

Introduction of e-learning about transformation from social Darwinism towards humanity's values during lockdown using KLMN SWASTIK education model

Dr. J. Komalalakshmi^{1*}

ABSTRACT

A small virus called Corona has initiated Transformation of humans in their struggle for life so as to preserve of humanity's values. The Covid-19 has implemented its plan of action through pandemic on Humanity's environmental predicament. The COVID-19 pandemic has proposed new ethical principles for replacing a society's propensity for hierarchy and domination with that of democracy and freedom. This paper analyzes the upside-down changes and challenges that the humans are being undergone during covid-19. As today's factual scenario is Human's life Vs Corona Virus, and the responsibility of teachers in bringing up children of future becomes crucial, so the A KLMN SWASTIK EDUCATION MODEL is proposed. This can be implemented in e-learning digital education system, during this covid-19 period. Every human needs to enrich his immunity system not only biologically but also mentally to fight against this virus. This mental oriented immunity system can be groomed by teaching them the humanity's values. The model helps people to know, learn, mind map about the ill effect of corona virus on humans and propose new ideas contributing to nation building(earth) and people binding (one family). This digital education model motivates to handle the threats created by corona virus. Also helps in bringing out the potential strength for better contribution to preserve humanity. The proposed model ensures that, a human with transformed vision of life and life style can act as immunity system that fight and conquer corona virus and its similar enemies.

Keywords: Covid-19, Pandemic, KLMN SWASTIK, e-learning, Social Darwinism

In this quarantine period of covid-19, the education domain upholds its responsibility of educating the people firstly not to panic and secondly to come out of this pandemic hazard.

Corona viruses

Corona viruses are a group of related viruses that cause diseases in mammals and birds. In humans, corona viruses cause respiratory tract infections that can range from mild to lethal. Mild illnesses include some cases of the common cold (which is caused also by certain other

¹ Master of Education (M. Ed) Student, Indira Gandhi College of Special Education, Kanuvai, Coimbatore - 641108. & Academic Coordinator, Chinmaya Vidyalaya Matriculation Hr. Sec School, Vadavalli, India

*Responding Author

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viruses, predominantly rhinoviruses), while more lethal varieties can cause SARS, MERS, and COVID-19. Symptoms in other species vary: in chickens, they cause an upper respiratory tract disease, while in cows and pigs they cause diarrhoea. There are as yet no vaccines or antiviral drugs to prevent or treat human corona virus infections.[1]

As on date (25.04.2020), the Impact of Coronavirus worldwide is depicted as follows.

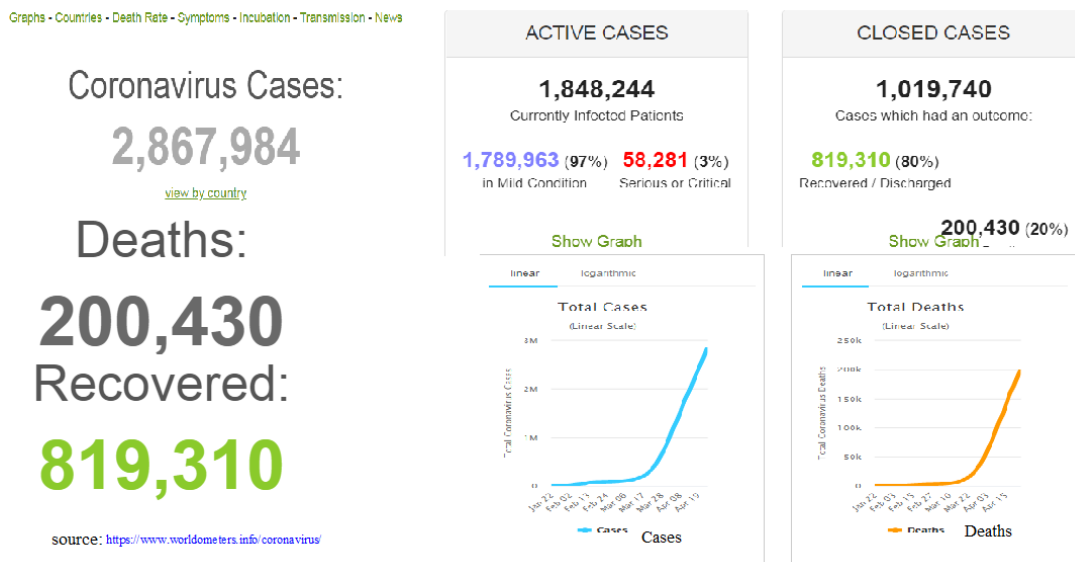


Fig.1.1 COVID-19 results.

All countries joined together in one aspect of extending lockdowns despite of the economic fluctuations. The whole world completely depends on science and technology to find medicine or drug to Coronavirus and the education system to educate the whole world, psychologically come out safely from this quarantine critical lockdowns. The outcome expected is a safer undamaged human who keeps moving the life with the very same art of living. As explained by Book chin, in the history of environmentalism, social ecology is not a movement but a theory primarily associated with a utopian philosophy of human evolution that combines the nature of biology and society into a third "thinking nature" beyond biochemistry and physiology, which argues a more complete, conscious, ethical, and rational nature. Humanity, by this line of thought, is the latest development from the long history of organic development on Earth [2].

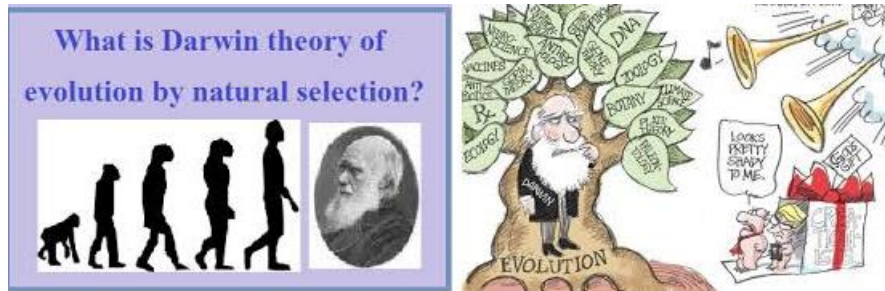
This paper analyzes the outward transformation evolved in the history of environmentalism under following perspectives viz., Science and Technology and Social Perspective. The author proposes KLMN SWASTIK education model [3] which helps educating humans towards the inward transformation required to enhance the immunity system of humans called humanity's values and motivate them to conquer the Corona Virus. This paper suggests that such transformation is possible only when humans abide the ethical principles and values of humans, that too to be taught in e-learning.

REVIEW OF LITERATURE.

This section discusses about the evolution of humans and their food habits based on bio-science, advancement in services to mankind through technology and Social Darwinism. The main objective is how the genome has been changed in the humans and discusses the significance impact of genomes in humans' life.

Bio-Science: Independent emergence on Earth

Life on Earth is based on carbon and water. Carbon provides stable frameworks for complex chemicals and can be easily extracted from the environment, especially from carbon dioxide.[4]



Natural Selelction

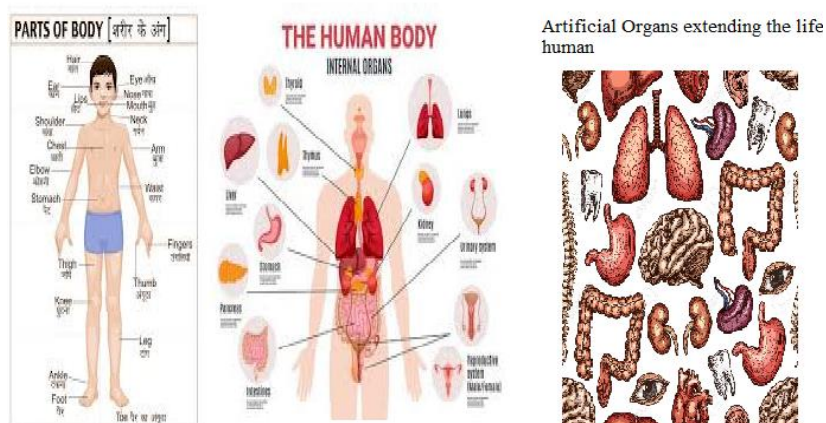
Fig 1.2 Science

Humans

The idea that, along with other life forms, modern-day humans evolved from an ancient, common ancestor was proposed by Robert Chambers in 1844 and taken up by Charles Darwin in 1871.[5] Modern humans evolved from a lineage of upright-walking apes that has been traced back over 6 Ma to Sahelanthropus.[6]

Life on Earth has suffered occasional mass extinctions at least since 542 Ma. Although they were disasters at the time, mass extinctions have sometimes accelerated the evolution of life on Earth. When dominance of particular ecological niches passes from one group of organisms to another, it is rarely because the new dominant group is "superior" to the old and usually because an extinction event eliminates the old dominant group and makes way for the new one.[7][8]

The fossil record appears to show that the gaps between mass extinctions are becoming longer and the average and background rates of extinction are decreasing.



KLMN SWASTIK EDUCATION MODEL-DR.J.komalalakshmi

Social Darwinism - The richest people can survive with artificial organs whers as the poorest people became unfit to undergo costly treatment. Thought-Dr.J.Komalalakshmi.Author

Fig 1.3 Contribution of Science to humanity

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Science and Technology

The science and technology has been contributing tremendous service to mankind or preserve the life of every human. The fuzzy logic and artificial intelligence improves the materialistic knowledge and improves the power of humans over other creatures on earth. The world creates portal in the galaxy and becomes the super natural giants in the earth. The computers, smart phones bring the whole knowledge world into the hands of every human.



Fig 1.4 Contribution of technology to humanity

Socio Ecology

In the 1800s, after Darwin first published his book "On the Origin of Species," British economist Herbert Spencer used the term "survival of the fittest" in relation to Darwin's idea of natural selection as he compared Darwin's theory to an economic principle in one of his books. This interpretation of natural selection caught on, and Darwin used the phrase in a later edition of "On the Origin of Species." Darwin used the term as it was meant regarding natural selection. Nowadays, however, the term is often misunderstood when used in place of natural selection.[9]

Favourable and Unfavourable Traits

Since an individual needs the most favourable traits to survive in the environment, it follows that individuals with favourable adaptations will live long enough to pass their genes to their offspring. Those lacking the favourable traits—the "unfit"—most likely won't live long enough to pass down their unfavourable traits, and eventually, those traits will be bred out of the population. The unfavourable traits might take many generations to decline in numbers and longer to disappear from the gene pool. This is evident in humans with the genes of fatal diseases; their genes are still in the gene pool even though conditions are unfavourable for their survival.

Social Darwinism

Social Darwinism is any of various theories of society which emerged in the United Kingdom, North America, and Western Europe in the 1870s, claiming to apply biological concepts of natural selection and survival of the fittest to sociology and politics:[10].Social Darwinists argue that the strong should see their wealth and power increase while the weak should see their wealth and power decrease.

Conflict Phrase -Social Darwinism

The theory that human groups and races are subject to the same laws of natural selection as Charles Darwin perceived in plants and animals in nature. According to the theory, which was popular in the late 19th and early 20th centuries, the weak were diminished and their cultures delimited while the strong grew in power and cultural influence over the weak. Social Darwinists held that the life of humans in society was a struggle for existence ruled by “survival of the fittest,” a phrase proposed by the British philosopher and scientist Herbert Spencer. All that matters is that “social Darwinism” evokes ugly connotations of the “law of the jungle” — a society without compassion in which the helpless poor are sacrificed to the avaricious rich [11].

KLMN SWASTIK EDUCATION MODEL

The proposed KLMN SWASTIK MODEL is used to change the genome type of humans which has already been evolved into social Darwinism through education. The humans' exploits the new man-made attribute money as the key to natural selection for their survival of fittest. The social Darwinism came into existence by the attribute “MONEY” – THE threshold parameter that becomes the favourable trait for living. It took charge in changing the genome of mankind. It completely transforms the thinking process, life styles starting from food habits of the humans.

Impact of Bio science.

The humans took it as advantage of dominating the other creatures and destroy the wealth of nature by polluting the environmental ecosystem which is the basic element of human survival.

Impact of science and technology.

This Social Darwinism makes it as a challenge or threat in the minds of the poor. Tuning the mind is the essence of education. This thought can be inculcated into the hearts of humans only by raising the humanity's values namely the compassion, love and humility.

Behavioural changes determined by eating habits.

Genetic studies in humans and experimental animals strongly suggest that the liking of sugar and fat is influenced by genotype; at the heart of evolution is individual variation, and perhaps no single human trait has as many person-to-person differences as the abilities to taste and smell. However, to what extent these genetic differences in taste and smell affect the food preferences and food intake of contemporary humans is contentious. Information from these senses is one of many influences on decisions about what to eat, and its place on a hierarchy of determinants is unclear. Genes that affect energy metabolism rather than taste and smell might be more powerful determinants of food intake. For instance, the different feelings of satiety and hunger that people experience arise from genetic variation. Because human food intake will always be determined by many variables, which change in importance with time and circumstances, the controlled settings available with animal models are useful in untangling the relative contributions of taste and smell, metabolism, and experience.[12].

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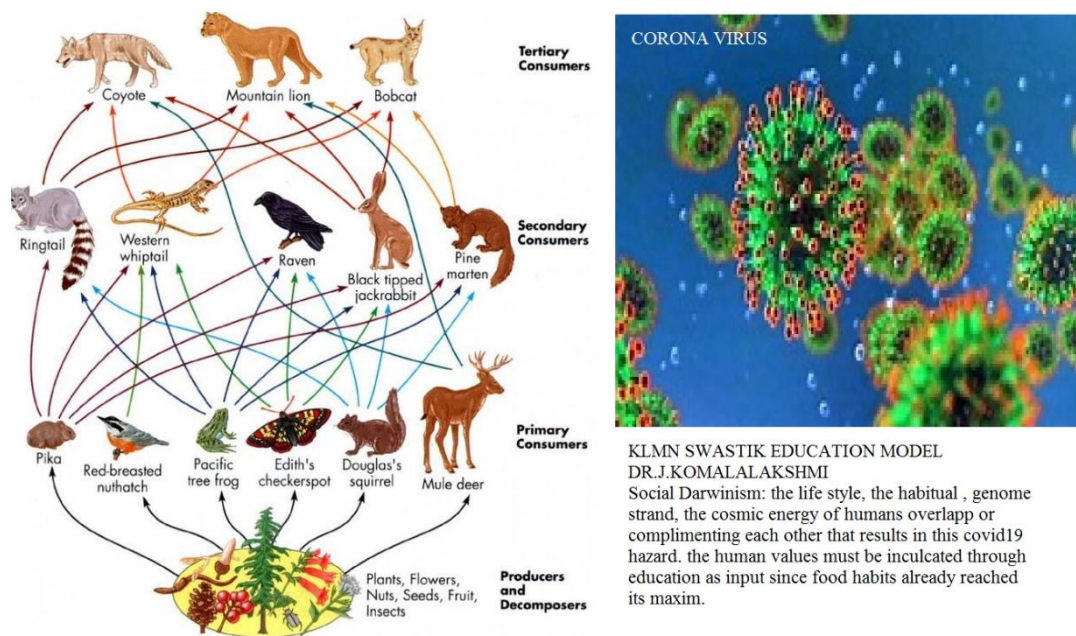


Fig 3.1 Behavioural changes due to food habits

Values and Virtues to be taught for better genome in humans.

Animals either know instinctively what not to eat or they learn from experience by trying and learning or they are taught or all of these, depending on the animal.[13]. But humans lost their instinct trait because of this social Darwinism traits or attribute “money”. These traits can be retained or preserved only by giving inputs to our thoughts using education as weapon. The notable changes towards the quality trait called contributing spirit can be taught to our next generation kids using this covid-19 pandemic hazard. This definitely will create the dominant trait called values of humanity’s to be selected and makes the money trait as recessive trait. The character building by soft skills needs to be taught through this e-learning.

Implementation of KLMN SWASTIK MODEL

The covid-19 quarantine helps people to stand still and think one second about the values and virtues that can be selected as heritable traits that make it more likely for an organism to survive and successfully reproduce become more common in a population over successive generations. It is a key mechanism of evolution.

KLMN SWASTIK
A Novel teaching learning process for Transformation in Education - KLMN SWASTIK.
A Psychological approach for students - Stress Free Education.
• K - KNOW the Choices available
• L - LEARN to Focus the strength oriented choice.
• M - Mind map to Retrieve, Receive and Select the choices.
• N - New idea contributing to self-Transformation, People Binding and Factor Building

VISION: KLMN SWASTIK EDUCATION LOGO
To inculcate students with values and knowledge that transforms them as active contributor of our nation earth.

MISSION: To instill in students, the value of individual changing and taking charge of their own life , to live in gratitude with humane.

MOTTO: My Transformation Transforms my Nation

EDUCATION LOGO: KLMN SWASTIK
Dr.J.Komalalakshmi
Kadavall,Coimbatore

COVID-19
A COMPILATION OF ITS IMPACT & SOLUTIONS

SPHOTOSPHERE

FLIPPED LEARNING
Classroom Activities, Create, Evaluate, Analyze, Apply, Memorize, Pre-Classroom, Post-Classroom, Reinforcement

Inequality system against the ill effect of social darwinism can be transformed into humanity's values by inculcating students the contributing spirit of genome using e-learning opportunity provided by covid-19. Next generation humans will live instead of transforming into humans or extinct human species.

Fig 3.2 klmn swastik implementation through online teaching opportunity

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K- Knowing; l-learning; m-mind mapping-n-new idea contributing to nation earth building and people binding KLMN SWASTIK AS EDUCATION PROCESS

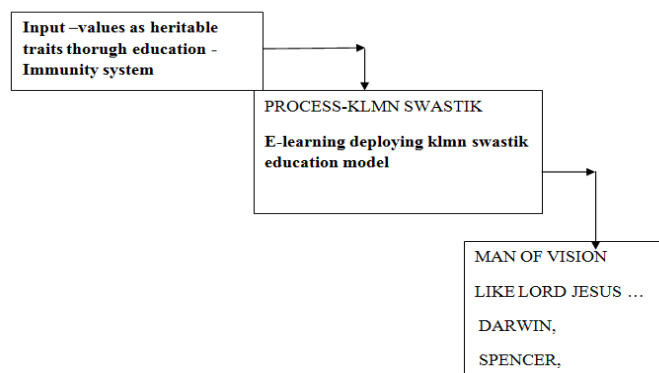


Fig 3.3 KLMN swastik in Education system

OUTCOME OF KLMN SWASTIK EDUCATION LOGO

The Learners are able to know about **Covid-19** and its full information through this online digital e-learning.

Learning-part: The learners can then begin their self-learning phase using Google and educational apps to get knowledge about this covid-19. In this phase the information is transformed into knowledge.

Mindmapping-part: The next phase provides the choices of analyzing the causes and consequences' of covid-19 to the learners.

New contribution -new Idea Part: The learner can contribute through his knowledge of intellect or wisdom that is called as immunity system heredity trait to fight against covid-19 and conquer the same through human chain.



SOURCE IMAGES :GOOGLE

IDEA & THOUGHT BY DR J.KOMALALAKSHMI -KLMN SWASTIK EDUCATION MODEL

Fig 3.4 Outcome of klmn swastik –e-learning

DISCUSSION

It is said, believed and accepted that the corona virus COVID-19 PANDEMIC is the output resulted from the intake of food with the difference and fig1.1., it becomes an evident that a man has limited access privilege over nature. As irrespective of country, and wealth every human is invariably affected by this covid-19, so it becomes necessary and important to introduce e-learning about Transformation from Social Darwinism towards Humanity's values during Covid-19 Pandemic Hazard lockdown using KLMN SWASTIK Education Model.

Output Vs Outcome

The covid-19 opens the digital learning facility for humans. The outcome prevailing is, the humans are controlled by the covid-19 and locked themselves against another human to protect from the corona virus. So the teachers are given chance to educate children through online digital learning. This digital learning will continue till humans conquer this corona virus and ready to face the humans face to face with no mask.

Mental development Vs Intellectual development

The children are facing the challenges of not meeting another human. This makes it as challenge for tuning the mind. The proposed KLMN SWASTIK MODEL explains not only about output but also about the outcome. The children should be known, learn, mindmapp about the human species virtually through this digital learning ,but the challenge is, the students ought to come out really like a man of vision with divine potential as immunity system. The virtues and values namely fortitude, forbearance alone gives him strength to develop the immunity system mentally from within. The whole world will become one and the people become one family member.

Dual Thoughts to be taught:

1. The present and not present is the duality principle of nature. Not present does not ensure absence or destruction.
2. The positive thoughts of accepting and loving every other and wide opening any relationship hand toward other humans and nature needs to be taught to students.
3. The negative thoughts definitely are the attached outcome that takes to nowhere except extinction or destruction.
4. The balanced equilibrium is essential for survival and existence. So handling of thoughts must be taught through digital learning.
5. The positive thoughts can envelop the world and serve as shield-the aura of universe

Scope of covid-19.

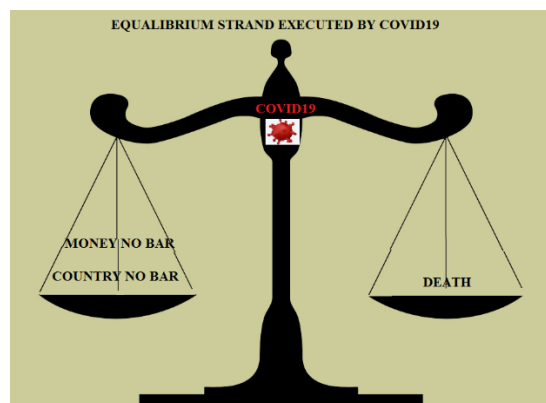


FIG 4.1. Covid-19springblance-idea by author

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Immunity system

The digital education system should make the future citizen of earth to be graduated with the following outcomes.

1. The students should be able to develop their mental development towards the inward transformation that modifies their own genome strand that makes them adaptable to live in this earth. (Immunity system rejuvenated)
2. The student should be able to develop the mental potential to control their own physiological five basic building blocks like carbon, oxygen, hydrogen, or the combination like water, protein, etc., from within that brings behavioural changes from within.
3. The outcome - individual transformation makes it possible to modify the genome strand in such a way that, it can act as immunity system and prevents humans' extinction or transforming into humanoid robots the machine-man.
4. Even the labelling of countries needs to be transformed as humans, and then only the student should think beyond the scope of covid-19 as discussed above and unite themselves with the new human relationship called **one family and one world**.
5. The students should be able to come out from country labelling, social Darwinism , so on and so forth and join their hands as human chain to live happily in this world.

CONCLUSION

The author in this paper represents the riskiest responsibility as mother and teacher. The expected outcome even may be positively called the author as mother of digital education for her futuristic thoughts of joining countries into one nation earth and binding people as one family that has been implemented by the covid-19 through online education. The author would like to thank and record her sincere thanks to the International journal of Indian Psychology IJIP for making the author to think and propose one of the solutions that benefits to nature and human by the very same covid-19 lock down period through online education.

This model definitely brings out the divine potential needed to preserve the humans from being killed by this corona virus. The model may be deployed to teach all the aspects discussed so as to initiate the inward transformation from social Darwinism into humanity's values as heredity traits through online education to build the nation earth and inspires people binding to fight and conquer covid-19.

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Conflict of Interest

The author declared no conflict of interest.

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