

e-IJEAS

e-Journal of NSS Training College, Ottapalam

Volume 4, Issue 2 – December 2023

IN PAGES

Title of Paper	Pages
<i>About the Journal</i>	2
<i>Editor's words</i>	3
<i>Digital Educational Resources: A Comprehensive Examination</i> <i>Author:</i> Remesh N K	4 – 10
<i>U-3G: The Contemporary Way of Andragogy</i> <i>Authors:</i> Aji Narayanan K K & Dr. Seema Menon K P	11 – 14
<i>Accelerating and Ensuring Quality of Teaching Through Research</i> <i>Author:</i> Ms. Sukanya K U	15 – 22
<i>Relevance of Values Enshrined in Bhagavad Gita in the Modern Society</i> <i>Author:</i> Bini T V	23 – 26
<i>Shaping Character Traits of Tamil Linguistic Minority Students in Kerala: The Significance of Value Education</i> <i>Author:</i> Sruthi S	27 – 33

Published by: NSS Training College, Ottapalam, Kerala, India

Volume 4, Issue 2 – December 2023

© NSS Training College, Ottapalam

ABOUT THE JOURNAL

e-IJEAS is a peer-reviewed Inter Disciplinary e-Journal Published by NSS Training College, Ottapalam. This journal aims to publish innovative and quality papers in a wide range of topics diverse and subjects. The journal also intends to help researchers, scholars, students and everyone else who are interested in academic research activities, in publishing papers on various issues across multiple disciplines. This journal invites original contributions as well as Review articles in important methodological and substantive areas in education, humanities, social sciences.

The Journal, started in 2020, is published twice a year. One issue during January to June, and another issue during July to December.

JOURNAL DETAILS :

Title	e-IJEAS (Interdisciplinary e-Journal of Education and Allied Subjects)
Frequency	Half-yearly
ISSN	Not assigned
Publisher	Principal, NSS Training College, Ottapalam.
Chief Editor	Dr. Seema Menon K.P.
Copyright	NSS Training College, Ottapalam.
Starting year	2020
Subject	Education and Allied Subjects
Language	English
Publishing Format	Online
Phone no.	0466-2244359
Email id	nsstcottapalam@gmail.com
Mobile no.	9447455051
Address	NSS Training College, Ottapalam, Kerala – 679 101
Journal Website	https://www.eijeasnsstc.in/
Author Guidelines & Submission details	https://www.eijeasnsstc.in/guidelines.php
Plagiarism policy	https://www.eijeasnsstc.in/guidelines.php

EDITORS WORDS

Dr. Seema Menon K.P

Editor-in-Chief

Associate Professor,

NSS Training College, Ottapalam, Kerala.

I am pleased to welcome you all to the latest edition of this e-journal, Volume 4 Issue 2, December 2023. This e-journal intends to provide research knowledge and opportunities, for research scholars, teachers and students in the area of education.

In line with the theme of education, this issue of e-IJEAS focuses on various educational matters. Scholarly papers of this issue discuss about Digital Educational Resources, U-3G: The Contemporary Way of Andragogy, Accelerating and Ensuring Quality of Teaching Through Research, Relevance of Values Enshrined in Bhagavad Gita in the Modern Society and The Significance of Value Education.

As the Editor in Chief of e-IJEAS, I am thankful and wish to express my gratitude to all contributors for their time, effort and valuable thoughts and supporting us in the preparation of this issue. I also express my thankful gratitude to all, who have extended their helping hands in their different capacities for the preparation of this issue.

Constructive suggestions for the development of this e-journal are always welcome.

Dr. Seema Menon K.P

Editor-in-Chief, e-IJEAS

Ottapalam,

22nd December 2023

DIGITAL EDUCATIONAL RESOURCES: A COMPREHENSIVE EXAMINATION

Remesh N K *

* Research Scholar, NSS Training College, Ottapalam.

Abstract

Technology is a powerful tool that can revolutionize education when used thoughtfully and strategically. By harnessing its potential and addressing the challenges, we can create a more equitable, engaging, and effective learning environment for all. After Covid 19, the field of education has undergone a significant transformation with the integration of digital learning resources. These resources include online textbooks, educational apps, interactive simulations, and virtual laboratories. These resources have revolutionized the way students access and engage with educational content. This thematic paper seeks to provide a comprehensive examination of initiatives taken in India on digital learning resources, exploring their benefits, challenges, and implications for the future of education. It also discusses the current state of digital educational resources, the impact on teaching and learning and government initiatives.

Key words: Digital Educational Resources (DER) – Technology – Personalised learning

Introduction

Technology is a powerful tool that can revolutionize education when used thoughtfully and strategically. Technology is a potent instrument that, when used carefully and effectively, has the potential to completely transform education. In most situations, technology is our life's center, and the classroom is no different. Today's students have grown up in a technologically-surrounded society. They have never known a world without televisions, computers, smartphones, or other ubiquitous digital gadgets. The creative application of digital tools and technologies in teaching and learning is known as "digital education." It is often called Technology Enhanced Learning (TEL) or e-Learning. Before Covid 19 many schools in India were using analogue tools, such as textbooks, notebooks blackboards whiteboards and posters in instructional design. But in Post Covid 19 period we have seen an integration of digital technology in the education sector, which has gained significant momentum in India. There are significant initiatives seen in both the public and private sectors in integrating digital technology in education.

The Evolution of Digital Learning Resources

The history of digital educational resources (DERs) is a fascinating journey of constant evolution, driven by technological advancements and changing educational philosophies. The evolution of digital learning resources can be traced back to the emergence of teaching machines, the invention of computers and the widespread use of the internet in the present century.

Early Beginnings (1950s-1970s):

1. **1950s:** The seeds of digital learning were sown with the emergence of mainframe computers and programmed learning theories. Education pioneers like B.F. Skinner developed "teaching machines" that delivered individualized instruction through programmed questions and feedback.
2. **1960s-70s:** The rise of personal computers led to the development of more interactive learning software and courseware. Universities and research institutions spearheaded initial efforts, focusing on areas like mathematics, science, and language learning.

Expansion and Diversification (1980s-1990s):

- **1980s:** The home computer boom brought educational software into homes. Educational CD-ROMs and multimedia resources started emerging.
- **1990s:** The internet opened up a new world of possibilities for DERs. Online learning platforms like the Open University in the UK and early commercial ventures like Blackboard gained traction. Educational websites and resources began proliferating, covering diverse subjects and learning styles.

Revolution and Democratization (2000s-Present):

- **2000s:** Web 2.0 technologies ushered in a new era of interactive learning. Collaborative platforms like wikis and online communities fostered engagement and peer-to-peer learning. The rise of open-access resources and repositories, like OpenCourseWare and Project Gutenberg, democratized knowledge sharing.
- **2010s-Present:** Mobile technologies and cloud computing made learning truly accessible to everyone. The explosion of MOOCs (Massive Open Online Courses) by platforms like Coursera and edX provided affordable, high-quality education to millions worldwide. Gamification, AI-powered learning, and immersive technologies like VR/AR are shaping the future of DERs.

As technology continued to advance, educational content became increasingly accessible through online platforms and digital media. Today, digital learning resources encompass a wide range of formats, from e-books and multimedia presentations to online courses and virtual reality simulations.

Benefits of Digital Educational Resources

The importance of digital learning resources (DERs) are plenty. They offer a wealth of benefits that can revolutionize the way we learn and teach, affecting learners of all ages and backgrounds.

Increased Access to Education:

1. **Break down geographical barriers:** DERs make education accessible to anyone with an internet connection, regardless of location. This empowers individuals in remote areas or with limited access to traditional schooling to pursue their educational goals.
2. **Democratize knowledge:** High-quality educational content is no longer restricted to expensive institutions or privileged students. Open access resources and affordable online courses level the playing field, promoting inclusivity and equity in education.

Enhanced Learning Experiences:

- **Personalized learning:** DERs can adapt to individual learning styles and paces, offering tailored content and interactive activities that cater to each student's strengths and weaknesses. This fosters deeper understanding and engagement.
- **Multimodal learning:** DERs go beyond traditional textbooks, incorporating multimedia elements like videos, simulations, and games. This engages multiple senses and learning pathways, making the learning process more immersive and enjoyable.
- **Constant access:** Learners can access educational materials anytime, anywhere, allowing them to study at their own convenience and reinforce learning outside the classroom.

Empowering Educators and Learners:

1. **Teacher support:** DERs provide teachers with supplementary materials and interactive tools to enhance their lessons, boost student engagement, and track progress. This can save time and resources while improving the overall teaching experience.
2. **Develop essential skills:** Digital learning fosters 21st-century skills like critical thinking, problem-solving, collaboration, and digital literacy, preparing learners for success in a technology-driven world.
3. **Lifelong learning:** DERs enable continuous learning opportunities throughout life, encouraging individuals to expand their knowledge and explore new interests beyond formal education.

Additional benefits:

- **Cost-effective:** Compared to traditional textbooks and materials, DERs can be more economical, both for individuals and institutions.
- **Environmentally friendly:** Digital resources reduce reliance on paper-based materials, contributing to a more sustainable learning environment.

- **Global collaboration:** Online platforms facilitate peer-to-peer learning and collaboration across borders, fostering cultural understanding and international exchange.

As technology continues to evolve, the future of education undoubtedly lies in embracing the transformative power of digital learning resources. Furthermore, digital learning resources often incorporate interactive elements that enhance student engagement and comprehension. Educational apps and games can make learning more enjoyable and effective, especially for younger learners. Similarly, virtual simulations and online laboratories provide opportunities for hands-on experimentation and exploration that may not be feasible in traditional classroom settings. In addition, digital learning resources have the potential to facilitate collaborative learning and global connectivity. Online platforms and social media networks enable students to connect with peers and educators from around the world, fostering cross-cultural exchange and the sharing of diverse perspectives. This interconnectedness can broaden students' horizons and cultivate valuable 21st-century skills such as communication, collaboration, and digital literacy.

Impact on Teaching and Learning

The integration of digital educational resources has had a profound impact on teaching and learning in India. For students, digital resources have provided opportunities for self-paced learning, personalized instruction, and access to a wide range of educational materials beyond traditional textbooks. Interactive multimedia content, simulations, and virtual labs have enhanced the understanding of complex concepts and improved student engagement. Educators have also benefited from digital resources by gaining access to innovative teaching tools, resources for lesson planning, and professional development opportunities. The use of learning management systems has streamlined administrative tasks, facilitated communication with students, and enabled the creation of online assessments and assignments. Furthermore, digital resources have supported the implementation of blended learning models, allowing for a combination of online and face-to-face instruction.

Government Initiatives

The governments both central and state have recognized the potential of digital education in transforming the country's learning landscape and have undertaken several initiatives to promote the use of digital educational resources. The Digital India campaign, launched in 2015, aims to ensure that government services are made available to citizens electronically by improving online infrastructure and increasing internet connectivity. This initiative has laid the foundation for the expansion of digital educational resources across the country. In 2017, the Ministry of Human Resource Development launched the SWAYAM platform, which offers online courses for students at the school and higher education levels. SWAYAM aims to bridge the digital divide by providing access to high-quality educational resources to all learners, including those in remote areas. The platform hosts courses developed by faculty from

institutions such as the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), contributing to the democratization of education.

Furthermore, the National Mission on Education through Information and Communication Technology (NME-ICT) has been instrumental in promoting the use of digital resources in higher education. The mission has supported the development of e-content and open educational resources, the establishment of virtual classrooms, and the training of faculty members in the integration of technology for effective teaching and learning.

Kerala has been a pioneer in digital learning in India, with several initiatives that have made it a model state for others to follow. KITE (Kerala Infrastructure and Technology for Education) has played a crucial role in providing digital infrastructure to schools, including computers, projectors, and broadband connectivity. The COVID-19 pandemic has accelerated the adoption of digital learning in Kerala, as schools and colleges were forced to close for extended periods. The Kerala government promoted digital learning by allocating significant funds in its budget for digitalising education in the state. Over 45,000 classrooms in Kerala have been converted into Hi-Tech classrooms, equipped with digital learning tools and resources. Kerala's own education satellite, EDUSAT, provides satellite-based educational content to schools across the state. KITE provides a variety of Open Educational Resources (OERs) for students and teachers, covering a wide range of subjects and topics. Kerala's educational TV channel, VICTERS, broadcasts educational programs for students from primary to higher secondary levels. KITE regularly conducts training programs for teachers on how to integrate technology into their teaching effectively.

Challenges

The world of digital educational resources (DERs) is vast and interesting. Digital learning resources have revolutionised the landscape of education, offering unprecedented opportunities for accessibility, engagement, and global connectivity. However, the integration of digital resources also presents challenges related to equity, quality, and information literacy. One of the primary challenges is the digital divide, which refers to the gap between those who have access to digital technologies and those who do not. Rural areas and economically disadvantaged communities often lack adequate infrastructure and internet connectivity, limiting their access to digital educational resources. Another challenge is the need for digital literacy among students and educators. While digital natives may be familiar with using technology for entertainment and communication, they may lack the necessary skills to critically evaluate online information, conduct research, or utilize digital tools for academic purposes.

Not all digital resources undergo rigorous vetting and review processes, which means that students and educators must exercise critical judgment when selecting and utilizing these materials. Furthermore, the rapid evolution of technology necessitates ongoing professional development for educators to effectively integrate digital learning resources into their pedagogical practices. Another significant consideration is the potential for digital distractions

and information overload. With the prevalence of social media, entertainment, and other online distractions, students may struggle to maintain focus and discipline when using digital learning resources. Additionally, the sheer volume of information available online can be overwhelming, requiring students to develop strong information literacy skills to discern credible sources and discern relevant information.

Implications for the Future of Education

The widespread adoption of digital learning resources has profound implications for the future of education. As technology continues to advance, educators and policymakers must prioritize digital literacy and technological fluency as essential components of 21st-century education. This includes not only proficiency in using digital tools but also critical thinking skills to evaluate and navigate the vast landscape of digital information. Furthermore, the integration of digital learning resources necessitates a shift in pedagogical approaches. Educators are increasingly embracing blended learning models that combine traditional classroom instruction with online components. This hybrid approach allows for greater flexibility and individualization of learning experiences, catering to diverse student needs and preferences. Moreover, the rise of open educational resources (OER) and Massive Open Online Courses (MOOCs) has the potential to democratize access to high-quality educational content on a global scale. OER, which are freely accessible, openly licensed materials, can reduce barriers to educational resources and empower learners from all backgrounds. Similarly, MOOCs offer opportunities for lifelong learning and professional development, transcending geographical boundaries and traditional educational institutions.

Conclusion

The future of digital educational resources in India holds immense potential for innovation and growth. As technology continues to evolve, the development of immersive and interactive learning experiences, augmented reality applications, and artificial intelligence-driven tutoring systems is likely to enhance the quality of digital resources. The increasing emphasis on open educational resources, collaborative platforms, and peer-to-peer learning networks will contribute to the democratization of knowledge and the creation of global learning communities. The challenges of digital access and literacy require concerted efforts from government, educational institutions, and private stakeholders. Initiatives to expand internet connectivity, provide digital skills training, and develop localized content will be crucial in ensuring equitable access to digital educational resources across the country. The landscape of digital educational resources in India is dynamic and multifaceted, with the potential to revolutionize the way education is accessed and delivered. By leveraging the opportunities presented by digital technology and addressing the associated challenges, India can pave the way for a more inclusive, flexible, and effective education system that empowers learners and educators alike. As we navigate the complexities of the digital age, it is imperative to harness the potential of digital learning resources while addressing the associated considerations. By doing so, we can pave the way for a more inclusive, innovative, and impactful educational experience for learners worldwide.

References

1. India Report- Digital Education, July 2021, Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi.

U-3G: THE CONTEMPORARY WAY OF ANDRAGOGY

Aji Narayanan K K * & Dr. Seema Menon K P. **

* Research Scholar, NSS Training College, Ottapalam

** Associate Professor, NSS Training College Ottapalam

Abstract

Old age is a stage of life characterized by advanced age. While there is no universally agreed-upon definition of when someone is considered "old," it is often associated with the later years of life when individuals experience physical, cognitive, and sometimes social changes. The age at which someone is considered old can vary across cultures and societies. (W. H.O.,2021) Elders who receive education may feel happier and have a stronger sense of purpose in life. Someone can focus their attention on acquiring a skill by participating in a variety of activities and programs on a regular basis, which reduces their likelihood of experiencing anxiety or sadness. assists elders in keeping current with the times. Bringing together three generations of students, working adults, and retired seniors is the novel university idea known as U-3G. It aims to close the generational divide and provide all involved parties the capacity to take the lead and change society. In the present article the investigators try to reveal various scopes of U-3G in modern societies.

Key word: U3-G, Andragogy

Introduction

Every individual should be able to lead a long and healthy life. However, the surroundings in which we reside may either promote or detract from our health. Our behavior, our exposure to health dangers (such as air pollution or violence), our access to services (such as health and social care), and the possibilities that come with aging are all greatly influenced by our environments. Elders' social and physical environments have a big impact on their behavior and health. Health disparities can arise from personal factors that distort our relationship to our surroundings, such as race, sex, or family of birth. Elders are sometimes characterized as being frail, reliant, and a drain on society. Public health authorities and society at large need to confront these and many other stigmatizing ideas that might cause prejudice. These affect the formulation of policy and the opportunities for older adults to age healthily. Technology breakthroughs and globalization. (Emoha, 2022). Education is more helpful to solve or management of the aging problems in society.

There are several connections between education and ageing that affect older people's life and each other. Here are a few things to think about in relation to education and aging.

Lifelong Learning: Education is not confined to the earlier years of life. Lifelong learning is a concept that encourages individuals to continue learning and acquiring new skills throughout their lives. Older adults can benefit from participating in educational programs, taking courses, and engaging in activities that stimulate the mind.

Cognitive Health: Continuing education in old age can have positive effects on cognitive health. Studies suggest that engaging in intellectually stimulating activities, such as learning new skills or pursuing education, may help to maintain cognitive function and reduce the risk of cognitive decline and conditions like dementia.

Adaptation to Technological Changes: As technology advances, older individuals may need to adapt to new technologies. Educational programs and initiatives aimed at teaching digital literacy can empower older adults to use technology for communication, accessing information, and participating in various aspects of modern life.

Socialization and Community Engagement: Educational opportunities in old age provide avenues for socialization and community engagement. Joining classes or workshops allows older individuals to interact with peers, share experiences, and build a sense of community, which is crucial for mental well-being.

Occupational Engagement: Some older adults may choose to continue working or explore new career paths in their later years. Educational opportunities, including vocational training or skill development programs, can facilitate such transitions and contribute to a sense of purpose and fulfillment.

Addressing Educational Disparities: It is essential to recognize and address educational disparities that may exist among older adults. Factors such as access to education, socioeconomic status, and cultural background can influence opportunities for learning in old age.

Educational Policies and Programs: Governments and organizations can implement policies and programs that support educational opportunities for older adults. This may include affordable and accessible classes, workshops, and online courses tailored to the needs and interests of an aging population.

Health Education: Education in old age extends beyond academic subjects. Providing health education programs can empower older individuals to make informed decisions about their well-being, manage chronic conditions, and adopt healthy lifestyles.

Andragogy

Andragogy is a term used to describe the theory and practice of adult education. The concept was introduced by the German educator Alexander Kapp in the 19th century, but it gained widespread attention and development through the work of American educator Malcolm Knowles in the 20th century. Andragogy is based on the premise that adults have unique characteristics, experiences, and needs that differ from those of children and adolescents. Knowles, in particular, identified several key principles of andragogy

Self-concept: Adults have a self-concept of being responsible for their own lives, decisions, and actions. They prefer to be seen and treated as self-directed individuals.

Readiness to learn: Adults are typically motivated to learn when they perceive that it will help them solve real-life problems or achieve personal and professional goals. They are more receptive to learning when they see the immediate relevance of the information.

Orientation to learning: Adults are goal-oriented in their learning. They prefer learning that is focused on the application of knowledge and skills rather than theoretical or abstract concepts.

Motivation: Adults are motivated by intrinsic factors, such as a desire for self-improvement, recognition, or increased job satisfaction. Andragogy emphasizes creating a learning environment that fosters internal motivation.

Need for respect: Adults want to be treated with respect and as equals in the learning process. The teacher or facilitator in an andragogical setting is viewed more as a guide or facilitator rather than an authoritarian figure.

Andragogy is often contrasted with pedagogy, which is the traditional approach to education focused on the teaching of children. While pedagogy is teacher-centered and relies on the teacher's authority, andragogy is learner-centered, emphasizing the active involvement and autonomy of the adult learner. In practice, andragogy has influenced the design of adult education programs, encouraging a more participatory and interactive approach. It has also led to the development of adult learning theories and instructional strategies that align with the principles of andragogy. Overall, the goal is to create effective and meaningful learning experiences for adult learners based on their unique characteristics and needs.

U-3G (University of Third Generation)

The University of the Third Generation (U3G) is a global movement that caters to the educational and social needs of individuals in their third 'age' of life, who are primarily retired from the workforce. For the U3G, there is no widely used model. Its initial idea, which originated in France as an extracurricular university activity, was greatly altered in the UK when it was realized that most individuals who are retired had something valuable to offer and that sharing—rather than formal educational connections—is the key. This pedagogic model has been adopted by many English-speaking nations, whereas continental European nations have primarily adopted the French approach. In the US, organizations that resemble U3G groups are referred to as lifelong learning institutes for historical reasons.

Talks on the history and wildlife of the area, tai chi, creative writing, stress relief, gardening, computers, appreciation of poetry, museum visits, Yeats Winter School attendance, walking festivals, and many more opportunities and activities for active aging and learning have been arranged by U3G groups in Ireland. Along with these activities, U3G groups have worked on several projects and initiatives in partnership with universities and other Further Education and Training institutions, engaging students of all ages.

U-3G in India

University of Third Age activities are also active in India. Some examples of this are the Indian Society for U3A in Rajasthan, the University of the Third Age in Bengaluru, and the U3A: Pioneering New Horizons in Lifelong Learning run by Mahatma Gandhi University in Kerala.

Indian Society for U3A in Rajasthan : The Institute of Social Development, Udaipur, and the G.B. Pant Social Science Institute, Allahabad University, organized a national conference on population ageing & development in India on March 29, 2008, which served as the launchpad for the Indian Society of U3A (ISU3A), a networking association of volunteer organization dedicated to the cause and care of the elderly. The major goal is to integrate elderly folks from India and other nations with one another.

University of the Third Age in Bengaluru: It is an organization started in Bangalore to provide mental entertainment for the elderly, to gain maximum knowledge and to pass on their life experiences to the new generation.

Pioneering New Horizons in Lifelong Learning. Mahatma Gandhi University, Kerala: Mahatma Gandhi University in Kerala is experimenting with the innovative concept of Third Generation University through which about 65 seniors can lead a comfortable life.

Conclusion

Education plays a crucial role in the lives of older adults, contributing to their well-being, cognitive health, and overall quality of life. Here are several ways in which education is important for individuals in old age are life long learning, cognitive health, social engagement, personal growth, adaption to change etc.

In summary, education is a lifelong process that continues to be important in old age. It not only contributes to cognitive health and personal growth but also enhances social connections and helps individuals adapt to changes, fostering a positive and fulfilling later life. The innovative concept of the University of the Third Generation is a unique concept for developed and underdeveloped countries alike. If this is implemented, it will help many elderly people in the country, whose knowledge will be a source of inspiration for the new generations.

Reference

1. World Health Organization. (2020, February 5). *Ageing*. https://www.who.int/health-topics/ageing#tab=tab_1
2. Emoha. (n.d.). *Old age Problems, Its causes and, effects in daily life*. <https://emoha.com/blogs/health/old-age-problems-and-solutions> [Accessed 20 Jan. 2024]. <https://emoha.com/blogs/health/old-age-problems-and-solutions>
3. Worthy, L. D. (2020, July 27). *Gender Differences – Culture and Psychology*. Pressbooks. <https://open.maricopa.edu/culturepsychology/chapter/gender-differences/>
4. National Education Policy 2020. (2020). Ministry of Human Resource Development, Government of India

ACCELERATING AND ENSURING QUALITY OF TEACHING THROUGH RESEARCH

Ms. Sukanya K U *

* Research Scholar, NSS Training College, Ottapalam

Abstract

This study delves into the critical intersection of research and teaching, aiming to accelerate and ensure the quality of education in contemporary learning environments. Recognizing the dynamic nature of education, characterized by evolving methodologies, technologies, and student needs, the research explores innovative approaches to enhance teaching effectiveness. The study begins by emphasizing the pivotal role of research in informing and shaping teaching practices. It investigates how evidence-based strategies derived from educational research can be employed to cultivate a dynamic and responsive teaching environment. By synthesizing cutting-edge research findings, educators can adapt their methods to address the diverse learning styles and preferences of today's students.

Furthermore, the study examines the integration of technology in teaching, exploring how advancements in educational technology can be leveraged to optimize learning outcomes. The implementation of data-driven decision-making processes is explored as a means to personalize instruction and provide timely interventions, ultimately contributing to the acceleration of student achievement. The research also underscores the importance of fostering a culture of continuous professional development among educators. By engaging in ongoing research, teachers can refine their instructional approaches, staying abreast of emerging trends and innovations in the field. The study concludes with recommendations for educational institutions and policymakers to establish frameworks that promote the seamless integration of research into teaching practices, thereby ensuring a sustained commitment to quality education in the rapidly evolving landscape of learning.

Keywords: Quality of Education, Teaching, Research, Sustainable Development

Introduction

The quest for better student outcomes has sparked major debates in education policy. From class size reduction to financial incentives, various strategies have been proposed. However, recent research in the US reveals a critical determinant: the quality of teaching itself (Rivkin et al., 2005, Rockoff, 2004). As policymakers contemplate rewarding high-performing teachers based on their ability to raise test scores, accurately identifying their effectiveness becomes an essential concern. It makes sense to wonder what makes a good teacher and how to spot one. The clear correlation between teacher effectiveness and student results has garnered more attention in recent decades. After adjusting for other factors that affect student achievement, such as influences from family and previous teachers, this outcome-based approach—now widely known as value-added analysis—takes the stance that a good teacher is simply one who

consistently achieves higher achievement from students (Hanushek and Rivkin, 2012). In the US, a number of recent studies have attempted to define and accurately quantify teacher value-added. Another helpful indicator of "gain in student human capital" is teacher value-addition, which is a statistical assessment of how well a teacher is able to enhance student learning during the time they are in charge of instructing the concerned student. Connect the adult results of 2.5 million US children to evaluations of the value added by teachers for students in grades 3 through 8. They discover that adult outcomes, such as salaries and college attendance and quality, are highly predicted by teacher quality as evaluated by value addition. Social results like a decrease in adolescent pregnancies and an improvement in the standard of one's neighbourhood are also favourably connected with high-quality teachers in schools.

The significance of enhancing educational achievement within schools has become increasingly prominent in the discourse on education policy in India and other developing nations. This shift is marked by a transition from a focus solely on ensuring access to education to a more nuanced emphasis on providing access to high-quality education. In the Indian context, the growing concern for educational quality is motivated, in part, by the realization that the substantial increase in enrolment is not translating into corresponding advancements in cognitive skills, as reflected in test scores for reading, writing, and mathematics. These test scores persistently lag behind international benchmarks. While a limited number of studies have explored the effects of input-based policies in India, there is a notable absence of research, both in India and other developing countries, that directly measures teacher value added (TVA). Recognizing the pivotal role of teachers in enhancing student achievement, as evidenced in studies from the US and UK, it becomes imperative to investigate the extent to which teachers can contribute to improving student outcomes in the specific context of India.

The current trend towards quality assurance in higher education has prompted efforts to define what constitutes high-quality teaching, with the aim of assessing both academic departments and individual faculty members. The predominant focus on the teacher and the performative aspects of teaching, rather than on the learner and the broader context in which learning occurs, perpetuates a longstanding perception of the role of teaching in higher education. It is essential to recognize that teaching does not directly cause learning, as is often assumed. Particularly in higher education, a significant portion of a student's learning occurs independently, as they strive to comprehend new ideas and cultivate and apply new skills. While teaching undoubtedly contributes to this process, various elements within the overall learning environment also play a crucial role. Consequently, the emphasis on the teacher's performance alone may not fully capture the multifaceted dynamics that contribute to the intricacies of the learning experience in higher education.

The Role of Research-Practice Partnership

In the current landscape, educators and communities find themselves in greater need than ever for a range of strategies to tackle present issues and envision novel possibilities for the future of education. For social science to effectively challenge the existing norms, research must actively confront the enduring challenges confronted by local communities. The research

endeavour demands the integration of multiple and diverse perspectives at every stage, from conceptualization and design to the execution of investigative initiatives. It necessitates the incorporation of various research approaches that respect diverse methods of understanding and generating knowledge. Furthermore, achieving sustained and systemic change mandates prolonged involvement with a wide spectrum of stakeholders, as underscored by Doucet (2019) and Kirkland (2019).

This holistic and inclusive approach to research is essential for cultivating transformative practices in education and addressing the complex issues faced by educators and communities today, while also fostering a forward-looking vision for the future. Engaging in research-practice partnerships (RPPs) represents a strategic and collaborative approach to locally-driven research, aimed at fostering educational equity. These extended collaborations are designed to actively contribute to educational enhancement and transformation through ongoing research engagement. A key feature is the deliberate organization of RPPs to involve a wide array of perspectives, aiming to reshape power dynamics among researchers, educators, families, and communities. Such partnerships have a presence across various fields, ranging from public health and medicine to social services.

Within the realm of education, research conducted through RPPs has the potential to yield fresh insights into the processes, practices, and policies that enhance the educational experience for students, educators, families, and communities. By actively involving stakeholders and embracing diverse perspectives, RPPs contribute to a more comprehensive understanding of the complex factors influencing education, facilitating meaningful improvements and advancements in educational equity. In research-practice partnerships (RPPs), researchers engage in collaborative research endeavours alongside or in conjunction with students, families, community members, educators, education leaders, and policymakers. The term "alongside" is used to convey the various ways research within RPPs often entails joint reflection among partners to gain diverse perspectives on specific issues. On the other hand, the term "with" emphasizes the attention that RPPs give to the inclusivity of participants in research activities, as highlighted by Philip et al. (2018). While all research involves some level of cooperation between researchers and participants, the collaborative nature of RPPs distinguishes them from traditional studies. Unlike traditional research, RPPs actively invite partners to contribute to framing research issues and ensure that research insights are valuable in expanding participants' perspectives on those issues. This collaborative approach sets RPPs apart from conventional basic research, which typically caters primarily to a research audience. Contemporary research-practice partnerships (RPPs) emerge with the overarching aim of positively transforming educational institutions and opportunities.

According to interviewees, RPPs have the flexibility to address "pressing needs or challenges" or strategize ways to "leverage systemic strengths." These issues may be grounded in practical considerations, policy considerations, or community needs. The scope of RPPs extends to advancing local improvement or transformation initiatives through various approaches. Some RPPs strive to operate within existing structures, while others aim to

formulate entirely new systems. Additionally, RPPs may pursue enhancements based on metrics used in school accountability systems, such as standardized test scores, or they may define outcomes valued by communities that aren't always quantified in schools, such as empowering Latinx parents in school-level budget decisions. The diverse approaches of RPPs highlight their adaptability and the broad spectrum of challenges they are equipped to address in the pursuit of positive changes in education.

Techniques: A global overview of innovative education

Innovation encompasses various definitions, with our perspective emphasizing effectiveness in generating novel and sustainable solutions to problems. It can manifest as a completely new idea conceived from the ground up. Alternatively, innovations may have existed for decades but have yet to be widely adopted or scaled. Furthermore, innovation can manifest as an enhancement or alteration of an existing practice or invention. In essence, for the purposes of this project, innovation is defined as a departure from previous practices, occurring when diverse perspectives or existing practices are reframed, envisioned, or combined in novel ways.

Four Actions of Innovations

The four essential actions include instances of implementation in both low- and high-resource settings, utilizing and not utilizing technology, and demonstrating proven effectiveness on a large scale or being in the early stages of development. What unifies these actions are the solutions they provide for addressing challenges encountered by education systems globally. Importantly, these solutions are adaptable and can be customized to suit diverse contexts and requirements.

- *Active and Engaged Learning*: Drawing from insights in learning sciences, innovations that incorporate student-centered, experiential, hands-on, and playful learning strategies show potential for achieving improved outcomes across a range of skills.
- *Empowering the Education Workforce*: Our examination of innovations reveals various approaches aimed at empowering the education workforce. These initiatives seek to alleviate the numerous tasks burdening teachers, provide training and support for educators, redefine the role of teachers, and expand the pool of individuals contributing to education.
- *Rationalizing Educational Institutions*: Numerous innovations identified focus on cost reduction, enhanced accountability, and the centralization or decentralization of support systems. The goal is to enable educational systems to deliver high-quality education more efficiently and effectively.
- *Mobilizing communities for accountability and delivery*: Educational innovation models are engaging communities to stimulate demand for high-quality education and ensure accountability within education systems. Additionally, communities are finding ways to harness resources for effective education delivery.

New approaches in schools

We identified transformative learning models implemented within the school setting, aiming to enhance a broad range of skills. Our primary focus was on how the educational experience within schools could connect with real-world issues, incorporate project-based learning both inside and outside the classroom, and promote interactivity. School-based approaches need to be versatile, adaptable, and responsive to factors affecting children's learning processes. Adaptive pedagogy, designed to address the diverse needs of learners, is crucial. This is because it recognizes that children learn at varying rates and through different methods. Innovations employing adaptive pedagogy are customized to individual learning needs, potentially making them more effective but also inherently challenging to implement.

Adapted learning through technology

One advantage of technology is its potential to incorporate adaptive features to cater to the individual learning needs of students. This has been exemplified by initiatives such as eLearning Sudan, which utilized an innovative software platform to enable marginalized children to complete primary education. Another illustration is RN Podar, a Mumbai-based private school primarily serving middle-income students and ranking among the highest achieving schools in the country. Described by the school administration as an experimental laboratory, RN Podar adopts a Hands On, Minds On approach, introducing innovative, student-centered methods to enhance classroom learning. Leveraging technology, RN Podar employs a blended learning approach, utilizes platforms like WhatsApp and Skype for community engagement, and integrates Google Apps and social media to create an environment emphasizing both academic proficiency and the joy of learning. Notably, RN Podar pioneered the concept of a 'flipped learning' classroom in India, where students watch pre-recorded lessons at home, allowing classroom time to be dedicated to more profound engagement with teachers through activities such as problem-solving, discussions, analysis, peer learning, and knowledge application. The flipped classroom model enables personalized support and solutions for students, fostering a self-directed, self-paced, personalized, and customized learning experience.

Another approach to understanding adaptation involves exposing young individuals to technology through project-based learning, as demonstrated by **Digital Equalizer**. This initiative employs a methodology that introduces foundational concepts, promotes 21st-century skills, and provides ICT training to enhance learning outcomes. Operating in India, Digital Equalizer collaborates with government schools within the national curriculum, aiming to bridge the digital gap for students who lack access to such technology. The program equips schools with discounted computing technology from partners like Hewlett Packard, encompassing both hardware and software, along with training. Digital Equalizer endeavours to integrate 21st-century skills into academic content, enabling young individuals to enter a competitive, modern workforce. The program incurs an approximate cost of \$10 per student annually. In terms of effectiveness, a 2004 pilot project in Karnataka revealed a 13 percent increase in pass rates for math and science over a three-year period. A subsequent 2009

assessment by the Punjab government demonstrated a statistically significant difference in math and science scores in schools that implemented the Digital Equalizer program.

Leading the Way to Effective Teaching

Student achievement is closely correlated with the leadership qualities and collective competence of teachers: A recent, advanced study has determined that schools featuring qualified and seasoned educators collaborating over an extended period yield the most significant advancements in student achievement. Notably, students taught by less-experienced teachers, yet with access to highly accomplished colleagues, demonstrated the most substantial growth in academic achievement. While these less-experienced teachers had ample room for improvement, the implication is that the expertise of the "master" teachers they collaborated with is disseminating among their peers. The crucial question is whether teachers have the time to lead or learn from their colleagues, be it through informal interactions or structured professional development opportunities. Surveys, case studies, and much of the existing research in this domain, such as Center for Teaching Quality CTQ's findings, suggest that teachers generally lack the time, thereby restricting the development of teacher leaders capable of sharing their expertise with fellow educators.

Teachers search for innovative strategies as instructional and school leaders but are often stifled by prescriptive policies that drive them from the profession : Throughout history, teachers aspiring to take on innovative or leadership roles in the education field have faced constraints imposed by traditional occupational norms and the organizational structures within their schools. While there has been a recent increase in instructional leadership opportunities for teachers, the prevailing culture in schools often pressures teachers to maintain strictly egalitarian relationships, and resistance from administrators further hampers the potential impact of teacher leaders on their peers. Teacher leadership, particularly in the context of peer review involving critical and high-stakes feedback among colleagues, can be challenging. In contrast, in some countries like Japan, the practice of lesson studies, where teachers collaboratively develop specific classroom techniques and critically evaluate each other's practices, has proven to drive higher student achievement gains. Research indicates that when teachers are empowered to function as autonomous professionals and leaders, it fosters a sense of professional confidence and pride, thereby enhancing effective teaching practices. Notably, both individual and collective teacher leadership self-efficacy have been correlated with successful school improvement and reform efforts, creating a critical mass of empowered experts within the educational institution.

Teachers who are empowered to lead within their schools are more likely to remain in the profession : Survey data from Teachers Network also indicates that when teachers feel that their professional leadership is implicitly questioned or restricted, they are less inclined to stay in the teaching profession. According to responses from former teachers in the Teachers Network survey, one-third expressed that the level of professional respect they received from parents and students significantly influenced their decision to leave the classroom. Interestingly, those who chose to remain in teaching, referred to as "stayers," cited similar factors as crucial to their

decision to stay, suggesting that the motivation for career decisions is influenced by the type of school environment they encounter rather than differing motivations between the two groups of teachers. Consequently, schools that provide leadership opportunities for teachers not only stand to enhance instructional quality but also improve the retention of their most effective educators. This is particularly significant for high-needs schools that often face challenges in recruiting and retaining teachers.

Scalability and Sustainability

In the dynamic landscape of education, the impact of scalability and sustainability on the quality of teaching is pivotal, shaping the foundation of a robust and enduring educational system. Scalability refers to the capacity of an educational model to adapt and expand without compromising its effectiveness, while sustainability underscores the long-term viability of teaching practices in the face of evolving challenges. Together, they provide a framework that not only ensures access to education but also guarantees a high standard of instructional delivery.

Scalability in teaching is fundamental for addressing the diverse needs of an expanding student population. As educational institutions witness growing enrolments and diverse student profiles, scalable teaching methods become essential. Digital platforms and technology-enabled learning tools exemplify scalability, allowing educators to reach a wider audience and personalize learning experiences. By embracing scalable solutions, institutions can optimize resources, efficiently manage classrooms of varying sizes, and cater to the unique learning styles and paces of individual students. However, scalability alone is insufficient without an equal emphasis on sustainability. Sustainable teaching practices consider the long-term consequences of pedagogical approaches, ensuring that educational models endure beyond immediate challenges. This involves the integration of environmentally conscious practices, ethical considerations, and the fostering of a supportive and inclusive learning environment. Sustainable teaching methods also promote teacher retention, recognizing the importance of experienced educators in maintaining a high standard of instruction.

The interplay between scalability and sustainability is particularly evident in the digital transformation of education. While technology facilitates scalability by transcending geographical barriers and increasing accessibility, sustainable digital pedagogies ensure that the benefits are equitable and inclusive. By incorporating elements of social responsibility and environmental consciousness into digital learning platforms, educators can foster a sense of global citizenship among students.

Conclusion

In conclusion, the nexus between research and the acceleration of quality teaching is a transformative force that propels education into the future. The insights garnered from rigorous inquiry not only inform teaching practices but also catalyse innovation in pedagogy. As this symbiotic relationship unfolds, it becomes evident that research is the cornerstone upon which the edifice of quality teaching stands. Research provides educators with a dynamic toolkit,

equipping them to navigate the ever-evolving landscape of education. The scalability of teaching methods, honed through research-backed strategies, ensures that knowledge dissemination transcends boundaries, reaching diverse learners with tailored approaches. This adaptability is crucial in an era where student demographics and learning preferences are as varied as the challenges faced by educational systems globally.

Moreover, the sustainability of quality teaching is intrinsically linked to ongoing research endeavours. The identification of best practices, the exploration of emerging technologies, and the understanding of cognitive processes all contribute to the endurance of effective teaching methodologies. Sustainable teaching practices, informed by research findings, not only weather the storms of change but also foster an inclusive, ethical, and learner-centric educational environment. Research-Practice Partnerships serve as conduits for translating research findings into actionable strategies within the classroom. Through ongoing collaboration, educators and researchers coalesce their expertise, aligning empirical evidence with the practical nuances of teaching. This synergy ensures that research is not an abstract concept confined to academic circles but a living, breathing entity that informs and enhances the day-to-day realities of teaching.

As we stand at the intersection of research and teaching, it is clear that the pursuit of knowledge is not a static endeavour but a dynamic force that propels education forward. By embracing research as an integral component of the educational journey, we pave the way for an accelerated and enduring commitment to quality teaching, ensuring that the classrooms of tomorrow are resilient, innovative, and capable of meeting the diverse needs of a rapidly evolving world.

References

1. <https://www.sciencedirect.com/science/article/abs/pii/S0304387815000802>
2. <https://epe.brightspotcdn.com/96/bd/c7ea3e084ade93466ae02042ba7d/eperc-qualityteaching-12.11.pdf>
3. https://wtgrantfoundation.org/wp-content/uploads/2021/07/RPP_State-of-the-Field_2021.pdf
4. <https://files.eric.ed.gov/fulltext/ED509719.pdf>
5. https://www.brookings.edu/wp-content/uploads/2017/02/global_20170223_innovation-and-technology.pdf

RELEVANCE OF VALUES ENSHRINED IN BHAGAVAD GITA IN THE MODERN SOCIETY

Bini T.V. *

* Research Scholar, NSS Training College, Ottapalam

Abstract

Bhagavad Gita is considered as a jewel of India's spiritual wisdom. It is an important Vedic scripture. It is also known as Gitopanishad. Bhagavad Gita is the essence of all Vedas called as fifth veda. Values is the moral principles or beliefs of a social group. Values may be general conceptions or simply interests, preferences, attitudes and needs. The values discussed in Bhagavad Gita are for all mankind. It can able to mould the personality and culture. Values are considered as general principles that can able to regulate our day to day life. It can able to interpret right or wrong. The sources of values include family, community, religion and others. Values are often connected to religion. There are numerous studies conducted in the field of values and Bhagavad Gita. Values influences the choice of research methods (Paul, 2003). Bhagavad Gita talks about values in human life. These values are relevant in the new society, especially for the new generation. This paper tries to discuss about the values enshrined in Bhagavad Gita and the relevance of these values in the present society.

Keywords: Bhagavad Gita, relevance of Values, Modern society

Introduction

Bhagavad Gita is taken from Bhishma Parva of large Epic Mahabharatha. It is a universally accepted Vedic Hindu sacred text. It constitutes eighteen chapters with seven hundred verses. All the instructions of Bhagavad Gita are intended to awake our pure consciousness (Prabhupada, 2014). The purpose of Bhagavad Gita is to deliver mankind from the ignorance and revive Sanathana dharma. Education helps the individual to attain values. Values are the assets of individual. These are the motives for purposeful action. Values are the fundamental beliefs that guide one's action. These are helps us to know what is important to us. It gives guidelines in all situations. These are the ideas that a person holds undesirable or desirable. Values are specific and practical that provides morality and standards of competence. Values have an important role in the conduct of social life. These are fundamental part of our personalities. Values can able to guide our behaviour and judgement in situations. Values have influence on individual's behaviour and attitude. Sometimes values serve as criteria for measuring the actions of people. Values may differ from person to person or culture to culture. Value specifies a relationship between a goal and a person (Steven, 2018). Ethical philosophy of Bhagavad Gita is based on values embedded in it. Bhagavad Gita teaches the individual to become self realised. Bhagavad Gita acts as a catalyst in the promotion of value oriented life. Bhagavad Gita can influence all-round personality of an individual that will helps individual to become more and more responsible for their duties and to follow right conduct in their life.

Nowadays the technological advancement and media are responsible for the value erosion. Bhagavad Gita is the best choice to learn values in life

Values enshrined in Bhagavad Gita

Bhagavad Gita itself is considered as a text book for value education and self realisation. There are numerous values discussed in Bhagavad Gita, will helps the individual to get thorough knowledge about the values and how to lead a good value-oriented life.

1. Physical value: According to Bhagavad Gita this value is concerned with the body. Bhagavad Gita says that miseries of life come through high bodily conception. This body is constituted mind and soul. Jnana according to Bhagavad Gita is, we are not this body but the soul and Vijnana is we are the part and parcel of the Supreme Personality of God Head. If we give too much consideration to the body negative emotion will arise. That will affect our positive thoughts and negatively influence our value system

2. Mental value: Cognition is an important aspect of human being. When one goes through the Bhagavad Gita by reading or hearing that will helps to increase our mental abilities such as intelligence, memory, concentration, reasoning, decision making, problem solving etc. If one's intelligence is pure, he can control his mind. If the mind is controlled our senses are automatically controlled. Bhagavad Gita teaches individuals to become sthithaprajna-those who has control over his mind.

3. Social value: Bhagavad Gita teaches the social value and how to cope with the changing new environment. It teaches love, cooperation, helping mentality, empathy, how to behave in the society in a proper way, how to respect others and how to maintain good social relationship.

4. Emotional value: Bhagavad Gita teaches how to regulate emotions effectively. Bhagavad Gita talks about so many positive and negative emotions such as love, happiness, pride, gratitude, fear, anger, grief, jealousy, sadness, laziness etc. According to Bhagavad Gita both positive and negative emotions should be controlled. It gives better knowledge to be emotionally stable.

5. Cultural value: Bhagavad Gita gives the message to preserve, transmit and transfer our culture. Vedic culture of society helps to lead a peaceful life. Nowadays Bhagavad Gita is the most important cultural product exported from India. In so many countries so many people they adopt Vedic culture of life.

6. Religious value: Bhagavad Gita teaches that love your religion whatever you are in and follow the rules strictly. That will helps to develop belief in god. When we do devotional practices that can able to purify on mind and body.

7. Moral values: Bhagavad Gita talks about morality and ethics to be followed. It gives the knowledge to choose good and bad, right or wrong. These include honesty, responsibility, simplicity, respect, helping mentality, these are very important in day-to-day life.

8. Spiritual value: Bhagavad Gita talks about spiritualism in total. The Iswara, Jiva, Time, Karma, and Prakruthi are five major principles discussed in Bhagavad Gita.(Baladeva ,2006).

It deals with the thorough knowledge about the relationship between body, mind and soul. It delivers jnana and vijnana. It talks about importance of dhyana or meditation. It gives the knowledge about astanga yoga and different types of yogis, Bhagavad Gita gives the answer about the questions like who am i? where do we come from? what is our duty in this material world? Finally where to go? By getting the answer to these questions and spiritual practices our mind become calm and get feel inner peace and attain spiritual development.

9. Educational value: The result of education is liberation and self-realisation. Bhagavad Gita talk about ways and means to get these. A self realised person can liberate himself. Bhagavad Gita talks about the qualities of a disciple and duty of a teacher.

10. Vocational value: Bhagavad Gita talks about our duties. It deals with karma, akarma, vikarma. It teaches how to observe nishkama karma. Bhagavad Gita helps to become a good teacher instructor or guru.

11. Individual value: Bhagavad Gita deals with satva, rajo and thamo gunas. The knowledge about these thrigunas helps the individual to mould his behaviour. It teaches about purity in words, thoughts and actions. It teaches to control mind how to perform good behaviour. Bhagavad Gita helps the individual to cope with the changing society.

12. Aesthetic value: Beauty can see in everywhere. Bhagavad Gita teaches how to enjoy the beauty of life. It is possible only through the exact knowledge about the principles of Bhagavad Gita. If we are ready to practice these in our life we can enjoy our life.

13. Political value: Politics is good when we are taking the same in a meaningful sense. Everywhere we can see politics. There is leader, leadership and the ladder. Bhagavad Gita talks about chaturvarnyam. It is based on gunas or duties not based on caste. For the smooth functioning of the society, but it must be in a correct sense and proper way.

14. Economic value: Bhagavad Gita says live as simple and keeps humility in life. People are trying to get more money and running to raise the standard of living. One should remember that when we store over wealth one day it will destroy or we lose the chance to experience it.

15. Environmental value: Bhagavad Gita teaches the nature of prakuthi - its existence and non existence. Forest has very important role in Vedic life. From the nature we get everything to live. If we use the nature positively and take needful, it will never react negatively.

16. Practical value: Bhagavad Gita has utilitarian value. When we apply the knowledge from Bhagavad Gita into our day to day life it becomes meaningful. It can be applied in every aspects of our life. That will help a person to lead a smooth life and to become a good citizen.

Relevance of values laid down in Bhagavad Gita

The present society faces value crisis. In the modern world there is the tendency of declining values due to modernisation and urbanisation. The culture also demishes. The modern people they neglect values in their life. They are running to fulfil their material wishes. They are work hard to raise their standard of living. This material world is running for women and money that means running behind the lust. There is no pure love, friendship and responsibility. Everyone

wants benefit even for a simple help. Here people forget to obey values in family society or even personal values. Corruption and violence are increasing in the country. The new generation is the victim of these, and they learn the same. There is lack of respect towards the culture, religion among the youth. The rapid growth of scientific and technological advancement negatively influences the relation between teacher and the students, parents and the children.

Present society faces deterioration of ethical and moral values. People are going through illegal path. We can see the rising of substance abuse, sexual abuses and other, unethical activities in the society increasing stress, strain and suicide tendency among new generation. There is the importance of Bhagavad Gita. It gives permanent solution for these problems. Bhagavad Gita gives light to overcome material miseries. The present generation they lack clear knowledge and how to overcome these. They act immediately without any rethinking. They are struggled to cope with the new environment. If one get correct knowledge about the values shared by the Bhagavad Gita that will make positive changes in their mind and their value system. By practicing the same definitely they can overcome their sufferings. So it is very important to go through Bhagavad Gita to get the values laid down in it to lead a successful life.

Conclusion

Bhagavad Gita plays a very important role in the attainment of values in the present society. This is one of the solutions for value crisis. If we are ready to Bhagavad Gita without any religious issues in their mind one can uplift his mind and that will make an influence in their entire life. The values laid down in in Bhagavad Gita are not for a religion but also for the entire mankind. If the modern generation put it into practice the life becomes successful.

References

1. Greenbank,Paul.(2003).The role of values in educational research. British educational research journal.29(6)791-801.Retrieved from <https://www.jstor.org/stable/1502134>
2. Mintz,Steven.(2018,august 1).What are values.Retrieved from www.ethicssage.com
3. Prabhupada.(2014).Bhagavad Gita As It Is .Mumbai:The BhaktiVedanta Book Trust.
4. Vidyabhusana,Baladeva.(2006).Gita Bhusana: Commentary on the Bhagavad Gita. Chennai: Sri Vaikunta enterprises.

SHAPING CHARACTER TRAITS OF TAMIL LINGUISTIC MINORITY STUDENTS IN KERALA: THE SIGNIFICANCE OF VALUE EDUCATION

Sruthi S *

* NCERT Research Fellow, NSS Training College, Ottapalam.

Abstract:

This study delves into the pivotal role of value education in shaping the character traits of Tamil students in the diverse educational context of Kerala. Recognizing the interplay between cultural identity, linguistic diversity, and character development, the paper explores how value education serves as a foundational framework for nurturing positive attributes among Tamil students. The significance lies not only in academic achievement but also in fostering a sense of cultural pride, empathy, and social responsibility. By conceptualizing the dynamics between value education and character formation, this paper seeks to contribute to ongoing discussions on educational strategies that promote holistic development within linguistically diverse communities. This study offers insights into the transformative potential of values education, fostering not only academic excellence but also the cultivation of well-rounded individuals who embody positive character traits, resilience, and a strong sense of cultural identity.

Keywords: Character Traits, Tamil Linguistic Minority Students, Value Education

Introduction

In Kerala's diverse educational context, it is crucial to focus on how Tamil-speaking students from a linguistic minority develop their character. This study aims to understand the various factors shaping the character traits of this unique group within Kerala's cultural diversity. Despite the state's dedication to outstanding education and cultural inclusivity, it's important to thoroughly explore the experiences of Tamil-speaking students. This exploration will particularly emphasize the transformative influence of value education on their development.

Education, often viewed as the cornerstone of personal and societal development, holds the power to shape not only academic acumen but also the fundamental character traits of individuals. As philosopher John Dewey aptly noted, Education is not preparation for life; education is life itself (Dewey,1916). This profound insight underscores the holistic nature of education, suggesting that it extends beyond the confines of traditional academic realms to encompass the very essence of human existence. Understanding and fostering the character development of Tamil linguistic minority students in Kerala requires a holistic approach that embraces cultural nuances and values.

The linguistic diversity within Kerala, where Tamil coexists with various languages, necessitates an examination of the challenges and opportunities specific to Tamil-speaking students. The words of educational philosopher Paulo Freire resonate in this context: Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the

practice of freedom (Freire,1970). This dichotomy underscores the potential of education either to perpetuate existing societal norms or to serve as a liberating force, empowering individuals to critically engage with their social reality. For Tamil linguistic minority students, navigating this educational context requires a subtle understanding of their cultural identity and a deliberate focus on character development through value education.

Thinkers such as Paulo Freire have emphasized the transformative aspect of education, stating that it should empower individuals to critically interact with their social reality (Freire, 1970). This viewpoint aligns with the concept that character traits are not fixed but can be influenced through deliberate educational practices. To grasp the sociocultural context of Tamil linguistic minority students in Kerala, exploring their unique experiences within the broader educational framework is essential.

The intersectionality of language, culture, and identity plays a pivotal role in shaping the character traits of Tamil-speaking students. In this regard, the words of Gloria Anzaldua, who highlighted the complexity of cultural identities, become pertinent: We have to consciously study how to be tender with each other until it becomes a habit. because what was native has been stolen from us, the language, the ways of looking at each other, the confusion that we have (Anzaldua,1987). Anzaldua's emphasis on tenderness and understanding serves as a poignant reminder of the need for empathetic educational practices to navigate the multifaceted experiences of linguistic minority students.

The overarching goal of character development intersects with the broader framework of inclusive education. Scholars like Thomas Sergiovanni emphasize the significance of a school culture that promotes moral and ethical growth, asserting that Character education is not just a school program but a community-wide, lifelong endeavor (Sergiovanni, 2007). This perspective expands the discourse beyond the classroom, highlighting the collaborative efforts required from both educational institutions and the broader community to instill enduring values in Tamil linguistic minority students.

In the pursuit of character development, the role of educators becomes pivotal. Educator and philosopher Nel Noddings argues that Education in its deepest sense is caring and attention to the well-being of the person (Noddings, 2013). Noddings' emphasis on caring relationships between educators and students underscores the interpersonal dynamics crucial for shaping character traits. For Tamil linguistic minority students, who may navigate the challenges of cultural adaptation, a caring educational environment becomes a cornerstone for holistic development.

The implications of character development extend beyond individual well-being to the broader social fabric. As philosopher Martha Nussbaum contends, Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction (Nussbaum,1997). This critical discernment, cultivated through education, is instrumental in fostering responsible citizenship among Tamil linguistic minority students, contributing to a harmonious and inclusive society.

The significance of value education in character development aligns with the global discourse on sustainable development goals (SDGs). The United Nations, in its 2030 Agenda for Sustainable Development, underscores the role of education in promoting values, including empathy, respect, and cultural understanding (United Nations, 2015). This global perspective resonates with the localized challenges faced by Tamil linguistic minority students in Kerala, emphasizing the interconnectedness of character development with broader societal goals.

In conclusion, the exploration of character development among Tamil linguistic minority students in Kerala underscores the intricate interplay between education, cultural diversity, and individual growth. The foundational role of value education in this process is evident, emphasizing the need for a pedagogical approach that goes beyond imparting academic knowledge to fostering ethical values, empathy, and cultural understanding.

As we reflect on the insights drawn from educational philosophers, cultural theorists, and global perspectives, it becomes clear that character development is not a static endeavor but a dynamic and continuous journey. The challenges faced by Tamil linguistic minority students necessitate a collaborative effort involving educators, communities, and policymakers to create an inclusive and supportive environment that nurtures holistic development.

The significance of this study extends beyond the boundaries of Kerala, resonating with global discussions on the transformative potential of education. The emphasis on character traits aligns with broader societal goals, contributing to the cultivation of responsible citizens capable of discerning truth from falsehood, fostering social harmony, and promoting sustainable development.

In moving forward, it is imperative to recognize that character development is an ongoing process that requires sustained commitment. By embracing the principles of value education and acknowledging the unique cultural context of Tamil linguistic minority students in Kerala, we pave the way for an educational paradigm that not only imparts knowledge but also shapes individuals who contribute meaningfully to a diverse and inclusive society.

Significance of Value Education:

Value education is a deliberate and structured process designed to instill ethical, moral, and cultural values in individuals. Beyond the conventional realms of academic learning, it focuses on character development, empathy, and responsible decision-making. This educational approach recognizes the transformative power of instilling virtues that extend beyond knowledge acquisition, shaping individuals into morally upright and socially conscious beings.

The importance of value education is multifaceted. Firstly, it serves as a moral foundation, offering individuals a compass to navigate the complexities of ethical decision-making. It cultivates virtues like honesty, integrity, and compassion, laying the groundwork for individuals to act ethically in various life situations. Secondly, value education contributes to social cohesion by promoting values such as tolerance, respect, and empathy. It becomes a catalyst for creating inclusive communities where diverse perspectives are valued, fostering a sense of belonging and mutual understanding.

Characterized by intentionality, value education is purposeful in its incorporation of value-based principles into curricula and teaching methods. It recognizes the significance of inclusivity, urging an appreciation of diversity in culture, beliefs, and backgrounds. The encouragement of reflective practices is another hallmark, prompting individuals to critically assess their values, fostering personal growth, and heightened ethical awareness. Moreover, value education is a lifelong process, extending beyond formal education to ensure continuous development of values throughout various stages of life.

Swami Vivekananda's assertion that "Education is the manifestation of the perfection already in man" encapsulates the essence of value education. It suggests that education, when grounded in values, reveals and nurtures the inherent goodness within individuals. Mahatma Gandhi's emphasis on education that "moulds character" underscores the profound impact of education that goes beyond imparting knowledge to shaping individuals' fundamental traits. Albert Einstein's perspective that "Education is what remains after one has forgotten what one has learned in school" highlights the enduring influence of values learned throughout one's educational journey.

The implementation of value education involves curricular integration, experiential learning, role modeling, and community engagement. By incorporating value-based content into formal education, providing practical experiences, exemplifying values through role models, and collaborating with communities, educators can create a comprehensive framework for values education. However, challenges arise, such as differing perspectives on values, the need for cultural sensitivity, and the complexity of evaluating the effectiveness of value education programs due to the subjective nature of values.

In conclusion, the exploration of the significance of value education reveals its pivotal role in shaping individuals and societies. As we navigate the complexities of the modern world, the emphasis on character development becomes paramount, and value education emerges as the compass guiding this transformative journey. Its multifaceted importance extends beyond the confines of traditional education, reaching into the very fabric of human existence.

The interplay between academic knowledge and moral values encapsulates the essence of holistic education. The deliberate integration of values into educational practices ensures that individuals not only acquire knowledge but also develop the ethical foundation necessary for responsible and compassionate living. This synergy becomes increasingly crucial in fostering environments where diversity is celebrated, empathy is cultivated, and mutual respect becomes the cornerstone of societal interactions.

In the grand tapestry of education, value education emerges as a thread weaving together knowledge, ethics, and societal harmony. Its significance lies not only in the cultivation of virtues but also in the profound impact it has on individuals' ability to navigate the complexities of the world with wisdom, empathy, and a sense of purpose. The journey towards an education that fosters values is ongoing, and its destination holds the promise of a society where

individuals, enriched by their education, contribute meaningfully to a shared and harmonious future.

Nurturing Character traits in Tamil Minority Students through Value Education

In the endeavour to cultivate character traits among Tamil linguistic minority students in Kerala through value education, a multifaceted approach intertwines educational strategies and community engagement. This intricate process recognizes the significance of shaping not only academic achievements but also the moral and ethical dimensions of individuals.

Through this holistic approach, value education becomes a guiding force, instilling virtues such as honesty, integrity, and social responsibility. It is about creating a generation of individuals who not only excel academically but also carry a moral compass that guides their actions. The process recognizes that education should not just be about acquiring knowledge but about becoming ethical and responsible citizens who contribute positively to society.

- **Educational Strategies:**

Value education employs educational strategies that go beyond traditional teaching methods. It integrates principles of empathy, respect, and responsibility into the curriculum, fostering an environment that encourages positive character development. The educational strategies in value education create a classroom atmosphere that nurtures a sense of community and cooperation. By integrating principles of empathy and respect, students are not only encouraged to understand diverse perspectives but also actively contribute to the creation of a harmonious learning environment where positive character traits are cultivated collectively.

- **Inclusive Learning:**

The educational strategies encompass an inclusive learning approach that incorporates narratives, literature, and historical perspectives reflecting the experiences of Tamil linguistic minority communities. This inclusivity enriches the educational experience, fostering a sense of belonging and understanding among students from diverse linguistic backgrounds. It creates a tapestry of knowledge that respects and values the varied cultural perspectives within the educational setting. The inclusive learning approach in value education goes beyond textbooks by encouraging students to share their own cultural stories and perspectives. By embracing the diverse narratives within the classroom, value education becomes a catalyst for building bridges of understanding and appreciation among Tamil linguistic minority students and their peers

- **Community Engagement:**

Community engagement forms an integral part of the process. Collaborating with parents, community leaders, and cultural organizations, value education extends its impact beyond the classroom. This collaborative effort creates a supportive network that reinforces the transmission of values from home to school. It nurtures a cohesive and values-driven community environment, where the collective commitment to

character development becomes a shared responsibility. By involving parents, community leaders, and cultural organizations, it establishes a foundation for sustained collaboration, ensuring that the positive values instilled in students become interwoven into the fabric of the community's identity and contribute to a harmonious and flourishing societal ethos.

- Empowerment Through Skills:

Beyond moral and ethical development, value education empowers Tamil linguistic minority students with essential life skills. These skills include effective communication, conflict resolution, and leadership qualities. By promoting open dialogue and active listening, students develop character traits such as diplomacy, cooperation, and resilience. This not only contributes to a positive and harmonious school environment but also equips them for future challenges. The empowerment through skills in value education extends to nurturing critical thinking and problem-solving abilities among Tamil linguistic minority students. This comprehensive skill development ensures that students not only excel academically but also emerge as well-rounded individuals ready to positively contribute to their communities and beyond.

- Peer Collaboration:

Encouraging collaborative learning among peers is another educational strategy employed. Group activities, projects, and discussions create opportunities for students to learn from one another, building a sense of camaraderie and reinforcing positive character traits through shared experiences. Peer collaboration in value education not only cultivates a supportive learning environment but also enhances social skills and teamwork. Through collaborative endeavors, students develop a deeper understanding of diverse perspectives, fostering empathy and broadening their appreciation for the values embedded in their shared experiences.

- Continuous Reflection:

Educational strategies in value education often include mechanisms for continuous reflection. Students are encouraged to regularly reflect on their values, actions, and the impact they have on themselves and their community. This reflective practice enhances self-awareness and reinforces the importance of aligning actions with positive values. continuous reflection provides students with the opportunity to assess personal growth and identify areas for improvement in their character development journey. This introspective practice fosters a sense of accountability, empowering students to actively shape their values and contribute positively to the well-being of their community.

- Interactive Technology:

Utilizing interactive technology as part of educational strategies in value education can enhance engagement. Educational apps, online platforms, and multimedia resources provide dynamic and interactive ways to convey values, making the learning experience

more accessible and relatable for modern learners. Integrating interactive technology not only caters to the preferences of digital-native learners but also allows for personalized learning experiences. By leveraging gamified elements, virtual simulations, and multimedia presentations, educational strategies in value education using interactive technology create an immersive environment that captures the attention and interest of students, fostering a more impactful understanding and internalization of values.

As we envision the future, this holistic approach sets the stage for a community where empathy and understanding are deeply rooted. Beyond the classroom, the seeds planted through value education will continue to flourish, influencing not only the lives of these Tamil linguistic minority students but also the collective ethos of the communities they inhabit. It is a call to action, urging educational institutions, communities, and policymakers to continue investing in the development of character traits as a cornerstone for a harmonious and progressive society.

The cultivation of character traits through value education becomes a perpetual journey, echoing the sentiment that education is not merely a means to an end but a lifelong pursuit of knowledge, integrity, and humanity. As these students graduate into the wider world, they carry with them not only academic prowess but a rich tapestry of values that will shape their interactions, decisions, and contributions, leaving an indelible mark on the ever-evolving context of Kerala and beyond.

References:

1. Banks, J. A. (1997). *Educating Citizens in a Multicultural Society*. Teachers College Press.
2. Dewey, J. (1916). *Democracy and Education*. The Macmillan Company.
3. Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum,2(1),59-82
4. Noddings, N. (2002). *Starting at Home: Caring and Social Policy*. University of California Press.
5. Noddings, N. (2013). *Education and Democracy in the 21st Century*. Teachers College Press,2(1),45-61.
6. Nussbaum, M. C. (1997). *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Harvard University Press,14(2), 224-328
7. Sergiovanni, T. (2007). *The Lifeworld of Leadership: Creating Culture, Community, and Personal Meaning in Our Schools*. Jossey-Bass,14(1),101-119
8. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*.<https://sdgs.un.org/2030agenda>