLUSION

Every child of a nation is an asset; their proper development, maintenance, and utilization are the responsibility of each citizen, but it's especially the responsibility of the education system of the nation. It is high time to understand that "our brain must be used as a process and not as a hard disk" (Gregory, 2012), and so it should be utilized in creative production. Students' aspirations should move beyond gaining jobs to creating jobs. If we don't give them the chance to make mistakes and learn, they will never be creative and innovative as Sir Ken Robinson says, if "you are not prepared to be wrong, you'll never come up with anything original."

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